



School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Kingston City School District	Harry L. Edson Elementary School	K-4

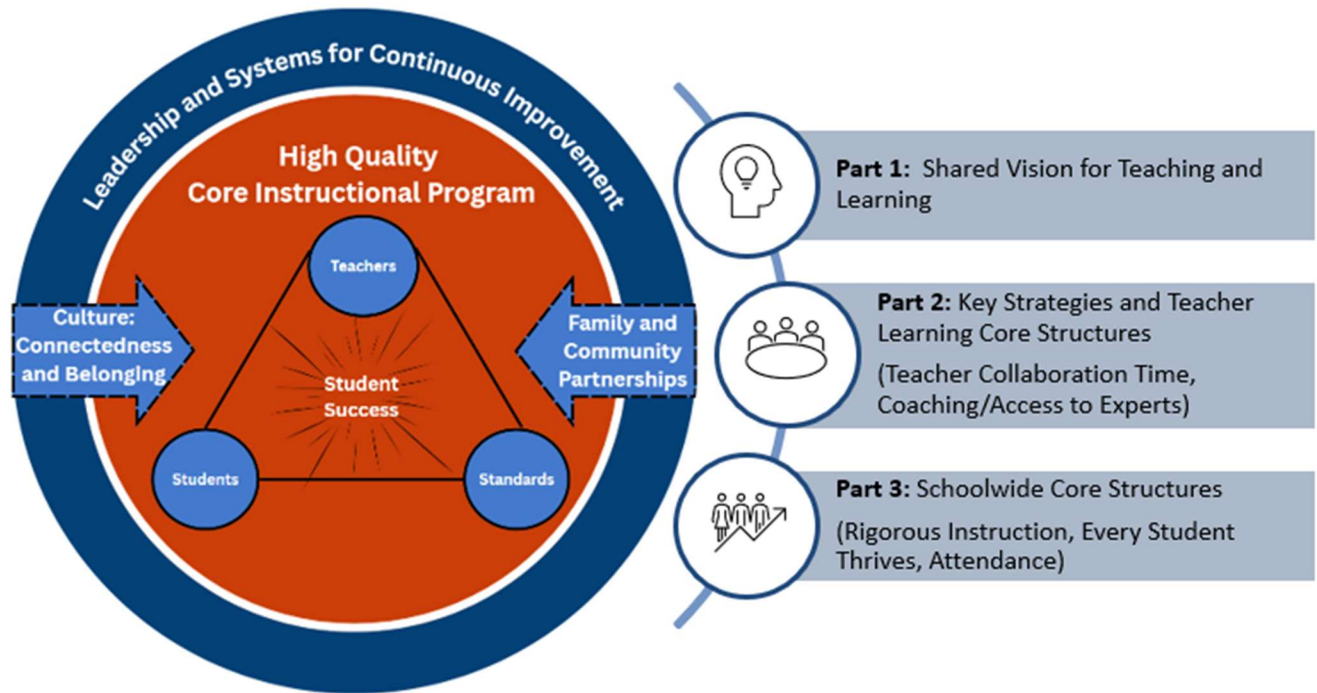
Collaboratively Developed By:

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And in partnership with the staff, students, and families of Harry L. Edson Elementary

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



Part 1: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction: <i>What is the district's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	In every classroom, instruction is cognitively demanding, aligned to grade-level standards, and intentionally planned to allow students to connect their own experiences. Teachers consistently provide feedback, check for student understanding, and use evidence of learning to make adjustments and move the lesson forward.
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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?)
Choose an item. Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving across all content areas and grade levels.
Choose an item. Ensure equitable access to grade-level content for multilingual learners (MLLs) and students with disabilities (SWDs) through coordinated instructional planning, aligned supports, and responsive co-teaching.

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

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

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

Effective Teacher Collaborative Time should:

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

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

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

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

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

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

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

Essential Question

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

What structures and routines will support this in 2026-27?		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Teacher Collaborative Time	☐ NEW ☒ REFINE
When and how often will this structure take place?	Once per cycle A – E days 8:25–9:00 a.m.	
What does this entail?	• Teaching assistants and special area teachers will provide classroom coverage. • Coverage will be a standing assignment, following the A–E day rotation. • Teaching assistants will also receive professional development (PD) one session every 4 cycles. This collaborative time is structured for teachers to examine their practice and student learning through three core lenses: • Looking at Students: Analyzing student work and observational data to understand where learners are and what they need next. • Interrogating the Lesson: Examining planned instruction through a reflective lens to identify alignment, rigor, and areas of adjustment. • Task Upgrade Protocol (Task Recipe): Reviewing and elevating the cognitive demand of tasks to ensure greater rigor and student thinking. • Academic Press Instructional Moves: intentional teacher actions that communicate high expectations, challenge students to think deeply, justify their reasoning, engage in productive struggle, and persist in rigorous learning.	
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts	☐ NEW ☒ REFINE
When and how often will this structure take place?	• Wednesdays We Learn Together — After school, every other week • Intervisitation — Once per quarter	

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What structures and routines will support this in 2026-27?		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Teacher Collaborative Time	☐ NEW ☒ REFINE
What does this entail?	A standing after-school learning community where teachers gather to learn alongside colleagues and experts. - Scheduled every other Wednesday: sessions with topics, facilitators, and dates. - Sign sign-up process for teachers to register for sessions. - Post a "What's Happening in Our Classroom" notice outside participating classrooms to signal learning in action. - A system for teachers to share out what they are doing in class (brief visible post or summary). - A structured peer-to-peer classroom observation process, occurring once per quarter, designed to build collective practice.	

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 1 st 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?
Leadership and Rollout - Share the plan with the full staff; allow time for questions and feedback. - Communicate that this work is aligned to the district's goals and priorities. - Schedule a summer planning meeting for the leadership team to finalize systems and structures before the school year begins - Develop a full rollout plan for collaborative time — including structures, norms, and coverage expectations. - Identify a grade-level lead from each team to serve as a collaborative time point person, responsible for settings and accountability.		May 2026 May 2026 June 2026 August 2026 August 2026
Data and Curriculum Alignment - Analyze student performance data with a focus on Hispanic students and Students with Disabilities (SWD). - Determine the skills assessment tool to be used in CKLA. - Conduct a crosswalk of ARC and CKLA to identify alignment, gaps, and instructional implications.		August 2026
Professional Learning Structures Wednesday We Learn Together (After School — Weekly) - Create a full-year schedule of Wednesday sessions, including topics, facilitators, and dates. - Design a sign-up process for teachers to register for sessions. - Identify facilitators and content leads for the year. - Post a "What's Happening in Our Classroom" notice outside participating classrooms to signal active learning. - Develop a system for teachers to share a brief summary of their current instructional focus (visible post or written summary).		August 2026

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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?
Intervisitation (Once per Quarter) - Develop the Intervisitation process and accompanying observation protocol. - Create a schedule and sign-up system for quarterly visits. - Design pre- and post-observation conversation structures. - Establish shared norms for respectful, growth-oriented peer observation.		
Templates to Create Collaborative Time - Standing collaborative time agenda template (may come from district) - Looking at Students protocol template (Tuning Protocol) - Lesson interrogation and reflection guide. - Task Upgrade Protocol (Task Recipe) template. Professional Learning - Wednesdays We Learn Together session template and sign-up form. - Classroom posting template for sharing instructional focus areas. - Intervisitation protocol with pre- and post-observation guides.		August 2026
Schedule and Coverage - Build the PD calendar of professional learning for the full year. - Create the coverage schedule for all PD and collaborative time slots. - Assign standing coverage roles to teaching assistants and special area teachers following the A–E day rotation.		August 2026

Key Strategy 1

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving across all content areas and grade levels.
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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?
Scaffolding vs. Differentiation - Deliver explicit professional learning on the distinction between scaffolding and differentiation, anchored to the curriculum currently being implemented. - Support teachers in identifying where each approach is most appropriate within their instructional sequence.		September 2026
Academic Discourse - Provide targeted professional development on increasing structured opportunities for student-to-student academic discourse. - Introduce and practice discourse routines aligned to current curriculum: Think-Pair-Share, Socratic Seminar, Partner Debate with Accountable Talk stems.		September 2026
Press Recipe for Tasks and Academic Questioning - Revisit the Press Recipe framework with teachers to strengthen intentional questioning. - Focus on questions that press students for reasoning, sense-making, and problem-solving — not just correct answers.		September 2026

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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?
Data Progress and Monitoring - Distribute a feedback survey to assess the perceived impact of professional learning and strategy implementation. - Review walkthrough data and observation checklists to evaluate the degree of instructional practice implementation. - Compare mid-year APPR ratings to beginning-of-year ratings to measure teacher growth. - Analyze mid-year student performance data to assess academic growth and strategy effectiveness.		February 2027
Scaffolding vs. Differentiation - Continue and deepen professional learning on scaffolding and differentiation, with a focus on what has changed in implementation since the first half of the year. - Use walkthrough and student data to anchor reflection and next steps.		Ongoing
Academic Discourse Continue developing teachers' capacity with discourse routines (Think-Pair-Share, Socratic Seminar, Partner Debate with Accountable Talk stems). Shift focus toward sustainability and student ownership of discourse structures		Ongoing
Press Recipe - Revisit the Press Recipe to review progress and refine questioning practice. - Use student work and observation data to identify where intentional questioning is, and is not pressing for reasoning and sense-making.		Ongoing

Key Strategy 2

KEY STRATEGY 2	Ensure equitable access to grade-level content for multilingual learners (MLLs) and students with disabilities (SWDs) through coordinated instructional planning, aligned supports, and responsive co-teaching.
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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?
NYS Academic and Linguistic Demands (ALDs) - Professional learning to deepen understanding of the New York State Academic and Linguistic Demands. - Analyze how language and content expectations intersect to support equitable access and achievement for all learners. - Learn about WIDA assessments and connect proficiency levels to NYS ALDs.		September 2026
Curriculum Crosswalk: CKLA and ARC - Conduct a crosswalk between CKLA and ARC to identify Tier 1 instructional alignment, gaps, and implications for MLL and SWD access to grade-level content. - Use findings to inform co-planning and targeted support decisions.		October 2026
Subgroup Data Analysis: Multilingual Learners Analyze performance data for the Hispanic/MLL subgroup to identify students performing at Level 1 proficiency.		October 2026

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Use findings to determine which students require intensive Tier 2 or Tier 3 intervention and coordinate access to those supports.	
Subgroup Data Analysis: Students with Disabilities - Analyze performance data for the SWD subgroup to identify students in need of Tier 2 or Tier 3 instructional support. - Align IEP goals and accommodations to current instructional priorities and co-teaching structures.	October 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?
Data Review & Progress Monitoring - Distribute a feedback survey to assess the perceived impact of equitable access strategies on MLL and SWD instruction. - Analyze mid-year student performance data disaggregated by MLL and SWD subgroups to assess growth and determine next instructional steps. - Review walkthrough and co-teaching observation data to evaluate implementation fidelity of aligned supports.	February 2027
Continued Professional Learning & Analysis Academic and Linguistic Demand & Scaffold Refinement - Continue deepening teacher understanding of proficiency levels, with a focus on adjusting scaffolds based on what mid-year data reveals about student progress. - Identify teachers who need additional support connecting ALDs to daily instructional decisions and co-planning structures. - Adjust co-teaching and support structures based on what the data shows.	February 2027
Curriculum Crosswalk: Follow-Up Revisit the CKLA/ARC crosswalk findings and assess whether identified gaps have been addressed in instructional planning.	
Subgroup Analysis: Multilingual Learners - Conduct a second analysis of the Hispanic/MLL subgroup to measure movement across proficiency levels. - Determine whether students identified for Tier 2 or Tier 3 support in the first half of the year are responding and adjust intensity accordingly.	March 2027
Subgroup Analysis: Students with Disabilities - Conduct a second analysis of the SWD subgroup to evaluate progress on IEP goals and grade-level access. - Reassess Tier placement and co-teaching alignment to ensure responsiveness to student need.	March 2027

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	i-Ready: - Stretch growth - Typical growth IRLA: % of students meeting grade-level expectations CKLA assessments - Skills assessment results		
Evidence of Teacher Practice Changing	APPR ratings: beginning to mid-year growth Walkthrough data and observation checklists Feedback survey results on strategy implementation		

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...	confident and resilient in their academic abilities — engaging productively with challenging tasks and persisting through difficulty.	
Teachers will be...	confident supporting all students through intentional scaffolding, purposeful questioning, and consistent press for rigorous Tier I instruction.	

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	i-Ready: - Stretch growth - Typical growth		

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

	• IRLA: ○ % of students meeting grade-level expectations • CKLA assessments Skills assessment results		
Evidence of Teacher Practice Changing	• Co-teaching observation data and planning documentation • IEP goal progress monitoring • Walkthrough data reflecting scaffold and support implementation • Feedback survey results disaggregated by MLL and SWD subgroup		

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...	Able to access grade-level content with confidence, supported by appropriately designed scaffolds, responsive instruction, and consistent opportunities to engage in rigorous learning alongside their peers	
Teachers will be...	Able to confidently plan and deliver coordinated instruction that ensures MLLs and SWDs are fully included in Tier I learning, with clarity about when and how to apply scaffolds, accommodations, and co-teaching models.	

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.

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

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	What I learn in professional development is reinforced through coaching and collaborative team time.				47 %		
26-27 Needs Assessment	What I learn in professional development is reinforced through coaching and collaborative team time.						

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	When we notice inequities in outcomes or access, our team works together to identify root causes and adjust our support.				67		
26-27 Needs Assessment	When we notice inequities in outcomes or access, our team works together to identify root causes and adjust our support.						

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?	Collaborative Planning Time • Weekly collaborative planning sessions (8:25–9:00 a.m.) • ILT reviews evidence of team-level instructional planning and student work. Walkthroughs & Intervisitation • Scheduled classroom walkthroughs and quarterly intervisitations used to observe implementation and collect data on rigor, task demand, and discourse. Meeting Notes & Documentation	

Part 3: Schoolwide Core Structures

	Standing protocol for capturing ILT meeting notes, patterns, and action items following each review cycle.	
What does this entail?	• BLT meets to examine collaborative planning notes, student work samples, and lesson plans from teacher teams — looking specifically for evidence of high cognitive demand and standards alignment. • The team uses a consistent protocol (e.g., Looking at Student Work, Task Upgrade/Task Recipe) to identify patterns of strength and areas where rigor may be diminishing. • Walkthrough data is aggregated and brought to the BLT to identify school-wide instructional trends — not to evaluate individual teachers. • Intervisitation cycles allow BLT members to observe and learn from each other's team-level work and share practices across grade levels. • Meeting notes are documented using a standing template and reviewed at the start of each subsequent meeting to ensure follow-through on identified priorities. • Grade-level leads (one per team) serve as the point of accountability for capturing collaborative time structures and reporting back to the BLT.	
Instructional Leadership Team Core Structure 2 (if applicable)	A coherence-monitoring routine that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.	☒ NEW ☐ REFINE
When and how often will this structure take place?	• Conducted quarterly by the BLT, with a brief standing agenda item at monthly BLT meetings to flag emerging concerns. • Aligned to the professional learning calendar review cycle — reviewed before each new professional learning cycle begins to ensure focus is maintained.	
What does this entail?	• At least once per quarter, the BLT reviews the full list of active school initiatives, programs, and demands on teacher time. • The team asks: Does each initiative directly support Key Strategy 1 or Key Strategy 2? If not, it is flagged for reduction, elimination, or deferral. • The BLT develops and maintains a "What We Are NOT Doing" list — a visible, shared document that protects staff focus and prevents initiative overload. • Wednesdays We Learn Together sessions and Intervisitation cycles are evaluated for coherence: Are topics aligned to the key strategies? Are facilitators prepared and focused? • The professional learning calendar is reviewed and adjusted based on implementation data — if a topic needs more time, the BLT shifts the calendar rather than adding new content on top. • Staff feedback from the mid-year survey informs which structures are perceived as high-value and which are creating noise rather than focus.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Review Data Sources • i-Ready diagnostic data (Stretch and Typical growth) reviewed at each data cycle — fall, winter, and spring. • IRLA data reviewed to track the percentage of students meeting grade-level expectations, disaggregated by class and grade. • CKLA assessments and skills assessment results reviewed at each unit or checkpoint. • APPR mid-year and end-of-year ratings compared to beginning-of-year baseline to assess teacher growth in targeted areas.
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Part 3: Schoolwide Core Structures

	- Walkthrough data and observation checklists analyzed for evidence of cognitive demand, Press Recipe questioning, and academic discourse routines. Structures for Evaluation - BLT reviews aggregated walkthrough data monthly to identify school-wide trends in instructional rigor. - Student work is examined during collaborative planning time using the Looking at Students protocol and Task Upgrade/Task Recipe framework. - Mid-year feedback survey distributed to all teachers to assess perceived impact of professional learning on scaffolding, differentiation, discourse, and questioning practice. - Wednesdays We Learn Together sessions are evaluated for fidelity: Are teachers implementing strategies learned? Are session topics staying aligned to the key strategy? - BLT conducts a mid-year reassessment of the end-of-year vision to determine whether student and teacher targets are on track and whether adjustments are needed.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Data Sources Reviewed - i-Ready diagnostic data disaggregated by MLL and SWD subgroups — tracking Stretch and Typical growth at each data cycle. - IRLA data reviewed to assess grade-level reading expectations specifically for MLL and SWD populations. - CKLA assessments and skills assessment results reviewed with attention to gaps between subgroups and the general population. - WIDA ACCESS scores reviewed to monitor MLL proficiency level movement - IEP goal progress monitoring data reviewed quarterly in coordination with special education staff. Structures for Evaluation - ILT analyzes subgroup data (Hispanic/MLL and SWD) at each data cycle to identify students at Level 1 proficiency and determine whether Tier 2 or Tier 3 supports are in place and effective. - Co-teaching observation data reviewed to evaluate implementation fidelity of co-teaching models and scaffolding decisions in inclusive classrooms. - CKLA/ARC crosswalk findings revisited mid-year to determine whether identified curriculum gaps have been addressed through co-planning and instructional adjustment. - Walkthrough data analyzed specifically for evidence of WIDA-aligned scaffolds, UDL principles, and equitable access to grade-level tasks. - Mid-year feedback survey distributed and disaggregated to assess teacher confidence in WIDA application, co-teaching structures, and differentiated support. - ILT conducts a mid-year reassessment of the end-of-year vision for MLLs and SWDs to determine whether equitable access is

Part 3: Schoolwide Core Structures

	being achieved and to adjust Tier placements and supports accordingly.
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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	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.				67%		
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.				44%		
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.						

Every Student Thrives Core Structures

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.

Part 3: Schoolwide Core Structures

- **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?	PBIS Structures & Systems • PBIS team meets monthly to review behavioral data, Tier placements, and consistency of expectation implementation across the building. • School-wide behavioral expectations are reviewed and re-taught at the start of the year, at the return from winter break, and following any extended absence from school routines. School-Wide Matrix • The school-wide expectations matrix is revisited and updated annually before the start of school and shared with all staff, students, and families. • Classroom-level matrices are reviewed quarterly during collaborative planning time to ensure alignment to the school-wide matrix.	
What does this entail?	• The PBIS team uses the school-wide matrix as the anchor for consistency, reviewing it across settings (classroom, hallway, cafeteria, specials) to identify where expectations are unclear or inconsistently applied. • The team disaggregates office discipline referral data and Tier placement data by grade, classroom, subgroup, and setting, looking for patterns that suggest uneven experiences for students. • Walkthrough data includes a lens for consistency: Are classroom routines, transitions, and behavioral expectations visible and aligned to the school-wide matrix? • Staff receive targeted professional development on the matrix at the start of each year and as needed based on referral data, ensuring all staff, including substitutes and support staff, hold and communicate consistent expectations. • The PBIS team shares a brief monthly data snapshot with the full staff, not to single out individuals, but to surface building-wide trends and celebrate progress. • Families receive the school-wide matrix at the start of the year with plain-language explanation of how expectations are communicated to students across all settings.	
Every Student Thrives Core Structure 2 (if applicable)	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.	☒ NEW ☐ REFINE

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	Surveys & Student Focus Groups - Student climate and belonging surveys administered at least twice per year — fall and spring — with results disaggregated by subgroup. - Student focus groups facilitated once per semester by the social work and behavioral team to gather qualitative data on student experience, sense of belonging, and perceived fairness. Social Work & Behavioral Team Collaboration - The social work and behavioral support team meets biweekly to review students of concern, with a specific focus on students who are chronically absent, frequently referred, or identified as socially isolated. - Coordination with teachers occurs on a standing basis — teachers have a clear, low-barrier process for flagging students who appear disconnected, withdrawn, or struggling with belonging.
What does this entail?	- Survey data is analyzed by the social work and behavioral team and shared with the ILT — identifying classrooms, grade levels, or student groups where belonging scores are lower than expected. - Student focus groups are structured with intentional protocols — including students who are chronically absent, frequently disciplined, or part of historically marginalized subgroups — to ensure the school hears from those most at risk of exclusion. - Focus group findings are brought to the PBIS team and ILT to inform both individual student support plans and school-wide climate decisions. - The social work team maintains a caseload tracking system that flags students showing multiple risk indicators: declining attendance, increased referrals, drop in academic engagement, or social withdrawal. - Teachers and staff use a shared, simple referral process (a standing form or shared log) to flag students of concern between scheduled check-ins — reducing the barrier to early intervention. - Student support plans developed through this process are reviewed quarterly and shared with the relevant grade-level team so that all adults working with the student are aligned. - The school uses restorative practices alongside PBIS structures — ensuring that students who have experienced conflict or exclusion have a pathway back into community, not just consequences.

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.				61%		
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	We have supports in place to make sure students that may feel different from the majority of students are not alienated.				61%		
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	We have supports in place to make sure students that may feel different from the majority of students are not alienated.						

Attendance Core Structures

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

Attendance Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Daily Monitoring - Attendance is recorded and reviewed by the main office every morning. Absences are flagged by 9:00 a.m. and unverified absences for at risk students trigger same-day outreach to families. Weekly Team Meetings - Each week, the attendance support team (administrator, social worker, and/or attendance designee) meets to review the current week's data — identifying students who have missed 2 or more days in the week or are approaching the 10% chronic absenteeism threshold. Grade-level teachers or team leads participate on a rotating or as-needed basis to share context and inform outreach.	
What does this entail?	Tiered Threshold System aligned to the district and create scripts that teacher when calling home. 0–4 absences: Teacher check-in and positive connection. No formal intervention yet — focus on relationship and welcome back.	

Part 3: Schoolwide Core Structures

	• 5–9 absences (approaching 10%): Social worker or attendance designee initiates family outreach — phone call, home visit if needed, or written communication. Barriers to attendance are identified and a support plan is developed. • 10+ absences (chronically absent): A formal attendance intervention meeting is held with the family, social worker, and administrator. A written attendance improvement plan is developed, documented, and monitored. Data Tools & Tracking • A shared attendance tracking log is maintained weekly — recording each student's cumulative absences, outreach attempts, family responses, and next steps. • Attendance data is disaggregated by subgroup (MLL, SWD, Hispanic, economically disadvantaged) monthly to identify whether chronic absenteeism is concentrated in specific populations. • The attendance team maintains a "students of concern" list updated weekly and shared with relevant grade-level staff. Family & Community Engagement • Families receive a clear communication at the start of the year explaining the school's attendance expectations, thresholds, and what will happen if a student misses school. • Outreach is culturally and linguistically responsive — communications are provided in families' home languages and home visits are conducted when phone or written contact is unsuccessful. • Positive attendance recognition is embedded in the school culture — students and classes with strong attendance are acknowledged through the PBIS reward system.
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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	97	96	94	93	94	93	93	94	96
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	I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.				50%		
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.						

Part 3: Schoolwide Core Structures

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	The way our school handles tardies may unintentionally discourage students who arrive late from coming to school that day				6%		
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	The way our school handles tardies may unintentionally discourage students who arrive late from coming to school that day						

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.