



# School Comprehensive Education Plan

## 2026-27

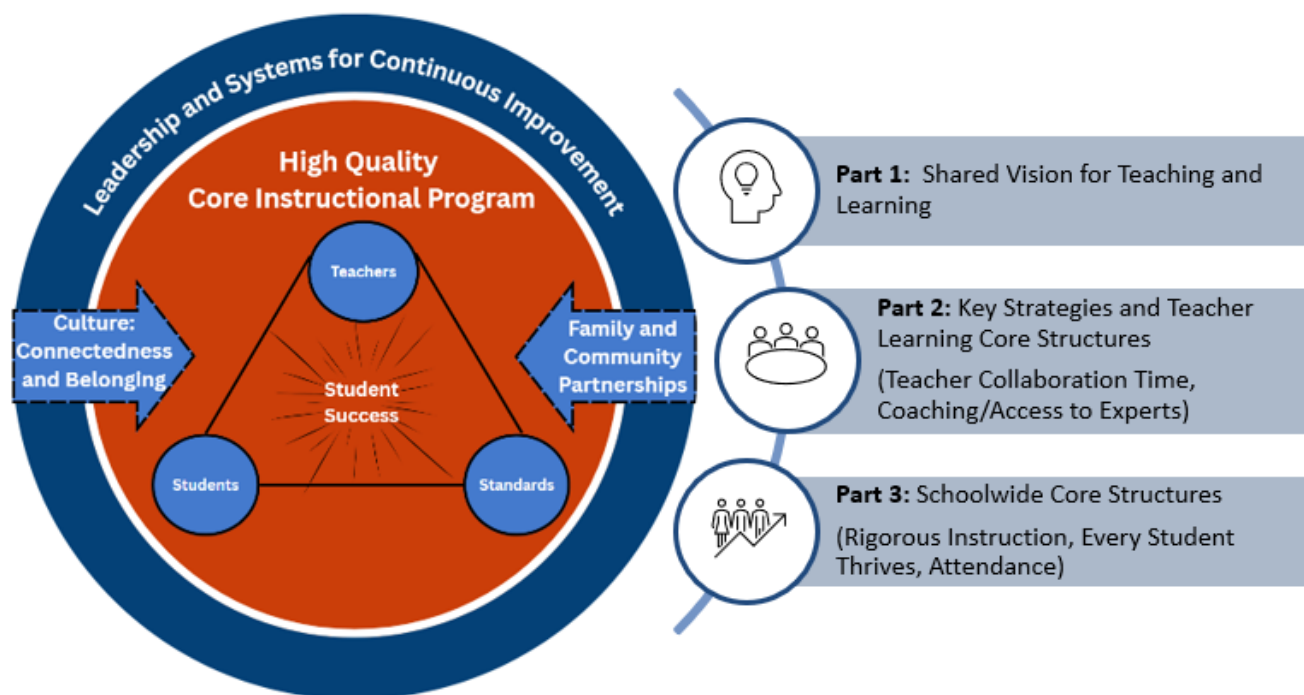
| District | School Name                                   | Grades Served |
|----------|-----------------------------------------------|---------------|
| MVCSD    | Nelson Mandela / Dr. Hosea Zollicoffer School | Pre-K - 6     |

### Collaboratively Developed By:

**The Nelson Mandela/ Dr. Hosea Zollicoffer School SCEP Development Team**  
**(SCEP Team Members: Danielle Davis-Marrow, Tanganyika Lindner-Brown, Melissa Betances, Michele Battista, Maria Dimas, Betsy Dorreliand, Sarah Gordon, Laurie Tucci, Stephanie Pastrano)**

*And in partnership with the staff, students, and families of Nelson Mandela Dr. Hosea Zollicoffer School.*

## Part 1: Shared Understand of High-Quality Teaching and Learning



### Part I: Connecting Our Shared Understanding for Teaching and Learning

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

|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>High-Quality, Tier 1 Instruction:</b><br/> <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></p> | <p>At Nelson Mandela/Dr. Hosea Zollicoffer School, high-quality Tier 1 instruction is standards-aligned, culturally responsive, rigorous, and inclusive. Students actively engage in meaningful learning experiences that require critical thinking, collaboration, productive struggle, and evidence-based discourse. Teachers use grade-level curriculum with fidelity while adapting instruction to meet diverse learner needs through scaffolds, differentiation, and ongoing formative assessment. All students have equitable access to rigorous learning opportunities and feel valued, supported, and challenged every day.</p> |
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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<br>(What are we prioritizing to improve the Instructional Core?)                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------|
| Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse. |
| ELA: Support foundational skills in early grades.                                                                                          |

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.

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

- 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 <b>REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> NEW<br><input type="checkbox"/> <b>REFINE</b> |
| When and how often will this structure take place?         | <ul style="list-style-type: none"> <li>• Weekly grade-level PLC meetings</li> <li>• Quarterly vertical articulation meetings</li> <li>• Quarterly data inquiry meetings</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                        |
| What does this entail?                                     | <ul style="list-style-type: none"> <li>• Analyze student work and discussion tasks to identify opportunities for students to explain their thinking and build on the ideas of their peers.</li> <li>• Plan, model, and refine structured academic discourse routines and accountable talk strategies.</li> <li>• Review student participation and engagement data to ensure equitable access to classroom discussions.</li> <li>• Analyze literacy screening, progress-monitoring, and benchmark data to identify student strengths and needs in foundational literacy skills.</li> <li>• Collaboratively plan and adjust instruction based on student learning data.</li> <li>• Share effective instructional practices and intervention strategies across grade levels.</li> </ul> |                                                                        |
| Teacher Learning Core Structure                            | Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) <b>REQUIRED FOR SCHOOLS IN CSI-B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/> NEW<br><input type="checkbox"/> <b>REFINE</b> |

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

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Monthly instructional coaching cycles</li> <li>• Monthly demonstration lessons</li> <li>• Quarterly professional learning sessions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
|  | <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Participate in modeling and co-teaching opportunities.</li> <li>• Observe effective discourse practices and foundational literacy instruction.</li> <li>• Receive feedback through coaching cycles.</li> <li>• Engage in lesson studies and collaborative planning.</li> <li>• Analyze student learning evidence with instructional coaches, ENL, and literacy specialists.</li> <li>• Intentional teacher intervisitations</li> <li>• Presentations of best practices during faculty and/or curriculum meetings.</li> </ul> |

## Implementation

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

### Preparing for a Successful Launch

|                                                                            |           |
|----------------------------------------------------------------------------|-----------|
|                                                                            |           |
| Develop schoolwide expectations for student discourse and accountable talk | Sept 2026 |
| Create common classroom look-fors and walkthrough tools                    | Sept 2026 |
| Review literacy data and establish student goals                           | Sept 2026 |
| Develop intervention schedules and progress-monitoring systems             | Sept 2026 |

### Key Strategy I

| KEY STRATEGY 1                                                                                                                                                                              |                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 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? |                             |
| Implement daily academic discourse opportunities in all classrooms                                                                                                                          | Sept. 2026-Jan. 2027        |
| Utilize accountable talk stems and discussion protocols                                                                                                                                     | Sept. 2026-Jan. 2027        |
| Conduct classroom walkthroughs focused on student-to-student engagement                                                                                                                     | Sept. 2026-Jan. 2027        |
| Analyze participation data and student engagement                                                                                                                                           | Sept. 2026-Jan. 2027        |
|                                                                                                                                                                                             |                             |

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

|                                                                    |                     |
|--------------------------------------------------------------------|---------------------|
|                                                                    |                     |
|                                                                    |                     |
| Increase student-led discussions and collaborative problem-solving | Feb. 2027-June 2027 |
|                                                                    |                     |
| Share effective practices across grade levels.                     | 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? |
| Administer literacy screeners and progress-monitoring assessments                                                                                                                           | Sept. 2026-Jan. 2027        |
| Implement systematic foundational skills instruction                                                                                                                                        | Sept. 2026-Jan. 2027        |
| Use PLC meetings to analyze literacy data                                                                                                                                                   | Sept. 2026-Jan. 2027        |
| Provide target interventions for identified students                                                                                                                                        | Sept. 2026-Jan. 2027        |
|                                                                                                                                                                                             |                             |
| SECOND HALF OF THE YEAR IMPLEMENTATION                                                                                                                                                      |                             |
| What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved? | When will this be in place? |
| Continue progress monitoring and targeted interventions                                                                                                                                     | Feb. 2027-June 2027         |
| Adjust instructional groups based on student growth                                                                                                                                         | Feb. 2027-June 2027         |
| Prepare students for grade-level literacy demands through ongoing foundational skill development                                                                                            | 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<br>(set in advance)                                       | Mid Year Indicators<br>(complete after quarter 1) | End of Year Indicators<br>(complete midyear) |
|----------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------|
| Evidence of Student Learning Improving | <ul style="list-style-type: none"> <li>Students regularly participate in</li> </ul> |                                                   |                                              |

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

|                                              |                                                                                                                                                                                                                                                                                              |  |  |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                                              | partner and whole-group discussions. <ul style="list-style-type: none"> <li>Increased use of academic language and evidence-based responses.</li> <li>Walkthrough data shows at least 80% of observed classrooms implementing structured discourse opportunities by January 2027.</li> </ul> |  |  |
| <b>Evidence of Teacher Practice Changing</b> | <ul style="list-style-type: none"> <li>Teachers consistently implement discourse</li> <li>Walkthroughs show increased student-to-student interaction</li> </ul>                                                                                                                              |  |  |

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

|                            | <b>End of the Year Vision<br/>(set in advance)</b>                                                                                                                                                                   | <b>Mid Year Reassessment<br/>(update mid year)</b> |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| <b>Students will be...</b> | <ul style="list-style-type: none"> <li>Explaining their thinking using evidence</li> <li>Building on peers' ideas respectfully</li> <li>Engaged in meaningful academic conversations across content areas</li> </ul> |                                                    |
| <b>Teachers will be...</b> | <ul style="list-style-type: none"> <li>Facilitating student-centered discussions</li> <li>Providing structured opportunities for discourse daily</li> <li>Using discussion data to inform instruction</li> </ul>     |                                                    |

### Key Strategy 2

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

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

|                                               | Early Progress Indicators<br>(set in advance)                                                                                                                                                                                                       | Mid Year Indicators<br>(complete after quarter 1) | End of Year Indicators<br>(complete midyear) |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------|
| <b>Evidence of Student Learning Improving</b> | <ul style="list-style-type: none"> <li>Increased proficiency on literacy screeners</li> <li>Growth in phonemic awareness, phonics, and fluency benchmarks</li> <li>At least 70% OF K-2 students meet midyear literacy benchmark targets.</li> </ul> |                                                   |                                              |
| <b>Evidence of Teacher Practice Changing</b>  | <ul style="list-style-type: none"> <li>Consistent implementation of explicit foundational skills instruction</li> <li>Use of progress-monitoring data to guide instruction</li> </ul>                                                               |                                                   |                                              |

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

|                            | End of the Year Vision<br>(set in advance)                                                                                                                                                                                                            | Mid Year Reassessment<br>(update mid year) |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Students will be...</b> | <ul style="list-style-type: none"> <li>Demonstrating grade-level foundational literacy skills</li> <li>Reading with improved accuracy, fluency, and comprehension</li> <li>Applying foundational skills independently during reading tasks</li> </ul> |                                            |
| <b>Teachers will be...</b> | <ul style="list-style-type: none"> <li>Delivering evidence-based literacy instruction consistently</li> <li>Using assessment data to differentiate instruction</li> <li>Collaborating to address student literacy needs effectively</li> </ul>        |                                            |

### 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.

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

|                               | Survey Question 1                | SD    | D     | N     | A  | SA | IDK |
|-------------------------------|----------------------------------|-------|-------|-------|----|----|-----|
| <b>25-26 Needs Assessment</b> | I feel safe when I am at school. | 22.9% | 43.3% | 28.9% | 4% | 1% |     |
| <b>26-27 Needs Assessment</b> |                                  |       |       |       |    |    |     |

|                               | Survey Question 2                                                             | SD    | D   | N       | A    | SA   | IDK |
|-------------------------------|-------------------------------------------------------------------------------|-------|-----|---------|------|------|-----|
| <b>25-26 Needs Assessment</b> | Teachers, staff, and administrators treat students and families with respect. | 44.5% | 35% | 15.15 % | 3.5% | 1.5% |     |
| <b>26-27 Needs Assessment</b> |                                                                               |       |     |         |      |      |     |

## 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?<br><i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i> |                                                                                                                    | HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructional Leadership Team Core Structure 1                                                                                                                                              | Schoolwide Instructional Walkthrough Process                                                                       | <input type="checkbox"/> NEW<br><input type="checkbox"/>  |
| When and how often will this structure take place?                                                                                                                                          | <ul style="list-style-type: none"> <li>• Weekly walkthroughs</li> <li>• Monthly trend analysis meetings</li> </ul> |                                                                                                                                                |

### Part 3: Schoolwide Core Structures

|  |                                                                                                                                                                                                                                                                                                                                                                                |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Monitor implementation of academic discourse practices</li> <li>• Collect evidence related to student engagement and participation</li> <li>• Provide actionable feedback and coaching support</li> </ul>                                                                                                                             |
|  | <div>Literacy Data &amp; Curriculum Monitoring Cycle</div> <div> <input type="checkbox"/> NEW<br/> <input type="checkbox"/> </div>                                                                                                                                                                                                                                             |
|  | <ul style="list-style-type: none"> <li>• Monthly</li> </ul>                                                                                                                                                                                                                                                                                                                    |
|  | <ul style="list-style-type: none"> <li>• Analyze literacy screening and benchmark data</li> <li>• Monitor foundational skills instruction</li> <li>• Review intervention effectiveness</li> <li>• Identify needed professional learning and support</li> <li>• Leadership team ensure teachers are following a standards-based curriculum with rigorous instruction</li> </ul> |

### Evaluating the Key Strategies/Instructional Priorities Identified

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?                  | The Building Level Team will conduct weekly classroom walkthroughs using a common look-for tool focused on academic discourse. The team will collect evidence of student-to-student conversations, use of accountable talk stems, student participation, and opportunities for students to explain and justify their thinking. During monthly Instructional Leadership Team meetings, the team will analyze walkthrough data, review student work samples, gather student feedback, and identify trends across grade levels. Findings will be used to adjust coaching, professional learning, and teacher support to strengthen implementation. |
| What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable) | The Building Level Team will review literacy screening, progress-monitoring, and benchmark assessment data at least monthly for students in grades Pre-K–2. The team will monitor the implementation of evidence-based foundational literacy instruction through classroom observations, lesson plan reviews, and coaching cycles. During data meetings, the team will analyze student growth in phonological awareness, phonics, fluency, vocabulary, and comprehension to determine the effectiveness of instruction and interventions. Results will guide instructional adjustments, professional                                            |

### Part 3: Schoolwide Core Structures

|  |                                                                               |
|--|-------------------------------------------------------------------------------|
|  | learning priorities, and targeted student support throughout the school year. |
|--|-------------------------------------------------------------------------------|

#### 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 |
|-------------------------------|---------------------------------------------------------------------------------------------------------|-------------------|----|---|---|---|----|-----|
| <b>25-26 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family |                   |    |   |   |   |    |     |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family |                   |    |   |   |   |    |     |

|                               | Survey                                                                                                  | Survey Question 2 | SD | D | N | A | SA | IDK |
|-------------------------------|---------------------------------------------------------------------------------------------------------|-------------------|----|---|---|---|----|-----|
| <b>25-26 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family |                   |    |   |   |   |    |     |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> 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.

### Part 3: Schoolwide Core Structures

- **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?<br><i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i> |                                                                                                                                                                                                                                                                 | HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Every Student Thrives Core Structure 1                                                                                                                                                      | Student Support Team Process                                                                                                                                                                                                                                    | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| When and how often will this structure take place?                                                                                                                                          | <ul style="list-style-type: none"> <li>• Bi-weekly meetings</li> </ul>                                                                                                                                                                                          |                                                                            |
| What does this entail?                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Review attendance, behavior, and academic data.</li> <li>• Monitor progress of students receiving literacy intervention services.</li> <li>• Coordinate support for students needing additional assistance.</li> </ul> |                                                                            |
| Every Student Thrives Core Structure 2 (if applicable)                                                                                                                                      | Student Voice & Engagement Monitoring                                                                                                                                                                                                                           | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| When and how often will this structure take place?                                                                                                                                          | <ul style="list-style-type: none"> <li>• Quarterly student surveys</li> <li>• Monthly classroom community discussions</li> </ul>                                                                                                                                |                                                                            |
| What does this entail?                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Gather student feedback regarding classroom participation and belonging.</li> <li>• Monitor equitable participation in academic discussions.</li> <li>• Address barriers to engagement.</li> </ul>                     |                                                                            |

#### 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 | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family |                   |    |   |   |   |    |     |

Part 3: Schoolwide Core Structures

|  |                                                                                                         |  |  |  |  |  |  |  |
|--|---------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|
|  | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family |  |  |  |  |  |  |  |
|--|---------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|

|                                       | Survey                                                                                                  | Survey Question 2 | SD | D | N | A | SA | IDK |
|---------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------|----|---|---|---|----|-----|
| <b>25-26<br/>Needs<br/>Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family |                   |    |   |   |   |    |     |
| <b>26-27<br/>Needs<br/>Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> 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?<br><i>Schools should outline 1 2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Attendance Core Structure 1</b>                                                                                                                                                          | Attendance Monitoring and Early Intervention Process                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/> NEW<br><input type="checkbox"/>  |
| <b>When and how often will this structure take place?</b>                                                                                                                                   | <ul style="list-style-type: none"> <li>• Daily attendance monitoring by classroom teachers and office staff.</li> <li>• Weekly attendance review meetings with the attendance team, social worker, counselor, and administration.</li> <li>• Monthly review of attendance trends by the Building Leadership Team.</li> </ul>                                                                                                                                                                                                                                                                                            |                                                                                                                                                |
| <b>What does this entail?</b>                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Monitor daily attendance and identify students who are chronically absent or showing patterns of attendance concerns.</li> <li>• Implement early outreach to families after multiple absences or attendance concerns.</li> <li>• Track attendance data by grade level, subgroup, and classroom to identify trends and barriers.</li> <li>• Coordinate supports such as family conferences, counseling services, transportation assistance, and community resources.</li> <li>• Monitor the effectiveness of attendance interventions and adjust supports as needed.</li> </ul> |                                                                                                                                                |

### Part 3: Schoolwide Core Structures

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <b>Attendance Core Structure 2 (if applicable)</b>        | Attendance Feedback/Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> NEW<br><input type="checkbox"/> <b>REFINE</b> |
| <b>When and how often will this structure take place?</b> | <ul style="list-style-type: none"> <li>Monthly family communication regarding attendance expectations and student attendance rates.</li> <li>Quarterly student attendance celebrations and recognition activities.</li> <li>Quarterly student and family feedback opportunities.</li> </ul>                                                                                                                                                                                                                                                                                                             |                                                                        |
| <b>What does this entail?</b>                             | <ul style="list-style-type: none"> <li>Promote a positive culture of attendance through schoolwide incentives and recognition.</li> <li>Communicate the connection between attendance, literacy development, and academic success.</li> <li>Engage families through newsletters, parent meetings, phone calls, and attendance awareness campaigns.</li> <li>Gather student and family feedback regarding barriers to attendance and use the information to improve supports.</li> <li>Strengthen students' sense of belonging and connection to school to improve attendance and engagement.</li> </ul> |                                                                        |

#### 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    |
|----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| <b>2025-26</b> | 91.16% | 93.66% | 91.02% | 83.31% | 90.64% | 85.56% | 87.79% | 90.41% | 89.64% |
| <b>2026-27</b> |        |        |        |        |        |        |        |        |        |

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 |
|-------------------------------|---------------------------------------------------------------------------------------------------------|-------------------|----|---|---|---|----|-----|
| <b>25-26 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family |                   |    |   |   |   |    |     |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family |                   |    |   |   |   |    |     |

|  | Survey | Survey Question 2 | SD | D | N | A | SA | IDK |
|--|--------|-------------------|----|---|---|---|----|-----|
|--|--------|-------------------|----|---|---|---|----|-----|

### Part 3: Schoolwide Core Structures

|                              |                                  |  |  |  |  |  |  |  |
|------------------------------|----------------------------------|--|--|--|--|--|--|--|
| 25-26<br>Needs<br>Assessment | <input type="checkbox"/> Teacher |  |  |  |  |  |  |  |
|                              | <input type="checkbox"/> Student |  |  |  |  |  |  |  |
|                              | <input type="checkbox"/> Family  |  |  |  |  |  |  |  |
| 26-27<br>Needs<br>Assessment | <input type="checkbox"/> Teacher |  |  |  |  |  |  |  |
|                              | <input type="checkbox"/> Student |  |  |  |  |  |  |  |
|                              | <input type="checkbox"/> Family  |  |  |  |  |  |  |  |

## Our Team's Process

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

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

[illegible]

## Next Steps

### Sharing the Plan

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

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

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

### Implementing the Plan (All Schools)

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