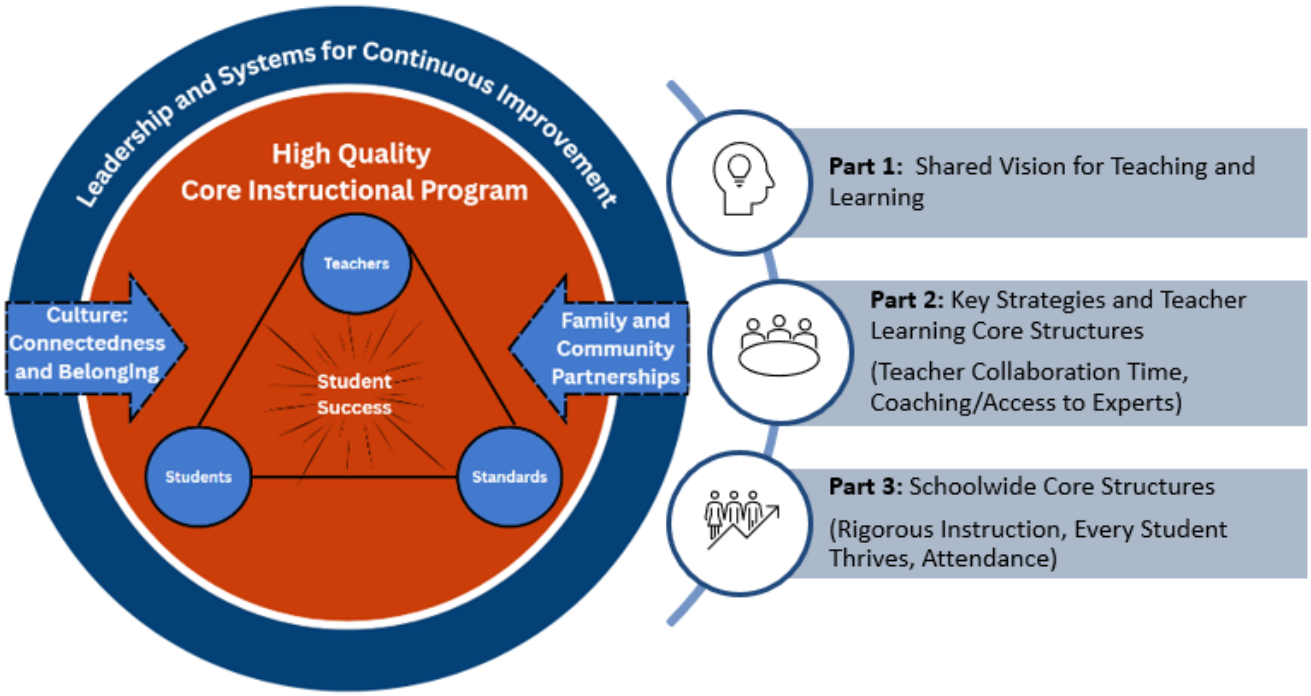
New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
Mount Vernon City School District	Benjamin Turner Academy	K-12

Collaboratively Developed By:
The Benjamin Turner Academy SCEP Development Team **SCEP Team Members:** Dr. Colleen Seivright-Crawford, Doreen Furlong, Omar Lammie, Corane Farquharson, Tonia Edmonds, Luisa Marin ***And in partnership with the staff, students, and families of BENJAMIN TURNER ACADEMY.***



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?*	The District defines **high-quality, equitable, and adaptive Tier 1 instruction** as rigorous, student-centered learning that ensures every student has access to grade-level standards, meaningful engagement, and the supports necessary to succeed. In every classroom, Tier 1 instruction should **look and feel** like: • **Student-centered and collaborative**, with students actively engaged in learning, discussing ideas, solving problems, and taking ownership of their learning. • **Standards-based and rigorous**, providing all students access to grade-level content and clear learning targets aligned to district and state standards. • **Equitable and inclusive**, where diverse learning needs, backgrounds, cultures, and experiences are valued and reflected in instruction, ensuring all students have opportunities to participate and achieve. • **Adaptive and responsive**, using ongoing formative assessment and data to adjust instruction, provide appropriate supports, and address individual student needs in real time. • **Driven by open-ended questioning and inquiry**, encouraging students to think critically, analyze evidence, justify their reasoning, and engage in productive academic discourse.

	• **Facilitated by students as well as teachers**, with learners leading discussions, collaborating with peers, and reflecting on their progress and next steps.
	• **Focused on the development of the Portrait of a Graduate competencies**, ensuring students become:
	  ○ **Academically Prepared**
	  ○ **Creative Innovators**
	  ○ **Critical Thinkers**
	  ○ **Effective Communicators**
	  ○ **Global Citizens**
	  ○ **Reflective and Future-Focused Learners**
	When high-quality Tier 1 instruction is consistently implemented, every classroom becomes a learning community where students feel challenged, supported, empowered, and prepared for success in school, career, and life.

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?)
1. Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
2. 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 REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B**	☒ NEW ☐ REFINE
When and how often will this structure take place?	During PLCs,staff meetings, professional development, and intervisitations. Monthly curriculum meeting ½ Day PD Days Intervisitations- Quarterly, RtI periods BOY, MOY, EOY	
What does this entail?	Planning sessions to address ELL transition and support Creation of professional development planning committee Create a staff survey to elicit professional development topics	
Teacher Learning Core Structure	**Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B**	☒ NEW ☐ REFINE
When and how often will this structure take place?	Intervisitation- quarterly PLCs- 2xs in 6 day cycle Curriculum meetings- monthly	
What does this entail?	Master schedule to include embedded PLCs, Intervisitation- willingness of veteran and new teachers Intervisitation- coverage for participating teachers	

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?
Initial staff meeting to review overview of the SCEP Learning to include	
Definition Project Based Learning	
Video of PBL	
PBL- topics by grade levels (i.e building bridges)	
Differentiated staff survey (i.e. UL, teachers, TAs, clinicians)	
Commitment during quarterly PLCs to identify opportunities for students to compete in national/local contests	

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?**
• Examine grade-level standards and identify opportunities for reasoning, problem-solving, and critical thinking. • Analyze high-quality tasks and lessons that promote student discourse and deep thinking. • Collaboratively design lessons and performance tasks that require students to explain their thinking, justify solutions, and apply learning in authentic contexts. • Develop common success criteria and look-fors for rigorous student work. • Plan questioning strategies that promote sense-making and student ownership of learning.	September 2026
	October 2026
	October 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?
• Analyze student work to determine the level of reasoning, sense-making, and problem-solving demonstrated. • Examine formative assessment data to identify trends and areas where students need additional support. • Collaboratively refine tasks to increase rigor and student ownership of learning.	January 2027

• Plan opportunities for students to explain their thinking, justify solutions, and critique the reasoning of others. • Engage in intervisitations focused on observing student thinking, academic discourse, and problem-solving practices.	

Key Strategy 2

KEY STRATEGY 2	
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?**
• Review priority standards and learning targets.	October 2026
• Unpack grade-level expectations and success criteria.	October 2026
• Develop common assessments and progress-monitoring tools.	October 2026
• Identify potential barriers to learning for MLLs and students with disabilities.	
• Co-plan scaffolds, accommodations, and differentiation strategies. • Attend expert-led workshops or coaching sessions. • Identify one or two actionable strategies. • Apply strategies during instructional cycles. • Bring implementation evidence to PLC discussions.	November 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?
• Analyze grade-level standards and priority learning goals. • Review student performance data, with a focus on MLLs and students with disabilities. • Co-plan lessons that include scaffolds, accommodations, language supports, and multiple entry points while maintaining grade-level rigor. • Collaborate with ENL, Special Education, and intervention staff to align supports.	January 2027

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

• Professional learning on Universal Design for Learning (UDL), differentiation, language scaffolds, and inclusive instructional practices.	February 2027
• Modeling of effective co-teaching and collaborative planning structures.	February 2027

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**?

Evidence of Student Learning Improving	Student work samples, common assessment data, benchmark results, PBL rubrics, intervention plans generated from data discussions		
Evidence of Teacher Practice Changing	• Published PLC calendar with identified topics and facilitators • Attendance records for PLC meetings • PLC agendas, notes, and minutes • Completion of planned PLC sessions		

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

	End of the Year Vision	Mid Year Reassessment

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

	(set in advance)	(update mid year)
Students will be…	• Regularly engaging in rigorous, grade-level tasks that require critical thinking, reasoning, and problem-solving. • Explaining their thinking using evidence, academic language, and multiple strategies. • Persevering through challenging tasks and demonstrating productive struggle when faced with complex problems. • Collaborating with peers to discuss ideas, justify solutions, and make meaning of new learning. • Applying knowledge and skills to authentic, real-world situations and interdisciplinary learning experiences. • Demonstrating growth in critical thinking, problem-solving, and reasoning as evidenced by classroom discussions, student work, performance tasks, and assessments.	
Teachers will be…	• Consistently designing and implementing cognitively demanding, standards-aligned learning experiences across content areas. • Facilitating student-centered instruction that promotes inquiry, discourse, reasoning, and sense-making. • Using strategic questioning and discussion protocols to deepen	

	student thinking and engagement. • Analyzing student work and data collaboratively to refine instruction and increase rigor. • Providing opportunities for productive struggle while maintaining high expectations and appropriate supports for all learners. • Collaborating through PLCs, intervisitations, and professional learning opportunities to continuously improve instructional practices that develop students' reasoning and problem-solving skills.	

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	• Increased participation of multilingual learners and students with disabilities in grade-level discussions, tasks, and collaborative learning activities. • Student work demonstrating progress toward grade-level		

	standards and learning targets. • Growth on common formative assessments, benchmarks, and unit assessments. • Increased percentage of MLLs and students with disabilities meeting or exceeding proficiency expectations. • Improved performance on rigorous, grade-level assignments and performance-based tasks.		
Evidence of Teacher Practice Changing	• Collaborative planning documents demonstrating alignment to grade-level standards and shared learning goals. • Lesson plans that include appropriate scaffolds, accommodations,		

	and differentiation while maintaining grade-level rigor. • Evidence of co-planning between classroom teachers, ENL teachers, and special education staff. • PLC agendas, meeting notes, and action plans focused on equitable access and student outcomes. • Increased use of evidence-based strategies such as language supports, Universal Design for Learning (UDL), and co-teaching practices. • Intervisitation and walkthrough data showing implementation of inclusive instructional practices. • Teacher reflections identifying		

	adjustments made based on student data and needs. • Staff sharing successful practices through PLCs, intervisitations, and staff meeting "pop-up"		

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…	• Successfully engaging with and demonstrating mastery of grade-level standards. • Actively participating in discussions, collaborative learning, and rigorous academic tasks. • Using academic language, reasoning, and problem-solving skills to communicate their understanding. • Independently accessing learning through appropriate scaffolds, supports, and strategies. • Demonstrating measurable growth on classroom assessments, common assessments, and performance tasks.	
Teachers will be…	• Collaboratively planning and refining instruction with grade-	

	level teams, ENL teachers, special education teachers, and support staff. • Consistently aligning instruction, assessments, and supports to shared learning goals and grade-level standards. • Implementing evidence-based scaffolds, accommodations, and inclusive instructional practices while maintaining high expectations for all students. • Using student work, assessment data, and progress-monitoring information to adjust instruction and respond to student needs. • Engaging in PLCs, intervisitations, and professional learning to strengthen equitable instructional practices. • Creating learning environments where all students have access to rigorous, grade-level content and opportunities for success. • Monitoring the progress of multilingual learners and students with disabilities to ensure equitable outcomes and continuous growth.	

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 helps clarify high-quality instruction.	5	1		31	5	1

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

26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Team meetings focus on improving teaching and learning.	1	2		25	10	1
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	1. High-quality task design. This requires critical thinking and problem-solving. For example, Project Based Learning that connects learning to real-world contexts. 2. Student Ownership of Learning. This includes learners setting goals, tracking their progress, and reflecting on their thinking.	☒ ☐ REFINE
When and how often will this structure take place?	One project per marking period. Weekly reflective journaling	

	Ensure that Project Based Learning is based on a unit of study. Tie the writing task to concepts covered.	
	Data and Assessment team: Ensure all instructional decisions are grounded in accurate, timely evidence of student learning, so that rigor is maintained and all students are progressing toward mastery of grade-level standards and best practices.	☐ ☐ REFINE
	Quarterly - (aligned to assessment cycles) Weekly PLC meetings to carry out the action plans created by the Data Team Data team will meet 1 time monthly Progress monitoring is ongoing through classroom informal and formal assessments	
	• Creation of a data team to include administrator, classroom teachers, specialist, special education teacher (MTSS team) • Uses student data to guide instructional decisions • Develops and reviews common, standards-aligned assessments • Analyzes assessment results for trends and gaps • Identifies strengths (glows) and areas of need (grows) across classrooms and grades • Disaggregates data by student groups (e.g., subgroups, tiers) • Determines if instruction is aligned to rigor and standards • Creates action plans for reteaching, intervention, and enrichment • Monitors effectiveness of instructional changes and supports • Provides guidance and priorities to PLCs and leadership teams	

Evaluating the Key Strategies/Instructional Priorities Identified	
What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Establish Clear Evaluation Criteria- This aligns to grade-level standards and specific learning objectives, ensuring both appropriate academic rigor and meaningful real-world relevance. Look for Evidence in Student Work- Evaluation must include analysis of actual student work. This must include student projects and written responses that demonstrate reasoning, the use of academic vocabulary, application of problem-

	solving strategies, and the overall quality of final presentations. To support English Language Learners (ELLs), ENL teachers will incorporate language development objectives alongside content objectives across all subject areas. Instruction will include scaffolds such as visual supports, sentence stems, graphic organizers, structured opportunities for academic conversation, and explicit vocabulary instruction. ENL teachers and classroom teachers will collaborate regularly to co-plan and co-teach lessons that provide access to grade-level content while supporting language acquisition.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The building-level team will evaluate student ownership of learning by reviewing student goal setting and reflection artifacts, observing classroom practices, analyzing student work, and gathering student voice to determine student ownership for their learning.

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	Collaborative time helps clarify high-quality instruction.	5	1		31	5	1
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Teacher meetings are purposeful and well facilitated	1	2		26	9	2

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	The school will: 1. Establish a strong, student-centered culture across all classrooms and programs. 2. Foster meaningful relationships through student advisory groups, regular check-ins, and family engagement events. 3. Provide timely support by leveraging data to identify student needs early and deliver targeted academic, social-emotional, and behavioral interventions. 4. Ensure access to rigorous grade-level learning through high-quality instruction, standards-aligned curriculum, and equitable learning opportunities for all students.	☒ NEW ☐ REFINE

	5. ENL teachers will collaborate with classroom teachers to ensure that MLLs have equitable access to rigorous grade-level instruction through appropriate scaffolds, language supports and differentiated instructional strategies. This includes co-planning lessons, analyzing student data, providing professional development on best practices for language acquisition, and helping teachers integrate language objectives into content instruction. 6. Additionally, ENL teachers will help build meaningful relationships with students and families by serving as a bridge between home and school. They will support communication with multilingual families, assist with translating important information when needed, and help families understand academic expectations and available resources. 7.	
When and how often will this structure take place?	1. Host a student assembly on Friday, September 4, or Monday, September 7, to explicitly communicate academic and behavioral expectations. 2. Establish one elementary school and one middle school student advisory group by Wednesday, September 30. 3. Provide teachers with copies of IEP accommodations by Wednesday, September 30. 4. Conduct one monthly PLC workshop or training session dedicated to project-based learning, differentiated instruction, continuous assessment, evidence-based practices, and scaffolding strategies. 5. ENL teachers will conduct a ENL parent conference to share about curriculum, attendance and culture by October 30th, 2026.	
What does this entail?	1. Clear academic and behavioral expectations will be communicated to students by school leadership, teachers, security supervisor, and head custodian. 2. Students will form their own advisory groups, with the assistance of administrators and teaching staff, to develop a list of dates for heritage assemblies, Together Against Hate activities, school events/activities, and clubs, for example: debating, Spelling Bee, Art, etc. 3. Collaborative teams will regularly review student progress and adjust support as needed to help students succeed. 4. Teachers will use project-based learning, differentiated instructional strategies, ongoing assessment, and evidence-based practices to challenge students while providing the scaffolding necessary for success.	
Every Student Thrives Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
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	Learning from professional development is reinforced through coaching and collaboration.	1	10		19	5	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		0	0	0	0	0	0
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	1-Early Identification of students with emerging attendance concerns. The team will review attendance data to identify students with early warning signs of attendance concerns, including chronic absenteeism and frequent tardiness. 2-Families will be contacted promptly to discuss attendance concerns, identify barriers to attendance, and develop collaborative solutions.	☒ NEW ☐ REFINE
When and how often will this structure take place?	The team will meet bi-weekly throughout the school year to review attendance data, and as needed, based on critical trends. Invite attendance teacher and language translator to present at back-to-school night to explain attendance policy to families.	
What does this entail?	This will entail a written cohesive, district-wide attendance policy to ensure attendance concerns are addressed in real time, while strengthening communication with families, and support students in returning to school quickly so they can remain engaged in grade-level learning.	

	The attendance teacher will provide hard copies of attendance policies and expectations for families to sign.	
Attendance Core Structure 2 (if applicable)	Students identified as at risk for chronic absenteeism through attendance data reviews will be referred to the Attendance Team for individualized problem-solving and support planning. The Attendance Team will identify barriers to attendance and connect families with appropriate resources.	☐ NEW ☐ REFINE
When and how often will this structure take place?	**Actions** Establish systems (first staff meeting in September) • Create an **Attendance & Student Support Team (SST)** (Admin, counselor, teacher leaders, social worker) Build student tracking tools • Utilize Infinite Campus data **weekly** • Academic progress monitoring system (**quarterly** progress reports) • Student "connection tracker" (check-ins)- **daily/weekly** depending on level of absenteeism Staff training (**monthly** PD/Curriculum meeting "pop up" sessions) • Trauma-informed practices • Relationship-building strategies • Culturally responsive teaching • MTSS (Multi-Tiered System of Supports) Family outreach • Welcome letters + detailed expectations (part of back-to-school parent packet) • Family orientation sessions (presentation by Attendance Teacher at Back to School Night) • Communication systems set (email/phone call/zoom or in-person meeting)	

What does this entail?	• Identify clear concise district attendance policy.
	• Define **attendance tiers**:
	  ○ Tier 1: 95%+ (on track)
	  ○ Tier 2: 90–94% (at risk)
	  ○ Tier 3: <90% (chronic absenteeism)
	• Identify student connection trackers for "check ins"- Homeroom teacher or other staff member that has regular contact with the student.
	• Identifying members of the team.
	• Creating individualized support plans to ensure students attend school on a daily basis.	

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	85 %	88%	87%	83%	86%	83%	83%	88%	86%
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	If I miss school, someone checks in to understand what's going on.	0	26	0	36	0	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	The school addresses underlying causes of absenteeism	2	8		15	7	8
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	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*
Dr. Colleen Seivright-Crawford	Principal	6/3/26	6/10/26	6/16/26		6/22/26		6/23/26	6/25/26
Omar Lammie	Media Teacher	6/3/26	6/10/26	6/16/26		6/22/26		6/23/26	6/25/26
Doreen Furlong	Grade 2 Teacher	6/3/26	6/10/26	6/16/26		6/22/26		6/23/26	6/25/26
Tonia Edmonds	Grade 3 Teacher	6/3/26	6/10/26	6/16/26		6/22/26		6/23/26	6/25/26
Corane Farquharson	Social Worker	6/3/26	6/10/26	6/16/26		6/22/26		6/23/26	6/25/26
Melissa Sansotta	SPED Teacher	6/3/26	6/10/26	6/16/26		6/22/26		6/23/26	6/25/26
Celine Martin	Parent	6/3/26	6/10/26	6/16/26		6/22/26		6/23/26	6/25/26

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.