



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

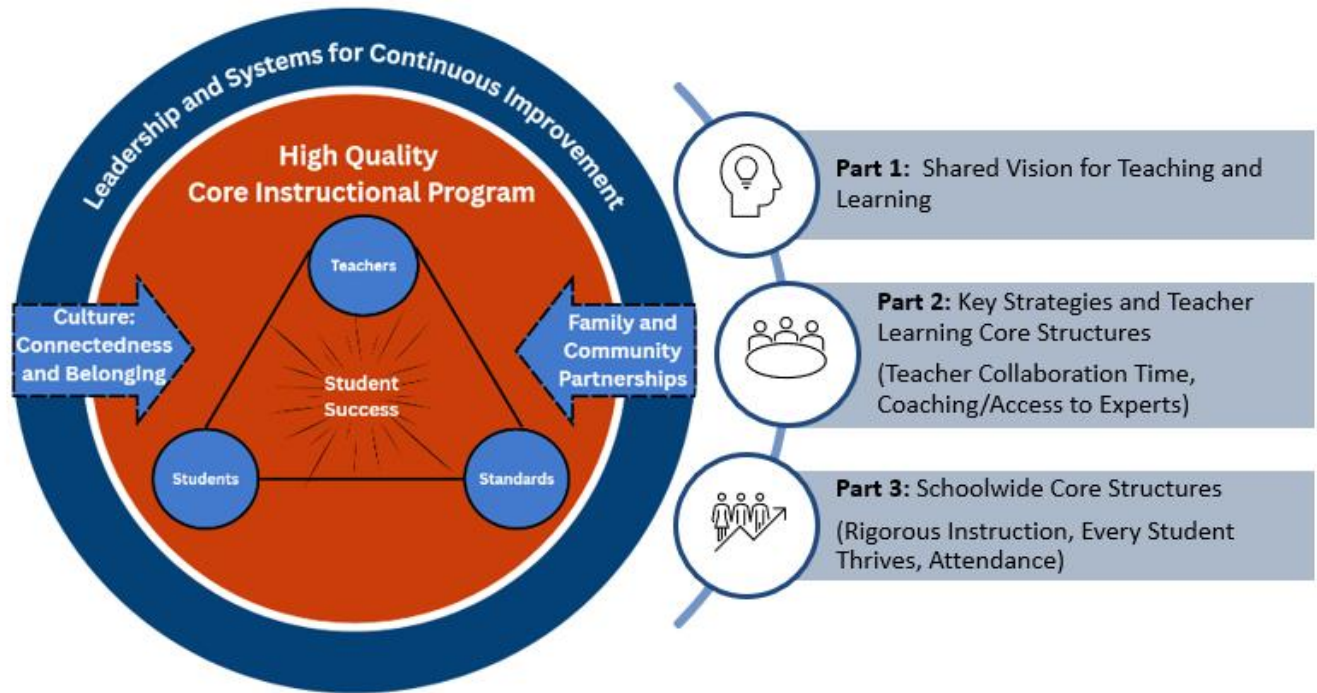
District	School Name	Grades Served
Mount Vernon City School District	Mount Vernon STEAM Academy	7 - 12

Collaboratively Developed By:

The Mount Vernon STEAM Academy SCEP Development Team
(SCEP Team Members: Dr. Christopher Pearce, Ms. Ana Rodriguez, Ms. Falliemarie Caldwell, Mr. Alton Hyman, Ms. Monique Porter, Ms. Ashley Wallace, Ms. Jill Forman, Ms. Dardane Prelvukaj)

And in partnership with the staff, students, and families of Mount Vernon STEAM Academy.

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>	Tier 1 instruction refers to the core, general education teaching that all students receive in the classroom as part of a Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework. What It Looks Like in Practice • Standards-aligned lessons taught by the classroom teacher • Use of best instructional strategies (explicit instruction, modeling, guided practice, checks for understanding) • Differentiated supports (e.g., flexible grouping, scaffolding, varied materials) • Regular formative assessments to guide instruction
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Key Strategies/Instructional Priorities

Schools **collaborate with their district** to identify 1-2 Key Strategies/Instructional Priorities that will strengthen the instructional core and be the focus of teacher learning for the upcoming year.

Key Strategies/Instructional Priorities should be:

- **Instructional**, not programmatic.
- **Broad enough** to apply across grades/content but **focused enough** to drive teacher learning.
- Concepts that can be explored with the Structures for **Teacher Learning**
- Connect to **Tier 1/Universal instruction**
- Stable enough to allow for **deep learning and improvement over time**, yet flexible enough to respond to emerging evidence about student needs.
- Grounded in the **instructional core**, not buzzwords, fads, or short-lived initiatives.

Examples are provided in the **SCEP Team Resource Guide** and available in the drop-down menu below.

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)
EQUITY & ACCESS: Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.
OTHER: Strengthen analysis of complex text, ensure regular evidence based writing and academic vocabulary across contents.

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.

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- 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	1. Teachers will participate in Professional Learning Communities. 2. Teachers will participate in Department/Curriculum Meetings.	NEW REFINE
When and how often will this structure take place?	1. Professional Learning Communities will meet weekly during their departmental scheduled time. 2. Department/Curriculum meetings will occur monthly.	
What does this entail?	1. Review of data and student work to create action plans that address gaps in learning. 2. During the Department meetings, there will be a review of the curriculum, best practices, and data.	
Teacher Learning Core Structure	1. Teachers will participate in Districtwide Professional Development. 2. Teachers will participate in Professional Development offered at BOCES	NEW REFINE
When and how often will this structure take place?	3. Districtwide Professional Development occurs twice a year. 4. Offsite Professional will occur during the fall and spring when courses are offered.	
What does this entail?	3. Strategies to reinforce Tier 1 instruction for all learners. a. Differentiated instruction b. Small group instruction c. Spiraling of content	

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	d. Modifications, adaptations, accommodation based on formative and summative assessments. e. Align content to the learning standards. f. Problem/project-based learning. g. Learning will incorporate the 4 Cs (Communication, Creativity, Critical Thinking, and Collaboration). 4. Strategies to improve interdepartmental and parental communications regarding academic support.
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Implementation

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

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?		When will this be in place?
Establish Clear Vision & Expectations: - Communicate the school's Key Strategies/Instructional Priorities (e.g., Tier 1 rigor, Equity & Access) - Define what high-quality Tier 1 instruction looks like across classrooms - Introduce the Teacher Learning Core Structures (PLCs, coaching, data cycles, walkthroughs)		8/2026 to 9/2026
Review of student data: Teachers and support staff will review student data to refine support and ensure equitable outcomes.		8/2026 to 9/2026
Curriculum & Instructional Alignment: - Ensure all teachers have access to: Aligned curriculum materials and pacing guides - Priority standards and learning targets - Identify non-negotiable instructional practices (e.g., checks for understanding, modeling, engagement strategies)		8/2026 to 9/2026
Collaborative Structures & Scheduling: - Build and share PLC/team meeting schedules - Establish expectations for: - Collaborative planning - Data analysis - Lesson internalization - Ensure time is protected for ongoing teacher collaboration		8/2026 to 9/2026

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

Key Strategy 1

	EQUITY & ACCESS: Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.	
Instructional Scaffolds and Supports: Teachers will implement targeted supports such as language objectives, visual aids, sentence frames, modeling, and chunking to promote comprehension and engagement.	9/2026-12/2026	
Monitoring and Adjustment: Teams will regularly review student data (academic, language acquisition, and IEP progress) to refine supports and ensure equitable outcomes.	9/2026-12/2026	
Monitoring and Adjustment: Teams will regularly review student data (academic, language acquisition, and IEP progress) to refine support and ensure equitable outcomes.	1/2027 – 6/2027	
Coordinated Planning Across Providers: General education, ENL, and special education teachers will engage in structured collaboration to co-plan lessons, align supports, and ensure access to core Tier 1 instruction in department meetings, PLCs, and Professional Development Sessions.	1/2027 – 6/2027	

Key Strategy 2

KEY STRATEGY 2

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

FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Complex Text Analysis	Teachers will incorporate close reading routines and text-dependent questioning in all content areas.	(9/2026-12/2026)
Evidence-Based Writing	Students will regularly respond to prompts requiring claims, evidence, and reasoning.	(9/2026-12/2026)
Academic Vocabulary	Departments will identify priority academic and content-specific vocabulary and provide explicit instruction.	(9/2026-12/2026)
PLC Data Review	Teacher teams will review student writing samples and common assessments to identify trends and adjust instruction.	(9/2026-12/2026)
Professional Development	Teachers will engage in PD focused on literacy strategies across content areas.	(9/2026-12/2026)
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Refinement Through Data Analysis	Departments will analyze student writing and assessment data to target areas of need.	(1/2027-6/2027)
Cross-Curricular Literacy	Teachers will implement consistent literacy practices across departments.	(1/2027-6/2027)
Student Discourse	Students will engage in academic discussions using evidence and academic vocabulary.	(1/2027-6/2027)
Differentiated Supports	Teachers will scaffold complex texts and writing tasks for multilingual learners and students with disabilities.	(1/2027-6/2027)
Monitoring and Feedback	Leadership teams will review classroom evidence and student work to monitor implementation.	(1/2027-6/2027)

Progress Monitoring

Directions: Describe the evidence you will need to collect **in the first quarter of the year** to understand the impact of the Core Structures and Key Strategy.

Use the remaining cells to identify evidence **as the year progresses**.

Key Strategy I

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

	Early Progress Indicators (set in advance)	Mid Year Indicators (complete after quarter 1)	End of Year Indicators (complete midyear)
Evidence of Student Learning Improving	Student work is being analyzed in department meetings and showing		

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	improvement in literacy standards outlined in key strategy. Assessment of data analysis shows improvement in text analysis and evidence-based writing		
Evidence of Teacher Practice Changing	- Teachers are using Agendas and protocols to analyze student work and assessments in professional learning communities. - Teachers are sharing best practices in professional learning communities, department meetings, and school-wide professional development. - Walk through and observation data shows that teachers are using literacy strategies throughout all 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...	Engaging meaningfully in learning tasks that are appropriately challenging and accessible.	
Teachers will be...	Analyzing student work and assessment data to plan data driven instruction that is cohesive, aligned, and differentiated for all learners.	

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REMOVE THE SECOND KEY STRATEGY IF THE SCHOOL ONLY HAS IDENTIFIED ONE.

Key Strategy 2

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

	Early Progress Indicators (set in advance)	Mid Year Indicators (complete after quarter 1)	End of Year Indicators (complete midyear)
Evidence of Student Learning Improving	- Students are beginning to engage in close reading of complex texts, identify relevant evidence, and incorporate academic vocabulary into oral and written responses. - They can support ideas with textual evidence with guidance and are progressing toward independent analysis and evidence-based writing.		
Evidence of Teacher Practice Changing	- Teachers consistently implement standards-aligned instructional strategies that emphasize close reading, text analysis, evidence-based writing, and academic vocabulary development. - Lesson plans, classroom observations, and formative assessment practices demonstrate		

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	increased use of differentiated supports and opportunities for students to engage with complex texts and justify their thinking with textual evidence.		
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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...	Students closely read and analyze complex texts, cite relevant textual evidence to support ideas, and communicate their understanding through coherent writing and discussion that incorporates appropriate academic and content-specific vocabulary.	
Teachers will be...	- Teachers consistently implement rigorous, standards-aligned, and differentiated instruction that develop students' abilities to analyze complex texts, communicate ideas through evidence-based writing, and apply academic vocabulary with precision. - Instructional practices are data-driven and student-centered, resulting in students independently engaging in critical analysis, academic discourse, and written arguments grounded in textual evidence.	

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	I am given time to collaborate with my peers, to share best practices, and to develop lesson plans.	19%	23%	10%	42%	6%	

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26-27 Needs Assessment	I am given structured time with my peers to review student work and analyze formative and summative assessment data, to share best practices and develop lesson plans that are differentiated for multilingual learners and students with disabilities.						
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	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Helping students meet challenging academic goals is the primary focus of my school.	4%	13%	19%	45%	19%	
26-27 Needs Assessment	Helping students meet challenging academic goals that include the analysis of complex text, ensure regular evidence based writing and academic vocabulary across contents is the primary focus of my school.						

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 support 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 COMPARED TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	1. A schoolwide framework for high-quality instruction that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	☐ NEW ☒ REFINE
	2. A curriculum monitoring routine where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency	
	3. A system for reviewing patterns in teacher-team work , including analysis of student work, task selection, and upcoming lessons, to	

Part 3: Schoolwide Core Structures

	assess whether teacher teams are maintaining rigor and coherence. 4. A coordinated feedback and responsiveness system (student voice, teacher feedback, and observational evidence) used to refine instructional support and improve alignment across the school.	
When and how often will this structure take place?	1. 9/2026 – 6/2027 – Weekly 2. 9/2026 – 6/2027 – Weekly 3. 9/2026 – 6/2027 – Monthly 4. Fall 2026 / Spring 2027 – Weekly, Monthly, Quarterly	
What does this entail?	1. Tier 1 Instruction in Every Classroom - Standards-aligned lessons with clear learning targets - Use of checks for understanding, student discourse, and rigorous tasks Instructional Walkthroughs (Leadership/Coaches) – Ongoing weekly Monitor implementation of Tier 1 expectations Provide quick, actionable feedback 2. Collaborative Team Meetings (PLCs) – 1x per week - Plan upcoming instruction aligned to standards - Design rigorous tasks and questioning strategies - Review formative data and adjust instruction 3. Professional Learning Sessions - Deepen instructional practices (e.g., rigor, scaffolding, questioning) - Share best practices and calibrate expectations across teams 4. Vertical and Cross-Disciplinary Meetings (as applicable) - Ensure alignment of expectations across grade levels and content areas FFAs - Cyclical (Every 5 Weeks) 5. Climate Surveys - Focus Group Meetings - Faculty Meetings - Teacher Data Meetings - Department Meetings - PLCs	
Instructional Leadership Team Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		

Part 3: Schoolwide Core Structures

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Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	1. Conduct Regular Instructional Walkthroughs 2. Analyze Student Work and Outcomes 3. Monitor PLC effectiveness 4. Review student data for all subgroups 5. Analyze FFAs 6. Provide Coaching and Professional Learning 7. Provide Feedback and Ensure Accountability
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	• Conduct instructional walkthroughs to monitor the use of close reading, academic discourse, and evidence-based writing strategies across content areas. • Review student writing samples and common assessments to assess growth in text analysis, use of evidence, and academic vocabulary. • Analyze FFA, benchmark, and Regent's data to identify trends in literacy skills across grade levels and subgroups. • Monitor PLC and department meeting agendas, minutes, and action plans to ensure ongoing focus on literacy instruction. • Review lesson plans and classroom tasks for evidence of rigorous, standards-aligned literacy practices. • Provide targeted professional learning and coaching based on walkthrough findings, student work, and assessment data. • Gather feedback from students and teachers regarding the effectiveness of literacy strategies and support.

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	My teachers expect me to do my best.	2%	14 %	N/A	50 %	43 %	
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	My teachers expect me to do my best by providing the right level of challenge and support to help me learn successfully.						

Part 3: Schoolwide Core Structures

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	My school has helped me develop the skills and knowledge I will need after I graduate.	8%	20%	N/A	59%	13%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	My school has helped me develop skills in analyzing complex text, evidence-based writing, and use of vocabulary, which are skills I will need after I graduate.						

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student support is 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

1. **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.
2. **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.”
3. **A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.
4. **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.
5. **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.
6. **A structure for monitoring the experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
7. **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve support, and increase belonging.

Essential Question

How will the school ensure that every student experience consistent expectation, 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 COMPARED TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	1. 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. 2. 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.”	☐ NEW ☒ REFINE

Part 3: Schoolwide Core Structures

	3. A routine for monitoring whether students receiving additional support continue to engage with grade-level content, ensuring intervention does not replace rigor. 4. 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. 5. 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.	
When and how often will this structure take place?	Daily, weekly, monthly, and quarterly throughout the 2026-2027 school year. • Daily monitoring of student attendance, behavior, and engagement. • Weekly meetings among counselors, administrators, and support staff to discuss student concerns and interventions. • Monthly review of attendance, discipline, academic, and climate data. • Quarterly analysis of student subgroup data, survey results, and intervention effectiveness by the Building Leadership Team.	
What does this entail?	• Monitoring attendance, behavior, academic performance, and student engagement data. • Identifying students who may need additional academic, behavioral, social-emotional, or attendance support. • Coordinating interventions and monitoring student progress through MTSS, counseling, guidance, and support services. • Ensuring students have meaningful connections with at least one trusted adult in the building. • Reviewing student voice, climate survey, and focus group data to identify trends and areas for improvement. • Collaborating with teachers, counselors, administrators, and families to provide equitable support and remove barriers to student success.	
Every Student Thrives Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		
What does this entail?		

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input

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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 have a strong, trusting relationship with at least one adult in this school.	5%	15%	N/A	42%	39%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	At STEAM, I have a trusted adult mentor or advisor who helps me monitor my academic progress.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I feel accepted and welcomed by my teachers and staff when I arrive at MV STEAM daily	5%	10%	N/A	67%	18%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	My teachers came to class prepared and were consistently available to support my learning throughout the year, making me feel welcomed and valued when I arrive at MV STEAM daily.						

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 DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	1. A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up. 2. 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. 3. A tiered support structure that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.	☐ NEW ☒ REFINE
When and how often will this structure take place?	1. 9/2026 – 6/2027 – Weekly 2. 9/2026 – 6/2027 – Weekly 3. 9/2026 – 6/2027 – Weekly	

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What does this entail?	Promote Consistent Student Attendance • Monitor attendance daily and weekly to identify patterns early • Implement early intervention protocols (calls home, meetings, attendance plans) for students at risk Provide Coordinated Academic and Social-Emotional Supports • Use a Multi-Tiered System of Supports (MTSS) to address both academic and social-emotional needs Ensure timely access to: • Counseling and social work services • Academic intervention and enrichment Implement early intervention protocols (calls home, meetings, attendance plans) for students at risk • Strengthen Family Communication and Partnership • Regular review of attendance data • Implement early intervention protocols (calls home, meetings, attendance plans) for students at risk
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									
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.

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	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	MV STEAM creates a welcoming and supporting atmosphere that my student enjoys attending daily.	6%	14%	N/A	46%	36%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	MV STEAM creates a welcoming and supporting atmosphere for academic and socioemotional learning that my student enjoys attending daily.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I feel safe at school.	12%	21%	N/A	58%	9%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I feel safe, respected, and supported at school because of the way students and adults treat each other.						

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]

Our Team's Process

Next Steps

Sharing the Plan

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

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

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

Implementing the Plan (All Schools)

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