



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

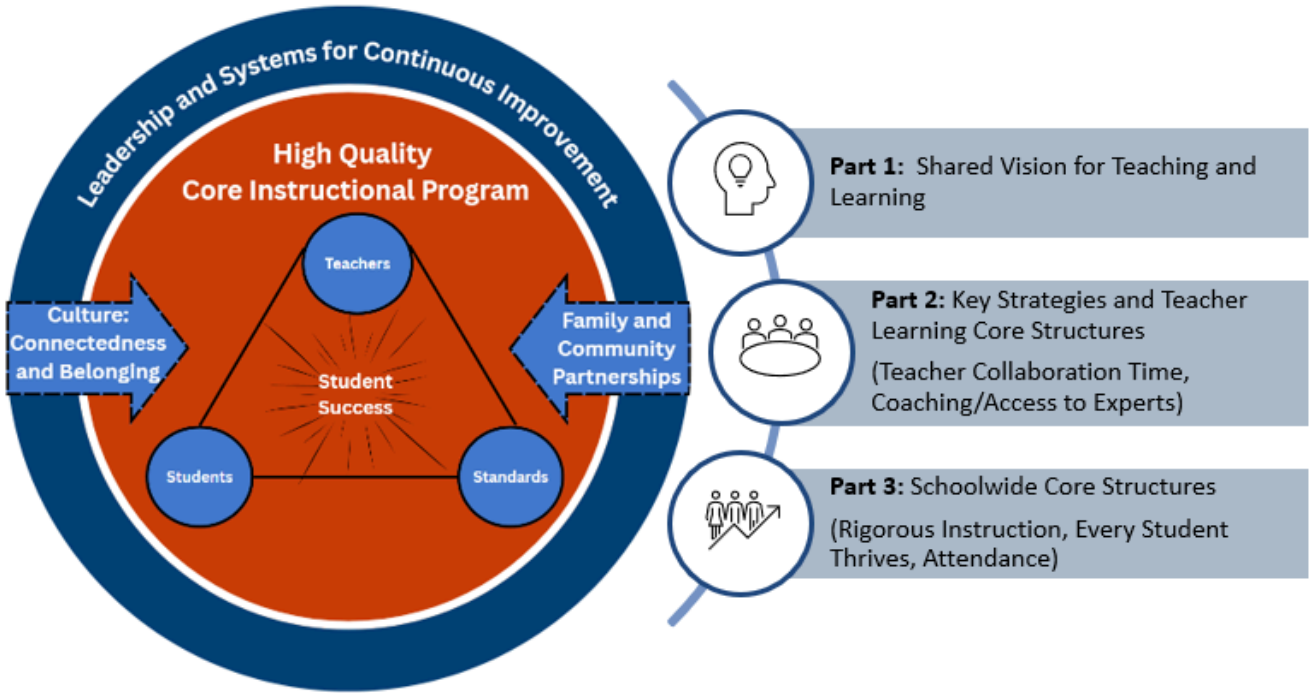
District	School Name	Grades Served
Jamestown	Clinton V. Bush	PK - 4

Collaboratively Developed By:

The Clinton V. Bush Elementary SCEP Development Team:

Kate Benson, Principal
Patrick Langworthy, Coordinator of Special Education
Tiff MacCallum, Instructional Coach
Amy Vezina, Grade 4 Teacher
Gary Gustafson, Grade 3 Teacher
Madison Mott, Self-Contained Special Education Teacher
Gwen Swanson, Resource Room Teacher

And in partnership with the staff, students, and families of Clinton V. Bush Elementary.



Part I: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction: <i>What is the District’s definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	Currently under development by the Jamestown Public School District with a plan to complete this by November 20, 2026.
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Key Strategies/Instructional Priorities

Schools **collaborate with their district** to identify 1-2 Key Strategies/Instructional Priorities that will strengthen the instructional core and be the focus of teacher learning for the upcoming year.

Key Strategies/Instructional Priorities should be:

- **Instructional**, not programmatic.
- **Broad enough** to apply across grades/content but **focused enough** to drive teacher learning.
- Concepts that can be explored with the Structures for **Teacher Learning**
- Connect to **Tier 1/Universal** instruction
- Stable enough to allow for **deep learning and improvement over time**, yet flexible enough to respond to emerging evidence about student needs.
- Grounded in the **instructional core**, not buzzwords, fads, or short-lived initiatives.

Examples are provided in the **SCEP Team Resource Guide** and available in the drop-down menu below.

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)

Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.

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

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

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

Effective Teacher Collaborative Time should:

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers’ learning
- Ideally occur during the school day
- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.

- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

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

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

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

Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those bulleted above.

Essential Question

How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction?

What structures and routines will support this in 2026-27?		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	WHEN: Weekly for an hour during common planning time for grade level teams. (during the school day) WHEN: Monthly for an hour for grade level teams & interventionists/special education teachers. (during school day) HOW: • Agendas will be shared with members in advance. Meetings will be held in the main conference room. • The meetings will be facilitated by instructional coach (Tiff MacCallum) who is trained (by the district) in facilitation and with expertise in both ambitious teaching and supporting teachers' learning. • The meetings will be used as an opportunity for teams to make sense of the school key strategy: <i>Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i> • The meetings will be used as an opportunity to adapt the big ideas from professional development to the complex daily realities of their classrooms.	
What does this entail?	• Meetings will be prescheduled prior to the start of the year. Meetings will occur during the school day. • Coverage will be provided for monthly meetings to limit loss of instructional time. • Master schedule allows for daily common planning time for grade level teams/PLCs. • PLC time will have agenda items provided prior to the meeting with agenda items built based on PLC member input, student achievement data, coaches observations, and instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i> • Teams will use shared tools and protocols that are geared toward instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling</i>	

	<i>students what to think.</i> This will be used for collaborative planning, student work analysis, and coaching cycles. ○ Agenda will include 4 components expected across settings: ■ Reflection: What did we try since our last meeting? What went well? Why? What would we do differently? Why? What did we learn? ■ Professional Learning: focused on <i>Maintaining cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i> ■ Practice/Application: can we try something together now? ■ Application in the upcoming week: what will we commit to trying next? ● The meetings will be facilitated by instructional coach (Tiff MacCallum) who is trained (by the district) in facilitation and with expertise in both ambitious teaching and supporting teachers' learning. With instructional strategies focused on <i>Maintaining cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i> ● The meetings will be used as an opportunity for teams to make sense of the school key strategy: <i>Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i> ● The meetings will be used as an opportunity to adapt the big ideas from professional development to the complex daily realities of their classrooms.
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Implementation

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

Key Strategy I

KEY STRATEGY 1

Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?		When will this be in place?
Optional Summer PD with HMH & SAVVAS Curriculum with follow up for implementation with an instructional coach		July 2026
Leadership Team will Review SCEP plan and add to an agreed upon PLC agenda to be used in common planning items		August 2026
Instructional Coach will work with others in the district to agree to district design principles for <i>maintaining cognitive demand</i> . Framing Tasks Without Lowering Demand ● Launching Without Over-Explaining ● Activating Prior Knowledge Without Doing the Thinking for Students ● Clarity vs. Overscaffolding ● Designing Accessible Entry Points Without Simplifying Thinking ● Task Accessibility Without Task Reduction ● Launching Tasks in the First Five Minutes Teacher Helpfulness and the Rescue Instinct ● When Help Hurts Thinking ● Avoiding Over-Helping as a Default Habit		Summer 2026

Teaching Without Taking Over/Maintaining Student Ownership of Thinking	
Share and review the 2026-2027 SCEP with staff.	August 2026
Share, review, and unpack the Key Strategy: <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i>	August 2026

FIRST HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
During weekly PLC, and monthly Team Meetings, Instructional coach will unpack the district design principals for <i>maintaining cognitive demand</i> at grade level team meetings and introduce strategies that <i>maintain demand for all students and building student perseverance</i>. - Framing Tasks without Lowering Demands - Teacher Helpfulness & the Rescue Instinct	September 2026
During weekly PLC, and monthly Team Meetings, Instructional coach will unpack the district design principals for <i>maintaining cognitive demand</i> at grade level team meetings and introduce strategies that <i>maintain demand for all students and building student perseverance</i>. - Questions that Preserve Thinking - Scaffolding that Preserves Rigor	October 2026
During weekly PLC, and monthly Team Meetings, Instructional coach will unpack the district design principals for <i>maintaining cognitive demand</i> at grade level team meetings and introduce strategies that <i>maintain demand for all students and building student perseverance</i>. - Productive Struggle & Student Perseverance - Groupwork & Collective Thinking	November 2026
During weekly PLC, and monthly Team Meetings, Instructional coach will unpack the district design principals for <i>maintaining cognitive demand</i> at grade level team meetings and introduce strategies that <i>maintain demand for all students and building student perseverance</i>. - Consolidation & Discussion - Equity & Opportunity to Learn	December 2026
Teachers will work with experts (SAVVAS & HMM Coaches) during monthly team meetings with a focus on instructional strategies that will <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i>	September 2026 - December 2026
Teachers will use consistent curriculum data to guide collaborative discussions	September 2026 - December 2026
Teams will use shared tools and protocols with a focus on instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think</i> for collaborative planning, student work analysis, and coaching cycles.	September 2026 - December 2026
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?

Teachers will use benchmark data to plan instruction adjustments with a focus on instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i>	February 2027
Teams will use shared tools and protocols with a focus on instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think</i> for collaborative planning, student work analysis, and coaching cycles.	September 2026
Teachers will work in weekly PLC, monthly grade level, and monthly team meetings with a focus on instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i>	September 2026
Teachers will work with experts during monthly team meetings with a focus on instructional strategies that <i>will maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i>	September 2026
Teachers will follow the Atlas Curriculum Map for ELA & Math (with embedded Science/Ss)	December 2026

Progress Monitoring

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

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

Key Strategy I

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	A focus on students completing grade level work with teams reviewing student work in PLCs.		
Evidence of Teacher Practice Changing	Learning Walk data improvement. Learning walks focused on instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i> Learning walk look fors include: <i>maintaining demand for all students, and student perseverance</i>		

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

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	be seen engaging in cognitive demand as measured by learning walk data collection tool.	
Teachers will be...	Avoiding over scaffolding, leading questions, or telling students what to	

	think (as observed during learning walks and measured on learning walk tool). Teachers will be seen: <i>maintaining demand for all students</i> , and providing students opportunities for <i>student perseverance</i> .	
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Survey Monitoring

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

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	#9 Our team meetings stay focused on improving teaching and learning, not just on logistics or compliance tasks.	05	3%	22%	56%	13%	6%
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	#10 Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction.	0%	3%	22%	50%	19%	6%
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, student learning, and equitable access, and to refine supports so the school functions as a coherent and effective instructional system. Examples of potential structures are provided below.

Instructional Leadership Team Core Structures

- **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.
- **A curriculum monitoring routine** where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.
- **A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.
- **A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.

Planning Implications: Schools define how they will ensure consistent, rigorous instruction across classrooms by clarifying expectations, monitoring curriculum use, and supporting teacher teams to refine lessons and tasks based on evidence of student thinking.

Essential Question

How will the school ensure that all students consistently experience rigorous, standards-aligned instruction that challenges them to think deeply and supports their academic growth?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A system for reviewing patterns in teacher-team work, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Utilize district-level instructional expertise to steward task quality, curriculum use, and grade-level rigor over time, not just during adoption cycles.	

	WHEN: coaching cycles every 6–8 weeks beginning right at the beginning of the school year. Monthly instructional coaching sessions with all instructional staff with a focus on instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i> HOW: Based on weekly instructional coach and principal meeting with a review of learning walk data collected that is focused on instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think</i> coaching cycles will be targeted with individual teachers based on need.
What does this entail?	District coaches will continue to work through coaching cycles with teacher teams and/or individual teachers. 1. ILT will facilitate weekly PLC and/or monthly data meetings to help teachers analyze assessment data, identify reteach needs, and plan targeted small-group instruction 2. ILT will conduct monthly walkthroughs focused on instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think</i> and provide teachers with one actionable feedback step aligned to effective implementation of HMH and Savvas instructional routines with appropriate scaffolding 3. Principal facilitates building, team, and individual teacher data discussions (teacher to teacher or student by student) to note areas of high growth or areas of need at the mid-point (Approx. February). Coaching cycles will be assigned with a focus on instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i> 4. Principal reviews lesson plans weekly. 5. ILT will meet weekly with 5 components expected across each ILT Meeting: a. Reflection: What have we seen since our last meeting? Review Learning Walk Data. b. Professional Learning: focused on <i>maintaining cognitive demand</i> c. Consistency & Coherence: review calendar to ensure classroom visits/learning walks are occurring. d. Debrief: What did the learning walks tell us about what our system needs? e. Application to the system: what can we do with our teacher learning system based on what we saw?

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified? <i>Key Strategy:</i> <i>Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i>	● Learning walks scheduled weekly by the building administrator. Learning walks are specifically looking for instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i> ○ Learning walk look fors include: <i>maintaining demand for all students, and student perseverance</i> ● Learning walks with positive feedback and next steps by instructional coaches based on variations in instructional rigor gathered from learning walks. ● Professional development and/or curriculum coaching provided during PD days and on site coaching. PD focused on instructional strategies that <i>maintain cognitive demand by avoiding</i>
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	<i>over-scaffolding, leading questions, or telling students what to think.</i> • Observation feedback aligned with the Danielson Rubric.
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Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	#2 My schoolwork challenges me in a good way.	8%	6%	21%	33%	29%	3%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	#3 I believe my child is regularly challenged to think deeply and explain their ideas, not just complete assignments.	5%	5%	18%	35%	30%	8%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

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

Every Student Thrives Core Structures

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

- A **feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels, identifying where students encounter conflicting messages or uneven experiences.	☒ NEW ☐ REFINE
When and how often will this structure take place?	Use the districtwide MTSS framework with clear referral pathways, intervention options, and progress-monitoring tools. WHEN: As students' academics, behavior, or attendance trigger various levels of the Multi-Tiered System of Supports, various teams will check for consistency of expectations and routines. For example, PBIS Tier 1 reviews SWIS behavior data monthly, and provides classrooms with PBIS support. HOW: Monthly SWIS review for PBIS Tier 1, weekly data review for PBIS Tier 2 and 3/CSTs/Attendance and systems triggered for student, family, staff support based on MTSS framework. School wide systems and consistent routines will help foster a learning environment that will allow classroom teachers to implement instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i>	
What does this entail?	Completing the Tiered Fidelity Inventory annually and building an action plan to improve. Reviewing the 7Cs Survey data each trimester to measure progress. School wide systems and consistent routines will help foster a learning environment that will allow classroom teachers to implement instructional strategies that <i>maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.</i>	

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	#2 Adults at this school treat all students fairly and believe we can all do well.	10%	12%	18%	27%	33%	0%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	#6 The expectations from adults seem consistent across classrooms.	3%	3%	19%	28%	31%	17%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

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

Attendance Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A coordinated process for understanding the reasons behind absences, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Utilize districtwide attendance response frameworks that integrate academic, social, and mental health problem-solving rather than punitive approaches. WHEN: Weekly review of attendance data. Attendance data triggers a MTSS framework of supports and documentation. For example, letters sent home, family meetings scheduled, transportation offered, etc. HOW: Thresholds occur at 5, 10, 15, 18, 20, 25, 30. At each level is a family engagement step (as low as a letter sent home, and as extensive as a home visit from a community navigator).	
What does this entail?	• Create a specific/updated procedure for the attendance letters and light/heavy attendance meetings. Have the language updated in the letters to be more understanding and open to barriers, reasons behind absences, including routines. • Create a checklist that is consistent for light/heavy meetings that asks families the same questions and can serve as notes – one copy sent home with families. The format of the questions will help us understand reasons behind absences, including routines.	

	- Utilize family outreach and navigation supports to help caregivers understand attendance expectations and access needed services. (Navigators) - Utilize districtwide training for front-facing staff (e.g., bus drivers, secretaries, attendance clerks, safety staff) on supportive, non-punitive attendance messaging and responses. - Utilize clear, districtwide expectations for how lateness, absences, and re-entry are handled so students and families experience consistent, welcoming responses across schools.
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Attendance Monitoring

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

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	94%	93.11%	93.35%	89.11%	85.65%	91.87%	90.96%	92.90%	91.81%
2026-27									

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

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	#6 Adults at this school help deal with things that make it hard to come to school.	14%	12%	14%	24%	18%	16%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	#7 The School considers factors like health, stress, anxiety when attendance becomes a concern.	11%	6%	3%	29%	23%	29%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Meetin g 3: Variatio ns in Data	Meeting 4: Student Interviews	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
Kate Benson	Principal	3/2	3/18	4/1	4/15	5/6		
Patrick Langworthy	Coordinator of Special Ed	3/2	3/18	4/1	4/15	5/6	5/20	6/10
Tiff MacCallum	Instructional Coach	3/2			4/15	5/6	5/20	6/10
Amy Vezina	Grade 4 Teacher	3/2	3/18	4/1	4/15	5/6		
Gary Gustafson	Grade 3 Teacher		3/18	4/1		5/6	5/20	
Madison Mott	Special Education Teacher			4/1	4/15	5/6		6/10
Gwen Swanson	Special Education Teacher		3/18	4/1	4/15	5/6	5/20	6/10

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.