New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2026-27

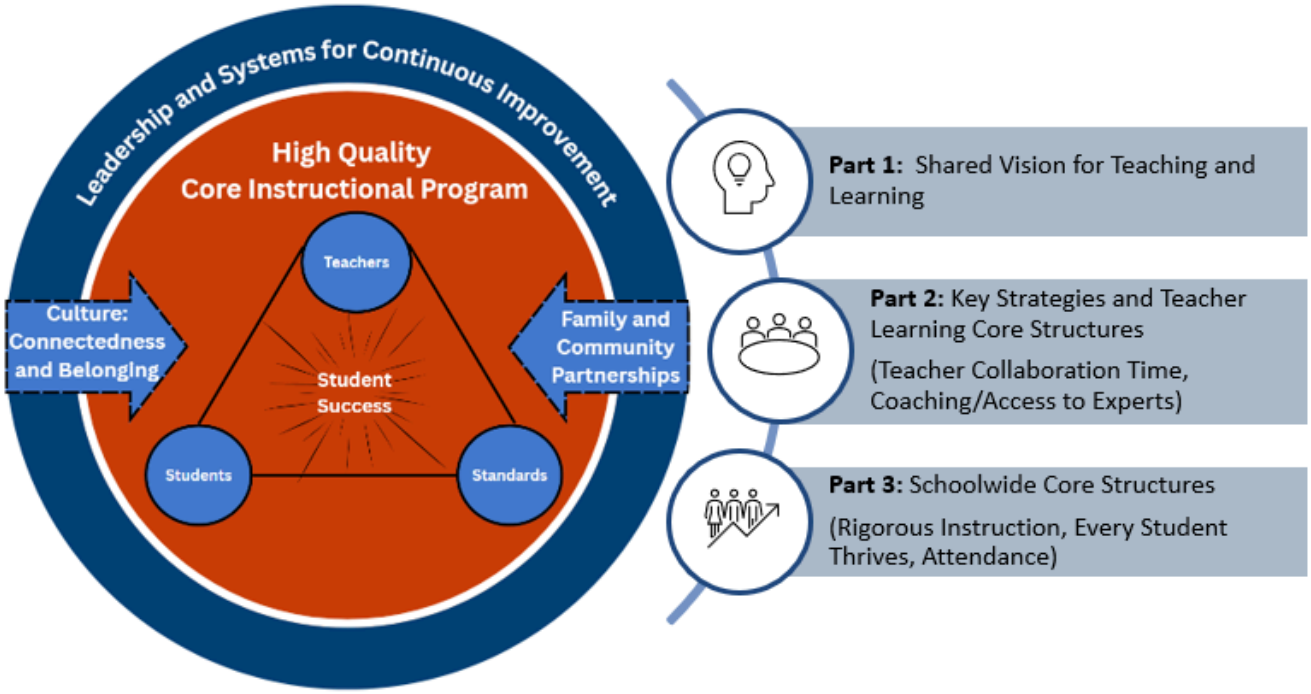
District	School Name	Grades Served
Dunkirk CSD	Dunkirk Elementary School #3	K-2

Collaboratively Developed By:

The Dunkirk Elementary School #3 SCEP Development Team

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And in partnership with the staff, students, and families of Dunkirk Elementary School #3.



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?*	In Dunkirk classrooms, high-quality Tier 1 instruction means students are actively engaged in reading, writing, creating, discussing, collaborating, and critical thinking to develop problem-solving skills, while teachers intentionally facilitate learning through questioning, differentiation, data-driven instruction, progress monitoring, and responsive practices that support both academic achievement and social-emotional growth while maintaining high expectations for 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.

Schools selecting "Other" should type the Key Strategy after the word "Other."

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

1. **Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)**
   Effective Teacher Collaborative Time should:
   - Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
   - Ideally occur during the school day

- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

2. **Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)**
   Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:
   - Modeling lessons
   - Co-teaching
   - The Coaching Cycle
   - Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those bulleted above.

Essential Question

How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction?

What structures and routines will support this in 2026-27?		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Teacher Learning Core Structure	**Teacher Collaborative Time**	☐ NEW ☒ REFINE
When and how often will this structure take place?	Teacher Collaborative Time will take place daily during Professional Responsibility (PR) time, organized by grade level as a standalone structure (not combined with other duties or administrative business), for a minimum of 30 minutes per session. The DCIP requires collaborative planning time at least twice a month districtwide. School #3's daily PR time goes well beyond that requirement, giving grade-level teams consistent, high-frequency access to collaborative time, supporting the district's broader goal of moving Teaching and Learning Team work from team function to team impact in 2026-27. Of note, Grade-level teams also meet monthly after school for an extended version of the same collaborative time.	
What does this entail?	Each meeting, whether the daily PR session or the monthly after-school session, follows a rolling agenda with assigned roles (e.g., facilitator, timekeeper, notetaker) and standing minutes to track decisions and follow-up. The principal prepares the agenda initially, with the expectation that ownership shifts to teacher leaders or instructional coaches over time.	

	Teams use this time to review student data and adjust groupings, examine student work against curriculum expectations, and share strategies from coaching, learning walks, or model classrooms, keeping the focus on instruction and next steps rather than administrative tasks.

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?
Laura M. finalizes the PR Time calendar and schedule, including grade-level/department assignments and meeting days, and presents it to the principal for approval.	9/1/26
Set up a running Google doc for each grade level/department to house rolling agendas and standing minutes (assigned to each grade-level team).	9/1/26
Establish the PR Time rotation, cycling through ELA/Math data review, unit assessments, and purposeful planning.	9/1/26

Key Strategy 1	
KEY STRATEGY 1	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.

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?**
Establish a consistent data analysis routine during PR time using a shared protocol.	No later than 9/15/26
Principal facilitates or co-facilitates most sessions to model the process.	9/15/26 – 12/31/26
Review common assessment (eg. iReady) and screening data (e.g., STAR) as a team.	9/21/26-10/2/26
Build comfort with pulling and discussing individual classroom data.	10/15/26 -12/31/26
Creation of Teacher Perception Survey *Who will create - Principal - First SCEP meeting agenda item.	11/1/26
Administer Teacher Perception Survey	Mid Nov.

Agree on shared criteria for what "on track" looks like.	10/15/26 - 12/31/26
Practice turning a data trend into a grouping or instructional decision.	10/31/26 - 12/31/26
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?
Use the established routine to analyze mid-year data trends.	1/3/27 to EOY
Adjust student groupings more responsively based on data.	1/3/27 to EOY
Identify which strategies are working for specific groups of students.	1/3/27 to EOY
Shift facilitation to teacher leaders or instructional coaches.	No later than 1/15/27
Use monthly after-school sessions for deeper dives into classroom-level patterns.	2/1/27 to EOY

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	Achievement gap closes Students receive supports without grade-level content dilution Pre/Post data results		
Evidence of Teacher Practice Changing	Co-planning documentation Perception Survey		

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…	Receiving supports that close the achievement gap while staying engaged with grade-level content, with pre/post data showing growth.	

Teachers will be…	Co-planning regularly using student data to inform instruction, with perception survey results reflecting growth in confidence and practice.	

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	#13: Team meetings consistently generate insights and strategies that teachers can apply in their classrooms. *Use for Teacher Perception Survey						
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	#5: What I learn in professional development is reinforced through coaching and collaborative team time. *Use for Teacher Perception Survey						
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	Schoolwide Inquiry cycles	☐ NEW x REFINE
When and how often will this structure take place?	The Instructional Leadership Team's inquiry cycle happens continuously and through several structured touchpoints: informally during PR time and organically throughout the day as issues arise, and more formally through after-school opportunities and Superintendent Conference Days. This aligns with the district's DCIP cadence for inquiry-based structures: learning walks conducted at least four rounds per grade band with documented debriefs,	

	curriculum refinement cycles occurring monthly to examine student outcome data against curriculum materials, and cross-building data benchmarking each trimester. Superintendent Conference Days are also named in the DCIP as protected time for this kind of team-based inquiry work, since they require no additional pull-out from instruction.
What does this entail?	The team conducts learning walks using the district's shared feedback tool, completing at least four rounds per grade band with documented debriefs (aligned to the district's January 2027 target). Findings are reviewed to identify trends across classrooms and directly inform PR time focus, professional learning, and instructional decisions.

Evaluating the Key Strategies/Instructional Priorities Identified	
What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The Instructional Leadership Team will review PR time agendas, standing minutes, and the meeting calendar each trimester to confirm grade-level teams are consistently analyzing data and translating it into grouping or instructional decisions. *As a result, students will receive more responsive, data-informed instruction and support that closes achievement gaps while keeping them engaged with grade-level content.*

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	#18: The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication. *Use for Teacher Perception Survey						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student	#23: Curriculum materials support challenging thinking rather than rushing through topics or focusing on						

	☐ Family	coverage. *Use for Teacher Perception Survey						
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	Multi-Tiered Systems of Support	☐ NEW ☐ REFINE
When and how often will this structure take place?	Weekly grade-level meetings focus on intentional planning for quality Tier 1 instruction, the foundation that supports MTSS. During Support and Extend time, Denise and the Intervention Team push in to provide targeted support through centers. FIT (Movement) time is used to implement math instruction.	

What does this entail?	Teams maximize WIN time to ensure students have access to rigorous, grade-level material in both Math and ELA, keeping intervention and support connected to grade-level expectations rather than diluting content.

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	#35: Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	#39: Our school regularly reviews student feedback, progress data, and participation patterns to ensure all students are well served.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

**Additional Section:

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Every Student Thrives Key Strategy to be pursued this year? What steps are involved?	When will this be in place?
Confirm WIN time schedule and grade-level rotation	9/1/26
Ensure Tier 1 planning expectations are communicated to all teams	9/1/26

FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Every Student Thrives to support this Key Strategy? What steps are involved?	**When will this be in place?**
Teams establish the weekly Tier 1 planning routine and begin using WIN time consistently for rigorous	9/15/26 – 12/31/26
Grade-level Math/ELA access rather than remediation-only content	9/15/26 – 12/31/26
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Every Student Thrives to support this Key Strategy? What steps are involved?	When will this be in place?
Teams refine WIN time groupings based on data and increase consistency in delivering grade-level material across all WIN sessions.	1/3/27 to EOY

Evaluating the Key Strategy

- Building leaders review WIN time schedules and lesson plans each trimester to confirm grade-level material is being used, not just remediation content.
- Grade-level meeting minutes are reviewed to verify Tier 1 planning is happening consistently and driving WIN time content.

Progress Monitoring

- *Early indicators:* WIN time schedule finalized and grade-level rotation in place; Tier 1 planning routine established in weekly meetings.
- *Mid-year indicators:* Increased consistency in WIN time content aligning to grade-level standards; fewer students receiving only below-grade-level material.
- *End-of-year indicators:* Measurable gains in student access to and performance on grade-level Math/ELA material during WIN time.

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	**CET – Community Engagement Team**	x NEW ☐ REFINE
When and how often will this structure take place?	The Community Engagement Team meets monthly to coordinate attendance incentives and review reporting systems for absences and tardies, ensuring reciprocal communication between school and home. On an ongoing basis, the team monitors eSchool utilization, confirming teachers have access and know how to use it as a resource. The community liaison makes parent calls as needed, with possible parent focus groups, and maintains ongoing parent communication and support connections. Check-in/Check-out support is provided daily for students identified as "high flyers" regarding attendance.	
What does this entail?	Monthly attendance incentives include preferred activities such as library time, popcorn and ice cream socials, organized assemblies, and additional FIT time, giving students tangible, motivating reasons to attend consistently. The team also ensures teachers are equipped to use eSchool for reporting absences and tardies, with a request for expanded access where needed. The community liaison supports reciprocal communication with families through	

	parent calls, potential parent focus groups, and ongoing outreach connecting families to needed supports. Students identified as attendance "high flyers" receive daily Check-in/Check-out support to build consistent routines and provide an additional layer of accountability and connection.

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	94.43%	90.66%	90.71%	86.68%	82.41%	89.09%	87.16%	90.11%	91.07%
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	#42: I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	#47: This school intentionally builds student connection and belonging through its activities.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

**Additional Section:

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Attendance Key Strategy to be pursued this year? What steps are involved?	When will this be in place?
Finalize the monthly incentive calendar, confirm eSchool access for all teachers.	9/1/26
Identify students for daily Check-in/Check-out based on prior-year attendance data.	9/1/26

FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Attendance to support this Key Strategy? What steps are involved?	**When will this be in place?**
Launch monthly incentives and daily Check-in/Check-out	9/15/26 – 12/31/26
Establish reciprocal communication routines with families through the community liaison.	9/15/26 – 12/31/26
Confirm teachers are consistently using eSchool for reporting.	9/15/26 – 12/31/26
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Attendance to support this Key Strategy? What steps are involved?	When will this be in place?
Adjust Check-in/Check-out rosters based on attendance trends.	1/3/27 to EOY
Expand parent engagement through focus groups if needed.	1/3/27 to EOY
Refine incentive structure based on what's driving attendance gains.	1/3/27 to EOY

Evaluating the Key Strategy

- The Community Engagement Team reviews monthly attendance data alongside incentive participation to determine which activities are most effective.
- eSchool reporting is audited each trimester to confirm consistent teacher use and accurate absence/tardy data.
- Check-in/Check-out logs are reviewed regularly to track whether "high flyer" students are showing improved attendance patterns.

Progress Monitoring

- *Early indicators:* Incentive calendar and eSchool access finalized; Check-in/Check-out roster established; liaison outreach begun.
- *Mid-year indicators:* Increased teacher consistency in eSchool reporting; measurable movement in attendance for students receiving Check-in/Check-out.
- *End-of-year indicators:* Overall reduction in chronic absenteeism; measurable increase in average monthly daily attendance compared to 2025-26 baseline.

Part 3: Schoolwide Core Structures

Our Team's Process

Background

All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team." The "Our Team's Process" section outlines how we worked together to develop our plan.

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the remaining columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*		*4/17*	*5/2 5/9 5/16*
Ana EcKenwiler	Principal				7/14			7/14, 7/27	7/27
Sue Fountain	Administrative Assistant				7/14			7/14, 7/27	7/27
Laura Munson	PE Teacher				7/14			7/14, 7/27	7/27
Jessica Houghtaling	TOSA (PreK-3)							7/27	7/27
Deb Wisniewski	Social Worker				7/14			7/14, 7/27	7/27
Marianne Borzilleri	ENL Teacher				7/14			7/14, 7/27	7/27
Denise Sievert	Reading Teacher							7/27	7/27
Sarah Crane	Teacher				7/14			7/14, 7/27	7/27
Rebecca Leone	Executive Director, Data and Learning				7/14			7/14, 7/27	7/27

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.