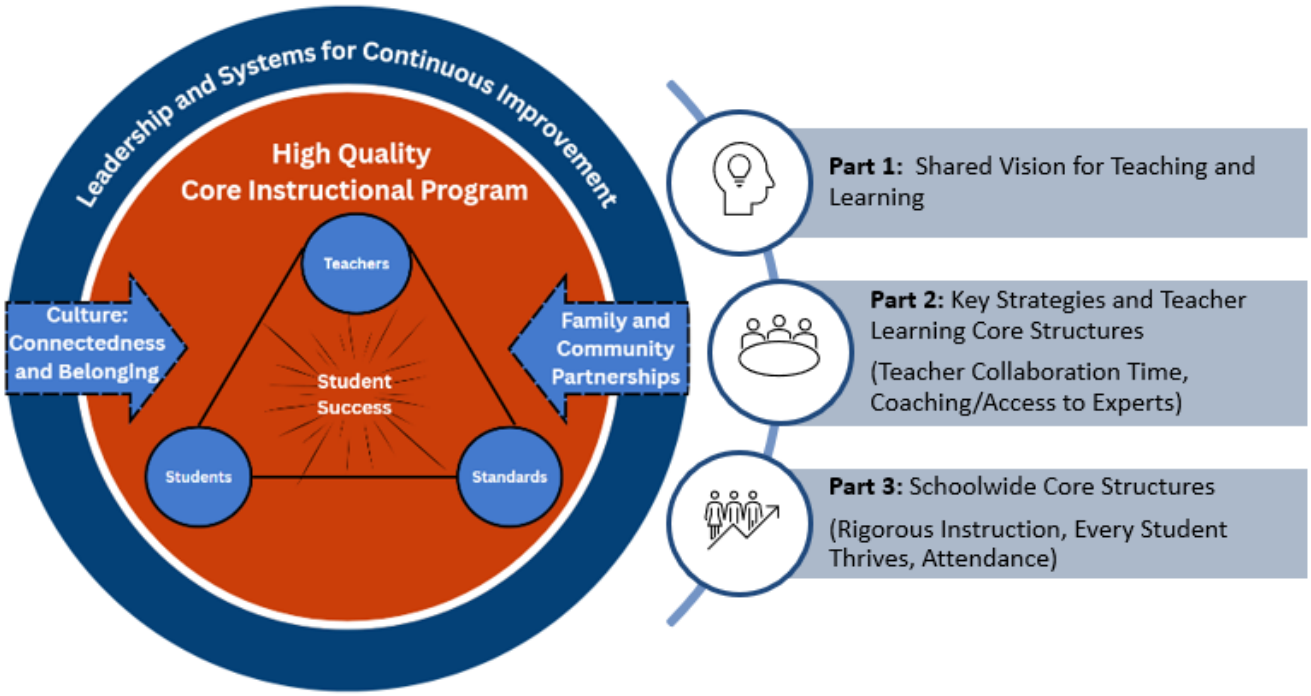
School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
Mount Vernon City School District	Rebecca Turner Academy	Pre-K to 6th Grade

Collaboratively Developed By:
The Rebecca Tuner Academy SCEP Development Team SCEP Team Members: ➢ Dr. Jacqueline Green: Principal ➢ Ms. Ebony Cooper: General Education Teacher ➢ Dr. Andrea Hyatt-Copeland: Special Education Teacher ➢ Ms. Jacqueline Ojeda: ENL Teacher ➢ Ms. Britney Callands: Social Worker ***And in partnership with the staff, students, and families of Rebecca Tuner 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 teacher is the facilitator of student-centered environments and lessons. Direct instruction (general education) and explicit instruction (special education) are the modes of facilitating instruction. The learning targets/objectives are posted, and the teacher consistently refers to the them. School-wide strategies are consistent in all grades. Student engagement is done through cooperative learning and student engagement protocols. Students performing below grade level are provided access to grade-level instruction through varied forms of scaffolds and supports.

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.
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?	• Weekly grade-level Professional Learning Community (PLC) meetings during common planning periods. • Monthly vertical articulation meetings (Pre-K–2 and 3–6) to ensure alignment of standards and instructional practices. • Monthly data team meetings led by the principal, assistant principal and reading specialist. • Scheduled collaborative planning sessions during Superintendent's Conference Days and professional development days. • MTSS team meetings every 5–6 weeks to review intervention data and adjust supports. • Use of shared digital platforms using Google Drive to facilitate ongoing collaboration between meetings. • Instructional Leadership Team classroom walkthrough debriefs where teachers discuss observed instructional strategies and best practices.	
What does this entail?	• Analyzing formative, benchmark, and state assessment data to identify trends and student needs. • Planning standards-based instruction aligned to NYS Learning Standards. • Developing and refining Tier 1 instructional practices to meet the needs of all scholars. • Reviewing MTSS intervention data and monitoring student progress. • Sharing effective instructional strategies, schoolwide strategies, engagement techniques, and differentiation practices.	

	• Examining student work to identify strengths, misconceptions, and next instructional steps. • Collaboratively planning targeted supports for scholars performing below grade level. • Integrating social-emotional learning strategies into academic instruction. • Participating in professional learning focused on evidence-based instructional practices.	
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?	• Professional learning provided during faculty meetings, Superintendent's Conference Days, and PLC meetings. • Demonstration lessons conducted by expert teachers, instructional coaches, and outside consultants. • Collaboration with specialists in literacy, mathematics, MTSS, special education, and social-emotional learning. • Peer observations and instructional rounds to observe effective practices in action. • Access to virtual learning opportunities and professional learning communities offered through BOCES, NYSED, and professional organizations.	
What does this entail?	• Strengthening Tier 1 instructional practices. • Implementing evidence-based literacy and mathematics instructional strategies. • Interclass visitation of teachers whose data displays the most academic growth and peer coaching (in class). • Using student data to drive instructional decision-making. • Differentiating instruction to meet the needs of diverse learners. • Implementing MTSS with fidelity, including progress monitoring and intervention planning. • Integrating social-emotional learning into daily instruction. • Utilizing effective questioning techniques and student discourse practices. • Supporting scholars with disabilities, multilingual learners, and students requiring academic interventions.	

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?
PLC schedule, vertical team meetings, MTSS meetings, ILT meetings and data team meetings established	August 2026
Google Drive collaboration platform set up and shared	September 2026

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

Professional learning calendar developed	August 2026
Peer observation and instructional rounds schedule	September 2026

Key Strategy 1

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.

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?**
Teachers will collaboratively plan cognitively demanding lessons that require scholars to explain thinking, justify responses, and solve complex problems.	September 2026 and ongoing during weekly PLCs
Teachers will share and discuss instructional strategies that increase student engagement in rigorous learning tasks.	September 2026 and ongoing during PLCs and faculty meetings
Vertical teams will align expectations for reasoning and problem-solving across grade levels.	October 2026 and ongoing during monthly articulation meetings
The Instructional Leadership Team will facilitate walkthrough debriefs focused on the level of cognitive demand observed in classrooms.	October 2026 and ongoing
Teachers will share and discuss instructional strategies that increase student engagement in rigorous learning tasks.	September 2026 and ongoing during PLCs and faculty meetings
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?
Teachers will analyze mid-year assessment and student work data to evaluate the impact of cognitively demanding tasks on student learning.	January 2027

PLCs will refine lesson design based on student performance and engagement data.	January–February 2027 and ongoing
The Instructional Leadership Team will use walkthrough data to provide targeted feedback and support related to cognitive demand and student discourse.	January 2027

Key Strategy 2

KEY STRATEGY 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.

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?**
Professional development will be provided on designing and facilitating cognitively demanding tasks.	August 2026 Superintendent's Conference Days
Literacy and District Math Director will model lessons that promote reasoning, problem-solving, and academic discourse.	September 2026 and ongoing
Teachers will participate in demonstration lessons and reflective discussions focused on student thinking and engagement.	October 2026 and ongoing
Teachers will engage in peer observations to identify effective practices that foster critical thinking and problem-solving.	November 2026 and ongoing
Staff will access BOCES, NYSED, and professional learning opportunities focused on rigorous instruction and student discourse.	September 2026 and ongoing
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?
Teachers will engage in follow-up professional learning based on walkthrough, observation, and student achievement data.	January 2027 and ongoing
Demonstration lessons will highlight effective strategies for increasing student reasoning, discourse, and problem-solving.	January 2027 and on going
Teachers will participate in peer observations to identify and replicate high-impact practices.	February 2027 and on going
Staff will engage in professional learning opportunities focused on sustaining rigorous, student-centered instruction.	2027 and on going

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**?

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

	Early Progress Indicators (set in advance)	**Mid Year Indicators** (complete after quarter 1)	**End of Year Indicators** (complete midyear)
Evidence of Student Learning Improving	- Scholars are regularly engaging in tasks that require explanation of thinking and problem-solving. - Student work samples show evidence of reasoning, justification, and use of multiple strategies. - Increased student participation in academic discussions and collaborative learning activities. - Scholars are using academic vocabulary when explaining responses. - Formative assessment data indicate increased understanding of grade-level concepts.		
Evidence of Teacher Practice Changing	- Lesson plans include cognitively demanding tasks aligned to grade-level standards. - Teachers consistently use higher-order questioning techniques during instruction. - Classroom observations show increased opportunities for student discourse and problem-solving. - Teachers are implementing strategies learned through professional development and PLC discussions. - PLC agendas and artifacts reflect collaborative planning of rigorous learning experiences.		

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

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…	- Independently engaging in reasoning, sense-making, and problem-solving across content areas. - Explaining and defending their thinking using evidence and academic language. - Demonstrating increased proficiency on classroom, benchmark, and state assessments. - Successfully applying learning to complex, grade-level tasks.	
Teachers will be…	- Consistently designing and facilitating cognitively demanding, standards-aligned instruction. - Using questioning, discourse, and problem-solving strategies to deepen student learning. - Collaboratively analyzing student work and data to improve instructional practices. - Effectively implementing rigorous instructional practices that promote critical thinking and student ownership of learning.	

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	- Scholars with disabilities and multilingual learners are actively participating in grade-level learning tasks. - Student work demonstrates access to grade-level standards through appropriate scaffolds and supports. - Increased completion of grade-level assignments		

	by multilingual learners and students with disabilities. - Formative assessment data show growth toward grade-level learning targets. - Scholars are utilizing instructional supports, accommodations, and language supports to engage in learning.		
Evidence of Teacher Practice Changing	- Teachers collaborate regularly with special education teachers, interventionists, and related service providers to plan instruction. - Lesson plans reflect alignment to grade-level standards and shared learning goals. - Classroom observations show the use of scaffolds, accommodations, and differentiated supports. - Teachers consistently communicate learning targets and success criteria to scholars. - PLC and co-planning artifacts demonstrate collaborative efforts to ensure access to grade-level content for all learners. - Teachers are monitoring student progress and adjusting supports based on student needs.		

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…	- Accessing and engaging successfully with grade-level content and standards. - Demonstrating growth toward grade-level proficiency in ELA and mathematics.	

	- Utilizing appropriate supports and strategies to independently engage in learning tasks. - Participating meaningfully in classroom discussions, activities, and assessments. - Showing increased confidence, independence, and academic achievement.	
Teachers will be…	- Consistently providing equitable access to grade-level instruction for all scholars. - Collaborating effectively with colleagues to align instruction, supports, and interventions. - Implementing accommodations, scaffolds, and evidence-based instructional practices with fidelity. - Using student data to monitor progress and adjust instruction to meet diverse learner needs. - Ensuring that multilingual learners and students with disabilities are fully included in rigorous,	

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	STAFF: Did you provide various instructional support for students below grade level during instruction?					X	
26-27 Needs Assessment	STAFF: The PLCs, data meetings, and professional learning opportunities have positively impacted my instructional practices and improved student engagement in rigorous learning experiences.						

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	FAMILY: Are you able to understand the core concepts and methods taught in the lessons your child(ren) learn in school?					X	
26-27 Needs Assessment	FAMILY: The school provides learning experiences that encourage my child to think critically and engage actively in learning.						

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	A schoolwide framework for high-quality instruction that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	☐ NEW ☐
When and how often will this structure take place?	• During monthly leadership team meetings • During Faculty/curriculum meetings, and PDs • Classroom quarterly walkthroughs ... glows and grows will be discussed during one-to-one meetings or during post observations. • The leadership team discusses the changes that may need to be implemented to observe the warranted change	

	• Mid-year review and adjustments if necessary • Data review • End-of-year evaluation and revision	
	• Learning target is visible and referenced during the lesson • Specific school-wide strategies engagement protocols • Student engagement in tasks • Consistently checking for understanding • Evidence of differentiation and scaffolding	
	A coordinated feedback and responsiveness system (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.	☐ NEW ☐
	• Review the beginning, middle, and end-of-year survey • Grade-level monthly team meetings • Leadership meetings by-weekly • PD based on data collection and analysis • Mid and end-of-year reviews of the effectiveness of recommended strategies	
	• Student survey • Staff survey • Focus group • Walkthroughs • Learning walks • Student engagement/participation in the school improvement plan • Lesson plan feedback • Use of culturally responsive practices during instruction • Differentiating instruction and scaffolding	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The team will gather evidence on various aspects of student engagement, including the differentiation of instruction and the alignment of teaching to the relevant standards. They will assess mastery in teaching, provide feedback, and offer professional development to support staff members. Furthermore, the team will track progress using various assessments, review discussion notes from PLCs, and verify the implementation of suggested ideas.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Review and compare for alignment of the student, parent, and family surveys, discussions in PLCs, and reflect on faculty meetings. Check for evidence of student engagement during lessons, differentiation, scaffolding, and use of collected data to evaluate performance and instructional practices. Ultimately, the team can suggest coaching and intervisitation for teachers who need support.

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	Before or during lessons, did you explain what students were learning and why it was important?				X		
26-27 Needs Assessment	Teacher Student Family	Student Survey Question: Even when I struggle or receive extra help with my schoolwork, my teachers continue to challenge me with high-quality, complex assignments that make me think deeply.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teacher Student Family	Staff Survey Question: Did you differentiate lessons for your students (e.g., modifying content, process, or product based on readiness or interest)?				X		
26-27 Needs Assessment	Teacher Student Family	Student Survey Question: How confident do you feel in your ability to succeed in your classroom?						

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	A routine for monitoring whether students receiving additional support continue to engage with grade-level content, ensuring intervention does not replace rigor.	NEW
When and how often will this structure take place?	Bi-Weekly Data & Scheduling Reviews and Walkthroughs: The Instructional Leadership Team (ILT) will meet regularly to observe the implementation of the intervention schedules with core instructional blocks and review data. Monthly Student Progress Monitoring: Professional Learning Communities (PLCs) will review the academic growth and classroom performance of students receiving Tier 2/3 support during monthly meetings. Quarterly Audit: A schoolwide scheduling and performance audit will occur at the end of each marking period.	
What does this entail?	• All Tier 2 and Tier 3 interventions must be strictly scheduled during designated, schoolwide intervention periods outside of core ELA and math blocks to protect universal Tier 1 instruction. • The school will set up a shared online spreadsheet or document for teacher teams (PLCs). This allows regular classroom teachers and special help teachers to look at the same quiz and test scores together, making sure everyone stays on the same page, and no student progress gets missed. • Continue 'pull-out' support aligned with core instruction, so specialized teachers can directly help students access rigorous, grade-level tasks alongside their peers. • Require weekly lesson plan alignment notes ensuring that when pull-out interventions are unavoidable, specialized teachers explicitly tie their foundational scaffolding to that week's core grade-level standards. • Administration and ILT will conduct monthly walkthroughs using a standardized tool to ensure students receiving modifications are actively engaged in higher-order thinking and complex tasks rather than low-level worksheets.	

Every Student Thrives Core Structure 2 (if applicable)	A structure for monitoring the 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.	NEW REFINE
When and how often will this structure take place?	• Monthly School-Based Support Team (SBST) Data Reviews: The SBST will conduct monthly, cross-referenced analyses of key behavioral indicators, including chronic absenteeism, disciplinary referrals, and social-emotional screening data, to identify early warning signs of student disengagement and ensure timely, equitable access to interventions. • Quarterly Student Focus Groups: Every three months, the administration will convene representative cohorts of diverse student populations (including Multilingual Learners and newly enrolled students) to conduct structured, qualitative forums assessing school climate, perceived safety, and peer belonging. • Bi-Weekly Check-Ins: Elementary instructional staff will implement bi-weekly emotional pulse checks during morning meetings/circle time to proactively identify students exhibiting signs of social isolation or withdrawal, triggering immediate tier-one social-emotional support.	
What does this entail?	• Tri-Annual School Climate Diagnostic: Administer a standardized school climate survey three times per academic year (Fall, Winter, Spring) focusing on respect, inclusivity, and peer/adult relationships. Data will be disaggregated by demographic sub-groups and grade levels to address systemic variance in student experience. • Bi-Annual Relationship Mapping: Conduct a schoolwide relationship mapping exercise twice per year to verify that every student identifies at least one trusted adult advocate within the building. Students identified as lacking a meaningful connection will be immediately paired with a staff mentor. • Equitable Classroom Walkthrough Protocols: School leadership will utilize a standardized observation rubric during instructional walkthroughs to monitor equitable student engagement, inclusive tracking/calling practices, balanced collaborative structures, and the integration of culturally responsive instructional materials. • Proactive and Rapid Response Framework: Deploy multi-tiered, localized interventions tailored to individual student data profiles: • Daily Check-In/Check-Out (CICO): Assign a designated staff member to conduct daily morning and afternoon touchpoints to ensure the student feels visible and supported. • Structured Peer Mentorship: Pair identified students with trained peer leaders to facilitate natural social integration and community building. • Facilitated Support Cohorts: Enroll students in counselor-led, small-group settings focused on social-emotional skill acquisition and peer community development.	

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	Student Survey Question: Did you differentiate lessons for your student (e.g. modifying content, process, or product based on readiness or interest)?				X		
26-27 Needs Assessment	Teacher Student Family	Teacher Survey Question: Our building-level systems (such as monthly SBST data reviews and relationship mapping) allow us to proactively identify and systematically support students who show signs of alienation or exclusion.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teacher Student Family	Family Survey Question: Do you know if your child(ren) keep track of their ELA and Math goals (e.g. test scores, reading level targets, specific skills)?				X		
26-27 Needs Assessment	Teacher Student **Family**	Family Survey Question: How confident are you that your child has built a meaningful connection with at least one trusted adult (such as a teacher, counselor, or administrator) at their school?						

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	• 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.	NEW REFINE
When and how often will this structure take place?	• Biweekly meetings with the schoolteacher and the attendance teacher, daily robo calls or end-of-the-week robo calls • Robo calls before school breaks and half days • Biweekly attendance report by the attendance teacher • Input communication in attendance, Infinite Campus contact log • Create a suggestion or I need to talk box outside of the counselor's office which is checked routinely	
What does this entail?	• Staff training on the attendance procedures/system • Teacher contacts once the student misses 3 days or more • Attendance expectations are applied consistently throughout the grades • Counselor contact • Parent and student parent meeting/discuss barriers and concerns • A visual copy of previous attendance and current attendance to see the trend • Refer to community services depending on the needs • Attendance referral to attendance teacher/home visits if needed	

Attendance Core Structure 2 (if applicable)	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.	NEW REFINE
When and how often will this structure take place?	*Parents should be notified the day an absence or tardiness occurs *During Back to School Night/Report card night, parents should be informed of the school and district attendance policy • Slideshow presentation with policies • Handout provided with policy and contact information for the attendance team/monitor • Signature of parent obtained acknowledging receipt of attendance policies *Letter sent home for students with 5-10 absences *Monthly meeting with parents whose child has a history of chronic absenteeism with data to show how the absence has affected their grades • ex. Teacher(s) schedule, I-Ready diagnostic, documentation or lack of documentation of absences.	
What does this entail?	*A phone call or text message sent to parents the day of the absence *An attendance team will review attendance data to identify students with frequent absences or patterns of tardiness. *Create a parent/student contract for those with chronic absenteeism *Continue to use the PBIS bucks rewards system for classes with 100% daily attendance • Use a variation of the PBIS bucks system for those with chronic absenteeism so that the class is not affected by that child's absence • Have students keep track of their attendance and meet with a mentor to discuss patterns	

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	87.61%	87.67%	87.36%	87.67%	86.13%	82.71%	88.30%	88.98%	86.79%
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	How clearly has the school communicated its daily attendance and tardy policies to your family this year?			X			

26-27 Needs Assessment	Teacher Student Family	If your child has difficulty attending school regularly, do you know who to contact for support?						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teacher Student Family	When the school contacts you regarding your child's attendance, how does communication usually feel?			X			
26-27 Needs Assessment	Teacher Student Family	What would make you come to school on a consistent basis?						

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 Surveys	Meeting 4A: Family Surveys	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. Jacqueline Green	Principal	6-8-26	6-8-26	6-10-26	6-16-26	6-10-26	6-11-26	6-9-26 6-10-26 6-15-26	6-17-26
Ebony Cooper	General Education Teacher	6-8-26	6-8-26	6-10-26	6-16-26	6-10-26		6-9-26 6-10-26 6	6-17-26
Britney Callands	School Social Worker	6-8-26	6-8-26	6-10-26	6-16-26	6-10-26		6-9-26 6-10-26	6-17-26
Andrea Hyatt-Copeland	Special Education Teacher	6-8-26	6-8-26		6-16-26	6-10-26	6-11-26	6-9-26 6-10-26	6-17-26
Jacqueline Ojeda	ENL Teacher	6-8-26	6-8-26	6-10-26	6-16-26	6-10-26	6-11-26	6-9-26 6-10-26	6-17-26

Our Team’s Process

Next Steps

Sharing the Plan

By Early June: After the team has completed at least one substantive draft section of the plan (preferably the Teacher Learning Core Structures or the Schoolwide Structures), the principal should share the plan with the school's SCEP liaison, who will review the initial section and conduct SCEP Development Check-In 3.

Before the Last Day of School (2025-26): Following SCEP Development Check-In 3, the team should incorporate any feedback and proceed to complete the remainder of the plan as part of SCEP Team Meeting 6. The full plan should be sent to the liaison, who will review it and set up SCEP Development Check-In 4 to confirm the plan meets **NYSED's Minimum Expectations.**

No Later Than the First Day of School (2026-27): By regulation, the plan must be implemented no later than the first day of school. The district (Superintendent or designee) and local Board of Education will need to have approved the plan and the plan must be posted on the district website.

Implementing the Plan (All Schools)

1. The plan should be monitored closely. Adjustments to the plan are expected based on what the school and district are learning through implementation.
2. The SCEP team will need to reconvene during the year to discuss implementation and review progress in relation to the Early Progress Indicators and Mid-Year Indicators identified.
3. The principal should plan to meet with their assigned liaison following the end of the first quarter to discuss implementation and the Early Progress Indicators and again following the end of the second quarter to discuss implementation and the Mid-Year Indicators.
4. The portions of the plan shaded gray should be filled in based on 2026-27 data throughout the year.