



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Mount Vernon City School District	Edward Williams School	Pre-K through 6th

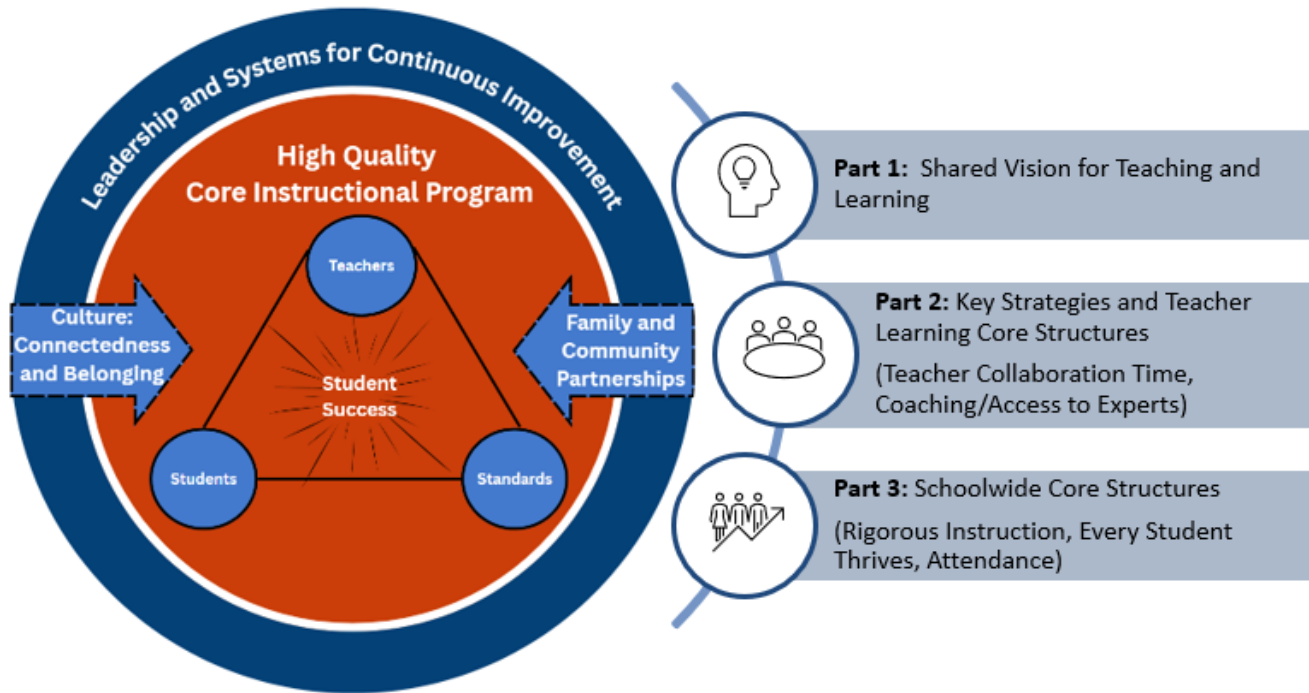
Collaboratively Developed By:

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And in partnership with the staff, students, and families of Edward Williams 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>	Mount Vernon City School District defines high-quality, equitable, and adaptive Tier 1 instruction as rigorous, standards-based instruction that ensures all scholars have access to meaningful learning experiences in an inclusive and supportive classroom environment. Instruction is culturally responsive, data-driven, and differentiated to recognize the unique strengths, needs, backgrounds, and learning styles of every scholar. Teachers utilize evidence-based practices, ongoing assessment, and targeted supports to promote academic achievement, character development, critical thinking, and active engagement. High-quality Tier 1 instruction fosters respect, collaboration, and intellectual growth while maintaining high expectations for all learners, empowering scholars to become lifelong learners, responsible citizens, and productive contributors to their local and global communities. In every classroom, scholars should experience a safe, caring, and inclusive environment where they feel valued, challenged, and supported. Learning should be engaging, student-centered, and responsive to individual needs, with clear learning targets, meaningful collaboration, equitable access to grade-level content, and opportunities for scholars to think critically, solve problems, and demonstrate growth.
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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?)
Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
Other: Expand on Positive Behavior Interventions and Supports framework

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?	PLC/Teacher Collaborative Time will occur weekly during the school day for grade-level and vertical teams, with Instructor Led Training supported facilitation at least twice per month to ensure alignment to schoolwide instructional priorities.	
What does this entail?	Teacher Collaborative Time will be refined into a structured, job-embedded Professional Learning Community (PLC) cycle that is directly aligned to the school's instructional priorities of engaging students in cognitively demanding tasks and increasing academic discourse. PLCs will move beyond planning lessons to include analysis of task rigor, student thinking, and the quality of student discourse.	
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?	PLC/Teacher Collaborative Time will occur weekly during the school day for grade-level and vertical teams, with instructional coach and/or administrator-supported facilitation at least twice per month to ensure alignment to schoolwide instructional priorities.	
What does this entail?	Teacher Collaborative Time will be refined into a structured, job-embedded Professional Learning Community (PLC) cycle aligned to the school's instructional priorities of engaging students in cognitively demanding tasks and increasing academic discourse. PLCs will: • Analyze student work and assessment data to identify trends and gaps • Examine the rigor of tasks and quality of student thinking • Plan and refine lessons aligned to standards and instructional priorities • Engage in collaborative problem-solving around student needs • Monitor the impact of instructional adjustments through ongoing data cycles	

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

	PLCs will move beyond planning to focus on instructional decision-making and measurable impact on student learning.
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Implementation

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

Preparing for a Successful Launch

Develop a clear progress monitoring calendar (bi-weekly/monthly checkpoints) and universal assessment schedule.	September 2026
Provide professional development for teachers on: • Data analysis protocols (e.g., student work analysis, assessment trends) • Differentiated instruction strategies • Progress monitoring tools and expectations	September 2026
Establish Teacher Collaborative Time (TCT) structures (PLCs, grade-level teams, and vertical teams) with defined agendas focused on data cycles.	September 2026

Key Strategy I

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?
Implement bi-weekly PLC meetings focused on: • Reviewing student data (assessments, progress monitoring results) • Identifying students needing intervention adjustments	September–January
Conduct monthly data cycles using a standardized protocol: 1. Analyze data 2. Identify trends/gaps 3. Plan targeted interventions 4. Monitor implementation	September–January

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

Utilize instructional coaches to model differentiation and intervention strategies in classrooms.	September–January
Implement progress monitoring tools (weekly/bi-weekly checks) aligned to student needs.	September–January
Deepen PLC work to focus on refining interventions based on longitudinal data trends.	February–June
Increase student goal setting and ownership of data (student conferences, tracking sheets).	February–June
Intensify Tier 2 and Tier 3 supports for students not meeting benchmarks.	February–June

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?

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

Train all staff on PBIS expectations, systems, and behavioral intervention tiers.	September–January
Use TCT/PLCs to: • Review behavioral data (referrals, patterns, classroom trends) • Identify students requiring Tier 2/3 supports	September–January
Implement school-wide behavior expectations and routines consistently across classrooms.	September–January
Begin targeted small-group interventions (e.g., social skills groups, check-in/check-out systems).	September–January
Provide professional learning on behavior management strategies, including: • De-escalation techniques • Trauma-informed practices • Restorative practices	September–January
Use counselors and behavior specialists as experts to support teachers during collaborative time.	September–January
Establish family communication protocols for behavioral supports.	September–January
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 behavioral data trends to refine and intensify Tier 2 and Tier 3 interventions.	February–June
Continue PLC discussions focused on case studies and problem-solving for high-need students.	February–June
Provide advanced PD on: • Functional behavior assessments (FBA) • Behavior intervention plans (BIPs)	February–June
Expand student leadership and recognition systems aligned to IBIS expectations.	February–June
Strengthen family partnerships to support behavior goals at home and school.	February–June

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

Conduct mid-year and end-of-year IBIS evaluations to assess impact and guide planning.	February– June
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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	Evidence of student learning improvement will include increases in the percentage of students meeting or exceeding expected growth targets on i-Ready assessments, improved performance on formative and common assessments, higher rates of mastery of grade-level standards, and positive trends in student work quality and engagement. Student progress will be monitored throughout the year to determine the effectiveness of instructional practices and inform next steps for support and intervention.		
Evidence of Teacher Practice Changing	Evidence of teacher practice changing will include increased ratings on classroom walkthrough indicators, evidence of standards-based lesson planning, implementation of agreed-upon instructional strategies, participation in collaborative data		

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

	meetings, and teacher reflections on instructional practices. Trends in observation and walkthrough data will be used to determine the extent to which professional learning and coaching are translating into classroom practice.		
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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...	- Demonstrating measurable academic growth and increased proficiency - Actively engaged in tracking their own progress and learning goals - Receiving timely, targeted interventions that meet their needs	
Teachers will be...	- Consistently using data to drive instruction and interventions - Implementing effective differentiated instruction practices - Collaborating in PLCs to analyze data and adjust instruction dynamically	

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	- Baseline behavioral data (referrals, incidents, attendance) - Clear implementation of school-wide expectations - Initial identification of students needing Tier 2/3 supports - Participation in behavior interventions (e.g., check-in/check-out)		

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

Evidence of Teacher Practice Changing	- Teachers implementing consistent behavior expectations - Use of behavior tracking systems - Participation in IBIS PD and collaborative discussions - Initial use of Tier 1 classroom strategies		
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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...	- Demonstrating consistent positive behaviors aligned to school expectations - Engaged in learning with fewer disruptions - Successfully responding to targeted behavioral interventions	
Teachers will be...	- Implementing PBIS practices with fidelity - Using behavioral data to inform interventions - Confident in addressing student behavioral needs proactively	

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	Our school prioritizes strong instructional practices (e.g. modeling, checks for understanding).	-	11.1%	-	55.6%	33.3%	
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Schoolwide expectations (PBIS/behavior) are clear and consistently implemented.	3.7%	11.1%	-	44.4%	40.7%	

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

26-27 Needs Assessment						
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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	Principal Assistant Principal Instructional Coaches (Literacy and/or Math, if applicable) Grade-band teacher leaders (e.g., K–2, 3–5, 6–8 representatives) Special Education representative ENL/MLL teacher representative Related service provider (if applicable, based on student needs)	☐ NEW ☐ REFINE
When and how often will this	The Instructional Leadership Team (ILT) will meet biweekly throughout the 2026–2027 school year, with additional scheduled data cycles occurring after each assessment period (e.g., baseline, mid-unit, and end-of-unit).	

Part 3: Schoolwide Core Structures

	• Analysis of schoolwide and grade-level student data (formative, interim, and state-aligned assessments) • Monitoring implementation of core instructional priorities (e.g., Science of Reading practices, aligned literacy blocks, math discourse) • Development of clear action steps for teachers, including targeted Tier 1 instructional adjustments • Alignment of professional development and coaching to identified trends and gaps • Establishing accountability measures, including walkthrough look-fors and feedback cycles		
	<table border="1"> <tr> <td> Principal Assistant Principal Instructional Coaches (Literacy and/or Math, if applicable) Grade-band teacher leaders (e.g., K–2, 3–5, 6–8 representatives) Special Education representative ENL/MLL teacher representative Related service provider (if applicable, based on student needs) </td> <td> ☐ NEW ☐ REFINE </td> </tr> </table>	Principal Assistant Principal Instructional Coaches (Literacy and/or Math, if applicable) Grade-band teacher leaders (e.g., K–2, 3–5, 6–8 representatives) Special Education representative ENL/MLL teacher representative Related service provider (if applicable, based on student needs)	☐ NEW ☐ REFINE
Principal Assistant Principal Instructional Coaches (Literacy and/or Math, if applicable) Grade-band teacher leaders (e.g., K–2, 3–5, 6–8 representatives) Special Education representative ENL/MLL teacher representative Related service provider (if applicable, based on student needs)	☐ NEW ☐ REFINE		
	Grade-level or content teams will engage in weekly common planning/data meetings, supported by administration and instructional coaches.		
	• Collaborative examination of student work and lesson plans • Alignment of instruction to standards, curriculum, and pacing expectations • Use of data protocols to identify misconceptions and adjust Tier 1 instruction • Development of common assessments and instructional strategies • Planning for differentiation within Tier 1, ensuring equitable access for all students		

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	• Conduct regular classroom walkthroughs using a defined look-for tool aligned to the key strategy • Review student performance data tied directly to the instructional focus (e.g., reading fluency, comprehension, math problem-solving) • Analyze lesson plans and student work samples to determine alignment and rigor • Monitor implementation through coaching cycles and feedback notes • Use ILT meetings to track progress and adjust supports based on evidence
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	• Use formative and interim assessment data to measure impact across grade levels • Track consistency of implementation during walkthroughs and team meetings • Review teacher collaboration artifacts (common assessments, data trackers, lesson plans)

Part 3: Schoolwide Core Structures

	• Provide targeted professional development and follow-up coaching • Evaluate progress through quarterly data reviews, adjusting strategies as needed
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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	The school provides opportunities for families to be involved.	5.3 %	5.3 %	-	31.6 %	57.9 %	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Adults treat students with respect.	2.7 %	13.5 %	-	50 %	33.8 %	
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.

Part 3: Schoolwide Core Structures

- **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		☐ NEW ☐ REFINE
When and how often will this structure take place?	• Weekly reinforcement through advisory/morning meetings or class meetings • Monthly PBIS team check-ins and data review meetings • Ongoing monitoring through walkthroughs and behavior data analysis	
What does this entail?	• Establishing and reinforcing clear, consistent schoolwide expectations (e.g., PAWS or schoolwide norms) • Teaching and modeling expected behaviors across all settings (classrooms, hallways, cafeteria) • Building strong student-adult relationships through consistent routines and check-ins • Recognizing and reinforcing positive behavior • Using behavior data to identify trends and provide proactive, timely Tier 1 supports • Ensuring equitable and consistent responses to student behavior	
		☐ NEW ☐ REFINE
	• Morning meetings or advisory (daily or multiple times per week) • Embedded check-ins and routines throughout instructional blocks • Regular review during weekly team meetings and walkthroughs	
	• Implementation of consistent classroom routines and procedures to create a predictable learning environment • Dedicated time for relationship-building (morning meetings, circles, check-ins) • Use of inclusive instructional practices that ensure all students can access grade-level content • Differentiation within Tier 1 instruction based on student needs • Monitoring student engagement and well-being to provide timely support before escalation • Alignment of instructional practices to ensure rigor and equity across classrooms	

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.

Part 3: Schoolwide Core Structures

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Our school focused on the right priorities for improving student outcomes.	-	25.9%	-	63%	11.1%	-
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	The school communicates clearly and regularly with me.	10.5%	15.8%	-	21.1%	52.6%	-
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	Daily attendance entry + monitoring Same-day outreach (calls/messages) for absences Weekly review of chronic absenteeism trends Identifying students early (before patterns get worse) Assigning follow-up (admin, counselor, teacher, etc.) Tiered supports (check-ins, parent meetings, referrals) Consistent documentation of outreach and interventions	☐ NEW ☐ REFINE
When and how often will this structure take place?	• Daily monitoring of attendance by administration and designated staff • Weekly attendance review meetings to identify trends and students of concern • Monthly data reviews to evaluate schoolwide attendance patterns	
What does this entail?	• Tracking and analyzing daily attendance data to identify patterns and chronic absenteeism • Identifying students in need of support using an early warning system aligned to MTSS [MTSS Meetings... Follow-Up] • Assigning staff to follow up with families and students • Implementing tiered interventions (Tier 1 outreach, Tier 2 supports, Tier 3 interventions as needed) • Monitoring the effectiveness of interventions and adjusting supports accordingly	
	Daily attendance entry + monitoring Same-day outreach (calls/messages) for absences Weekly review of chronic absenteeism trends	☐ NEW ☐ REFINE

Part 3: Schoolwide Core Structures

	Identifying students early (before patterns get worse) Assigning follow-up (admin, counselor, teacher, etc.) Tiered supports (check-ins, parent meetings, referrals) Consistent documentation of outreach and interventions	
When and how often will this structure take place?	- Daily outreach for student absences (calls, messages, notifications) - Ongoing communication with families as concerns arise - Reinforced during monthly events, conferences, and schoolwide messaging	
What does this entail?	- Establishing clear schoolwide expectations for attendance and communicating them consistently to families - Ensuring timely same-day outreach for absences - Building strong relationships with students and families to increase engagement and accountability - Providing attendance incentives and recognition to promote positive habits - Connecting families with resources and supports to address barriers to attendance (transportation, health, etc.) - Creating a welcoming school environment that encourages students to attend regularly	

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	87%	91%	88%	85%	87%	85%	86%	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	I have access to resources needed for effective instruction.	3.7 %	29.6 %	-	48.1 %	18.5 %	-
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I feel comfortable sharing my ideas.	9.5 %	13.5 %	-	48.6 %	28.4 %	-

Part 3: Schoolwide Core Structures

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]

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.