

Part 1: Shared Understanding



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

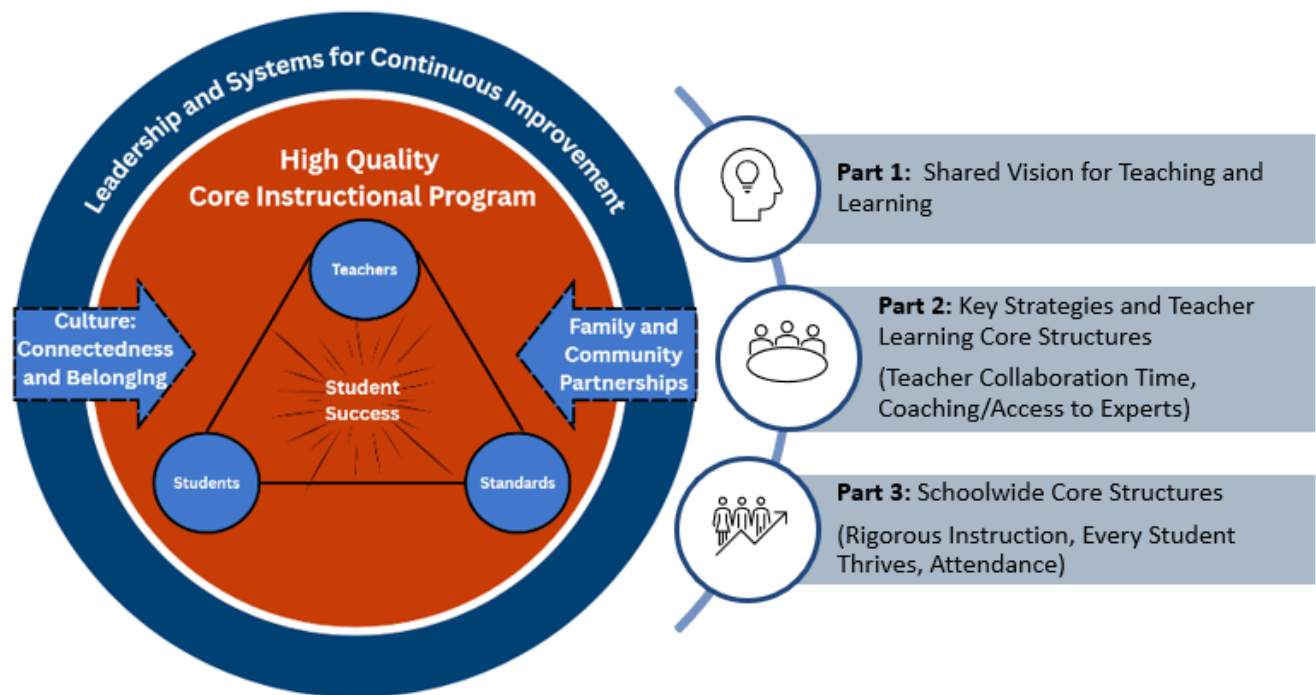
District	School Name	Grades Served
East Ramapo Central School District	Hempstead Elementary	K-6

Collaboratively Developed By:

The Hempstead SCEP Development Team:

Hazel Ortiz, Nicole Zurla, Yesenia Martinez, Dianne Albin, Ivelisse Godfrey, Brittany Boubaris, Jennifer Samaan, Jaime Armida, Samantha Scherer, Katherine Honig & Paul Lobo

And in partnership with the staff, students, and families of Hempstead



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>	In every classroom, instruction is standards-aligned and student-centered, with clear learning targets and success criteria. Teachers maintain cognitive demand through questioning, discussion, and tasks that require students to think critically, explain reasoning, justify responses, solve problems, revise their thinking based on feedback, and set goals for learning. Teachers use evidence of learning to adjust instruction and accelerate student growth. Students actively collaborate, use academic language, and demonstrate understanding through discussion, writing, problem-solving, and authentic applications connected to meaningful real-world contexts.
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Part 2: Key Strategies/Instructional Priorities

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?)
1. Ensure equitable access to grade-level content , especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.

Schools selecting “Other” should type the Key Strategy after the word “Other.”

Teacher Learning Core Structures

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

1. Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)

Effective Teacher Collaborative Time should:

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
- Ideally occur during the school day
- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

2. Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)

Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:

- Modeling lessons
- Co-teaching
- The Coaching Cycle
- Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those listed 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 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?	Teachers will meet for PLC 3 times a week for their respective grade levels. Additionally, there will be a special education PLC 2-3 times a week.	
What does this entail?	Scheduling of PLCs: <u>Protected Time:</u> Structures must be put in place so that other variables and unexpected items that come up do not impact scheduled PLCs. <u>PLC Team Members:</u> Must be established and consistent. Teams should be reasonably sized. ENL teachers should be included on teams with their co-teachers. <u>PLC Days & Times:</u> Must be regular and consistent. <u>PLC Locations:</u> Must be well-established and clearly communicated. Planning & Implementation of PLCs: <u>Agendas:</u> Consistent & Structured. Easily accessible for PLC team members. ● Reflection ● Professional Learning ○ Based on Goals for PLC aligned to Instructional Vision and/or Key Strategy ● Practice/Application of Professional Learning ○ Cycle of Inquiry Structure ● Application in the Upcoming Week ○ Next Steps <u>Purposeful, Effective, & Meaningful:</u> Teachers understand the purpose of PLCs, there is a link to the bigger picture, and time is used effectively & efficiently. The work directly impacts instruction and can be applied by teachers in the classroom. <u>Data-Driven & Evidence-Based:</u> Everything happening in PLCs should be grounded in data: assessment data, student work, learning walk data, etc. Teacher learning related to the data should be grounded in evidence-based and research-based practices. <u>Teacher-Centered with Accountability:</u> PLCs need a collective commitment & shared responsibility, where all voices are expected and respected, and all participants meaningfully contribute to the work. <u>Student Impact:</u> Work done in PLCs is always designed to have a direct impact on students. PLC teams must regularly assess their impact on all students, and refine the work as needed.	
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?	Mini coaching cycles lasting 2-4 weeks. ICs/CDs/CfEs should each coach at least 3-4 teachers at one time.	

What does this entail?

Scheduling & Tracking Coaching Cycles:

Tracking School-Wide Coaching: All schools will use a common template to keep a building-wide record of coaching cycles for all ICs/CDs/CfEs.

Selecting Teachers: Teachers will be selected collaboratively by administrators and instructional coaches using student achievement data, classroom observations, teacher self-reflection, learning walk trends, instructional priorities, and teacher interest.

Coaching Structures:

Each cycle will include collaborative goal setting, co-planning, modeling, classroom observation, reflective feedback, student work analysis, and action planning. In addition to individualized coaching, instructional coaches may facilitate targeted small-group coaching sessions for grade-level or content-area teams with a shared instructional focus to strengthen the implementation of common instructional practices. These group sessions are intended to complement, not replace, individualized coaching cycles. Group professional learning will also occur through PLCs rather than coaching cycles.

Coaching cycles will consist of overarching goals as well as individual teacher goals where the focus will be:

- Trends
- Task
- Time
- Topic

More specifically, they will include:

- Goal setting
- Creating/Using learning targets (for coaching cycle goal)
- Creating/Using success criteria (for coaching cycle goal)
- Analysis of student work
- Collaborative teaching (*The Moves*)
- Collecting learning evidence during lesson(s)
- Collaborative planning
- Shared learning to build knowledge of content and pedagogy
- Reflecting and Growing Teaching H.I.T.S.

Scheduling & Tracking Coaching Cycles:

Introduce coaching standards and roles

- Establish a coaching schedule
- Keep focus on student learning
- Set teacher goals to achieve student learning

The Coaches will:

- Ensure implementation of the adopted curriculum.
- Align instruction with curriculum to meet the needs of all students.
- Increase the quality and effectiveness of classroom instruction.
- Ensure that student achievement is used to drive decisions at the classroom and school level.

Tracking School-Wide Coaching: All schools will use a common template to keep a building-wide record of coaching cycles for all ICs/CDs/CfEs.

Selecting Teachers: Teachers should be selected by the administrative team (principals, APs, and ICs/CDs). Coaching cycles can be done one-on-one, with a coach having multiple individual coaching cycles happening at the same time. Additionally, coaching small groups of teachers together can be an effective, efficient way to coach multiple teachers at once.

Teachers who are coached in small groups should have the same focus/goal for the coaching, but do not have to have the same level of teaching experience or expertise.

Determining a Coaching Goal: The goal of a coaching cycle should always be student-centered and informed by student data. Learning walk trends can also inform the goal, and/or the coaching cycle can be an extension of the work being done through PLCs/Inquiry Cycles.

Implementation of Coaching Cycles:

Schedules & Transparency: The date, time, and purpose of all coaching cycle events (meetings, classroom visits, co-planning, modeling, and co-teaching) must be made clear. Coaches must use the Running Agenda Template for each coaching cycle. This document maintains transparency and communication between the coach and the teacher(s) participating in a coaching cycle.

Purposeful, Effective, & Meaningful: **All teachers will understand that coaching cycles are job-embedded professional learning opportunities designed to strengthen instructional practice and improve student outcomes based on student performance data (summative/formative). We will set student goals based on data, specifically using pre assessments, post assessments, Eureka unit assessments and IRLA skill assessments. After setting student goals for learning, the coaching cycles will aim to meet those student goals.** Coaching cycles may include a variety of research-based coaching practices such as modeling lessons, co-planning, co-teaching, classroom observations, learning walk data, intervisitation opportunities, and reflective conversations. **These experiences will provide teachers with personalized support to enhance their teaching practice for the goal of supporting all students.**

Data-Driven & Evidence-Based: Everything happening in a coaching cycle should be grounded in data: assessment data, student work, learning walk data, etc. Teacher learning should be grounded in evidence-based and research-based practices. Coaching support will focus on implementing evidence-based instructional practices aligned to identified needs. Both teacher implementation data and student performance data will be used to monitor progress and guide next steps throughout the coaching cycle.

Teacher-Centered with Accountability: Coaching cycles need a collective commitment & shared responsibility between the coach and teacher(s). Coaches and teachers will collaboratively establish measurable goals. Examples of teacher goals may include increasing student academic discourse, strengthening the use of formative assessment and progress monitoring, improving implementation of evidence-based instructional strategies, enhancing differentiation practices, or refining the use of checks for understanding to inform instruction.

Student Impact: Coaching cycles must be designed to have a direct impact on students. Coaches and teachers engaged in coaching cycles must assess the impact on students, and refine the work as needed. Coaches and teachers will analyze student performance data to determine the impact of instructional changes.

Implementation

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?
Teacher Collaborative Time (PLCs): PLCs need to be scheduled within the master schedule for the building.		Prior to 9/1/26
Teacher Collaborative Time (PLCs): Rolling agenda for each PLC group created and first 2 agendas are prepared.		Prior to 9/1/26
Teacher Collaborative Time (PLCs): Ensure a common understanding of PLC purpose and goal across the building's leadership team.		Prior to 9/1/26
Opportunities for Teachers to Learn with Experts (Coaching): Ensure all external coaches are confirmed and scheduled with the district office and that the provided coaching schedule is cross-referenced with the building's internal schedule to identify any conflicts.		Prior to 9/1/26
Opportunities for Teachers to Learn with Experts (Coaching): Identify teachers who have strong areas of need and who will need extra coaching and support based on previous years evaluations.		Prior to 9/1/26
Opportunities for Teachers to Learn with Experts (Coaching): For buildings with instructional coordinators & CFE coaches, ensure they are prepared to begin coaching in September, and have begun to plan out the yearly structure of their coaching schedule.		Prior to 9/1/26
Teacher Collaborative Time (PLCs) & Opportunities for Teachers to Learn with Experts (Coaching): Ensure a plan for dissemination of PLC & Coaching expectations, purposes and goals to staff has been created.		Prior to 9/1/26
The District in collaboration with ICs/CDs will have had professional development providing guidelines for coaches to facilitate PLCs and conduct coaching cycles.		Prior to 9/1/26
Instructional Coordinators will attend training at district to engage in professional learning and collaboration related to coaching and PLCs.		Prior to 9/1/26

Key Strategy I

KEY STRATEGY 1

Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.

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?
ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on Maintaining Grade-Level Thinking for All Students .		Week of September 7, 2026
Building leaders and ICs/CfEs/CDs will conduct learning walks, with a focus on providing feedback and instructional support related to Maintaining Grade-Level Thinking for All Students .		September 7 - October 2, 2026

ICs/CfEs/CDs will each conduct the first round of coaching cycles with 3-4 teachers. Coaching cycles will align with the Key Strategy and/or Vision for High Quality Instruction, based on teacher and student need.	September 7 - October 2, 2026
ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on Productive Struggle Routines For Diverse Learners .	Week of October 5, 2026
Building leaders and ICs/CfEs/CDs will conduct learning walks, with a focus on providing feedback and instructional support related to Productive Struggle Routines For Diverse Learners .	October 5 - October 30, 2026
ICs/CfEs/CDs will conduct the first round of coaching cycles with 3-4 teachers. Coaching cycles will align with the Key Strategy and/or Vision for High Quality Instruction, based on teacher and student need.	October 5 - October 30, 2026
ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on Increasing Equitable Participation In Thinking .	Week of November 2, 2026
Building leaders and ICs/CfEs/CDs will conduct learning walks, with a focus on providing feedback and instructional support related to Increasing Equitable Participation In Thinking .	November 2 - November 27, 2026
ICs/CfEs/CDs will conduct the first round of coaching cycles with 3-4 teachers. Coaching cycles will align with the Key Strategy and/or Vision for High Quality Instruction, based on teacher and student need.	November 2 - November 27, 2026
ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on Language Supports That Don't Reduce Thinking (MLL Focus) .	Week of November 30, 2026
Building leaders and ICs/CfEs/CDs will conduct learning walks, with a focus on providing feedback and instructional support related to Language Supports That Don't Reduce Thinking (MLL Focus) .	Nov. 30 - December 23, 2026
ICs/CfEs/CDs will conduct the first round of coaching cycles with 3-4 teachers. Coaching cycles will align with the Key Strategy and/or Vision for High Quality Instruction, based on teacher and student need.	Nov. 30 - December 23, 2026
ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on Supporting Students With Disabilities Without Reducing Cognitive Demand .	Week of January 4, 2027
Building leaders and ICs/CfEs/CDs will conduct learning walks, with a focus on providing feedback and instructional support related to Supporting Students With Disabilities Without Reducing Cognitive Demand .	Jan 4 - Jan 29, 2027
ICs/CfEs/CDs will conduct the first round of coaching cycles with 3-4 teachers. Coaching cycles will align with the Key Strategy and/or Vision for High Quality Instruction, based on teacher and student need.	Jan 4 - Jan 29, 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?
ICs/CfEs/CDs will coordinate with the district to identify additional research on <i>ensuring equitable access to grade-level content, especially for multilingual learners and students with disabilities</i> to explore in future PLCs and learning walks based on progress to date, including, but not limited to: • Scaffolding Without Taking Over • Responding To Struggle With Prompts, Not Solutions	Week of February 1, 2027

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|---|--|
| <ul style="list-style-type: none">• Adapting Supports Without Simplifying The Task• Avoiding “Easier Versions” Of Grade-Level Work• Identifying When To Pause Vs. When To Prompt• Increase Equitable Participation In Thinking• Just-In-Time Vs. Just-In-Case Scaffolds• Breaking Tasks Into Steps Without Simplifying Reasoning | |
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Progress Monitoring

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 *Data sets should include all students, plus ELL & SWD subgroups.	☒ K-12: STAR Reading/Early Lit & STAR Math Benchmark Proficiency Levels ☒ K-12 English Language Progress monitoring data ☒ K-6: IRLA & ENIL Progress Monitoring Benchmark levels (% proficient, at-risk, emergency) ☒ STAR Autism Support Student Learning Profile ☒ Math Assessments in GoMath and Eureka Squared		
Evidence of Teacher Practice Changing *Data sets should include all students, plus ELL & SWD subgroups.	☒ Learning Walk Data using the district tool aligned to the DCIP & SCEP ☒ Pre and post-assessment data for coaching cycles ☒ Pre and post-assessment data from PLC inquiry cycles ☒ Bi-weekly lesson plan collection		

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)
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Students will be...	By June, students will see themselves as capable learners who can access and succeed with grade-level content. They will use academic language, collaborate with peers, apply learning strategies independently, and demonstrate progress toward common grade level expectations regardless of language proficiency or disability status. By the end of the 2026–2027 school year, students will demonstrate increased confidence as learners while successfully accessing grade-level content through the use of academic language, collaboration, and independent learning strategies. Student achievement will be measured using STAR Reading and STAR Math assessments. The school will increase end-of-year STAR proficiency from the 2025–2026 end-of-year rates of 38% in Reading and 36.5% in Math to 40% proficiency in both Reading and Math by June 2027, while ensuring all student groups make measurable progress toward grade-level expectations.	
Teachers will be...	By June, teachers will regularly access grade-level tasks and assessments (including Educlimber as a platform). They will use this information to guide their collaborative planning to ensure consistent learning goals, aligned supports, and equitable opportunities for all students to meet grade-level expectations. By June, teachers will regularly access and analyze grade-level tasks and assessment data to inform instruction and collaborative planning. Every 6–8 weeks, teachers will review student performance on Eureka module assessments and IRLA skill assessments to monitor progress, identify learning needs, and adjust instruction. Using this information, teachers will collaborate to ensure consistent learning goals, aligned	

	supports, and equitable opportunities for all students to meet grade-level expectations.	
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Survey Monitoring

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

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Our collaborative time helps us make sense of what high-quality instruction looks like in action.	1.8%	7.3%	20%	36.4%	21.8%	12.7%
26-27 Needs Assessment	Our collaborative time helps us make sense of what high-quality instruction looks like in action.						

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.	0%	0%	25.5%	54.5%	9.1%	10.9%
26-27 Needs Assessment	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.						

Part 3: Schoolwide Core Structures

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 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 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? <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	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.	☒ NEW ☐ REFINE
When and how often will this structure take place?	The team will meet bi-weekly outside of the school day.	

Part 3: Schoolwide Core Structures

What does this entail?	The school leadership team will meet bi-weekly outside of the school day to engage in a schoolwide inquiry cycle. During these meetings, team members will review multiple sources of data, including learning walks and coaching data, student achievement data, assessment results, and PLC feedback. The purpose is to identify trends, strengths, and areas of need across grade levels, content areas, and student groups. During each cycle, the leadership team will gather, analyze, and determine next steps through multiple sources of evidence, including: • Learning walk and classroom observation data • Student work samples • Common formative and summative assessment results • Progress-monitoring data • Coaching cycle trends • Teacher feedback and reflection data Meeting protocol will include: • Reviewing the goal • Instructional Priority • Successful implementation • Evidence
Instructional Leadership Team Core Structure 2 (if applicable)	<i>2ND KEY STRATEGY IS OPTIONAL: Copy and paste one building-selected core structure from the bulleted list above.]</i> ☐ NEW ☐ REFINE
When and how often will this structure take place?	
What does this entail?	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The Leadership Team will regularly review classroom walkthrough data, observation evidence, teacher feedback, and student achievement data to monitor the implementation of the inquiry cycle. The team will identify trends and areas of need across classrooms and use this information to determine appropriate professional learning, instructional supports, and resource allocation to improve teaching and student outcomes.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	n/a

Part 3: Schoolwide Core Structures

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	Profession development, coaching and collaborative planning focus on the same instructional priorities, building on what I have learned in other settings.	0%	3.6%	32.7%	40%	14.5%	9.1%
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Profession development, coaching and collaborative planning focus on the same instructional priorities, building on what I have learned in other settings.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.	18.2%	1.8%	18.2%	47.3%	14.5%	0%
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.						

Every Student Thrives Core Structures

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult**, with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels**, identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

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

What structures and routines will support this in 2026-27? <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	A coordinated student support identification process with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”	☒ NEW ☐ REFINE
When and how often will this structure take place?	The Building CARE Team and SEL Team will meet weekly with administrators to review student data, identify students in need of support, monitor interventions, and coordinate next steps.	

What does this entail?	The CARE and SEL Teams will utilize the MTSS-I framework to proactively identify and support students experiencing academic, behavioral, social-emotional, attendance, or mental health concerns. Through weekly reviews of attendance data, behavior referrals, counselor referrals, teacher observations, academic performance, and family concerns. The team will use a structured problem-solving cycle of Identify, Analyze, Plan, Implement, and Evaluate. Team members will review data to identify student needs, analyze potential barriers, develop intervention plans, monitor the implementation of supports, and evaluate student progress to determine next steps. This process ensures that interventions are matched to student needs and adjusted based on evidence of effectiveness. The following is a Tiered system that is embedded in our district wide MTSS-I framework. <u>Tier 1 (All Students)</u> • Social-emotional learning lessons • Relationship-building activities • Positive school climate initiatives • The school provides high-quality instruction that is aligned with State standards and designed to meet the needs of all learners. • The school provides clear behavior expectations, teaches these expectations to all students, and provides positive reinforcement for appropriate behaviors. <u>Tier 2 (Some Students)</u> • Small counseling groups • Check-In/Check-Out programs • Mentoring relationships with trusted adults • The school provides targeted small group or individual supplemental instruction facilitated by the teacher or designated professional. Progress monitoring adheres to an individually tailored timeframe. <u>Tier 3 (Individual Students)</u> • Individual counseling • Functional behavior assessments • Family and community mental health partnerships • The school provides intensive supports to individual students who need additional support beyond what they are receiving at Tiers 1 and 2.	
Every Student Thrives Core Structure 2 (if applicable)	<i>2ND KEY STRATEGY IS OPTIONAL: Copy and paste one building-selected core structure from the bulleted list above.</i>	☐ NEW ☐ REFINE
When and how often will this structure take place?		
What does this entail?		

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input 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	There is at least one adult at school who really knows me and cares about how I'm doing.	8%	0%	15.2%	42.9%	29.5%	0%
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	There is at least one adult at school who really knows me and cares about how I'm doing.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	Adults at this school treat all students fairly and believe we can all do well.	1.8%	8%	15.2%	40.2%	34.8%	0%
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	Adults at this school treat all students fairly and believe we can all do well.						

Attendance Core Structures

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 TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☐ NEW ☒ REFINE
When and how often will this structure take place?	The Attendance Team will meet weekly. The Building Attendance Team, including administrators, the school counselor, social worker, Family Resource Coordinator (FRC), and attendance secretary, will meet weekly to review attendance data, identify students approaching attendance risk thresholds, and determine appropriate interventions. The team will monitor attendance patterns, review outreach efforts, and develop action plans to address barriers impacting student attendance.	

What does this entail?	Teacher Professional Development: Prior to the start of the school year, provide professional development for all staff to review the district attendance manual, clarify attendance protocols, and establish expectations for daily, weekly, and monthly attendance monitoring, documentation, and family outreach. Daily • Maintain accurate student attendance records. • Communicate consistently with families regarding absences, tardiness, and attendance concerns. Weekly • Conduct Attendance Team meetings with building leaders, the School Counselor, Family Resource Coordinator (FRC), and Attendance Secretary. • Use a standardized attendance meeting agenda to review attendance data, identify students in need of support, assign interventions, and monitor progress. Monthly • Review average monthly attendance data to monitor schoolwide trends and evaluate the effectiveness of attendance interventions. • Hold schoolwide Attendance Assemblies to recognize students with strong attendance through certificates, incentives, and celebrations that promote a positive attendance culture. Bi-Monthly • Breakfast with the Principal: Invite families to join the principal for a morning breakfast to discuss the importance of regular attendance, review the school's attendance data through an easy-to-understand visual, celebrate progress, and share important school updates and resources that support student success.
Attendance Core Structure 2 (if applicable)	A tiered support structure that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma. ☒ NEW ☐ REFINE
When and how often will this structure take place?	The Attendance Team will meet weekly to review attendance data, identify students at risk of chronic absenteeism, and coordinate targeted interventions to improve attendance and engagement.
What does this entail?	The Attendance Team will use weekly attendance data to identify students who are at risk of chronic absenteeism and provide interventions aligned to their attendance level. Students identified in Level 3 (90.1–95% attendance) will receive early interventions such as attendance awareness letters, teacher or counselor check-ins, family outreach, and connections to school-based supports. Students identified in Level 2 (85.1–90% attendance) will receive more targeted interventions, including attendance team review, family conferences, attendance action plans, assignment of a staff mentor or point of contact, and referrals for academic, behavioral, or social-emotional support. Students identified in Level 1 (85% attendance or below) will receive intensive supports, including an individualized Attendance Improvement Plan, multidisciplinary case

	management, home visits, ongoing family engagement, and coordinated support from administrators, counselors, social workers, and the Family Resource Coordinator. The Attendance Team will monitor progress weekly, document interventions and outcomes, and adjust supports as needed to address barriers, improve attendance, and strengthen student engagement and school connectedness.
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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	94.18%	91.33%	91.37%	89.0%	90.41%	89.92%	90.41%	93.04%	92.11%
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	When a student shows signs of school avoidance, I am confident that the school considers underlying needs, including supporting mental health needs when appropriate.	0%	0%	18.2%	41.8%	14.5%	25.5%
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	When a student shows signs of school avoidance, I am confident that the school considers underlying needs, including supporting mental health needs when appropriate.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.	0%	5.5%	16.4%	38.2%	7.3%	32.7%

26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.						
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Our Team's Process

Background

Team Collaboration

[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.