



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Mount Vernon CSD	Pennington School	PreK-8

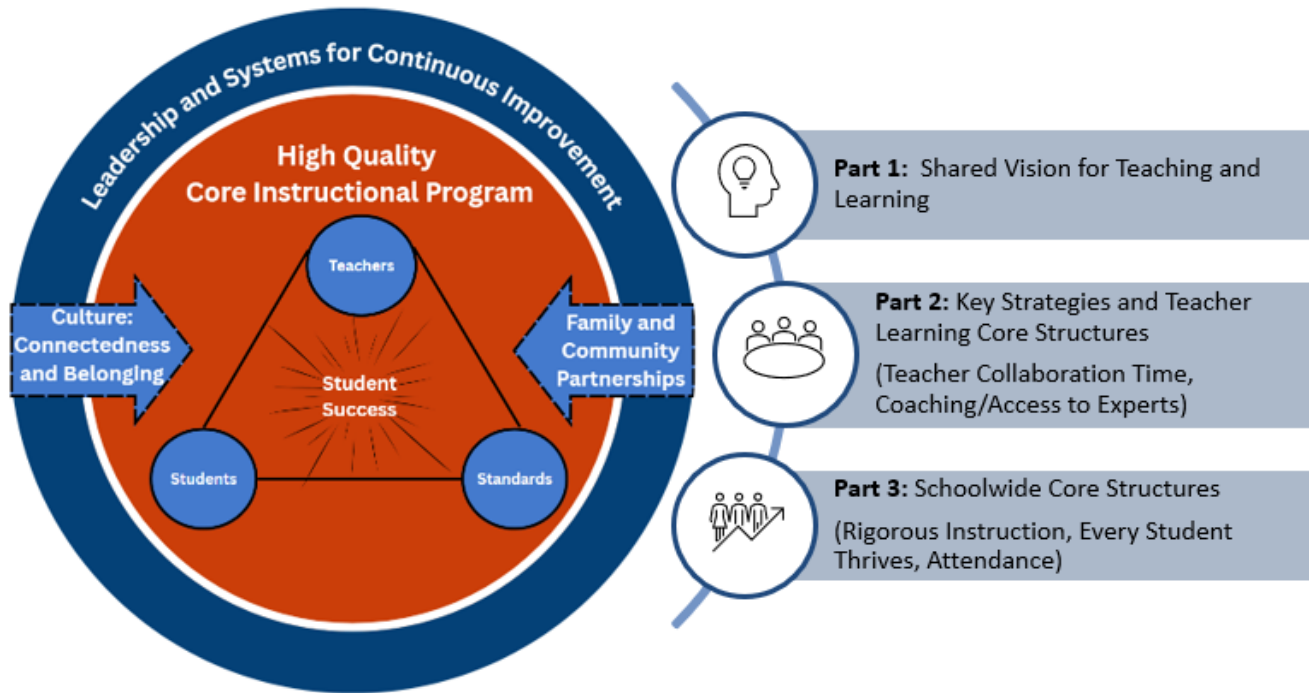
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And in partnership with the staff, students, and families of Pennington School.

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>	High-quality, equitable, and adaptive Tier 1 instruction in the Mount Vernon City School District is standards-aligned, culturally responsive, and designed to ensure all students have access to rigorous grade-level content. Instruction is delivered through intentional planning, strong teacher-student relationships, and evidence-based practices that promote engagement, critical thinking, and student voice. Teachers use data to differentiate instruction, monitor student progress, and adjust practices to meet diverse learning needs within the core classroom. Instruction reflects consistent expectations across classrooms, fosters a safe and inclusive learning environment, and ensures that every student experiences belonging, support, and high expectations for success.
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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?)
Student Support: By June 2027, the school will strengthen its SEL strategies to increase students' sense of fairness, respect, and belonging by improving school climate survey results in two key areas: Fairness and Belief in Student Success and Respect and Belonging in School Environment
MTSS: By June 2027, the school will strengthen and refine Multi-Tiered System of Supports (MTSS) to ensure consistent identification, delivery, and monitoring of academic interventions, resulting in improved student outcomes across all tiers.

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

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

- 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

What structures and routines will support consistent implementation of equity-centered, culturally responsive, and relationship-building instructional practices that improve student belonging, fairness, and school climate in 2027–2028?

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 common planning time (45–60 minutes per week per grade/content team) • Embedded within the school schedule and protected from other duties	
What does this entail?	Teacher teams will use collaborative time to: • Review walkthrough data focused on student engagement, fairness, and respectful interactions • Plan and refine Tier 1 instructional practices that strengthen student belonging • Develop consistent routines for greeting students, positive communication, and restorative responses • Analyze student climate and behavior data to adjust instructional practice • Share strategies for culturally responsive teaching and relationship-building across classrooms	
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B	☐ NEW ☐ REFINE

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	• Bi-weekly instructional coaching cycles for teachers or grade-level teams • Monthly model lessons or demonstration classrooms • Ongoing walkthrough feedback and reflection cycles throughout the school year
	Teachers will: • Participate in full coaching cycles (pre-conference, observation, feedback, reflection) • Observe model classrooms demonstrating strong culturally responsive and relationship-based instruction • Receive targeted feedback on classroom culture, language, and student engagement practices • Co-plan and co-teach lessons with instructional leaders when needed • Analyze student engagement and climate data with coaches to improve Tier 1 instruction

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?
• Provide staff professional development on equity, culturally responsive practices, restorative approaches, and relationship-building with students • Review baseline climate data (32% fairness, 42% respect/belonging) to establish urgency and shared understanding of need • Clearly define schoolwide expectations for respectful interactions (greeting students, positive language, consistent responses to behavior)		Summer /August
• Introduce walkthrough tools and indicators aligned to SCEP focus areas • Establish schedule for Teacher Collaborative Time and coaching cycles within the master schedule • Train staff on expectations for collaboration, reflection, and participation in instructional coaching cycles		Summer/ August
• Establish clarity of vision and expectations by clearly defining and finalizing: • Teacher Learning Core Structures (e.g., PLCs, data meetings) • The Key Strategy (e.g., literacy approach, inquiry-based learning model) • Explicitly identify: • Desired student outcomes • Aligned classroom practices, including: ○ Small-group instruction ○ Whole-group instruction		Summer/ August

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

Key Strategy I

KEY STRATEGY 1 Supporting Students through Culture and Climate	
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?
- Use weekly collaborative time to analyze walkthrough data focused on student belonging, respect, and engagement - Plan and implement consistent Tier 1 relationship-building practices (greeting students by name, positive/redirection language, restorative conversations) - Develop shared lesson and classroom routines that increase student voice and participation	September - January
- Identify and address patterns in student behavior and engagement data to improve classroom climate - Engage in peer sharing of effective culturally responsive and relationship-building strategies - Participate in coaching cycles focused on improving classroom interactions and student engagement	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?
- Analyze mid-year student climate survey data to measure progress toward SCEP goals - Refine instructional practices based on data trends in student belonging, fairness, and respect - Strengthen consistency of Tier 1 culturally responsive and relationship-based practices across classrooms	February – June
Expand student voice opportunities through classroom instruction and schoolwide initiatives	February – June

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

• Conduct targeted coaching cycles for teachers needing additional support based on walkthrough data • Share effective practices across grade levels to ensure schoolwide consistency	

Key Strategy 2

KEY STRATEGY 2	MTSS (Multi-Tiered System of Supports)
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?
Phase 1: Collaborative time is allotted to intentionally deepen instructional practice, support teachers in applying the Key Strategy in real classrooms, analyze its impact on student learning, and adjust instruction in real time. Within PLCs, teachers work together to break down what the strategy looks like in practice and identify the specific teacher moves required for effective implementation. Teams then co-create initial lessons and units that intentionally incorporate the strategy, using supports such as model lessons—either live or through video—and guided practice protocols to strengthen understanding. Instructional leaders play an active role by attending PLC meetings to provide clarification, guidance, and support as teachers begin implementation. Experts further enhance this work by providing demonstration lessons, facilitating early PLC sessions when possible, and offering highly specific, practical examples that make the strategy more concrete for teachers. To ensure consistency and focus, each PLC meeting follows a predictable weekly cycle aligned with the strategy. This cycle includes four key steps: Plan, Implement, Analyze, and Refine. Teachers collaboratively plan lessons using the strategy, implement those lessons in their classrooms (small group instruction), analyze student learning and instructional effectiveness during PLC time, and then refine their approach based on evidence. This consistent structure helps build momentum, ensure ongoing reflection, and supports continuous improvement in both teaching practices and student outcomes.	Sep-Jan
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?
Phase 2: During the Implementation and Feedback phase, the primary purpose is to move teachers beyond simply trying the strategy and toward refining and strengthening their execution.	Feb –June (ongoing)

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

Collaborative time is intentionally focused on reflection, analysis, and instructional adjustment. Teachers come prepared with student work samples and clear evidence of how the strategy was used in their classrooms, which serves as the foundation for meaningful discussion. PLCs engage in structured conversations using guiding questions such as What worked? Where did the students struggle? What teacher moves need refinement? These discussions help teams identify patterns in both teaching and learning. As a result, teams begin to define and refine shared “Notices” that signal strong implementation of the strategy, creating clarity and consistency across classrooms. At the same time, opportunities for peer sharing are embedded, allowing teachers to highlight successful practices and learn directly from one another’s experiences. Consultants play a targeted and supportive role during this phase by providing specific, actionable feedback, leading focused mini workshops that address common areas of need and supporting coaching cycles that help teachers continuously improve their practice.	
Phase 3: During this phase, collaborative time is focused on fine-tuning instruction, using the strategy to differentiate learning, and intentionally increasing rigor and student thinking. PLCs shift their work toward deeper analysis by comparing student outcomes across classrooms and identifying patterns and trends in performance. This allows teams to move their conversations beyond simply asking, <i>“What are we doing?”</i> to a more impactful focus on, <i>“How well is it working?”</i> and <i>“What impact is it having on student learning?”</i> Teachers work collaboratively to revise and strengthen units and lessons, ensuring the strategy is applied in ways that meet the diverse needs of their students while pushing for higher-level thinking. At the same time, leadership plays a critical role by reinforcing clear non-negotiables related to the strategy while allowing flexibility in how teachers implement it within their classrooms. Experts continue to support this work by introducing advanced instructional techniques, helping teams increase rigor, and assisting in addressing persistent challenges that emerge through ongoing implementation.	Feb- June (ongoing)

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.

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

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 can identify at least one trusted adult in the school, and walkthrough data shows teachers consistently implementing respectful and supportive interaction practices.		
Evidence of Teacher Practice Changing	90% of staff will attend equity and culturally responsive PD, and by the end of Quarter 1, walkthrough data will show at least 75% of teachers greeting students by name, using positive/redirection language, and reinforcing posted schoolwide expectations for respectful interactions. Coaching logs and observation notes will document at least one instance per teacher of implementing feedback from PD in classroom practice.		

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...	Students will consistently report having at least one trusted adult in the school and demonstrate an increased sense of belonging, respect, and support as reflected in school climate survey data and student feedback.	

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

Teachers will be...	Teachers will consistently implement equitable, culturally responsive, and relationship-building practices, with at least 80–90% of staff greeting students by name, using positive and restorative language, and reinforcing schoolwide expectations for respectful interactions as evidenced through walkthrough data and coaching observations.	
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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	Evidence of student learning improvement will be reflected in measurable academic growth, increased engagement, and a greater proportion of students successfully meeting grade-level standards because of data-driven, tiered support. This can will be demonstrated through universal screening results that show an increasing percentage of students meeting grade-level expectations in academic areas. Progress-monitoring data will indicate students are making measurable growth toward intervention goals. Student data tracking systems will further reflect gains in academic performance, including improvements in reading proficiency, mathematics, and other core areas.		

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

Evidence of Teacher Practice Changing	-Documented MTSS procedures outlining referral processes, tiered supports, roles, and progress-monitoring expectations. -MTSS and PLC meeting calendars, agendas, minutes, and action plans. -Consistent use of referral forms, intervention plans, and progress-monitoring tools. -Universal screening and student data tracking systems for academic, behavioral, and attendance indicators. - documentation demonstrating implementation fidelity and data-based adjustments. -Classroom walkthrough evidence of differentiated Tier 1 instruction and targeted supports. -Professional learning records related to MTSS training and implementation. -Family communication logs regarding student supports and progress		
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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...	At the end of the school year, students will experience a fully responsive and	

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

	equitable MTSS system in which academic needs are identified early and supported through targeted, data-driven instruction. All students will benefit from strong Tier 1 core instruction that is rigorous, differentiated, and accessible, resulting in increased engagement and improved overall achievement. Students requiring additional support will receive timely and effective Tier 2 interventions that are consistently monitored and adjusted based on progress data, leading to measurable growth in specific skill areas. Students with intensive needs will be supported through individualized Tier 3 interventions that address learning gaps with precision and care, ensuring continuous progress. As a result of this coordinated system, more students will meet grade-level expectations, fewer students will require intensive intervention and over time all learners will demonstrate growth in academic performance, independence, and confidence as successful, supported members of the school community.	
Teachers will be...	By the end of the school year, all teachers will be able to demonstrate consistent and effective implementation of the MTSS framework through the use of data-driven decision-making, high-quality Tier 1 instruction, and evidence-based interventions. Teachers will regularly analyze multiple sources of student data to identify needs, monitor progress, and adjust instruction and supports accordingly. Through collaborative PLCs and MTSS meetings, educators will engage in shared problem-solving, maintain accurate documentation, and implement interventions with fidelity. Classroom practices will reflect a proactive approach to addressing academic, behavioral, and social-emotional needs, ensuring that all students receive timely, targeted support. As a result, teachers will foster	

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

	inclusive learning environments where every student has equitable access to rigorous instruction and opportunities for success.	
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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	Student Support: Adults at this school treat all students fairly and believe we can all do well.	19.1	19.7	30.9	16.4	9.9	3.9
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Student Support: The school is a place where students like me are respected and valued.	13.8	17.8	28.3	26.3	10.5	3.3
26-27 Needs Assessment							

		SD	D	N	A	SA	IDK
25-26 Needs Assessment	What I learn in professional development is reinforced through coaching and collaborative team time.	6.9	13.8	31	31	17.2	
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Collaborative time leads to meaningful changes in instructional practice across our team.	3.4	10.3	24.1	24.1	34.5	3.4
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 teachers and support staff develop and refine their MTSS practices through ongoing collaboration, professional learning, and expert support to ensure effective instruction and intervention for every student?

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	Strategy 2: Teacher Support for MTSS Preparation Engage in collaborative planning and Professional Learning Communities (PLCs) to discuss student needs, interventions, and progress-monitoring data. Teachers will also receive coaching, mentoring from MTSS specialists, instructional coaches, school psychologists, or experienced colleagues and opportunities for professional development.	☐ REFINE
When and how often will this structure take place?	Teachers will engage in collaborative planning and Professional Learning Community (PLC) meetings at least once per month to discuss student needs, interventions, and progress-monitoring data. Coaching and mentoring support from MTSS specialists, instructional coaches, school psychologists, and experienced	

Part 3: Schoolwide Core Structures

	colleagues will be provided on an ongoing basis throughout the school year, as needed. Additionally, teachers will participate in professional development opportunities related to MTSS implementation during designated district and school-based training sessions.	
What does this entail?	In addition, PLCs will serve as a space for teachers to analyze student data and evaluate the effectiveness of current interventions and instructional strategies. Teams will share best practices, discuss student responses to interventions, and identify adjustments needed to better support learner progress across Tier 1, Tier 2, and Tier 3 instruction. Teachers will also engage in professional dialogue around evidence-based strategies for academic support, with a focus on strengthening core instruction and improving intervention fidelity. Teachers will create goals and instructional groupings based on data. These collaborative discussions will help ensure that MTSS practices are implemented with consistency, responsiveness, and a shared understanding of expectations across all grade levels.	
Instructional Leadership Team Core Structure 2 (if applicable)	Strategy 2: Building level support of MTSS structure and processes: Teachers will engage in data review and analysis to identify student strengths and areas of need. Through the MTSS process, they will receive recommendations for targeted instruction, evidence-based interventions, and progress-monitoring strategies. Teachers will also be supported in identifying trends, measuring student growth, and making informed decisions to address academic needs. This will strengthen the fidelity, consistency, and effectiveness of the schoolwide MTSS framework through clearly defined systems, roles, and collaborative structures that ensure cohesive implementation of data-driven practices and timely, appropriate supports for all students.	☐ NEW ☐ REFINE
When and how often will this structure take place?	MTSS meetings will be held on a quarterly basis with the MTSS building team and grade-level teachers to review student progress and coordinate supports. Teachers will bring forward student cases for discussion in advance of each reporting period to ensure timely data-driven decision making, proactive intervention planning, and alignment of instructional supports prior to report card distribution.	
What does this entail?	During these meetings, teachers will present students of concern as well as students demonstrating growth or response to intervention. The team will examine multiple sources of data, including classroom performance, assessment results, attendance, behavior trends, and progress-monitoring data for students receiving Tier 2 or Tier 3 supports. The team will determine the effectiveness of current interventions and instructional strategies, identify students who may need additional or adjusted supports, and ensure that all interventions are aligned with student needs. The team will collaboratively make decisions about next steps, which may include continuing current supports, intensifying interventions, adjusting strategies, or considering movement between MTSS tiers.	

Part 3: Schoolwide Core Structures

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	- Review school climate, SEL, and student belonging survey data each marking period to monitor student perceptions of safety, connection, and engagement. - Analyze attendance, behavior, and discipline data monthly to identify trends and measure the impact of culture and climate initiatives. - Conduct regular classroom and school-wide walkthroughs to observe the implementation of community-building practices, restorative approaches, and positive behavior supports. - Use data and stakeholder feedback from students, staff, and families to evaluate effectiveness and make adjustments to strengthen school culture and climate.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	- Monitoring student progress at regular intervals using assessment and intervention data. - Analyzing the effectiveness of Tier 1, Tier 2, and Tier 3 interventions based on student outcomes. - Tracking the percentage of students meeting grade-level academic and behavioral expectations. - Reviewing the fidelity of MTSS implementation through classroom observations, intervention logs, and staff feedback.

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	S D	D	N	A	SA	I D K
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	Overall I believe this school provides a consistent and supportive experience for all students, not just depending on which teacher.		26.5	14.7	29.4	29.4	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Part 3: Schoolwide Core Structures

	Survey	Survey Question 2	S D	D	N	A	SA	ID K
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	When I need help, my teachers give me support that makes things easier to understand without doing the work for me.	2.6	7.2	27.6	32.9	25.7	3.9
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult**, with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels**, identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

How will the school ensure that every student experiences consistent expectations, meaningful relationships, timely support, 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.

Every Student Thrives Core Structure 1	Schoolwide Culture, Climate, and Relationship-Building Practices
When and how often will this structure take place?	Weekly during Teacher Collaborative Time (45–60 minutes per week) Embedded within daily classroom routines and schoolwide expectations Reviewed and adjusted through monthly walkthroughs, student feedback, and climate data reviews.

Part 3: Schoolwide Core Structures

What does this entail?	Teachers and staff will collaboratively establish and strengthen consistent Tier 1 practices that promote belonging, fairness, respect, and student success. Teams will: - Develop and reinforce common expectations for respectful interactions across classrooms and school spaces - Implement consistent relationship-building routines, including greeting students by name, positive communication, and restorative responses - Analyze walkthrough data, student climate data, and behavioral trends to identify opportunities to improve student belonging and engagement - Share culturally responsive instructional strategies that increase student voice, participation, and connection to learning - Reflect on how classroom practices impact students' sense of fairness, respect, and belonging
Every Student Thrives Core Structure 2 (if applicable)	Student Voice and Belonging Data Cycles
When and how often will this structure take place?	Monthly during grade-level or department team meetings (30–45 minutes) Student feedback collected at least once per marking period through surveys, focus groups, or classroom check-ins Data reviewed quarterly by the Building Leadership Team to identify trends and action steps
What does this entail?	Teachers and school leaders will intentionally gather and use student feedback to strengthen school culture, increase belonging, and improve the student experience. Teams will: - Collect and analyze student feedback related to belonging, engagement, safety, and relationships with adults - Identify student groups that may be experiencing barriers to connection or participation - Develop action steps based on student feedback and climate data - Monitor the impact of changes through ongoing surveys, classroom discussions, and student engagement data - Provide opportunities for students to share ideas and contribute to school improvement efforts - Celebrate successes and communicate improvements made in response to student voice

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 <u>Student</u> Family	Adults at this school treat all students fairly and believe we can all do well.	19.1	19.7	30.9	16.4	9.9	3.9
26-27 Needs Assessment	Teacher Student Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teacher <u>Student</u> Family	The school is a place where students like me are respected and valued.	13.8	17.8	28.3	26.3	10.5	3.3
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	Schoolwide Attendance Culture and Student Connection Routines	REFINE
When and how often will this structure take place?	• Daily implementation through classroom and schoolwide routines • Weekly review of attendance trends by grade-level teams • Monthly attendance data review with school leadership and support teams	
What does this entail?	The school will strengthen a culture of attendance by ensuring that every student feels welcomed, connected, and supported as an essential member of the school community. Teachers and staff will: • Establish consistent daily welcome routines that reinforce belonging and connection • Build positive relationships with students through regular check-ins, recognition, and student voice opportunities • Communicate the importance of daily attendance as a foundation for academic success • Review attendance patterns to identify barriers impacting student participation and engagement • Collaborate to develop strategies that increase student motivation, connection, and sense of belonging	
	Attendance Data Monitoring and Tiered Student Support System	NEW

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	- Weekly attendance monitoring by grade-level teams and student support staff - Bi-weekly review of students demonstrating attendance concerns - Monthly MTSS/attendance team meetings to analyze trends and coordinate supports
What does this entail?	The school will refine its attendance monitoring process by using timely data and collaborative problem-solving to ensure students receive appropriate supports before attendance concerns become barriers to learning. Teams will: - Monitor attendance data to identify patterns, trends, and students needing additional support - Use MTSS structures to provide targeted interventions for students experiencing attendance challenges - Collaborate with families and school support personnel to understand barriers and develop solutions - Connect attendance data with academic progress, student engagement, and school climate indicators - Track the effectiveness of supports and adjust strategies based on student needs

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									

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							
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.