

We will establish a voluntary peer collaboration structure that allows teachers to invite colleagues into their classrooms to observe instruction, share strategies, exchange ideas, and engage in professional dialogue.



School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Jamestown Public Schools	C.C. Ring Elementary	PK-4

Collaboratively Developed By:

~~Delete the red text upon completion.~~

The CC Ring Elementary School SCEP Development Team:

Kim Austin, Classroom Teacher

Carley Negron, Classroom Teacher

Jenn Falkowski, Special Education Teacher

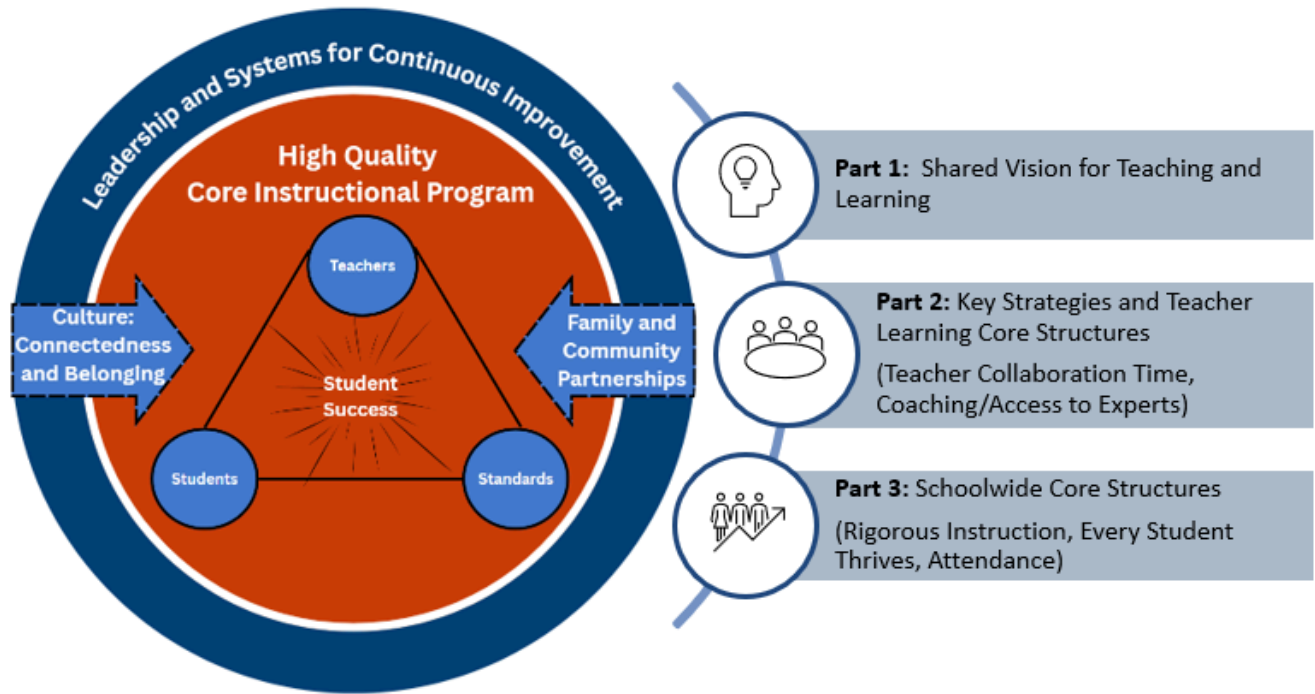
Michelle Trussalo, Principal

Maureen Kessler, Director of Special Education

Shannon Osborne, District Instructional Coach

in partnership with the staff, students, and families of CC Ring Elementary.

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



Part I: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction:

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?

Currently under development.

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

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

- 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	☐ NEW ☒ REFINE
When and how often will this structure take place?	All grade levels will follow the four step TCT protocol to create, administer, and evaluate data to make data driven instructional decisions and action steps for student achievement.	
What does this entail?	Regular TCT meetings following the four step protocol in collaboration with district instructional coach and/or building principal to collect and analyze data, set goals, plan instruction, monitor, and adjust routinely with new and updated data sources (quick checks, CFAs, observations, Acadience, NWEA, LETRS Word Survey, etc.) to ensure equitable access to general education curriculum.	
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues)	☒ NEW ☐ REFINE
When and how often will this structure take place?	We will establish a voluntary peer collaboration structure that allows teachers to invite colleagues into their classrooms to observe instruction, share strategies, exchange ideas, and engage in daily professional dialogue. A tracking chart will be displayed in the faculty room, and Roadrunner symbols will be posted outside participating teachers' classroom doors. "Meep Meep" messages will be developed as a staff recognition initiative in which teachers can share shout-outs and words of appreciation to acknowledge positive practices, contributions, and moments they would like to highlight among colleagues. The initiative will be coordinated and monitored by the building coach. The building coach will continue to facilitate the process through TCT meetings to promote and provide opportunities to utilize the structure effectively.	

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

What does this entail?	The coach and building leader will need dedicated time to develop the structure and procedures for the initiative, communicate the process clearly to staff, and begin onboarding interested volunteers.
-------------------------------	--

Implementation

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

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?	When will this be in place?
We will meet to define the key components of an effective TCT, develop and share aligned templates, and ensure the process reflects our school priorities. This will include identifying what data will be collected, how it will be organized and stored, who will be responsible for maintaining it, and how to streamline the process for efficiency and consistency. Grade-level representatives will be involved throughout the development process to ensure the system is practical, user-friendly, and responsive to priority standards and staff needs. The plan will then be communicated and rolled out to staff.	Summer 2026/ Opening Days
We will meet to establish a voluntary peer collaboration structure that allows teachers to invite colleagues into their classrooms to observe instruction, share strategies, exchange ideas, and engage in daily professional dialogue. A tracking chart will be developed and location will be determined to display the chart. Roadrunner symbols will be created to display outside participating teachers' classroom doors. "Meep Meep" message template will be developed as a staff recognition initiative in which teachers can share shout-outs and words of appreciation to acknowledge positive practices, contributions, and moments they would like to highlight among colleagues. The initiative will be coordinated and monitored by the building coach. The building coach will continue to facilitate the process through TCT meetings to promote and provide opportunities to utilize the structure effectively. The system will be communicated to the staff at the beginning of the school year.	Summer 2026/ Opening Days
District Summer PD offerings - NYS Assessment and Strategies for both ELA and Math; Fractions in the Envision Classroom, Arithmetic in the Envision Classroom, Goal Setting: How to Create Academic and Behavioral Goals; Active Monitoring Strategies to Incorporate into HMH ELA and Savvas Math Lessons, HMH Small Group; Engaging Protocols to Incorporate into HMH ELA and Savvas Math Lessons; Building Thinking Classrooms in Mathematics book study; Savvas enVision MDIS Intervention Resources to turnkey for building level professional development throughout the school year.	Summer 2026
Building Principal and District Instructional Coach to develop professional development and instructional role of paraprofessionals in the classroom based on grade level specific needs, professional responsibilities, and role within JPS to support whole child needs and success.	Summer 2026
Building Principal and District Instructional Coach to develop faculty meeting "mini PD" schedule in conjunction with summer offerings prioritizing key strategies to ensure equitable access to the curriculum for all students, including students with disabilities.	Summer 2026

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

Key Strategy 1		
KEY STRATEGY 1	Ensure equitable access to grade-level content, especially for students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.	
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Further develop Specially Designed Instruction profiles to expand to pertinent instructional staff to monitor and collaborate in order to provide student specific resources and strategies in order to eliminate barriers to instruction.		End of Sept. Review every 6 weeks
Ongoing curriculum and district coaching sessions for ELA and Math		District provided
District instructional coach and/or building principal will attend grade level and department TCTs to provide support in developing action plans based on recent and pertinent data in relation to priority standards for ELA and Math		Per TCT cycle & schedule / as needed
Establish agenda for data cycles to review new assessment data, identify trends, and determine next instructional steps for collaboration to target reading intervention during small group instruction with classroom teachers and interventionists		Established in September / Every 6 weeks
Build and refine a system to support teacher efficacy through ongoing collaboration and informal peer learning opportunities.		Ongoing / needs based
Building SpEd TCT with district instructional coach and/or building principal for curriculum implementation and IEP writing, goal setting, and progress monitoring for self-contained and resource room teachers.		1x/month As needed
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Update Specially Designed Instruction profiles to expand to pertinent instructional staff to monitor and collaborate in order to provide student specific resources and strategies in order to eliminate barriers to instruction.		End of Jan./ Review every 6 weeks
Based on MOY data, collaboratively analyze and identify targeted areas for growth in ELA and Math through individual meetings with the principal to determine strategic next steps and instructional priorities.		MOY data meetings
Refine protocols for data cycles to review new assessment data, identify trends, and determine next instructional steps for collaboration to target reading intervention during small group instruction with classroom teachers and interventionists		Every 6 weeks
Refine the system to support teacher efficacy through ongoing collaboration and informal peer learning opportunities based on trends identified through the learning walk through tool.		Ongoing / needs based
Conduct needs assessment to refine SpEd TCT with district instructional coach and/or building principal for curriculum implementation and IEP writing, goal setting, and progress monitoring for self-contained and resource room teachers.		End of Jan./ 1x/month As needed
Key Strategy 2		
KEY STRATEGY 2	Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.	

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

FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Define and establish a shared understanding of productive struggle in alignment with priority standards to support rigorous instruction and student perseverance in the classroom.		End of September
Develop a cohesive system that supports students in effectively navigating the HMH Weekly Assessments by building their understanding of how to approach cold-read texts through the application of taught priority standards and targeted instructional strategies. The system will include explicit instruction on various question types, assessment expectations, and clearly defined grade-level assessment practices to ensure consistency and student readiness across all grade levels through gradual release of responsibility .		Every HMH module per district pacing guide
Develop a cohesive system that supports students in effectively navigating the SAVVAS Solve & Share by building their understanding of how to approach problem solving through the application of taught priority standards and targeted instructional strategies. The system will include explicit instruction on various question types, assessment expectations, and clearly defined grade-level assessment practices to ensure consistency and student readiness across all grade levels through gradual release of responsibility .		Every SAVVAS lesson per district pacing guide
Professional Development: questioning strategies and engagement protocols with specific correlation to reading and math curriculums by district instructional coach and grade level teachers		Faculty Meetings
Professional Development: Instructional role of paraprofessionals in the classroom during whole and small group instruction based on grade level specific needs, professional responsibilities, and role within JPS to support whole child needs and success.		1x/month / as needed
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
By mid-year, teachers will consistently implement strategies that promote productive struggle aligned to priority standards, with evidence of increased student engagement, perseverance , and rigorous thinking observed across classrooms by evidence of the walk through tool.		1x/month
Refine the current system that supports students in effectively navigating the HMH Weekly Assessments by building their understanding of how to approach cold-read texts through the application of taught priority standards and targeted instructional strategies. The system will include explicit instruction on various question types, assessment expectations, and clearly defined grade-level assessment practices to ensure consistency and student readiness across all grade levels through gradual release of responsibility to independent application .		Every HMH module per district pacing guide
Refine the current system that supports students in effectively navigating the SAVVAS Solve & Share by building their understanding of how to approach problem solving through the application of taught priority standards and targeted instructional strategies. The system will include explicit instruction on various question types, assessment expectations, and clearly defined grade-level assessment practices to ensure consistency and student readiness across all grade levels through gradual release of responsibility to independent application .		Every SAVVAS lesson per district pacing guide
Professional Development: questioning strategies and engagement protocols with specific correlation to reading and math curriculums by district instructional coach and grade level teachers based on trends from middle of the year benchmark data.		Faculty Meetings
Professional Development: Instructional role of paraprofessionals in the classroom during whole and small group instruction based on grade level specific needs, professional responsibilities, and role within JPS to support whole child needs and success based on trends from middle of the year benchmark data.		1x/month / as needed

Progress Monitoring

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

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

Key Strategy 1

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	SWD progress monitoring of IEP goals. LETRS Word Survey, Acadience, Math CFA progress.		
Evidence of Teacher Practice Changing	Student identified SDI implemented in tier 1 instruction. TCT created action plans driven by data to meet grade level SMART goals.		

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...	Continuously making progress on their academic goals in accordance with common measures (LETRS Word Survey, Acadience, Math CFA progress) and IEP goals through progress monitoring.	
Teachers will be...	Making data driven instructional decisions based on progress monitoring measures and TCT collaboration through predetermined action plans.	

Key Strategy 2

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	Demonstrating perseverance, stamina, and willingness to take academic risks when tackling challenging tasks related to priority standards through		

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

	established expectations and routines.		
Evidence of Teacher Practice Changing	Establishing and fostering student stamina, perseverance, and willingness to take academic risks during rigorous tasks aligned to priority standards through reinforced expectations and routines.		

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...	progressing towards independence with appropriate scaffolds that promote cognitive demand and high levels of engagement.	
Teachers will be...	Providing appropriate instructional support and accessibility without reducing the cognitive demand through engagement opportunities that promote higher levels of cognitive demand.	

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	When I am pulled from my classroom, it is purposeful and does not significantly disrupt student learning.	10%	24%	24%	21%	17%	5%
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.	0%	7%	21%	31%	32%	7%
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 DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A system for reviewing patterns in teacher-team work	☐ NEW ☒ REFINE
When and how often will this structure take place?	All grade levels will follow the four step TCT protocol to create, administer, and evaluate data to make data driven instructional decisions and action steps for student achievement.	

Part 3: Schoolwide Core Structures

What does this entail?	Regular TCT meetings following the four step protocol in collaboration with district instructional coach and/or building principal to collect and analyze data, set goals, plan instruction, monitor, and adjust routinely with new and updated data sources (quick checks, CFAs, observations, Acadience, NWEA, LETRS Word Survey, etc.) to ensure equitable access to general education curriculum.	
Instructional Leadership Team Core Structure 2 (if applicable)	A curriculum monitoring routine	☐ NEW ☒ REFINE
When and how often will this structure take place?	All grade levels will follow the four step TCT protocol to create, administer, and evaluate data to make data driven instructional decisions and action steps for student achievement.	
What does this entail?	Examine pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Routine review grade level and department TCT created action plans
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Curriculum specific Look For Tool findings

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	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.	0%	7%	21%	31%	32%	7%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	My schoolwork challenges me in a good way.	1%	6%	23%	34%	34%	1%
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 routine for monitoring whether students receiving additional support continue to engage with grade-level content	☐ NEW ☒ REFINE
When and how often will this structure take place?	All grade levels will follow the four step TCT protocol to create, administer, and evaluate data to make data driven instructional decisions and action steps for student achievement including pertinent instructional staff supporting students with disabilities for reading and math.	
What does this entail?	Ongoing collaboration on Specially Designed Instruction profiles to expand to pertinent instructional staff to monitor and collaborate in order to provide student specific resources and strategies in order to eliminate barriers to instruction.	
Every Student Thrives Core Structure 2 (if applicable)	Explicit instruction, gradual release of responsibility, research based engagement strategies and questioning techniques and increased student stamina by implementing and providing extended opportunities for students to independently complete HMH and Savvas assessments.	☐ NEW ☒ REFINE

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	Planned professional development and faculty meetings addressing components throughout the year with support from the district instructional coach to ensure sustainability and cohesion. Ongoing collaboration with classroom teachers, interventionists (ENL, reading, special education) and district instructional coach.
What does this entail?	Professional Development, faculty meetings, ongoing collaboration with classroom teachers, interventionists (ENL, reading, special education) and district instructional coach.

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	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.	2%	5%	19%	33%	38%	2%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	When a student needs additional support, staff work together so that efforts are aligned rather than separate or duplicative.	0%	0%	15%	50%	31%	5%
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 revised system of routines for monitoring and analyzing attendance.	☐ NEW ☒ REFINE
When and how often will this structure take place?	The Attendance Tracking System will include the Talking Points Attendance platform features daily to communicate success, concerns, and supports for individual students.	
What does this entail?	Daily, Weekly, Monthly, & Quarterly review of attendance by individual, grade level, and building wide to assess needs for support, incentives, and pertinent attendance information based on data and trends. Continuation of Beat the Bell (tardiness), monthly student perfect attendance, grade level incentives (including teacher created and buildingwide)	
Attendance Core Structure 2 (if applicable)	Structures for keeping families informed about attendance.	☐ NEW ☒ REFINE
When and how often will this structure take place?	The FACE/Attendance committee will meet monthly to monitor and provide positive reinforcement and supports to create family incentives and opportunities for engagement through communication and partnership.	

Part 3: Schoolwide Core Structures

What does this entail?	3 Building wide family events and one grade level event during the first half of the school year including information regarding the importance of attendance, resources, and community agencies for families. Building Monthly Newsletter showcasing attendance incentives, information, and
-------------------------------	--

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 - Compulsory (1st - 4th grade)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	93.75%	92.61%	89.21%	89.13%	87.63%	90.98%	90.01%	91.29%	91.88%
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	The school considers factors like health, stress, or anxiety when attendance becomes a concern.	0%	8%	15%	23%	26%	28%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	Attendance expectations and responses feel consistent, not dependent on which teacher or staff member is involved.	3%	3%	13%	31%	33%	18%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orientati on to School Teams	Meeting 1: Systems and Structure s Self-Asse ssment	Meeting 2: Teacher Survey Review	Meeting 3: Variation s in Data	Meeting 4: Student Interview s	Meeti ng 4A: Famil y Focus Group s (optio nal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizati on
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>		<i>4/17</i>	<i>5/2 5/9 5/16</i>
Kimberly Austin	Classroom Teacher	X	X	X		X		X	
Carley Negron	Classroom Teacher		X	X		X		X	X
Jennifer Falkowski	Special Education Teacher		X	X		X		X	
Shannon Osborne	District Instructional Coach	X	X	X		X		X	X
Maureen Diehl	Director of Special Education	X	X	X		X		X	X
Michelle Trussalo	Principal	X	X	X		X		X	X

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.