

# 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<br>School District | Chestnut Ridge<br>Middle School | 7-8           |

## Collaboratively Developed By:

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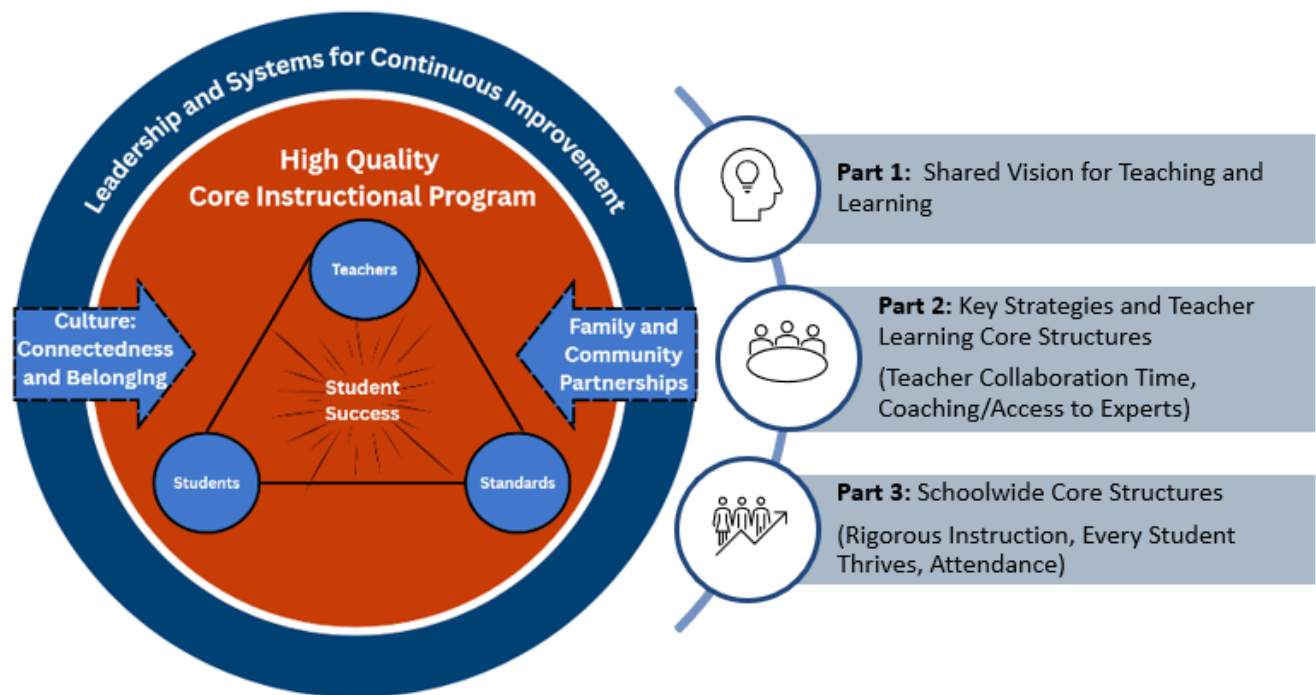
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*And in partnership with staff, students, and families of the Chestnut Ridge Middle School*



## 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.

|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <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>In every classroom, instruction is standards-aligned and student-centered, with clear learning targets and success criteria.</p> <p>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.</p> <p>Students actively collaborate, use academic language, and demonstrate understanding through discussion, writing, problem-solving, and authentic applications connected to meaningful real-world contexts.</p> |
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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<br>(What are we prioritizing to improve the Instructional Core?)                                                                                                               |
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| 1. <b>Ensure equitable access to grade-level content</b> , 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 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 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| When and how often will this structure take place?         | <p>PLCs will occur weekly.</p> <ul style="list-style-type: none"> <li>→ Departments (Content, MLE and PPS)</li> <li>→ Opportunities for interdisciplinary meetings (new for 2026-2027 school year)</li> </ul> <p>Building and Department meetings will occur monthly.<br/>           District Superintendent's Conference Day and Professional Development Days occur regularly.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                            |
| What does this entail?                                     | <p><b>Scheduling of PLCs:</b></p> <p><u>Protected Time:</u> PLCs will occur during the protected duty period for each teacher. This time will be determined by the master schedule.</p> <p><u>PLC Team Members:</u> PLCs will be determined by department, content, special groups, SLT and the piloted team model.</p> <p><u>PLC Days &amp; Times:</u> Weekly (42 minutes) as determined by the master schedule.</p> <p><u>PLC Locations:</u> Professional learning room (PLR).</p> <p><b>All grade-level, content-area, MLE, PPS, and interdisciplinary PLCs will meet weekly for 42 minutes during protected collaborative planning time as determined by the master schedule. Each PLC will utilize the district PLC agenda and documentation template to ensure consistency across teams. PLC facilitators will be responsible for maintaining agendas, meeting notes, implementation commitments, and evidence of student learning.</b></p> <p><b>Weekly PLCs will include:</b></p> <ol style="list-style-type: none"> <li>1. Review of the school's instructional priorities and success criteria.</li> <li>2. Analysis of common formative assessment data and student work.</li> <li>3. Review of learning walk trends and coaching evidence.</li> <li>4. Collaborative planning of rigorous, standards-aligned lessons.</li> <li>5. Identification of instructional supports for multilingual learners and students with disabilities while maintaining cognitive demand.</li> <li>6. Development of common formative assessments and success criteria.</li> <li>7. Documentation of agreed-upon instructional commitments and next steps.</li> </ol> <p><b>Implementation will be monitored monthly through PLC agendas, meeting notes, lesson plans, common assessments, learning walk evidence, and administrator observations of PLC meetings. Findings will be reviewed by the Instructional Leadership Team to determine trends, professional learning priorities, and additional coaching support.</b></p> <p><b>Success Indicators</b></p> <ul style="list-style-type: none"> <li>• 100% of PLCs meet weekly.</li> <li>• 100% utilize the district agenda.</li> <li>• 90% of PLC action items are evident during classroom walkthroughs.</li> <li>• PLC data demonstrates increased alignment between planning, instruction, and student outcomes.</li> </ul> |                                                                            |

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| <b>Teacher Learning Core Structure</b>                    | <p><b>Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B</b></p> <p><b>Coaching Cycles</b></p> <p>Teachers will engage in coaching cycles that include collaborative goal setting, co-planning, modeling, observation, feedback, and reflection. Coaching will support implementation of instructional practices aligned to equitable access and maintenance of cognitive demand.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b> | <p>Individualized coaching cycles lasting 2–4 weeks will occur throughout the school year. 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. 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                            |
| <b>What does this entail?</b>                             | <p><b>Scheduling &amp; Tracking Coaching Cycles:</b></p> <p><u>Tracking School-Wide Coaching:</u> All schools will use a common template to keep a building-wide record of coaching cycles for all Directors/CfEs/Curriculum Partners.</p> <p><u>Selecting Teachers:</u> Teachers will be identified collaboratively by the administrative team and instructional coaches using multiple sources of evidence, including student learning data, classroom observations, teacher self-reflection, teacher interest, schoolwide instructional priorities, and identified opportunities for professional growth.</p> <p>Coaching cycles will be individualized and designed to meet each teacher’s specific instructional needs. Teachers will be identified collaboratively by the administrative team and instructional coaches using multiple sources of evidence, including student achievement data, classroom observations, teacher self-reflection, learning walk trends, and schoolwide instructional priorities. Each coaching cycle will focus on one identified instructional practice aligned to the school’s key strategies. Collaborative professional learning involving groups of teachers will occur through weekly PLCs, department meetings, and professional learning sessions rather than coaching cycles.</p> <p><u>Determining a Coaching Goal:</u> Progress toward coaching goals will be monitored through implementation evidence collected during classroom observations, coaching artifacts, teacher reflection, student work analysis, and formative assessment data. At the conclusion of each coaching cycle, the coach and teacher will review evidence of teacher implementation and scholar outcomes to determine next steps or establish a new coaching goal.</p> <p>Each coaching cycle will establish both a scholar-centered goal and a teacher learning goal. Student goals will be informed by assessment data, scholar work, and classroom evidence. Teacher learning goals will identify one instructional practice aligned to the school's instructional priorities. Progress toward both goals will be monitored through classroom observations, teacher reflection, student work analysis, and assessment data.</p> <p><b>Implementation of Coaching Cycles:</b></p> |                                                                            |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|  | <p><u>Schedules &amp; Transparency:</u> 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.</p> <p><u>Purposeful, Effective, &amp; Meaningful:</u> Coaching cycles are individualized, non-evaluative professional learning experiences designed to strengthen teacher practice and improve scholar outcomes. Success will be measured through evidence of teacher implementation, student engagement, classroom observation data, student work, and progress toward both teacher learning and scholar learning goals. The success of coaching cycles will be measured by changes in teacher practice and their impact on scholar learning. All teachers will have a clear understanding of the purpose, expectations, and processes of coaching cycles. Coaching is intended to strengthen instructional practice through collaborative goal setting, reflection, and continuous improvement, not as an evaluative process. As educators, we are lifelong learners committed to refining our practice, and coaching cycles provide a structured opportunity to learn, reflect, and improve together in service of increased scholar achievement.</p> <p><u>Data-Driven &amp; Evidence-Based:</u> 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.</p> <p><u>Teacher-Centered with Accountability:</u> Coaching cycles need a collective commitment &amp; shared responsibility between the coach and teacher(s).</p> <p>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.</p> |
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# 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

| <b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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. <b>PLC schedule will ensure protected time for vertical and interdisciplinary collaboration.</b>                                                                                          |  | 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 would benefit from additional coaching support based on multiple sources of evidence, including student learning data, teacher self-reflection, classroom observations, and schoolwide instructional priorities. |  | 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             |

### 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.

| <b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>                                                                                                                                                     |  | When will this be in place?   |
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| 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?      |  |                               |
| ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on <b>Maintaining Grade-Level Thinking for All Students.</b>                                                                               |  | 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 <b>Maintaining Grade-Level Thinking for All Students.</b> |  | September 7 - October 2, 2026 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                |
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| 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 <b>Productive Struggle Routines For Diverse Learners</b> .                                                                                                                                                                                                                                                                                                                                                                                                               | 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 <b>Productive Struggle Routines For Diverse Learners</b> .                                                                                                                                                                                                                                                                                                                                 | 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 <b>Increasing Equitable Participation In Thinking</b> .                                                                                                                                                                                                                                                                                                                                                                                                                  | 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 <b>Increasing Equitable Participation In Thinking</b> .                                                                                                                                                                                                                                                                                                                                    | 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 <b>Language Supports That Don't Reduce Thinking (MLL Focus)</b> .                                                                                                                                                                                                                                                                                                                                                                                                        | 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 <b>Language Supports That Don't Reduce Thinking (MLL Focus)</b> .                                                                                                                                                                                                                                                                                                                          | 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 <b>Supporting Students With Disabilities Without Reducing Cognitive Demand</b> .                                                                                                                                                                                                                                                                                                                                                                                         | 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 <b>Supporting Students With Disabilities Without Reducing Cognitive Demand</b> .                                                                                                                                                                                                                                                                                                           | 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           |
| <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                |
| 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: <ul style="list-style-type: none"> <li>• Scaffolding Without Taking Over</li> <li>• Responding To Struggle With Prompts, Not Solutions</li> <li>• Adapting Supports Without Simplifying The Task</li> </ul> | Week of February 1, 2027       |

- |                                                                                                                                                                                                                                                                                                                                    |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li>• Avoiding “Easier Versions” Of Grade-Level Work</li><li>• Identifying When To Pause Vs. When To Prompt</li><li>• Increase Equitable Participation In Thinking</li><li>• Just-In-Time Vs. Just-In-Case Scaffolds</li><li>• Breaking Tasks Into Steps Without Simplifying Reasoning</li></ul> |  |
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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<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><br><br>*Data sets should include all students, <b>plus</b> ELL & SWD subgroups. | <input checked="" type="checkbox"/> K-12: STAR Reading/Early Lit & STAR Math Benchmark Proficiency Levels<br><input checked="" type="checkbox"/> K-12 English Language Proficiency data<br><input type="checkbox"/> K-6: IRLA & ENIL Benchmark levels (% proficient, at-risk, emergency)<br><input type="checkbox"/> [Optional data set selected by building]                                                                                       |                                                   |                                              |
| <b>Evidence of Teacher Practice Changing</b><br><br>*Data sets should include all students, <b>plus</b> ELL & SWD subgroups.  | <input checked="" type="checkbox"/> Learning Walk Data using the district tool aligned to the DCIP & SCEP<br><input type="checkbox"/> [Optional <i>quantifiable</i> data set selected by building]<br><input checked="" type="checkbox"/> Coaching cycle implementation data (teacher goal completion and evidence of instructional practice implementation)<br><input checked="" type="checkbox"/> Teacher reflection and coaching cycle artifacts |                                                   |                                              |

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) |
|--|--------------------------------------------|--------------------------------------------|
|--|--------------------------------------------|--------------------------------------------|

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Students will be... | <p>By June 2027, at least 85% of scholars observed during classroom learning walks will actively participate in academic discourse, collaborative problem solving, and rigorous grade-level learning tasks. Scholars will explain their thinking using evidence and demonstrate ownership of learning through discussion, writing, and authentic application of grade-level standards. At least 85% of multilingual learners and students with disabilities will successfully access grade-level learning using planned instructional supports—including sentence frames, visual supports, vocabulary scaffolds, graphic organizers, and language supports—without reducing cognitive demand. Evidence will include classroom observations, student work, common formative assessments, benchmark data, and learning walk results.</p> |  |
| Teachers will be... | <p>By June 2027, 100% of PLC teams will meet weekly using district protocols to analyze student work, benchmark data, common formative assessments, and implementation evidence. At least 90% of classrooms observed during learning walks will demonstrate standards-aligned instruction with appropriate scaffolds that maintain grade-level rigor and cognitive demand. Coaching cycle documentation will demonstrate progress toward individualized teacher learning goals for at least 85% of participating teachers. Lesson plans, walkthrough data, coaching artifacts, and PLC documentation will demonstrate consistent implementation of the school's instructional priorities.</p>                                                                                                                                          |  |

## 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  |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------|------|-------|-------|-------|------|
| <b>25-26 Needs Assessment</b> | When a student needs additional support, staff work together so that efforts are aligned rather than separate or duplicative. | 3.7% | 7.4% | 14.8% | 48.1% | 22.2% | 3.7% |
| <b>26-27 Needs Assessment</b> |                                                                                                                               |      |      |       |       |       |      |

|                               | Survey Question 2                                                                                                                      | SD    | D    | N     | A     | SA    | IDK  |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------|------|-------|-------|-------|------|
| <b>25-26 Needs Assessment</b> | The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information. | 3.7 % | 7.4% | 18.5% | 51.9% | 18.5% | 0.0% |
| <b>26-27 Needs Assessment</b> |                                                                                                                                        |       |      |       |       |       |      |

## 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?<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>Instructional Leadership Team Core Structure 1</b>                                                                                                                                       | <b>A schoolwide framework for high-quality instruction</b> that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.                                                 | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b>                                                                                                                                   | The Instructional Leadership Team will review implementation during weekly leadership meetings, monthly department meetings, quarterly data reviews, learning walks, coaching cycles, and PLC meetings throughout the school year. |                                                                            |

### Part 3: Schoolwide Core Structures

|                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                    |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <p><b>What does this entail?</b></p>                                         | <p>The Instructional Leadership Team will establish and communicate a shared vision for high-quality instruction focused on equitable access to grade-level content, academic discourse, scholar ownership of learning, and maintenance of cognitive demand. School leaders will utilize learning walks, coaching cycles, PLC documentation, student work analysis, and assessment data to monitor implementation and provide ongoing feedback and support. Findings will be used to identify trends, celebrate successes, determine professional learning priorities, and ensure consistency across classrooms and content areas.</p> <p><b>Weekly ILT Agenda</b></p> <ol style="list-style-type: none"> <li>1. Review schoolwide implementation data</li> <li>2. Analyze learning walk trends</li> <li>3. Review coaching cycle progress</li> <li>4. Monitor PLC implementation</li> <li>5. Review student achievement and attendance data</li> <li>6. Identify professional learning priorities</li> <li>7. Allocate resources and determine action steps</li> <li>8. Plan communication and follow-up with staff</li> </ol> <p>The Instructional Leadership Team will monitor implementation fidelity through weekly review of PLC agendas, coaching cycle documentation, learning walk data, benchmark assessment results, attendance data, intervention data, and scholar work. Action steps, responsible persons, timelines, and evidence of completion will be documented following each meeting. Quarterly implementation reviews will be conducted to determine progress toward schoolwide instructional priorities and identify additional professional learning needs.</p> |                                                                                    |
| <p><b>Instructional Leadership Team Core Structure 2 (if applicable)</b></p> | <p>A schoolwide inquiry cycle where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, professional learning, and resource allocation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><input type="checkbox"/> NEW<br/><input checked="" type="checkbox"/> REFINE</p> |
| <p><b>When and how often will this structure take place?</b></p>             | <p>The Instructional Leadership Team will engage in a continuous inquiry cycle through weekly leadership meetings, biweekly learning walks, monthly analysis of PLC artifacts and coaching data, and quarterly review of student performance and implementation evidence.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                    |
| <p><b>What does this entail?</b></p>                                         | <p>The Instructional Leadership Team will analyze learning walk evidence, student work samples, coaching cycle outcomes, PLC documentation, benchmark assessment data, attendance trends, and stakeholder feedback to evaluate implementation of the school's instructional priorities. The team will identify barriers to equitable access and rigorous instruction, determine responsive supports, and make decisions regarding professional learning, coaching, intervention structures, and resource allocation. Findings will be shared with teacher teams to support continuous improvement and ensure all scholars have access to rigorous, standards-aligned instruction.</p> <p>During these meetings, the Instructional Leadership Team will engage in a continuous inquiry cycle by reviewing implementation evidence, identifying instructional trends, determining root causes, selecting responsive supports, monitoring the impact of previous actions, and adjusting professional learning and resource allocation based on evidence.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                    |

## Evaluating the Key Strategies/Instructional Priorities Identified

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?                  | <p>The Instructional Leadership Team will review learning walk evidence, classroom discussions, student work, coaching cycle outcomes, and benchmark data to determine the extent to which scholars, particularly multilingual learners and students with disabilities, have equitable access to rigorous, grade-level learning. The team will look for evidence that teachers are:</p> <ul style="list-style-type: none"> <li>• providing opportunities for scholars to engage in <b>productive struggle</b> rather than giving answers too quickly;</li> <li>• using <b>teacher press</b> by asking scholars to explain, justify, and defend their thinking;</li> <li>• providing <b>just-in-time scaffolds</b> that support learning without lowering the level of rigor;</li> <li>• encouraging scholars to explain their reasoning, use evidence, and justify their responses.</li> </ul> <p>These indicators will be used to monitor implementation of the school's instructional priority, identify trends in teacher practice and scholar learning, and inform future professional learning, coaching, and instructional support.</p> |
| What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable) | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## 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 checked="" type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family | The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information. | 2.1% | 2.1% | 12.5% | 54.2% | 22.9% | 6.2% |
| <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

|                               |                                                                                                                    |                                                                                                                               |      |       |       |       |       |      |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------|-------|-------|-------|-------|------|
| <b>25-26 Needs Assessment</b> | <input checked="" type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family | When a student needs additional support, staff work together so that efforts are aligned rather than separate or duplicative. | 0.0% | 10.4% | 20.8% | 47.9% | 12.5% | 8.3% |
| <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

## 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?<br><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?                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Every Student Thrives Core Structure 1</b>                                                                                                                                               | 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."                                                             | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b>                                                                                                                                   | The Student Support Team will meet weekly to review attendance, behavior, academic performance, social-emotional concerns, and intervention data. Grade-level teams, counselors, administrators, the social worker, attendance personnel, and support staff will |                                                                            |

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                            |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|                                                               | collaborate throughout the school year to identify needs, monitor progress, and coordinate supports.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                            |
| <b>What does this entail?</b>                                 | <p>CRMS will implement a coordinated process for identifying and responding to scholar needs through the use of attendance data, behavior data, academic performance indicators, teacher referrals, counseling referrals, family outreach, and MTSS processes. School personnel will collaborate to assign interventions, monitor implementation, review progress, and adjust supports as needed to ensure scholars remain engaged in grade-level learning while receiving appropriate interventions. Supports will be implemented using the district's <a href="#">MTSS-I Framework</a> to identify scholar needs, assign appropriate interventions, monitor progress, and adjust supports based on evidence of student response.</p> <p>Supports will be differentiated using the District MTSS framework. Tier I supports include high-quality classroom instruction, CRMS Connect, PBIS expectations, attendance monitoring, restorative practices, and SEL instruction. Tier II supports include mentoring, Check-In/Check-Out, small-group counseling, Attendance Improvement Plans, targeted academic interventions, and family conferences. Tier III supports include individualized counseling, Functional Behavior Assessments, Behavior Intervention Plans, intensive attendance interventions, outside agency referrals, and wraparound services. The Student Support Team, CARE Team, Attendance Team, counselors, administrators, psychologist, and social worker will review intervention data weekly to determine scholar movement between tiers and monitor intervention effectiveness every four to six weeks.</p> |                                                                            |
| <b>Every Student Thrives Core Structure 2 (if applicable)</b> | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b>     | <p>Relationship-building and scholar monitoring will occur daily through classroom interactions, counseling services, mentoring opportunities, attendance interventions, family engagement efforts, restorative practices, and schoolwide support systems. Additional opportunities for scholar connection, goal setting, and community building will be provided through CRMS Connect, monthly Cougar Conversations, counseling supports, mentoring opportunities, and schoolwide engagement activities.</p> <p>Scholar engagement, attendance, behavior, academic progress, and sense of belonging data will be reviewed monthly by the Student Support Team to identify scholars requiring additional support and intervention.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                            |
| <b>What does this entail?</b>                                 | <p>CRMS will implement a systematic approach to fostering scholar belonging, engagement, and connectedness through counseling services, mentoring opportunities, attendance supports, restorative practices, family partnerships, and MTSS processes. Staff will intentionally monitor attendance, behavior, academic performance, scholar voice, and participation data to identify scholars who may require additional support.</p> <p>As part of this work, CRMS Connect and monthly Cougar Conversations, schoolwide scholar assemblies focused on community building, character development, attendance awareness, scholar voice, and celebration of success will provide opportunities for scholars to engage in relationship-building, goal setting, and reflection on academic and personal growth. Information gathered through these structures, along with attendance reviews, counseling supports, and family outreach efforts, will be used to strengthen scholar-adult relationships, coordinate interventions, monitor progress, and ensure scholars have access to the academic, behavioral, and social-emotional supports necessary for success.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                            |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>This structure supports the school's commitment to ensuring every scholar is known, valued, connected, and provided with the support necessary to thrive academically, socially, emotionally, and behaviorally.</p> <p>Implementation will be monitored monthly through attendance reports, behavior data, intervention logs, counselor documentation, mentoring records, scholar voice surveys, CRMS Connect participation, and family outreach logs. Findings will be reviewed by the Student Support Team to evaluate implementation, celebrate growth, identify scholars requiring additional support, and adjust interventions accordingly.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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 checked="" type="checkbox"/> Student<br><input type="checkbox"/> Family | There is at least one adult in this school I can go to when I need help. | 6.9% | 13.7% | 18.4% | 27.0% | 24.8% | 9.2% |
| <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 checked="" type="checkbox"/> Student<br><input type="checkbox"/> Family | Adults at this school want me to be here and notice when I'm not. | 4.8% | 8.9% | 21.3% | 38.7% | 17.5% | 8.8% |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family            |                                                                   |      |      |       |       |       |      |

# 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?<br><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?                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Attendance Core Structure 1</b>                                                                                                                                                          | A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b>                                                                                                                                   | Attendance data will be monitored daily and reviewed weekly through the CRMS Attendance Team. The Attendance Team will meet weekly throughout the school year to review attendance trends, identify scholars requiring support, monitor interventions, and coordinate next steps. Monthly attendance reviews will be conducted to analyze schoolwide patterns, identify disparities across student groups, and evaluate the effectiveness of attendance improvement efforts. |                                                                            |
| <b>What does this entail?</b>                                                                                                                                                               | CRMS will implement the East Ramapo Central School District Attendance Intervention and Support Manual through a proactive system of attendance monitoring, intervention, and family partnership. The Attendance Team will coordinate supports and monitor scholar progress through:                                                                                                                                                                                         |                                                                            |



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 checked="" type="checkbox"/> Family | The school communicates clearly with families about attendance expectations. | 8.1% | 2.7% | 2.7% | 45.9% | 37.8% | 2.7% |
| <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 checked="" type="checkbox"/> Family | Overall, the school's approach to attendance supports students' belonging and success. | 2.7% | 8.1% | 16.2% | 51.4% | 18.9% | 2.7% |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> 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.

[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.