School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
Mount Vernon City School District	Graham School	Pre K - 8

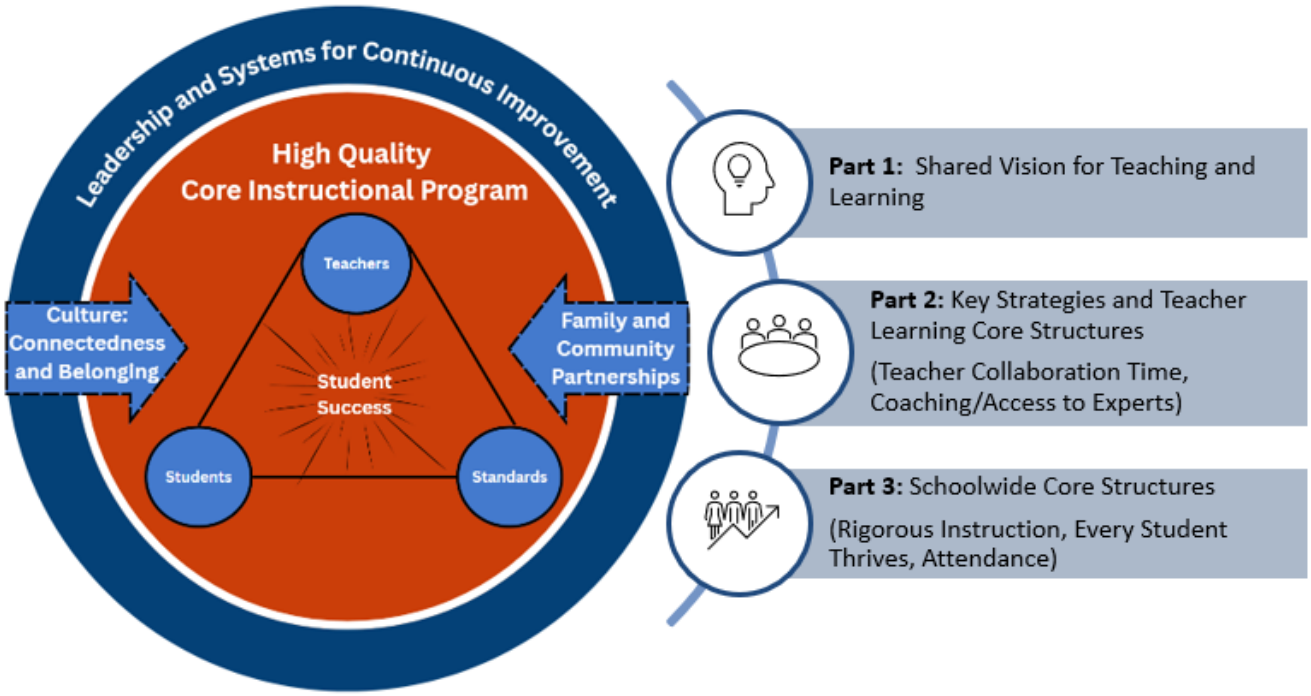
Collaboratively Developed By:

The Graham SCEP Development Team

SCEP Team Members:

- ✓ Dr. Natasha Hunter-McGregor: Principal
- ✓ Annabelle Strozza: Special Education Teacher
- ✓ Jacquelyn Drenga: School Psychologist
- ✓ Jason Jenkins: School Counselor
- ✓ Sherry Solomon: ENL Teacher
- ✓ Rita Colucci: General Education Teacher/Union Representative
- ✓ Michela Byrne: Reading Teacher
- ✓ Lilly Cudjoe: 8th Student

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



Part 1: Connecting Our Shared Understanding for Teaching and Learning

Purpose: Ground the plan to the District's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: *What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	At Graham School, high-quality, equitable, and adaptive Tier 1 instruction in Mount Vernon City School District means every student has access to strong, grade-level teaching in a safe, engaging, and supportive classroom. Instruction is student-centered, culturally responsive, and designed to meet the needs of all learners. It should look like: - Clear learning targets and high expectations for ALL students. - Active student engagement through discussion, collaboration, and problems-solving. - Lessons that provide support, challenge, and multiple ways for students to learn and show understanding. - Teachers use data and formative assessments to adjust instruction. - A classroom environment where all students feel valued, included, and capable of success. It should feel like: - Welcoming and respectful. - Challenging but supportive. - A place where all students have opportunities to engage in learning, to participate, and grow as learners.

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?)
ELA: Support foundational skills in early grades.
Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse.

Schools selecting "Other" should type the Key Strategy after the word "Other."

Teacher Learning Core Structures

Schools will support teaching the Instructional Key Strategies/Instructional Priorities through coherent, sustained structures for adult learning that are collaborative, reflective, and directly tied to classroom practice.

The Teacher Learning Core Structures will be a primary driver of strengthening skills related to the 1-2 Key Strategies/Instructional Priorities identified above.

All schools are required to outline their structure for Teacher Collaborative Time. Schools in CSI-B will also be required to outline their structures to ensure teachers have opportunities to learn with experts. For other schools, this is optional. Guidance on effective practices for both can be found below.

Teacher Learning Core Structures

1. **Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)**
   Effective Teacher Collaborative Time should:
   - Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
   - Ideally occur during the school day
   - Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.

- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

2. **Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)**
   Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:
   - Modeling lessons
   - Co-teaching
   - The Coaching Cycle
   - Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those bulleted above.

Essential Question

How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction?

What structures and routines will support this in 2026 27?		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	**Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B**	☐ NEW ☒ REFINE
When and how often will this structure take place?	• Weekly grade-level PLC meetings • Quarterly data meetings • Curriculum meetings	
What does this entail?	• Examine student work and discussion tasks to identify opportunities for students to articulate their thinking and build on their peers' ideas. • Develop, model, and refine structured academic discourse routines and accountable talk strategies. • Review participation and engagement data to promote equitable access to classroom discussions. • Analyze literacy screening, progress-monitoring, and benchmark data to determine student strengths and areas of need in foundational literacy skills. • Collaboratively plan and modify instructions based on student learning data. • Share effective instructional practices and intervention strategies across grade levels.	
Teacher Learning Core Structure	**Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B**	☐ NEW ☒ REFINE

When and how often will this structure take place?	• Instructional coaching cycles • Professional learning sessions
What does this entail?	Teachers will: • Attend and engage in all PLCs, data meetings, and planning sessions • Use findings to adjust instruction, grouping, and interventions • Ensure alignment between planning and classroom practice • Participate in professional development sessions and coaching cycles • Reflect on practice and instructional impact and refine strategies over time based on feedback to improve effectiveness • Monitor and adjust practices to ensure all students are engaged in discussions

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?
<u>Key Strategy 1: Foundational Literacy Skills</u>	
Establish Clear Instructional Expectations: Clearly define schoolwide expectations for foundational reading instruction, including explicit, systematic teaching of phonemic awareness, phonics, and word recognition using structured lesson routines and consistent practices.	Sept 2026
Model Effective Teaching Practices: Provide demonstrations, model lessons, and collaborative planning opportunities that show teachers how to effectively deliver foundational reading instruction and apply evidence-based strategies in their classrooms.	Sept 2026
Analyze Data and Student Profiles: Review student literacy data (e.g., phonics screeners, reading assessments) to help teachers identify skill gaps, anticipate student needs, and plan targeted, differentiated foundational reading instruction.	Sept 2026
<u>Key Strategy 2: Structured Academic Discourse</u>	
Establish clear, schoolwide expectations for academic discourse that promote meaningful participation and accountable talk. Create a checklist for teachers – what should this look like.	Sept 2026
Provide professional development and ongoing support to staff on effective structured discussion strategies to enhance student engagement and promote accountable talk.	Sept 2026
Develop a shared language and expectations by establishing common terminology and creating anchor charts or tools teachers can use to reinforce these expectations with students.	Sept 2026

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

Key Strategy 1

Define and align on foundational literacy components (phonemic awareness, phonics, fluency, and word recognition) while establishing clear grade-level expectations, instructional routines, and benchmarks for consistent Tier 1 instruction.	Sept 2026-Jan 2027
Support implementation of structured small-group instruction within the literacy block by modeling grouping strategies, sharing scaffolds for diverse learners, and helping teachers' problem-solve challenges related to differentiation, group management, and instructional time.	Sept 2026-Jan 2027
Recalibrate expectations for foundational reading instruction by addressing inconsistencies or misunderstandings in phonemic awareness, phonics, and decoding practices; while reinforcing non-negotiable elements to ensure they are consistently implemented across all classrooms.	Feb 2027-June 2027
Monitor and adjust interventions for foundational reading regularly by using ongoing progress monitoring data to refine student groupings, adjust instructional strategies, and increase intensity as needed to accelerate skill development in phonics, fluency, and word recognition.	Feb 2027-June 2027

Key Strategy 2

KEY STRATEGY 2	
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	**When will this be in place?**
Unpack expectations and the teacher checklist by defining academic discourse, setting non-negotiables, reviewing examples, and selecting 1–2 strategies for consistent use.	Sept 2026-Jan 2027
Use a structured cycle within the PLCs to learn a discourse strategy, plan and implement it consistently, and refine practice based on student talk and participation.	Sept 2026-Jan 2027
Collaboratively create anchor charts, sentence stems, and student-friendly visuals, and determine the order in which terms will be introduced.	Sept 2026-Jan 2027
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?

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

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?	
	Feb 2027-June 2027
Plan for student-led discourse structures and share effective practices across teams.	Feb 2027-June 2027
	Feb 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**?

	Early Progress Indicators (set in advance)	**Mid Year Indicators** (complete after quarter 1)	**End of Year Indicators** (complete midyear)
Evidence of Student Learning Improving	• Track decoding growth with baseline-to-benchmark comparisons. • Document fluency gains with repeated measures. • Display monthly progress monitoring graphs demonstrating upward trends aligned to tier 1 instruction. • Include student reflections or goal-tracking sheets demonstrating self-monitoring and strategy use.		
Evidence of Teacher Practice Changing	• Show increased use of explicit, systematic phonics instruction in daily lessons. • Demonstrate consistent		

	implementation of core literacy routines. • Indicate adjustments to instruction in response to student progress monitoring. • Reflect intentional differentiation to meet diverse student needs.		

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

	End of the Year Vision (set in advance)	Mid Year Reassessment **(update mid year)**
Students will be…	• Demonstrating improvement in decoding, fluency, and comprehension. • Applying phonics skills accurately in reading and writing. • Reading with accuracy, pace, and expression. • Demonstrating independence and confidence in literacy tasks.	
Teachers will be…	• Consistently implementing explicit, systematic foundational literacy instruction. • Providing instruction clearly aligned to phonics, fluency, and comprehension goals. • Providing targeted small group instruction that is responsive to student needs. • Effectively differentiating to support all learners.	

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	• Student talk includes sentence stems without teacher prompting.		

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

	• Students consistently support ideas with text evidence or examples during discussions. • Previously quiet students began contributing ideas. • Students demonstrate clearer and more accurate understanding during and after discussions.		
Evidence of Teacher Practice Changing	• Show increased use of structured discourse routines in lessons. • Demonstrate intentional modeling of academic language and sentence stems. • Teachers consistently ask open-ended, higher-order questions and use probing follow-up questions to deepen student thinking and explanations. • Show embedding of discourse across content areas.		

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…	• participating in structured discussions in every content area, contributing regularly and meaningfully.	

	• Building on peers' ideas and engaging in collaborative dialogue, using respectful discourse and asking thoughtful, relevant questions.	
Teachers will be…	• consistently embedding structured discourse into daily instruction. • modeling and scaffold academic language clearly and regularly. • planning purposeful opportunities for student discourse throughout lessons. • integrating discourse practices across all content areas.	

Survey Monitoring

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

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Our PLC, faculty, curriculum, and other meetings are purposefully designed and well facilitated to help us strengthen instruction in foundational reading instruction.	1	4	2	1	1	1
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Our PLC, faculty, curriculum, and other meetings are purposefully designed and well facilitated to help us strengthen.	2	2	2	3	1	0
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

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

Instructional Leadership Team Core Structures

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

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

Essential Question

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

What structures and routines will support this in 2026 27? *Schools should outline 1 2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Instructional Leadership Team Core Structure 1	Instructional Walk Throughs	☐ NEW ☒ REFINE
When and how often will this structure take place?	Principal's discretion	
What does this entail?	• Use of a common look-for tool or checklist aligned to school priorities. • Focus on observable behaviors. • Quick feedback or trends shared in coaching or PLCs.	

	Conduct PLCs	☐ NEW ☒ REFINE
	Once every 6-day cycle.	
	• Hold meetings to review key instructional strategies, curriculum, and data analysis. • Provide protocols and structures. • Monitor implementation across classrooms. • Ensure alignment across grade levels.	

Evaluating the Key Strategies/Instructional Priorities Identified	
What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	• Set & monitor expectations: Define clear schoolwide practices for phonemic awareness, phonics, and word recognition; monitor through walkthroughs and feedback. • Model effective instruction: Provide demo lessons, co-teaching, and collaborative planning to support evidence-based practices. • Review literacy data: Analyze screeners and assessments to identify trends and specific skill gaps. • Support targeted instruction: Help teachers group students and plan differentiated, data-driven instruction. • Adjust interventions: Use data to refine interventions, supports, and resource allocation. • Facilitate collaboration: Lead data meetings to solve problems, share strategies, and improve outcomes.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	• Establish & monitor expectations: Define clear schoolwide expectations for structured academic discourse (e.g., accountable talk, student participation) and use a checklist during walkthroughs to monitor implementation. • Provide PD & Coaching: Deliver professional development, model discussions, and offer ongoing coaching on strategies that promote meaningful student talk and engagement.

	• Develop shared language: Establish common terminology and create anchor charts/tools to support consistent discourse practices across classrooms. • Observe & give feedback: Conduct classroom observations focused on discourse practices and provide targeted feedback to strengthen implementation. • Review student engagement data: Analyze participation trends, student work, and discussion outcomes to assess the impact of discourse strategies. • Facilitate collaboration: Lead team discussions where teachers share successes, reflect on practices, and refine strategies to improve academic discourse.

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	Instruction in my classroom ensures that every student engages in rigorous tasks that require deep thinking and meaningful application.	0	1	1	6	2	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Professional development, coaching, and collaborative planning based on academic discourse in all subject areas all focus on the same instructional priorities, building on what I have learned in other areas.	1	2	2	4	1	0
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 supports, and access to rigorous grade-level learning?

What structures and routines will support this in 2026 27? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Every Student Thrives Core Structure 1	Consistent expectations	☐ NEW ☒ REFINE
When and how often will this structure take place?	When: Consistent expectations will be established and monitored through a structured, ongoing process. At the start of the year, the school will define and clearly communicate expectations for instruction, behavior, and engagement to all staff. These expectations will be reinforced weekly during grade-level and team meetings, as well as through instructional planning. Implementation will be monitored continuously through regular classroom walkthroughs conducted on a weekly or biweekly basis. Additionally, the team will review schoolwide trends on a quarterly basis to assess consistency and make necessary adjustments. How: This work will be supported by developing and sharing clear, non-negotiable routines and observable practices aligned to schoolwide expectations. A common walkthrough tool or checklist will be used to ensure consistency in observations. Leaders will provide immediate, targeted feedback to teachers following walkthroughs and will model expectations during professional development sessions and collaborative meetings. Data from walkthroughs, along with student behavior and engagement indicators, will be regularly	

	analyzed to guide next steps and ensure consistent implementation across all classrooms.	
What does this entail?	Establishing and monitoring clear schoolwide routines for instruction, behavior, and engagement. • Define expectations: Clearly outline non-negotiable routines and observable practices aligned to schoolwide goals. • Use consistent observation tools: Conduct regular walkthroughs using a shared checklist to ensure alignment and consistency. • Provide actionable feedback: Give timely, specific feedback to teachers to reinforce strengths and address areas for growth. • Model best practices: Demonstrate expected routines and instructional strategies during PD and team meetings. • Monitor trends: Collect and analyze walkthrough, behavior, and engagement data to identify patterns. • Adjust and support: Use data to guide next steps, provide targeted support, and ensure consistent implementation across classrooms.	
Every Student Thrives Core Structure 2 (if applicable)	Targeted Student Interventions	☐ NEW ☒ REFINE
When and how often will this structure take place?	When: Targeted Student Interventions will be implemented through a consistent, data-driven cycle. At the beginning of the year, all students will participate in universal screening to identify needs early. Student data will then be reviewed regularly during scheduled MTSS and grade-level meetings (e.g., every 4–6 weeks) to monitor progress and adjust supports. For students receiving Tier 2 and Tier 3 interventions, progress monitoring will occur more frequently (e.g., biweekly or weekly) to ensure timely instructional adjustments. How: This process will be supported by using multiple data sources, including screening assessments, classroom performance, and behavior data, to identify students in need of intervention. Targeted student interventions will be assigned based on identified skill gaps, with clear intervention plans and goals. The team will monitor the fidelity and effectiveness of interventions and make real-time adjustments such as regrouping students, intensifying instruction, or modifying strategies.	
What does this entail?	Use data to identify needs early, provide targeted interventions, and adjust student support based on progress. • Identify needs: Collect and review screening, academic, and behavior data to pinpoint students who need additional support and define specific skill gaps. • Plan interventions: Assign targeted interventions aligned to those skill gaps, including setting clear goals, selecting strategies/materials, and determining groupings and schedules. • Implement with fidelity: Ensure interventions are delivered as designed (correct time, frequency, and instructional approach). • Monitor progress: Regularly track student performance (weekly/biweekly) to measure growth and response to intervention.	

	• Adjust in real time: Use data to make timely changes such as regrouping students, increasing intensity, or modifying strategies. • Collaborate and document: Engage in team discussions to review progress, problem-solve, and document decisions and next step.

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	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.	2	3	1	2	1	1
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	I know the school rules and understand that following them helps create a positive environment where everyone can share ideas and learn.	12	5	17	28	81	0
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? *Schools should outline 1 2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Attendance Core Structure 1	Monitoring Attendance	☐ NEW ☒ REFINE
When and how often will this structure take place?	• Classroom teachers, support staff, and office personnel monitor student attendance daily. • The attendance team, including the social worker, counselor, and administrators, meets monthly to review attendance data and address concerns.	
What does this entail?	• Teachers, support staff, and office staff take attendance each day and check for absences or patterns. They may also follow up with families as needed. • The attendance team meets monthly to review student attendance data, identify students who are at risk due to chronic absenteeism, discuss possible causes, and plan targeted support or interventions. • The building administrators look at broader attendance trends across the school each month to spot patterns by grade level, class, or student groups, evaluate whether current strategies are working, and make decisions about school-wide actions or policy adjustments.	

Attendance Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		
What does this entail?		

Attendance Monitoring

Directions: In the table below input the data you have from this current school year. Leave the table for next school year blank so that it can be updated **as the year progresses**.

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	87%	91%	88.95%	86.49%	87.84%	87.23%	90.34%	89.3%	87.69%
2026-27									

Were there any atypical circumstances (e.g. significant winter storm, bus driver strike, etc.) during the 2025-26 school year that impacted attendance for multiple days that the SCEP team will want to remember when comparing 2026-27 data to 2025-26 data? If yes, identify the circumstance and the month it occurred below:

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	I enjoy coming to school.	49	15	27	22	24	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	We consistently implement attendance practices that support student belonging, accountability, and regular engagement in learning.	1	2	2	4	1	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Background

All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team." The "Our Team's Process" section outlines how we worked together to develop our plan.

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the remaining columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Dr. Natasha Hunter-McGregor	Principal	6/5	6/8	6/10	6/11	6/5		6/12 6/14 6/16	6/20 6/21
Annabelle Strozza	Special Education Teacher	6/5, 6/8	6/7 6/15	6/10	6/11	6/5		6/12, 6/14, 6/16	6/20 6/22
Jacquelyn Drenga	School Psychologist	6/5, 6/7, 6/8	6/9	6/10	6/11	6/5		6/12, 6/14, 6/15, 6/16	6/17, 6/19
Jason Jenkins	School Counselor	6/5, 6/7, 6/8	6/9	6/10	6/11	6/5		6/12, 6/14, 6/15, 6/16	6/17, 6/19
Sherry Solomon	ELL Teacher	6/5, 6/7, 6/8	6/9	6/10	6/11	6/5		6/12, 6/14, 6/15, 6/16	6/17, 6/19
Rita Colucci	6th Teacher/ Union Representative	6/5		6/10					
Michela Byrne	Reading Specialist	6/5, 6/7, 6/8	6/9	6/10	6/11	6/5		6/12, 6/14, 6/15, 6/16	6/17, 6/19
Lilly Cudjoe	8th Student								6/24

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.