



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Mount Vernon City School District	Traphagen Elementary	Pre-K to 6

Collaboratively Developed By:

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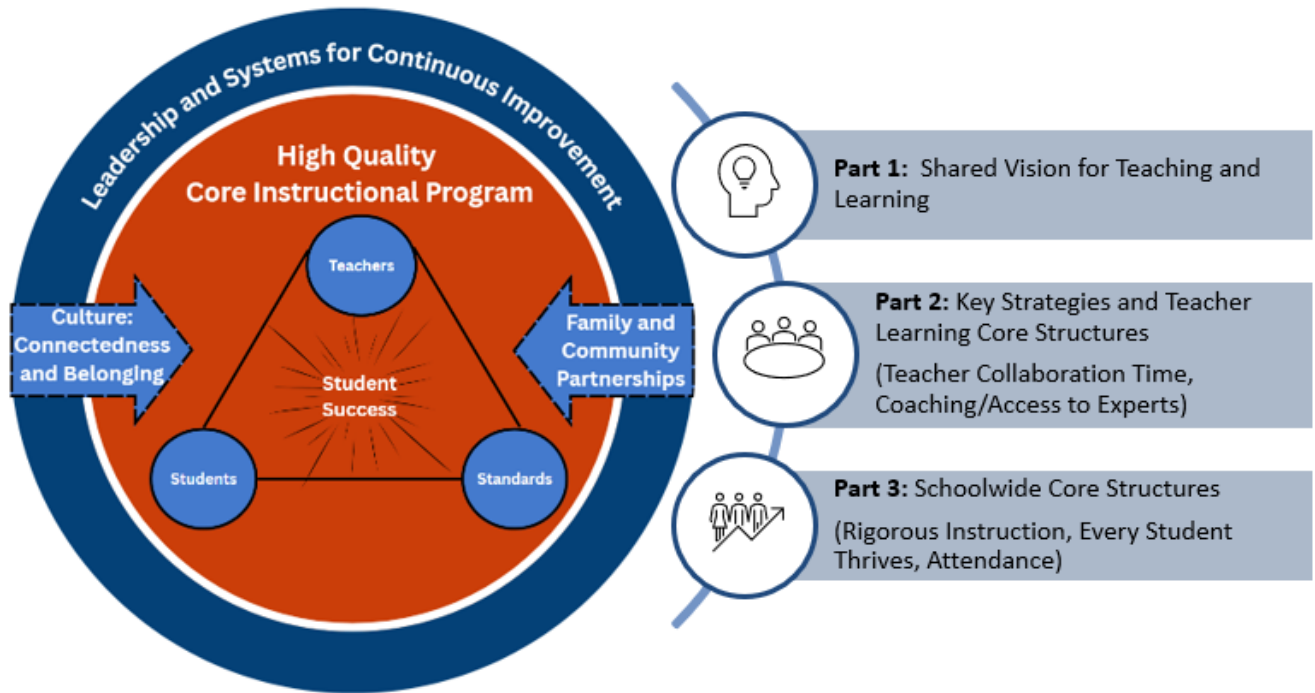
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And in partnership with the staff, students, and families of Traphagen Elementary.

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>	For Tier 1 instruction, the district is committed to ensuring that every classroom provides high-quality, inclusive, and rigorous learning experiences that support the success of all students. In every classroom, students engage in grade-level learning, actively participate in meaningful discussions, collaborate with peers, and receive instruction informed by data and responsive to their needs. Teachers use evidence-based practices, clear learning targets, and ongoing assessment to build strong foundations in reading, writing, and mathematics while promoting critical thinking and problem-solving skills. Classrooms feel safe, welcoming, and respectful, where diversity is valued, relationships are nurtured, and every student feels a sense of belonging and is supported to meet high expectations. Through engaging instruction, consistent support, and strong partnerships with families and the community, all students are empowered to become confident, responsible, and lifelong learners prepared for success in school and beyond.
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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?)
OTHER Empower scholars to take ownership of their learning through engaging, rigorous, literacy-rich experiences across all content areas that foster critical thinking, creativity, resilience, and social-emotional well-being. Instruction will be data driven, culturally responsive and inclusive and aligned with the district's vision; developing the academic, social, and problem-solving skills scholars need to succeed in a global society.
OTHER This Key Strategy will strengthen the MTSS framework among staff, scholars, and families to ensure that all scholars can learn and receive the support needed to achieve success through faculty meetings, Professional Learning Communities (PLCs), curriculum planning sessions, MTSS meetings, and instructional coaching. Staff will enhance their ability to use data to drive instructional decisions and address the diverse needs of learners. Family workshops will deepen understanding of the MTSS process and foster collaborative partnerships between home and school. This Key Strategy supports the district's commitment to an inclusive, safe, and caring learning environment that promotes academic growth, social-emotional well-being, and the development of responsible, lifelong learners.

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?		
What does this entail?		
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		

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

Implementation

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

Preparing for a Successful Launch	
Review student data	August/ September 2026

Key Strategy I	
KEY STRATEGY 1	Empower scholars to take ownership of their learning through rigorous, literacy-rich experiences across all content areas that foster critical thinking, creativity, resilience, and social-emotional well-being. Aligned with the district's vision, this strategy develops the academic, social, and problem-solving skills scholars need to succeed in a global society. Literacy instruction will be grounded in the Science of Reading and the gradual release of responsibility model to strengthen and develop foundational reading and writing skills. Teachers will use assessment data to drive instruction and meet the diverse needs of all learners. Mathematics instruction will build strong core competencies through a scaffolded curriculum that enables scholars to apply their knowledge, think critically, and solve real-world problems. Small group instruction will accommodate the needs of diverse learners. This strategy supports the development of well-rounded, lifelong learners who are prepared to contribute positively to their communities.

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

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?
Students will be involved in their educational process where they are given autonomy, voice, and choices in their learning, problem solving and creating by applying defined skill sets. Students develop SMART goals for each marking period during a student teacher conference and review/revise them as needed. Teachers will also conference with students during the writing and reading process. Students will be grouped according to data to allow for small group instruction tailored to diverse students' needs.	October 2026/ January 2027
Incorporate SEL activities schoolwide- Morning meetings, check ins with students, focus on positive behavior and goal setting. During morning announcements, student accomplishments and birthdays (with healthy-choice options) are announced to celebrate students. Mindfulness exercises such as deep breathing and movement to assist children in managing stress. Family Involvement Events such as Career Day, Family Math Night, Veteran's Day, Honor Roll Assemblies, Winter Concert, and Multicultural Celebration.	October 2026/ January 2027
Create a professional learning community- A professional learning community will allow staff members to work collaboratively on rigorous lessons that provide students with equity and access, critical thinking, and reflection. Faculty meet weekly with their grade level colleagues to discuss curriculum and student needs. Faculty will also meet monthly for Curriculum Meetings after school. Additionally, teachers will review data and plan accordingly for small group instruction.	October 2026/ January 2027
Teachers will use a variety of programs to consolidate and expand concepts taught from previous grades. The curriculum must be developmentally appropriate, relevant, rigorous, and engaging. – Teachers will use the district-created Units of Study, Ready Math, Ready ELA, DIBELS, Foundations, Unique Learning, Science and Social Studies programs, Literacy Pro, A-Z Learning, SPIRE (ELL), Leveled Literacy Intervention (LLI) and University of Florida Literacy Institute (UFLI) literacy program. Beginning and middle of the year diagnostic assessments and progress monitoring will be completed for iReady, DIBELS, DIG, ESI-R, CLI, and SPIRE. Running records will be conducted for LLI.	October 2026/ January 2027
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?
Involve students in decision making process- Students will actively engage in their learning by exercising agency, applying defined skill sets, and participating in problem-solving and creative tasks. Students will set and review SMART goals each marking period during student-teacher conferences, revising them as needed. Teachers will also confer with students throughout the reading and writing process to provide targeted support. Additionally, students will be grouped based on data to ensure small-group instruction is tailored to meet diverse learning needs.	February 2026 through June 2027
Incorporate SEL activities schoolwide- Morning meetings, check ins with students, focus on positive behavior and goal setting. During morning announcements, student accomplishments and birthdays are announced to celebrate students.	February 2026

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

Create a professional learning community- A professional learning community will allow staff members to work collaboratively on rigorous lessons that provide students with equity and access, critical thinking, and reflection. Faculty will continue to meet weekly with their grade level colleagues to discuss curriculum and student needs. Faculty will also meet monthly for Curriculum Meetings after school. During this time, staff will also reflect on the successes and challenges of the school year and make necessary adjustments. Teachers will review the growth of their students from beginning of year to end of year assessments.	February 2026 through June 2027

Key Strategy 2

KEY STRATEGY 2	Continue to deepen the implementation and understanding of the MTSS framework among staff, scholars, and families to ensure that all scholars can learn and receive the support needed to achieve success. Through faculty meetings, Professional Learning Communities (PLCs), curriculum planning sessions, MTSS meetings, and instructional coaching, staff will enhance their ability to use data to drive instructional decisions and address the diverse needs of learners. Family workshops will increase understanding of the MTSS process and foster collaborative partnerships between home and school. This work supports the district's commitment to an inclusive, safe, and caring learning environment that promotes academic growth, social-emotional well-being, and the development of responsible, lifelong learners.
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?	
Meet with members of the MTSS Team Review previous year's data (academics, behavior, Social Emotional Learning-SEL) to identify trends and inform planning.	September 2026
Develop and communicate schoolwide MTSS goals and timelines aligned with the SCEP.	September 2026

When will this be in place?

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

Use PLC grade level meetings and MTSS coaching sessions to ensure Tier 1 curriculum is implemented with fidelity across grade levels.		September 2026/ October 2026
• Provide Professional Development (PD) on evidence-based Tier 1 instructional strategies (e.g., mini-lessons, modeling, checks for understanding). • Begin differentiation planning for diverse learners (ELLs, students with IEPs, etc.). • Launch initial coaching cycles focused on Tier 1 practices. • Grade level team meetings focus on reviewing universal screener data (i-Ready, DIBELS, Unique Learning, DIG, ESI-R, CLI, SPIRE, Common Assessments, NYS ELA, Math, and Science exams, alternate standardized assessments etc.) and student grouping. • Progress Monitoring System • Train staff on the use of progress monitoring tools and data collection methods. • Create progress monitoring calendars aligned with RTI periods. • Host a Parent Workshop on the MTSS model (overview, explain tiers of support, ways families can partner with the school). • Schedule and hold initial meetings with parents of students receiving Tier 2 or Tier 3 support.		September 2026/ October 2026
Principal Grade Level meetings-		September 2026/ October 2026
• Begin differentiation planning for diverse learners (ELLs, students with IEPs, etc.). SMART goal setting. • Grade level team meetings focus on reviewing universal screener data (SPIRE, iReady, DIBELS, Unique Learning, DIG, ESI-R, CLI, Common Assessments, NYS ELA and Math exams, etc.) and student grouping.		September 2026/ October 2026

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

• Provide PD on evidence-based Tier 1 instructional strategies (e.g., mini-lessons, modeling, and checks for understanding). • Launch initial coaching cycles focused on Tier 1 practices. Progress Monitoring System • Train staff on the use of progress monitoring tools and data collection methods. • Create progress monitoring calendars aligned with RTI periods. • Host a Parent Workshop on the MTSS model (overview, explain tiers of support, how families can partner with the school). • Schedule and hold initial meetings with parents of students receiving Tier 2 or Tier 3 support.		September 2026/ October 2026
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		When will this be in place?
MTSS parent meetings		October 2026 / January 2027
Mid-Year Data Review & Adjustment • Conduct data meetings to analyze mid-year benchmark assessments and progress monitoring data. • Identify students needing Tier movement (up or down). • Refine intervention groups for RTI periods.		October 2026/ January 2027
Instructional Coaching & Support • Offer targeted coaching for teachers on differentiation and progress monitoring.		October 2026/ January 2027

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

Focus on walkthroughs on Tier 1 instruction (e.g., student engagement, academic talk, scaffolding).		
RTI Period Monitoring - Ensure intervention instruction occurs with fidelity. - Adjust groupings and strategies based on student data.		October 2026/ January 2027
Professional Development - Conduct PD on analyzing data to drive instruction. - Deepen PD around specific instructional practices (e.g., formative assessments, small group instruction).		October 2026/ January 2027
Staff Collaboration - Schedule mid-year vertical team check-ins to ensure alignment of Tier 1 strategies and expectations. - Use collaborative planning time for teachers to adjust units based on student needs		October 2026/ January 2027
Family Engagement - Host parent-teacher conferences that include discussion of academic/behavior progress and MTSS supports. - Provide mid-year parent workshop: "How to Support Your Child at Home with Tiered Interventions."		October 2026/ January 2027
Year-End Data Review & Reflection Review final progress monitoring and benchmark data to assess effectiveness of MTSS implementation.		May 2027/ June 2027

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

Evaluate interventions and make recommendations for summer supports and next year's services.		
Planning for Next Year - Identify students who will need continued Tier 2/3 support in the fall 2027. - Plan summer PD and adjust Tier 1 instructional focus based on end-of-year data. - Collect teacher feedback on the MTSS process and use it to improve systems.		May 2027/ June 2027
Coaching & Instructional Support - Conduct final coaching sessions focused on sustainability and celebrating growth. - Highlight exemplary Tier 1 and RTI instruction during staff meetings or PLCs.		May 2027/ June 2027
Family Engagement - Send year-end MTSS progress reports to families. - Host a final parent workshop or family night focused on summer learning strategies and how to prevent academic regression.		May 2027/June 2027
Staff Communication & Collaboration - Celebrate successes and reflect on MTSS implementation as a whole staff. - Begin planning updated MTSS structures in collaboration with the leadership team for the next school year.		May 2027/ June 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 1

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

Evidence of Student Learning Improving	• SMART Goals • PLC agendas and data reviewed • Formative and summative assessments • Benchmark assessments, progress reports, and report cards		
Evidence of Teacher Practice Changing	• SMART Goals • PLC agendas and data reviewed • Formative and summative assessments • Benchmark assessments		

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

Students will be...	moving up at least one grade level in math and ELA in iReady (80% of students in the school).	
	increasing their Honor Roll achievement by 10% in grades 3 through 6.	
Teachers will be...	able to meet at least once per week to collaborate with their peers.	

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	Mid Year Indicators	End of Year Indicators
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

	(set in advance)	(complete after quarter 1)	(complete midyear)
Evidence of Student Learning Improving	- Universal screeners (iReady, DIBELS, SPIRE, ESI-R, NYS Testing Data) - Progress monitoring tools for Tier 2/3 students (iReady, DIBELS, CLI, MTSS) - Common Assessments - Curriculum-embedded assessments		
Evidence of Teacher Practice Changing	- SMART Goals - Reorganization of small groups - MTSS Progress Monitoring Tools - RTI intervention logs		

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...	showing growth across all curricula areas as made evident by assessment data.	
Teachers will be...	reviewing student data and past procedures to evaluate and reflect on effective strategies and instruction.	

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	The professional development offered by MVCSD has positively influenced my teaching methods and my students' success.	0	5	7	12	1	
26-27 Needs Assessment	The professional development offered by MVCSD has positively influenced my teaching methods and my students' success.						

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

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	I have the necessary materials and knowledge to effectively meet the diverse learning needs of my students.	1	4	5	12	3	
26-27 Needs Assessment	I have the necessary materials and knowledge to effectively meet the diverse learning needs of my students.						

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	The team will conduct a schoolwide inquiry cycle	☐ NEW ☐ <u>REFINE</u>
When and how often will this structure take place?		

Part 3: Schoolwide Core Structures

	The leadership team meeting with instructional staff during grade team professional learning communities to discuss the trends they are noticing during Tier 1 instruction, the data trends from in class Tier 1 assessments, and what supports do they need to deliver rigorous instruction at tier 1.	
	Coordinated feedback and responsiveness system	☐ NEW ☐
	The PLC meetings will occur bi-weekly, Progress Monitoring/ MTSS will occur every 4 weeks, the staff/family surveys will occur in January and June.	
	Teacher collaboration during grade-level meetings, progress monitoring, and staff and family feedback surveys	

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 meet with instructional staff during their grade level PLC to discuss the implementation of Tier 1 instruction. - The team will discuss what they are noticing with students' response to strategies implemented during Tier 1 instruction through looking over samples of student work, in class assessment data, and classroom observations. - Review/discuss best ways to support instructional staff.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	- During PLC meetings, teachers review student assessment data and develop an intervention plan to meet students' academic needs. - During MTSS meetings, teachers, counselors, special education teachers, and administrators discuss students' academic and behavioral progress and concerns. - Staff and families complete surveys about the school climate, communication, curriculum, and professional 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
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Part 3: Schoolwide Core Structures

25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I have the necessary materials and knowledge to effectively meet the diverse learning needs of my students.	1	4	5	12	3	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I have the necessary materials and knowledge to effectively meet the diverse learning needs of my students.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I encourage open communication, collaboration, and empathy within the school community, fostering a positive atmosphere where every one feels valued and empowered to thrive.	0	0	0	4	21	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I encourage open communication, collaboration, and empathy within the school community, fostering a positive atmosphere where every one feels valued and empowered to thrive.						

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? <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?
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Part 3: Schoolwide Core Structures

Every Student Thrives Core Structure 1	Grade Level Learning and Rigor Monitoring Structure To ensure every scholar reaches or exceeds grade-level standards in foundational reading, writing, and mathematic skills, the school will maintain a systematic process for monitoring student's access to rigorous, grade-level instruction while providing targeted interventions. Intervention services will supplement—not replace—core instruction, ensuring that all scholars will apply the identified interventions across curriculum. Teachers will evaluate assessment data regularly to identify gaps in student learning, adjust instructional practices, and monitor the effectiveness of interventions. Through collaborative planning, data analysis, and ongoing progress monitoring, teams will work to increase student achievement across all core subjects, with particular attention to closing achievement gaps for scholars with special needs and other identified subgroups.	☐ NEW
When and how often will this structure take place?	Beginning at the start of the 2026 – 2027 school year: Daily/Weekly: Classroom formative assessments to monitor reading, writing, and math skills Teacher use of assessment data to adjust instruction Collaborative planning between classroom teachers and interventionists Review of intervention effectiveness and student growth (6-8 weeks) Monthly: Grade-level or PLC data review meetings Monitoring student access to grade-level curriculum and rigor Schoolwide MTSS team review of student outcomes and supports Quarterly: Review of intervention schedules and instructional time Analysis of subgroup performance and achievement gaps District-level review of achievement trends and progress toward the 3% growth goal Yearly: Benchmark assessments in core subjects (3 –4 times per year) Annual evaluation of program effectiveness and goal attainment	
What does this entail?	Key Practices • Use formative, benchmark, and summative assessment data to drive instructional decisions and intervention planning. • Monitor student mastery of foundational reading, writing, and arithmetic skills. • Ensure all students with identified interventions continue to receive access to rigorous, grade-level curriculum and instruction during Tier 1 instruction and RTI periods.	

Part 3: Schoolwide Core Structures

	• Align intervention services and supports to grade-level standards and identified skill deficits. • Conduct regular data review meetings to monitor progress toward academic growth goals and subgroup performance. • Review intervention schedules and instructional time to maximize access to core instruction. • Facilitate collaborative planning between classroom teachers, interventionists, and support staff. • Implement targeted instructional strategies based on student performance data. • Monitor achievement trends to support a district-wide increase of at least 3% in all core subjects, with focused attention on students with special needs and other identified subgroups. • Use progress-monitoring data to evaluate the effectiveness of interventions and make timely instructional adjustments.
Every Student Thrives Core Structure 2 (if applicable)	Relationship-Centered MTSS and Student Support Structure The Multi-Tiered System of Supports (MTSS) serves as the foundation for achieving the district's academic priorities and ensuring that every scholar is known, supported, and successful. Through a systematic approach to identifying and addressing student needs, the MTSS framework helps ensure that all scholars develop strong foundational skills in reading, writing, and mathematics. Universal screening, ongoing progress monitoring, and regular data reviews allow staff to identify students who require additional support and provide targeted interventions designed to accelerate learning and close skill gaps. Meaningful relationships with trusted adults, established through advisory groups, mentorship programs, and regular check-ins, further promote student engagement, attendance, and participation in academic support services. The MTSS structure also supports the district's commitment to prioritizing teachers' use of assessment data to drive instructional practices in all classrooms. Through collaborative data review meetings, teachers and support staff analyze academic, behavioral, attendance, and social-emotional data to identify trends, determine student needs, and make informed instructional decisions. Progress monitoring and intervention review cycles ensure that support remains responsive to student performance and that instructional practices are continuously adjusted based on evidence of student growth and achievement. Additionally, the relationship-centered MTSS framework advances the district's goal of increasing scholar achievement by at least 3% in all core subjects, with particular attention to subgroups with special needs. By providing a coordinated system of tiered supports, assigning clear case management responsibilities, and maintaining regular communication with families and service providers, the school can proactively address barriers to learning and ensure that all students have access to rigorous grade-level instruction. Ongoing monitoring of intervention effectiveness and student outcomes enables the school to strategically ☐ ☐ REFINE

Part 3: Schoolwide Core Structures

	allocate resources, close achievement gaps, and improve academic performance across all student groups. Through this integrated and data-driven approach, the school creates a culture of shared accountability, strong relationships, and equitable support that positions every scholar for success.	
When and how often will this structure take place?	Daily/Weekly • Relationship and wellness check-ins • Student engagement tracking • Referral and concern reporting • MTSS intervention implementation • Staff collaboration meetings Monthly • MTSS team data review meetings • Family and support-provider communication • Case management reviews • Data-driven instructional and intervention decisions • Monitoring intervention effectiveness Yearly • Assignment of advisors/mentors • Schoolwide review of MTSS effectiveness • Analysis of student growth and achievement outcomes • Evaluation of intervention systems and resource allocation • Planning improvements for the following school year	
What does this entail?	Key Practices • Advisory or mentor assignments for every student • Scheduled relationship and wellness check-ins • Student connection and engagement tracking systems • Universal referral and concern-reporting processes • Schoolwide MTSS framework with tiered interventions and supports • Regular MTSS team meetings to review academic, behavioral, attendance, and social-emotional data • Clearly assigned case management responsibilities • Progress monitoring and intervention review cycles • Staff collaboration to identify disconnected or at-risk students • Coordinated communication with families and support providers • Data-driven decision-making to guide interventions and resource allocation • Systems to monitor intervention effectiveness and student growth	

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

Part 3: Schoolwide Core Structures

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ ☐ Teacher	I have the necessary materials and knowledge to effectively meet the diverse learning needs of my students.	1	4	5	12	3	
26-27 Needs Assessment	☐ Teacher ☐	I have the necessary materials and knowledge to effectively meet the diverse learning needs of my students.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Student	I feel that the staff at my school support me when I am struggling with a particular subject	14	39	0	55	78	
26-27 Needs Assessment	☐ ☐ Student ☐	I feel that the staff at my school support me when I am struggling with a particular subject						

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	A Tier 1 System for Daily Attendance Logging, Integrated Infinite Campus Tracking, and Early Attendance Outreach.	☐ ☐ REFINE
When and how often will this structure take place?	• Daily: Classroom teachers submit official attendance into Infinite Campus by 8:50 AM daily. Parent communications and medical documentation are logged into Infinite Campus as received. • Weekly: The Attendance Teacher reviews cumulative attendance tracking data to identify any student who has missed more than two days. • Monthly: Administration and Guidance meet to review excessive absence trends, analyze patterns, plan targeted outreach to the attendance teacher and identified families. In addition, interventions will be used to support identified students and their families.	
What does this entail?	• Daily Tracking: Classroom teachers serve as the initial data collectors, inputting attendance by 8:50 AM. To keep student records centralized, teachers immediately log all parent conversations and doctor's notes into Infinite Campus or route them directly to the School Nurse.	

Part 3: Schoolwide Core Structures

	• Early Support System: The classroom teacher and Attendance Team continuously monitor this data. If a student misses more than two days of consecutive days, an automatic protocol is triggered: the absence is escalated to administration and school counselor for direct, supportive outreach. • Refinement for 2026-27 (Adding Tier 1 Support): Excessive absences will continue to be managed via the Attendance teacher, the Administration and school counselor. The school will refine this structure by introducing universal (Tier 1) attendance incentives. This will include school-wide recognition routines managed by the team to celebrate excellent and improved attendance <i>before</i> absences become excessive.	
Attendance Core Structure 2 (if applicable)	A Tier 1 School-wide Attendance Culture, Proactive Family Communication, and Universal Incentive Program.	☐ ☐ REFINE
When and how often will this structure take place?	• Daily: The welcoming morning broadcast, student-led Pledge of Allegiance, and individual/classroom shout-outs occur every morning immediately following the 8:50 AM attendance sweep. • Weekly: Classroom-level attendance wins are calculated. The classrooms with the highest attendance and the most-improved attendance are announced every Monday morning to receive the traveling trophy or extra recess time. • Monthly: Individual student certificates for 100% attendance and "Most Improved Attendance" are distributed. A school-wide attendance campaign is highlighted in the family Blackboard blasts to celebrate these growth milestones. • Quarterly/Semesterly: A school-wide celebration assembly is held at the end of each grading period to publicly honor students with perfect attendance and significant attendance growth with formal certificates. • Yearly: Schoolwide 100% Attendance Certificates and "Attendance Growth" awards are presented at the end-of-year ceremony to honor both perfect attendance and students who significantly reduced their absences compared to the prior year.	
What does this entail?	• Schoolwide Incentive System: The school will launch a positive reinforcement campaign to reward excellent attendance (95% or higher), 100% monthly perfection, and documented individual growth (Most Improved). ○ <i>Classroom Level:</i> Monthly "Attendance Champion" tracking will reward the top-performing and most-improved classrooms with extra recess, traveling trophy or a themed classroom party to leverage positive peer influence. ○ <i>Individual Level:</i> Monthly and yearly certificates will celebrate both students who maintain perfect attendance and those who successfully turn their attendance trends around, ensuring the incentive system remains inclusive and motivating for all.	

Part 3: Schoolwide Core Structures

	• Proactive Family Partnerships: Rather than only communicating when a student misses two days, the school will distribute clear, visual infographics via blackboard blasts explaining the direct link between consistent attendance and grade-level academic success. • Root Cause Analysis: When attendance patterns begin to decline, the attendance team and administration will use supportive, two-way communication channels (check-ins) to learn from families what barriers they face (such as transportation or health challenges) so the school can connect them with resources before moving to disciplinary actions.
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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	92.5%	94%	89.5%	89.48%	90.84%	89.32%	90.78%	90.71%	89.18%
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:

It was a historically cold winter with increased snowfall. Also, reorganization of schools required some students to walk further in bad weather.

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	ID K
25-26 Needs Assessment	☐ Student	I enjoy coming to school and feel safe and supported as a member of the school community	8	44	0	63	50	
26-27 Needs Assessment	☐ Student	I enjoy coming to school and feel safe and supported as a member of the school community						

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☐ Family	The staff at Traphagen School support my child in developing the social and emotional skills needed to succeed in school and beyond.	32	6	0	35	23	

Part 3: Schoolwide Core Structures

26-27 Needs Assessment	☐ ☐ Family	The staff at Traphagen School support my child in developing the social and emotional skills needed to succeed in school and beyond.						
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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.