



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
MVCSD	Grimes	K-6

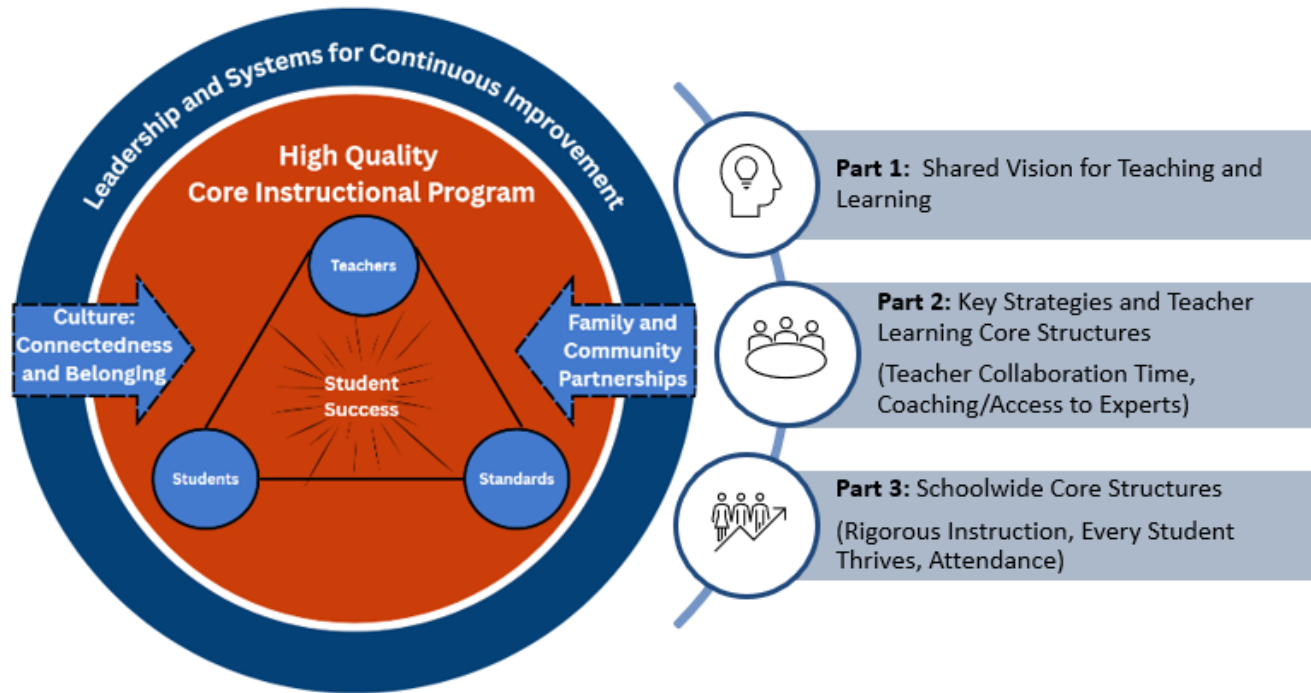
Collaboratively Developed By:

The Grimes SCEP Development Team

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

High-Quality, Tier 1 Instruction: <i>What is the district's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	Tier 1 instruction in Mount Vernon City School District is the high-quality, standards-aligned core instruction provided to every student every day. It ensures equitable access to rigorous grade-level content through engaging, culturally responsive, and evidence-based teaching practices. Instruction is adaptive and data-informed, with teachers continuously monitoring student learning and adjusting supports, scaffolds, and enrichment opportunities to meet the diverse needs of all learners. What It Looks Like • Grade-level, standards-based instruction for all students • Clear learning targets and success criteria • Active student engagement in meaningful learning tasks • Use of evidence-based instructional practices • Differentiation and scaffolding to support learner variability • Frequent checks for understanding and use of formative assessment data • Opportunities for student discourse, collaboration, and critical thinking • Culturally responsive and inclusive learning experiences • Establish appropriate accommodations and support for multilingual learners, students with disabilities, and advanced learners.
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Part 1: Shared Understand of High-Quality Teaching and Learning

- Provide feedback consistently and promptly to support growth and progress.
- Increase opportunities for ENL students to:
 - Think deeply about academic content
 - Explain their reasoning orally and in writing
 - Build on the ideas of peers
 - Engage in productive struggle
 - Use academic language authentically
 - Solve real-world problems.
 - Develop both content knowledge and English proficiency simultaneously

What It Feels Like

- Students feel safe, valued, and empowered as learners.
- High expectations are maintained for every student.
- Students are actively engaged, thinking, discussing, and problem-solving.
- Learning is accessible, challenging, and relevant.
- When appropriate, students lead discussions in small groups or in a whole class setting.
- Teachers respond flexibly to student needs while maintaining grade-level rigor.
- Students are encouraged to use multiple ways to demonstrate their thinking.
- Students demonstrate understanding and engage in rigorous thinking while developing English proficiency (i.e., oral presentations, visual representations, models, diagrams, videos, written explanations, multimedia projects).

Connection to the District's GEMS of Instruction Framework

High-quality Tier 1 instruction reflects the district's focus on:

- Growth in grade-level content
- Empowered and engaged learners
- Mastery of thinking and learning
- Success is measured through progress

District Expectation: Every classroom should provide rigorous grade-level instruction where all students can access, engage with, and demonstrate mastery of learning through equitable supports, responsive teaching, and continuous monitoring of progress.

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?)
Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
Choose an item.

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 REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☐ REFINE
When and how often will this structure take place?	– Weekly teacher-focused PLCs – Utilization of appropriate training from My Learning Plan when applicable – Monthly curriculum meetings to support teacher collaboration	
What does this entail?	– Discussions on best practices for student achievement and participation – More implementation of teacher-led agendas – Invite additional instructional coaches to support teachers in the classroom	
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B	☐ NEW ☐ REFINE
When and how often will this structure take place?	– Coaches visit monthly and provide instructional feedback that teachers can readily apply in the classroom setting to improve their instruction and student outcomes.	
What does this entail?	– i-Ready coaches – BOCES personnel – Literacy coaches for special education teachers – Math coaches – Curriculum and instructional department leaders	

Implementation

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

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?		When will this be in place?
		September 2026
Teachers will review curriculum resources, identify opportunities for cognitively demanding tasks within upcoming units, and collaboratively plan instructional experiences that promote reasoning and sense-making.		(September 2026)
		Before the first day of school
ENL teachers will conduct collaborative sessions with staff to further promote: • Equity and access for multilingual learners • Language development across all content areas • Grade-level rigor for all students • Student discourse and academic conversations • Scaffolding without reducing cognitive demand		Before 1 st day of school
		By the 1 st day of school

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?		
Grade-level and content-area PLCs will meet regularly to engage in collaborative inquiry focused on the implementation of cognitively demanding tasks that promote reasoning, sense-making, and problem-solving.		September 30, 2026

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

Teachers will participate in ongoing professional development focused on implementing cognitively demanding tasks that promote reasoning, meaningful understanding, and problem-solving.	First day of school
PLC discussions and coaching activities will be directly connected to classroom practice and student outcomes, ensuring that teachers have ongoing opportunities to learn, apply, reflect, and refine their instructional approaches.	September 30, 2026
School leaders and staff will support one another and share resources that will be embedded within PLC meetings throughout the year.	September 2026-June 2027
Every lesson should include: • A clear learning target • Academic language support • Student discourse opportunities • Differentiated scaffolds • Multiple ways for students to demonstrate understanding • IEP accommodations and modifications when appropriate	September 2026
On Tuesdays, ELA teachers will meet, and on Thursdays, math teachers will meet. The PLCs will meet vertically (Grades 1-6) by the subject area. Kindergarten will meet as a team. They will not be departmentalized.	September 2026
Teachers will collaborate with similar common subject area colleagues to plan for upcoming units and identify: • Essential vocabulary • Language demands • Speaking opportunities • Reading supports • Writing expectations • Resources and strategies	Ongoing
Special education teachers, teaching assistants, and general education teachers will collaborate to establish consistent instructional routines, behavioral expectations, and inclusive classroom practices that support all learners. Teams will: • Review student IEPs, accommodations, and learning profiles. • Develop common classroom expectations and routines. • Create systems for daily student check-ins and relationship building. • Ensure accommodations and modifications are embedded within Tier 1 instruction. • Identify students requiring additional academic or behavioral support.	September-October 2026
During collaborative planning sessions, teachers and TAs will focus on designing rigorous grade-level lessons that provide multiple entry points for diverse learners. Teachers and TAs will: • Analyze formative assessment data. • Plan differentiated instructions for small groups. • Develop scaffolds to support reading, writing, mathematics, and reasoning. • Increase opportunities for student discussion, collaboration, and engagement.	October-November 2026
Special Education Teachers, Interventionists, Related Service Providers, and Instructional Coaches will serve as internal experts by: • Modeling inclusive instructional practices.	November-December 2026

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

• Demonstrating effective accommodations and modifications. • Sharing behavior management and engagement strategies. • Providing examples of Specially Designed Instruction (SDI). Possible external learning opportunities include: • Westchester BOCES Special Education Specialists • NYSED Special Education Technical Assistance Centers • Behavioral and Social-Emotional Learning Consultants • Universal Design for Learning (UDL) Trainers	
Instructional coaches and administrators will facilitate coaching cycles that include classroom observations, modeling, co-planning, review of data, and reflective feedback to support continuous improvement.	January 2027
Teams will review: • Academic assessment data • IEP goal progress • Attendance data • Behavioral data • Student work samples Teachers and TAs will collaborate to: • Identify students who need additional support. • Adjust instructional practices and interventions. • Strengthen family communication plans. • Prepare for mid-year data review meetings.	December 2026-January 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?

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

	When will this be in place?
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?	

Progress Monitoring

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

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

Key Strategy I

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

	Early Progress Indicators (set in advance)	Mid Year Indicators (complete after quarter 1)	End of Year Indicators (complete midyear)
Evidence of Student Learning Improving	- Formative and summative work and assessments - Attendance data - Participation during classroom discussions - Student engagement rubrics and observation checklists - Student surveys reflecting: - Sense of belonging - Confidence in using the English language (ENL) - Access to learning supports		

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

	Evidence of student leadership and collaboration opportunities.		
Evidence of Teacher Practice Changing	Teacher Reflection Data: -Increase use of open-ended questions (i.e., % of questions that are open-ended) -Increase the percentage of wait time. -Increase opportunities for students to explain their thinking. - Present opportunities for students to demonstrate their thinking in other ways (i.e., $2+2=4$, $2+1+1=4$). - Students present their work to the class and explain their thinking as a facilitator. -Expand facilitation of student-to-student discussions -Increase the ratio of student talk to teacher talk. -Implement formative assessments, anecdotal notes, rubrics, student self-reflections (i.e., surveys), and exit tickets. <i>Teacher Implementation Evidence</i> - Teacher lesson plans showing integration of: -Content and language objectives -Scaffolds for students -Structured discourse routines (i.e., Turn And Talk) -Differentiated support.		

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

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...	By the end of the school year, students will take a more active role in their learning, becoming learners who are more independent. They will think through problems on their own, explain their ideas, support their answers with evidence, and participate in classroom discussions. Students will become more confident in tackling challenging tasks and will rely less on teacher guidance to facilitate their thinking.	
Teachers will be...	By the end of the school year, the teacher will consistently engage students in cognitive demand through open-ended questioning, and meaningful discussion. Teachers must ensure that students take greater ownership of their learning through active thinking and problem solving throughout the teacher's instruction.	

Survey Monitoring

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

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	(#7) Data is used to effectively to guide instruction				X		
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	(#15) Overall, I feel supported to improve student outcomes.				X		
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 support their academic growth?

What structures and routines will support this in 2026 27? <i>Schools should outline 1 2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	The instructional leadership team will conduct quarterly vertical team meetings focused on standards-aligned instruction, student engagement, academic discourse, and differentiated support. Following each vertical team meeting, the team will meet quarterly to analyze student achievement data, identify instructional trends, and develop action steps to strengthen teaching and learning across all grade levels.	☐ NEW ☐ REFINE
When and how often will this	Quarterly	

Part 3: Schoolwide Core Structures

	There will be two groups for the vertical teams. Kindergarten to Grade 2 for the lower grades, and grades 3-6 for the second group. Teachers will bring work samples, share best practices, and evaluate the data that is presented. This will foster dialogue and set expectations for the standards that will be addressed in the curriculum. This will also give next year's teachers the chance to share the skills that students are expected to have when they are promoted.
	NEW REFINE

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	- Conduct student engagement surveys for each marking period to gather student voice and feedback. - Analyze attendance and chronic absenteeism data. - Monitor classroom participation. - Track reductions in behavioral incidents and increases in positive behaviors. - Examine academic performance data, including assessments, i-Ready growth, classroom assignments, and report card grades.
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
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Part 3: Schoolwide Core Structures

25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	I get to participate during lessons and discussions.				X		
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 encouraged to participate in school activities and events.				X		
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 support is coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- **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 the experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve support, and increase belonging.

Essential Question

How will the school ensure that every student’s experiences are consistent with expectations, meaningful relationships, timely support, and access to rigorous grade-level learning?

What structures and routines will support this in 2026 27?

Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.

HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?

Part 3: Schoolwide Core Structures

Every Student Thrives Core Structure 1	Staff will follow shared schoolwide expectations and routines to create a consistent, safe, and positive learning environment. Teachers will build strong relationships with students through regular check-ins, responsive teaching, and ongoing communication with families. Student progress will be reviewed to identify needs early and provide timely academic and social-emotional support, using progress monitoring protocols. All students will receive high-quality, grade-level instruction that encourages critical thinking and active engagement, with additional support provided as needed to help every student succeed. From a Special Education Teacher and Teaching Assistant perspective, all staff will implement consistent schoolwide expectations, classroom routines, and behavior supports to create a predictable and inclusive learning environment. Teachers and TAs will work collaboratively to provide differentiated instruction, accommodations, and modifications aligned to students' IEPs while maintaining access to grade-level standards and rigorous learning experiences. Strong relationships will be developed through daily student check-ins, positive reinforcement, restorative conversations, and ongoing communication with families. Student academic, behavioral, attendance, and social-emotional data will be reviewed regularly to identify concerns early and provide targeted interventions before students experience significant difficulties. For ENL students, we utilize culturally responsive and sustaining educational practices that affirm students' identities, languages, and experiences. Continue to encourage strong partnerships between families, teachers, counselors, ENL staff, and community organizations. Use multiple measures, including NYSESLAT data, classroom assessments, student work, attendance, and teacher observations, to identify students' needs early.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Daily- safe learning environment, and check-ins Monthly- student progress Ongoing- communication with families As needed: additional support (i.e., emotional and social supports)	
What does this entail?	• Have clear and consistent rules and routines so students know what is expected in every classroom. • Build strong connections with students by getting to know them, checking in regularly, and making sure they feel valued and supported. • Work closely with families to support student success. • Monitor student learning frequently to identify challenges early and provide help before students fall behind. • Provide academic and social-emotional support based on individual student needs. • Teach grade-level content to all students while keeping lessons engaging, challenging, and meaningful. • Offer extra support when needed so every student can access rigorous learning and reach their full potential.	

Part 3: Schoolwide Core Structures

Daily

- Morning meetings and student check-ins
- Consistent implementation of schoolwide expectations and classroom routines
- Differentiated Tier 1 instruction and small-group support
- Positive behavior supports and relationship-building activities

Weekly

- Progress monitoring of academic and behavioral goals (for special education teachers)
- Teacher and TA collaboration to review student needs and instructional supports

Monthly

- Data team meetings to review student progress
- Family communication regarding student growth and concerns
- Progress monitoring of academic and behavioral goals (for general education teachers)

Ongoing

- Implementation of IEP accommodations and modifications (For special education teachers).
- Family engagement and communication
- Social-emotional learning and support services

As Needed

- Provide academic interventions.
- Incorporate counseling, behavioral, and social-emotional support.
- MTSS referrals and problem-solving meetings.
- Establish and maintain clear, consistent expectations and routines across all classrooms.
- Utilize positive behavior supports and restorative practices to promote student success.
- Build meaningful relationships through daily check-ins, student conferences, and culturally responsive teaching practices.
- Ensure all students, including students with disabilities, have access to rigorous grade-level curriculum through differentiated instruction, Universal Design for Learning (UDL), and specially designed instruction (SDI).
- Implement accommodations and modifications outlined in students' IEPs with fidelity.
- Use formative assessments, progress monitoring tools, and data analysis to identify learning gaps and provide timely support.
- Collaborate with related service providers, interventionists, and families to address academic, behavioral, and social-emotional needs.
- Maintain frequent communication with families to celebrate successes and address concerns proactively.
- Provide targeted small groups and individualized support while preserving access to core instruction.
- Provide instructional scaffolds such as sentence frames, visual supports, multilingual resources, graphic organizers, and structured peer interactions that allow students to access complex content for all students.

Part 3: Schoolwide Core Structures

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

Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

Attendance Core Structures

- **A routine for monitoring attendance daily and weekly**, with clear thresholds that trigger early outreach, problem-solving, and follow-up.
- **A coordinated process for understanding the reasons behind absences**, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across student groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving student participation** and ensuring supports remain connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.

Essential Question

How will the school ensure that every student is present, supported, and connected so they can fully participate in rigorous, grade-level learning?

What structures and routines will support this in 2026 27? <i>Schools should outline 1 2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	• 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.	☐ ☐ REFINE
When and how often will this structure take place?	• 3 consecutive absences • 5 consecutive absences • More than 5 consecutive absences	
What does this entail?	• After the first 3 consecutive absences, the teacher notifies the parent directly. • After 5 consecutive absences, the teacher notifies the guidance counselor and administration. • After more than 5 consecutive absences, the attendance teacher is notified, and they will either contact the parent or complete a home visit.	
		☐ NEW ☐ REFINE
often will this		

Part 3: Schoolwide Core Structures

structure take place?	
What does this entail?	

Attendance Monitoring

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

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	87%	90%	87%	87%	87%	85%	85%	82%	83%
2026-27									

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

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
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

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
Severin Cornelius	Principal	3/4	3/12	3/19		4/10, 4/11		4/17	6/3/26, 6/5/26, 6/8/26, 6/9/26, 6/11/26 6/12/26, 6/15/26, 6/22/26
Donna Bailey	Special Education Teacher	3/4	3/12	3/19		4/10, 4/11		4/17	6/3/26, 6/5/26, 6/8/26, 6/9/26, 6/11/26 6/12/26, 6/15/26, 6/22/26
Joycelyn Rios	ENL Teacher	3/4	3/12	3/19		4/10, 4/11		4/17	6/3/26, 6/5/26, 6/8/26, 6/9/26, 6/11/26 6/12/26, 6/15/26, 6/22/26
Donna DeCecco	Reading Specialist	3/4	3/12	3/19		4/10, 4/11		4/17	6/3/26, 6/5/26, 6/8/26, 6/9/26, 6/11/26 6/12/26, 6/15/26, 6/22/26
Phylcia Harris	Social Worker	3/4	3/12	3/19		4/10, 4/11		4/17	6/3/26, 6/5/26, 6/8/26, 6/9/26, 6/11/26 6/12/26, 6/15/26, 6/22/26
Sharon Allwood	Teacher	3/4	3/12	3/19		4/10, 4/11		4/17	6/3/26, 6/5/26, 6/8/26, 6/9/26, 6/11/26 6/12/26, 6/15/26, 6/22/26

Our Team's Process

[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.