



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Mount Vernon	Denzel Washington School of the Arts	7-12

Collaboratively Developed By:

The Denzel Washington School of the Arts SCEP Development Team

Anjanette Brown – Principal

Karen Wheeler – Humanities Administrator

Tehya Johnson – Social Worker

Yesenia Avenaut-Defreitas – School Counselor

Randi Frankel – Teacher

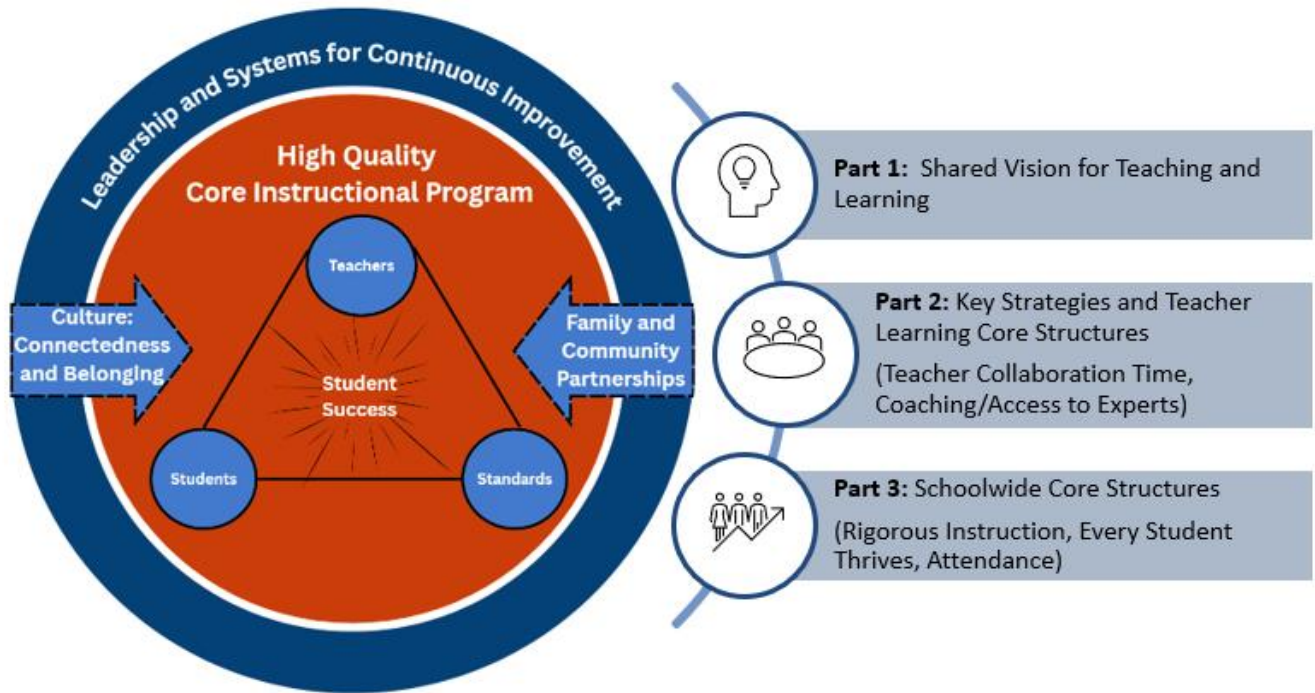
Susan Whyte – Teaching Assistant

Henry Johnson – Teacher

Monica Johnson – Teacher

And in partnership with the staff, students, and families of The Denzel Washington School of the Arts.

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>	At the Denzel Washington School of the Arts (DWSA), high-quality, equitable, and adaptive Tier 1 instruction reflects a shared expectation that every student engages in rigorous, grade-level learning within the classroom every day. Instruction is standards-aligned, purposeful, and designed to build deep conceptual understanding through clear learning targets, explicit instruction, and meaningful student discourse including opportunities for students to write, reason, and communicate their thinking across content areas. Equity is embedded through consistent access to grade-level content for all students, supported by intentional scaffolds such as language supports, structured academic talk, and varied pathways for students to access and demonstrate learning, without reducing rigor or lowering expectations. At DWSA, adaptive Tier 1 instruction is responsive and data-informed, with teachers continuously using formative assessments including analysis of student writing and work samples to adjust instruction in real time. This includes strategies such as flexible grouping, targeted re-teaching, and extension opportunities built into the core lesson so that student needs are met within the classroom, not outside of it. In practice, Tier 1 instruction at the Denzel Washington School of the Arts should feel engaging,
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Part 1: Shared Understand of High-Quality Teaching and Learning

	inclusive, and student-centered, where students are actively participating, expectations are consistently high, and learning is supported through timely feedback and responsive teaching that ensures all students can access and succeed in grade-level work. Across DWSA, students build and communicate disciplinary thinking through both structured academic discourse and content-specific writing. Talking and writing serve as complementary ways for students to reason, justify their thinking, and refine their understanding before, during, and after instruction.
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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?)
Implementing consistent, content specific writing practices across all subject areas to strengthen students' ability to communicate, analyze, evaluate, and apply learning.
Counselor Connections: Strengthening student engagement through consistent, data-informed counselor touchpoints and SEL instruction so every student is known, connected, and supported.

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?	Weekly Professional Learning Communities (PLCs), monthly staff meetings, and monthly department meetings.	
What does this entail?	Teachers collaborate to establish common protocols, develop writing rubrics, and create instructional handbooks for content areas. PLCs serve as the engine for the pedagogical shift, with lead teachers and administrators facilitating student work analysis and data inquiry to ensure alignment with disciplinary rigor and to refine instructional practices based on walkthrough data.	
Teacher Learning Core Structure Ongoing throughout the year, embedded in professional development sessions, coaching cycles, and lesson studies led by the Humanities Administrator	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B The Humanities Administrator and department lead teachers serve as literacy leaders, providing professional learning on the Science of Reading and evidence-based writing instruction. Teachers engage in coaching cycles, lesson studies, and classroom modeling (think-aloud strategies) to see writing strategies in action and receive personalized feedback.	☐ NEW ☐ REFINE

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

	Coaching cycles run throughout the year, with each ELA and Social Studies teacher receiving at least one cycle per marking period; modeling and co-teaching are scheduled during common planning periods.	
	The Humanities Administrator and Department Lead Teachers conduct classroom modeling, co-teach select lessons, and lead structured coaching cycles focused on the writing process and vocabulary instruction. Teachers also participate in peer observations and video-based lesson studies to refine instructional moves and receive actionable feedback.	

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?
Establish Disciplinary Literacy Leadership: Identify Department Lead Teachers to serve		By September 2026
Develop Schoolwide Writing Protocols: Establish foundational protocols that define effective writing instruction, teacher modeling, and discipline-specific literacy practices.		By September 2026
		By September 2026
Establish Evaluative Alignment: Begin development of department-specific writing rubrics aligned with grade-level standards and introduce schoolwide walkthrough indicators based on the district rubric.		By September 2026
Strategic Professional Learning: The Humanities Administrator, in collaboration with		By September 2026
Develop a Student Wellness Pre-Survey: The school counselors develop a brief student wellness/school-connectedness survey to be administered early in the year.		By September 2026
		By September 2026
Identify Tier 2/3 Students: Counselors use attendance, grades, and discipline data to identify students who will benefit from early, targeted counselor support.		By September 2026

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

Key Strategy I		
KEY STRATEGY 1	Writing Across Content Areas: Implementing consistent, content-specific writing practices across all subject areas to strengthen students' ability to communicate, analyze, evaluate, and apply learning.	
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Implementation of Consistent Writing Experiences: Every course implements common writing tasks and at least one major project per marking period. PLCs serve as the engine for this pedagogical shift, with lead teachers and administrators facilitating collaborative inquiry and student work analysis to ensure alignment with disciplinary rigor.		October–December 2026
Schoolwide Rollout of Vocabulary Models: All teachers implement vocabulary models for academic vocabulary acquisition, standardizing vocabulary instruction to reduce cognitive load and allow students to focus on deep content analysis as they move between disciplines.		October–December 2026
Explicit Teacher Modeling: Teachers demonstrate the instructional core of the writing process (planning, drafting, revising, editing, and publishing). PLC structures are used to share think-aloud strategies and modeling techniques, ensuring explicit scaffolding across all content areas.		October–December 2026
Administrative Monitoring and Feedback: Administrators conduct walkthroughs using the district rubric to identify instructional trends. Walkthrough data is analyzed during ILT and department meetings to identify strengths and differentiate professional learning needs.		October–December 2026
Cross-Curricular Learning Exchanges: Teachers and students participate in structured classroom visits, and collaborative discussions across grade levels and content areas to explore instructional practices, strengthen vertical and horizontal alignment, and deepen understanding of how writing and literacy skills connect across the curriculum.		October–December 2026
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Data-Driven Instructional Refinement: Adjust writing and vocabulary instruction based on ongoing analysis of student work and walkthrough data. The Humanities Administrator and Department Lead Teachers facilitate intensive coaching cycles and lesson studies to support teachers in high-need instructional areas.		January–June 2027
Systemic Literacy Integration: Monitor weekly lesson plans for intentional evidence of writing instruction and standards alignment to ensure lesson plans maintain high instructional rigor.		January–June 2027
Curation of Exemplary Student Work: Collect student work samples across creative, argumentative, informational, and reflective genres for the school literary magazine, with departments collaboratively identifying high-quality artifacts that demonstrate the breadth of the initiative.		January–June 2027
Authentic Audience Engagement: Host the annual Writers' Night to showcase student achievement and multidisciplinary literacy skills.		April–June 2027

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The Power of Voice and Creativity: Students create, perform, and showcase original work integrating ELA, visual arts, music, and performance, celebrating student voice and creative expression while strengthening school culture and community connections around content-specific writing and communication.	April–June 2027
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Key Strategy 2

KEY STRATEGY 2	Counselor Connections: Strengthening student engagement through consistent, data-informed counselor touchpoints and SEL instruction so every student is known, connected, and supported.
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FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Monthly SEL Lessons: School counselors deliver schoolwide SEL lessons once a month for student in grades 7 and 8, using data from the fall wellness survey and orientation feedback to shape topics that build coping skills and connectedness.		October–December 2026
Identifying Students for Monthly Check-Ins: Counselors use attendance, grades, and discipline data to identify Tier 2/3 students and place them on a recurring monthly check-in schedule.		October–December 2026
Tracking Referrals and Interventions: Counselors maintain an ongoing log of referrals and counseling interventions to monitor caseload trends and identify students who need additional support.		October–December 2026
Collaboration with Teachers, Staff, and Community Partners: Counselors meet regularly with teachers, staff, and external organizations to coordinate wraparound supports for identified students.		October–December 2026
Wellness Room Data Review: Counselors review monthly utilization data from the Wellness Room to identify usage patterns and adjust supports accordingly.		October–December 2026
Establishing an SEL Committee: The school forms an SEL Committee made up of counselors, administrators, teachers, parent liaison, and support staff to guide SEL programming, review wellness and referral data, and coordinate schoolwide SEL initiatives.		October–December 2026
SEL/Academic Townhalls: The school hosts an SEL/Academic Townhall each marking period, bringing together students and staff to review schoolwide wellness and academic data and celebrate progress.		October–December 2026
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Re-Administering the Student Wellness Survey: Counselors re-administer the student wellness/school-connectedness survey to measure change since the fall baseline.		January–June 2027
Continuing Targeted Counselor Check-Ins: Counselors continue monthly check-ins with identified Tier 2/3 students, adjusting caseloads based on updated data.		January–June 2027
Reviewing Attendance, Behavior, and Grades: Counselors and administration review attendance, behavior, and grade data schoolwide to assess progress toward the year's connectedness and engagement goals.		January–June 2027
SEL/Academic Townhalls: The SEL Committee hosts SEL/Academic Townhalls each marking period, continuing to bring together students, families, and staff to review schoolwide wellness and academic data.		January–June 2027

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

The SEL Committee will facilitate a Social-Emotional Learning (SEL) and Wellness Workshop for parents and guardians during Parent Involvement Day to promote family engagement and support student well-being.	February 2027

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	Students demonstrate initial proficiency in using vocabulary models for vocabulary acquisition across artifacts.		
Evidence of Teacher Practice Changing	100% of departments have designated a Lead Teacher and developed Common Writing Rubrics.		

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...	Confident, independent writers who utilize discipline-specific literacy skills to communicate, analyze, and apply learning. They will produce high-quality work across creative, argumentative, informational, and reflective genres, demonstrating the ability to use writing to deepen their understanding of complex academic content.	
Teachers will be...	Practitioners who intentionally embed literacy across all disciplines to build a coherent instructional core. They will utilize vocabulary models consistently, model the writing process explicitly, and lean on the PLC structure to collaboratively analyze	

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

	student work and maintain high pedagogical rigor.	
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REMOVE THE SECOND KEY STRATEGY IF THE SCHOOL ONLY HAS IDENTIFIED ONE.

Key Strategy 2

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

	Early Progress Indicators (set in advance)	Mid Year Indicators (complete after quarter 1)	End of Year Indicators (complete midyear)
Evidence of Student Learning Improving	Students complete the fall wellness/school-connectedness pre-survey, and Tier 2/3 students are identified through attendance, grade, and discipline data.		
Evidence of Teacher Practice Changing	The SEL committee which comprises of teachers will establish protocols and procedures for monthly SEL lessons, check-ins, and referral tracking, and introduce counseling services to students during orientation.		

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...	Known, connected, and supported—with 100% of students receiving at least one counselor touchpoint each semester. The goal is to improve attendance, reduce behavioral referrals, and improve academic performance.	
Teachers will be...	Teachers will be collaborating with the counselors and members of the SEL committee to target support to the students who need it the most.	

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

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							
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment							
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, student learning, and equitable access, and to refine supports so the school functions as a coherent and effective instructional system. Examples of potential structures are provided below.

Instructional Leadership Team Core Structures

- **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.
- **A curriculum monitoring routine** where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.
- **A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.
- **A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.

Planning Implications: Schools define how they will ensure consistent, rigorous instruction across classrooms by clarifying expectations, monitoring curriculum use, and supporting teacher teams to refine lessons and tasks based on evidence of student thinking.

Essential Question

How will the school ensure that all students consistently experience rigorous, standards-aligned instruction that challenges them to think deeply and supports their academic growth?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	Instructional Leadership Team (ILT) Walkthrough and Data Review Cycle	☐ NEW ☐ REFINE
When and how often will this structure take place?	Weekly walkthrough visits by the ILT, with data compiled and reviewed at biweekly ILT meetings; trends and next steps are shared with staff at monthly staff meetings.	

Part 3: Schoolwide Core Structures

	The ILT conducts brief, structured classroom walkthroughs using the district's walkthrough rubric, looking for evidence of standards-aligned tasks, teacher modeling of the writing process, and student engagement in rigorous discourse. The team reviews aggregated walkthrough data, PLC agendas and minutes, and student work samples every two weeks to identify trends, celebrate strong practice, and determine where additional coaching or professional learning is needed, then shares findings with staff to keep the school focused on the writing and vocabulary instructional priorities.	
		☐ NEW ☐ REFINE

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The Instructional Leadership Team (ILT) will conduct regular walkthrough and feedback cycles using the district's walkthrough rubric, looking specifically for evidence of teacher modeling of the writing process and student engagement in content-specific writing. The ILT will review PLC agendas and minutes to ensure collaborative time is focused on discussing and analyzing student writing. Department Lead Teachers will communicate progress and resource needs to administration. At year's end, the team will evaluate effectiveness by reviewing student writing portfolios, the school literary magazine, and data from content area teachers.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The School Counselor and building leadership team will review wellness survey results, attendance, grades, discipline referrals, and Wellness Room utilization data on an ongoing basis to monitor whether counselor connections are increasing student well-being. Counselor referral logs and monthly check-in data will be reviewed regularly to ensure Tier 2/3 students are being consistently reached. At year's end, the team will evaluate progress toward the goal of

Part 3: Schoolwide Core Structures

	100% of students receiving at least one counselor touchpoint each semester.
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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							
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
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	Counselor Caseload and Wellness Data Review (SEL Committee)	☐ NEW ☐ REFINE
When and how often will this structure take place?	The SEL Committee and school counselors will meet quarterly to review caseload, wellness, and referral data; the full building leadership team reviews schoolwide trends monthly, and SEL/Academic Townhalls are held each marking period.	
What does this entail?	Counselors bring updated attendance, grades, discipline, referral, and Wellness Room utilization data to SEL Committee meetings to identify students who are disengaged or in need of additional support and to adjust Tier 2/3 check-in caseloads. Monthly, the building leadership team reviews schoolwide patterns in belonging, attendance, and behavior to ensure consistent expectations and equitable access to support across classrooms. Findings inform the SEL/Academic Townhalls held each marking period, where student, and staff feedback is gathered and used to strengthen relationships and responsiveness.	
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
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Part 3: Schoolwide Core Structures

25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family						
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
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 Monitoring and Tiered Response Team	☐ NEW ☐ REFINE
When and how often will this structure take place?	Attendance data is reviewed daily by the attendance teacher and weekly by counselors and administration; the attendance team meets biweekly to review trends and adjust interventions.	
What does this entail?	The attendance team reviews attendance data to flag students with emerging concerns and reaches out to families. At biweekly meetings, the team reviews attendance patterns by grade level to identify inequities, celebrate improvement, and adjust schoolwide supports.	
Attendance Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		

Part 3: Schoolwide Core Structures

What does this entail?	
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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									
2026-27									

GRADE	ATT	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
7	90.58%	93.59%	93.72%	93.79%	88.19%	90.82%	88.32%	90.36%	90.42%	90.98%	85.27%
8	87.76%	95.04%	93.27%	90.54%	87.10%	89.07%	85.66%	85.72%	88.73%	85.62%	76.23%
9	87.60%	93.14%	91.62%	88.96%	87.40%	86.55%	86.45%	87.27%	84.03%	85.04%	83.74%
10	81.27%	88.61%	85.62%	81.92%	80.79%	80.51%	79.99%	82.74%	79.40%	77.34%	71.47%
11	79.67%	88.86%	84.18%	83.51%	79.30%	78.59%	74.84%	79.79%	78.93%	73.59%	70.85%
12	80.78%	90.10%	86.49%	84.05%	81.41%	79.74%	80.13%	82.06%	78.32%	71.09%	71.67%
TOTAL	82.24%	90.02%	86.84%	84.48%	82.08%	81.26%	80.09%	82.86%	80.18%	76.94%	74.29%

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:

During the 2025–2026 school year, schools were closed for five days due to severe winter weather that resulted in unsafe travel conditions.

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							
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

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.