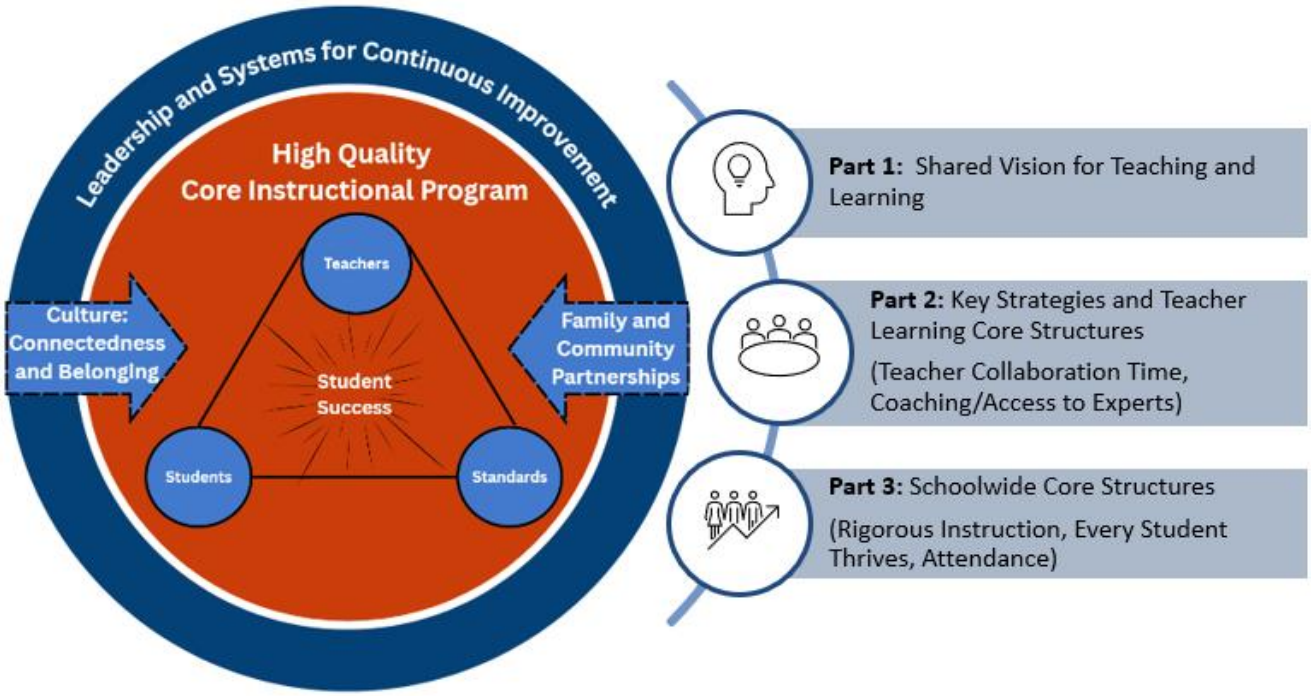
New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2026-27

District	School Name	Grades Served
MVCSD	Hamilton School	K-6

Collaboratively Developed By:
The Hamilton School SCEP Development Team • Mr. Marc A. Molina • Mrs. Cordero-Turner • Mrs. Vano • Mrs. Fortugno • Mrs. Lang • Mrs. Rogers • Ms. Trombetta ***And in partnership with the staff, students, and families of The Hamilton 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?*	Instruction that is standards-aligned, culturally responsive, and intentionally designed to meet the needs of all learners. In every classroom, instruction is grounded in clear learning objectives and success criteria, ensuring that students understand what they are learning and why it matters. Teachers engage students in rigorous and meaningful tasks, while fostering an inclusive environment where all students feel valued and have access to grade-level content. Instruction is continuously informed by data and ongoing formative assessment, allowing teachers to adjust in real time and provide appropriate differentiation and scaffolds without lowering expectations. Additionally, classrooms emphasize student discourse, collaboration, and ownership of learning, creating a space that is both structured and responsive. Overall, the "look and feel" of Tier 1 instruction is purposeful, student-centered, and dynamic, where all students are actively engaged, supported, and challenged as part of a community focused on continuous growth.

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- *Explicit Teaching* Teachers will deliver standards-aligned instruction by modeling learning, breaking content into manageable steps, and consistently checking for understanding to ensure all students access rigorous grade-level expectations.
ELA: Increase academic vocabulary and language use across content areas.

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 PLC meetings (1x per week, 32 minutes) • Monthly extended PLC/data cycles (1x per month) • Quarterly half-day or PD sessions for deeper analysis	
What does this entail?	• Analyze lesson plans for alignment to modeling, guided practice, and CFUs • Review student work and formative data to assess instructional impact • Identify gaps between expected and actual student performance • Identify trends across classrooms • Plan targeted instructional adjustments • Engage in peer discussion to align expectations across grade levels • Align instruction to grade-level standards and rigor	
Teacher Learning Core Structure	**Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B**	☐ NEW ☐ REFINE

	As-needed support from district or external experts 10–15 minute targeted visits focused on one look-for (e.g., modeling or CFUs)
	• Pre-conference → observation → feedback → follow-up • Targeted to specific components of Explicit Teaching (e.g., modeling, CFUs) • Targeted assistance based on teacher needs identified through walkthroughs and data • Follow-up reflection and discussion to transfer practices

Implementation

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

Preparing for a Successful Launch

Identify look-fors (modeling, chunking, guided practice, checking for understanding)	July
Establish Teacher Learning Core Structures (PLCs, coaching cycles, feedback protocols	Late July
Engaging in peer discussion to strengthen consistency across classrooms	Mid-Late August

Key Strategy 1

KEY STRATEGY 1	
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	**When will this be in place?**
• Use **PLC meetings** for teachers to: • Analyze lesson plans and ensure alignment to Explicit Teaching components (clear modeling, chunking, guided practice, CFUs) • Examine **student work and formative assessment data** to evaluate effectiveness of instruction • Engage in **peer calibration discussions** to strengthen consistency across classrooms • Provide opportunities for **learning from internal experts** (teacher leaders, model classrooms, peer observations) to highlight high-quality practice	September

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

Use weekly PLCs to analyze: • Student work and assessment data • Effectiveness of modeling, guided practice, and CFUs • Adjust instruction to increase rigor and alignment to standard	September-October
Engage staff in ongoing calibration conversations to ensure: • Consistent expectations across classrooms • Alignment of Explicit Teaching practices schoolwide	Nov-Jan (Continued)

Key Strategy 2

KEY STRATEGY 2	Increase academic vocabulary and language use across content areas.

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?
• **Introduce the school-wide focus on academic vocabulary and language use.** • **Complete a quick needs assessment or survey to identify current practices, challenges, and areas for support.** • **Share research-based rationale for vocabulary instruction (e.g., Marzano's Six Steps, Beck & McKeown's Tiered Vocabulary).**	September

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

• **Facilitate a collaborative PD session (invite a literacy/language expert if possible).** • **Explore and model effective vocabulary strategies (e.g., Frayer Model, context clues, word walls, graphic organizers, student discourse routines).** • **Teachers set individual or grade-level vocabulary goals for their classrooms.**	Sept.-October
• **Grade-level/content teams select key academic vocabulary to target in upcoming units across ELA, Math, Science, and Social Studies.** • **Share and co-create resources (anchor charts, interactive word walls, digital tools).** • **Plan for embedding vocabulary practice in daily lessons and formative assessments.**	October-November
• **Teachers implement agreed-upon strategies in their classrooms.** • **(If possible) Organize peer observations or classroom walkthroughs focused on vocabulary instruction (using a simple look-for tool).**	October-December
• **Analyze student work samples and formative data to assess vocabulary growth.** • **Share evidence of student language use (writing, discussion transcripts, exit tickets).** • **Adjust strategies and supports as needed.**	December-January
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?

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

Establish a School-Wide Focus • Introduce the school-wide focus on academic vocabulary and language use during faculty meetings and collaborative planning sessions. • Administer a brief needs assessment or staff survey to identify current vocabulary instructional practices, challenges, and areas where additional support is needed. • Share research-based best practices for vocabulary instruction, including Marzano's Six-Step Process and Beck & McKeown's Tiered Vocabulary framework, to build a common understanding of effective vocabulary teaching.	January

Professional Development and Teacher Learning
• Facilitate a collaborative professional development session focused on strengthening academic vocabulary instruction.
• When possible, provide opportunities for teachers to learn from literacy and language development experts.
• Model and explore effective instructional strategies such as:
  ○ Frayer Models
  ○ Context clue strategies
  ○ Interactive word walls
  ○ Graphic organizers
  ○ Student discourse routines and structured academic conversations
• Support teachers in developing individual, grade-level, or content-area goals related to vocabulary instruction and language development.
	February

Collaborative Planning and Resource Development
• During grade-level and content-area meetings, identify essential academic vocabulary to be explicitly taught in upcoming ELA, Mathematics, Science, and Social Studies units.
• Collaboratively create and share instructional resources, including:
  ○ Anchor charts
  ○ Interactive word walls
  ○ Vocabulary organizers
  ○ Digital vocabulary tools and activities
• Plan opportunities for students to engage with vocabulary through reading, writing, speaking, and listening activities embedded within daily instruction and formative assessments.
	March

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

Classroom Implementation and Peer Support • Teachers implement agreed-upon vocabulary strategies consistently across classrooms. • Use Teacher Collaborative Time for ongoing reflection, problem-solving, and sharing of successful practices. • When feasible, conduct peer observations or classroom walkthroughs focused on vocabulary instruction using a simple look-for tool to identify evidence of effective implementation and student engagement with academic language.	April

Monitoring Progress and Refining Practice
• Analyze student work samples and formative assessment data during collaborative meetings to monitor vocabulary growth and language development.
• Share evidence of student language use, including:
  ○ Writing samples
  ○ Discussion transcripts
  ○ Exit tickets
  ○ Student responses and classroom conversations
• Use data and teacher feedback to identify successful practices, address challenges, and adjust instructional strategies and supports as needed.
	May-June

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**?
- Walkthrough data aligned to Explicit Teaching look-fors (modeling, chunking, guided practice, CFUs)
- Lesson plans reflecting explicit instructional structures
- PLC artifacts (student work analysis, instructional adjustments)
- Student performance data (formative assessments, benchmarks)

	Early Progress Indicators (set in advance)	**Mid Year Indicators** (complete after quarter 1)	**End of Year Indicators** (complete midyear)
Evidence of Student Learning Improving	Increased student engagement during lessons Improved completion of guided practice tasks	Measurable growth on benchmark assessments (e.g., i-Ready,)	Significant student growth on end-of-year benchmarks and state assessments Increased percentage of students meeting grade-level standards

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

	Initial gains on formative assessments tied to recently taught standards	Reduction in the number of students below grade-level expectation	
Evidence of Teacher Practice Changing	Walkthroughs show emerging consistency in Explicit Teaching practices Clear modeling Chunked instruction Planned CFUs	Walkthrough data shows consistent use of Explicit Teaching across classrooms Improved quality of: Modeling (clear thinking aloud, exemplars) CFUs (frequent, purposeful checks) PLCs demonstrate strong use of data to adjust instruction	Consistent, schoolwide implementation of Explicit Teaching practices High level of instructional rigor observed across classrooms Teachers independently using data to refine instruction Sustained use of PLCs and coaching to improve teaching practice

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

	End of the Year Vision (set in advance)	Mid Year Reassessment **(update mid year)**
Students will be…	Meeting or exceeding grade-level standards at higher rates Able to clearly explain their thinking using modeled strategies Meeting or exceeding grade-level standards at higher rates	Showing measurable growth on formative and benchmark assessments Beginning to apply skills more independently, with teacher support Demonstrating improved accuracy and participation during guided practice
Teachers will be…	Consistently implementing Explicit Teaching practices (modeling, chunking, guided practice, CFUs) across all classrooms Delivering **rigorous, standards-aligned instruction** with clarity and purpose Using data to adjust instruction and target student needs Collaborating effectively in PLCs to refine instructional practices	Implementing Explicit Teaching with increasing consistency and effectiveness Refining key practices (e.g., stronger modeling, more intentional CFUs Using PLC time to analyze student data and adjust instruction

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

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

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	• Pre and posttest for first set of grade level academic vocabulary terms show increased knowledge • Student application of words in concept maps, writing, discussions	• Pre and posttest for second set of grade level academic vocabulary terms show increased knowledge • Student application of set 1 and 2 words in concept maps, writing, discussions	• Pre and posttest for last set of grade level academic vocabulary terms show increased knowledge • Student application of most grade-level words in concept maps, writing, discussions
Evidence of Teacher Practice Changing	• The teacher actively implements a new instructional strategy in the classroom. • Moving from implicit directions to explicitly modeling steps and monitoring student progress while they work	Changing from grading assignments after a unit is over to using quick, auto-graded formative assessments, online surveys, or active-learning checks during the lesson to adjust instruction in real-time.	Moving from a traditional, teacher-led lecture to a student-centered environment. Evidence includes the teacher speaking for significantly less time (e.g., under 10 minutes) and students leading discussions or collaborating.

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

	End of the Year Vision (set in advance)	Mid Year Reassessment **(update mid year)**
Students will be…	• Students will demonstrate significant growth specifically in vocabulary knowledge on EOY iReady assessments and online lessons.	• Students will demonstrate growth specifically in vocabulary knowledge on iReady MOY assessments and online lessons.
Teachers will be…	• consistently and actively engaging students in using academic vocabulary in a variety of ways.	• consistently using exercises, tasks and strategies to foster regular student engagement.

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	**Hamilton School is moving in a positive direction.**	1	0	1	2	6	0
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	**School administration communicates expectations clearly.**	1	1	1	3	4	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	Weekly Instructional Leadership Team (ILT) Data & Instruction Meetings	☐ NEW ☐ **REFINE**
When and how often will this structure take place?	Weekly (1x per week, 30-45 minutes) throughout the 2026–2027 school year	

	• Review **student performance data** (formative assessments, benchmarks) to assess rigor and alignment to standards • Identify **instructional trends and gaps** across grade levels and content areas • Develop **targeted action steps** (coaching focus, PLC priorities, PD adjustments) • Analyze **schoolwide walkthrough data** aligned to Explicit Teaching look-fors (modeling, chunking, guided practice, CFUs)	
	Coordinated Walkthrough & Feedback Cycles	☐ NEW ☐ REFINE
	Weekly walkthroughs conducted by administration	
	Conduct focused walkthroughs using a **common tool aligned to Explicit Teaching** Collect evidence on: • Level of rigor and grade-level alignment • Quality of modeling and questioning • Use of checks for understanding Provide **timely, actionable feedback** to teachers Identify **schoolwide trends** to inform PLCs and PD	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Analyze Walkthrough Data Monitor Student Performance Data Review PLC Artifacts Identify Trends and Gaps: Adjust Supports and Action Steps
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	

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	**Staff members work collaboratively to support students.**	1	0	1	4	4	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	**I feel comfortable approaching administration with concerns or suggestions.**	1	0	0	4	5	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? By refining core Tier 1 structures that promote consistency in both instruction and student support.

Part 3: Schoolwide Core Structures

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	Expectations with Consistent Instructional and Behavioral Practices	☐ NEW ☐ REFINE
When and how often will this structure take place?	Daily implementation in all classrooms Weekly reinforcement through PLCs and team meetings Monthly review by the Building Leadership Team	
What does this entail?	Establish and reinforce **clear, schoolwide expectations** for both academics and behavior Ensure all classrooms consistently implement: • Explicit Teaching practices (modeling, guided practice, CFUs) • Clear routines and structured learning environments Build **strong student-teacher relationships** through consistent routines, positive interactions, and culturally responsive practice Provide **timely Tier 1 supports**, including differentiation and scaffolded instruction during core lessons Use common language and expectations across classrooms to promote consistency for students	
Every Student Thrives Core Structure 2 (if applicable)	Data-Driven Student Support & Monitoring (Tier 1 Focus with Responsiveness to Needs)	☐ NEW ☐ REFINE
When and how often will this structure take place?	• Weekly grade-level/team meetings focused on student progress • Monthly Building Level Team (BLT) or MTSS review of student data • Ongoing monitoring during PLCs and instructional planning	
What does this entail?	Regular review of **student academic and behavioral data** to identify: • Students not meeting grade-level expectations • Patterns across groups or classrooms Ensure **timely, Tier 1 supports** by: • Adjusting core instruction (Explicit Teaching practices) • Providing differentiation and scaffolds within the classroom • Establish clear systems for: • Tracking student progress • Documenting interventions and supports • Ensuring no student “falls through the cracks”	

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	**Staff members work collaboratively to support students.**	1	0	1	4	4	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	**Unsafe behaviors are addressed promptly.**	1	2	0	3	4	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	• Daily Attendance Monitoring with Immediate Response • Weekly Attendance Review & Family Communication Cycle	☐ NEW ☐ REFINE
When and how often will this structure take place?	• Daily (every school day) • Attendance reviewed by 9:30 AM • Same-day outreach completed by 11:00 AM	
What does this entail?	**hat does this entail?** • Designated staff (attendance team/office staff) reviews daily attendance reports • Immediate outreach (phone call, text, or messaging platform) to families of absent students • Consistent script focused on care, support, and problem-solving (not compliance) • Logging of reasons for absences to identify patterns and barriers Early identification of students nearing attendance risk thresholds (e.g., 90–95%) • Referral to support team when patterns begin to emerge	

Attendance Core Structure 2 (if applicable)	Weekly Attendance Team Review & Family Communication Cycle	☐ NEW ☐ REFINE
When and how often will this structure take place?	• Weekly (standing meeting – e.g., grade team or attendance team) • 30–45 minutes	
What does this entail?	• Review attendance data by: • Student group • Grade level • Classroom • Chronic absence indicators • Identify students moving into risk tiers • Determine Tier 1 responses (universal supports) and flag students for additional intervention • Coordinate outreach plans (teacher check-ins, counselor follow-up, family meetings) • Share clear, family-friendly updates (letters, texts, newsletters) • Ensure communication includes: • Student attendance status • Importance of attendance • Available supports • Capture trends to inform schoolwide adjustments (e.g., scheduling, climate, transitions)	

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%	92%	90%	88%	89%	85%	89%	89%	89%
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.

Part 3: Schoolwide Core Structures

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	**Overall, I am satisfied with the climate and culture of Hamilton School.**	1	0	0	3	6	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							
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
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*		*4/17*	*5/2 5/9 5/16*
Mr. Marc A. Molina	Principal	6/15	6/16	6/17	6/15	6/18		6/18	6/22
Mrs. Cordero-Turner	Reading Teacher	6/15	6/16	6/17	6/15	6/18		6/18	6/22
Mrs. Vano	Reading Teacher	6/15	6/16	6/17	6/15	6/18		6/18	6/22
Mrs. Fortugno	ENL Teacher	6/15	6/16	6/17	6/15	6/18		6/18	6/22
Mrs. Lang	Teacher	6/15	6/16	6/17	6/15	6/18		6/18	6/22
Mrs. Rogers	Special Education Teacher	6/15	6/16	6/17	6/15	6/18		6/18	6/22
Ms. Trombetta	Counselor	6/15	6/16	6/17	6/15	6/18		6/18	6/22

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.