



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
East Ramapo Central School District	Elmwood Elementary	3-6

Collaboratively Developed By:

The Elmwood Elementary SCEP Development Team:

The Elmwood Elementary SCEP Development Team:

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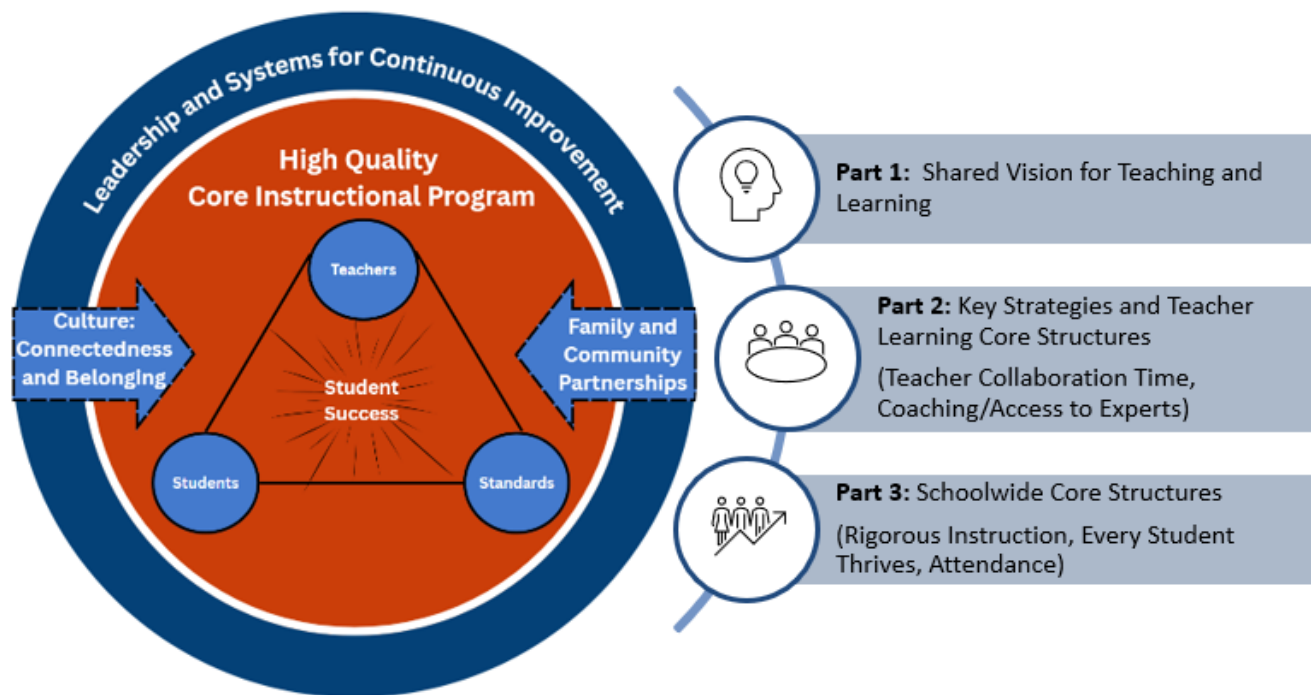
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And in partnership with the staff, students, and families of Elmwood Elementary



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, <u>instruction is standards-aligned and student-centered</u>, with clear learning targets and success criteria. Teachers <u>maintain cognitive demand</u> through tasks that require students to think critically, explain reasoning, justify responses, solve problems, and set goals for learning. Teachers <u>use evidence of learning to adjust instruction</u> and accelerate student growth. Students <u>actively collaborate, use academic language</u>, and <u>demonstrate understanding</u> through discussion, writing, problem-solving, and authentic applications connected to meaningful real-world contexts. Teachers intentionally design instruction that provides access to rigorous grade-level work while preserving productive struggle for every learner.
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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?)
1. Ensure equitable access to grade-level content , especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.

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

Teacher Learning Core Structures

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?	Each PLC Team will meet once a week.	
What does this entail?	Scheduling of PLCs: <u>Protected Time:</u> Structures must be put in place so that other variables and unexpected items that come up do not impact scheduled PLCs. <u>PLC Team Members:</u> Must be established and consistent. Teams should be reasonably sized. ENL teachers should be included on teams with their co-teachers. <u>PLC Days & Times:</u> Must be regular and consistent. <u>PLC Locations:</u> Must be well established and clearly communicated. Planning & Implementation of PLCs: <u>Agendas:</u> Consistent & Structured. Easily accessible for PLC team members. <u>Purposeful, Effective, & Meaningful:</u> Teachers understand the purpose of PLCs, there is a link to the bigger picture, and time is used effectively & efficiently. The work directly impacts instruction and can be applied by teachers in the classroom. <u>Data-Driven & Evidence-Based:</u> Everything happening in PLCs should be grounded in data: assessment data, student work, learning walk data, etc. Teacher learning related to the data should be grounded in evidence-based and research-based practices. Teachers will bring artifacts from classroom implementation back to PLCs to evaluate impact and refine practice. <u>Teacher-Centered with Accountability:</u> PLCs need a collective commitment & shared responsibility, where all voices are expected and respected, and all participants meaningfully contribute to the work. <u>Student Impact:</u> Work done in PLCs is always designed to have a direct impact on students. PLC teams must regularly assess their impact on all students, and refine the work as needed. PLCs will examine student work, identify unfinished learning, anticipate misconceptions, collaboratively design rigorous tasks, and determine instructional responses based on evidence.	
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B	NEW REFINE
When and how often will this structure take place?	Mini coaching cycles lasting 2-4 weeks. ICs/CDs/CfEs should each coach at least 3-4 teachers at one time.	
What does this entail?	Scheduling & Tracking Coaching Cycles: <u>Tracking School-Wide Coaching:</u> All schools will use a common template to keep a building-wide record of coaching cycles for all ICs/CDs/CfEs. <u>Selecting Teachers:</u> Teachers selected by the administrative team (principals, APs, and ICs/CDs). Coaching cycles can be done one-on-one, with a coach having multiple individual	

	coaching cycles happening at the same time. Additionally, coaching small groups of teachers together can be an effective, efficient way to coach multiple teachers at once. Teachers who are coached in small groups should have the same focus/goal for the coaching, but do not have to have the same level of teaching experience or expertise. <u>Determining a Coaching Goal:</u> The goal of a coaching cycle should always be student-centered and informed by student data. Learning walk trends can also inform the goal, and/or the coaching cycle can be an extension of the work being done through PLCs/Inquiry Cycles. Implementation of Coaching Cycles: <u>Schedules & Transparency:</u> The date, time, and purpose of all coaching cycle events (meetings, classroom visits, co-planning, modeling, and co-teaching) must be made clear. Coaches will model lessons, co-plan, co-teach, observe implementation, facilitate reflection, analyze student work, and determine next instructional steps with teachers. Coaches must use the Running Agenda Template for each coaching cycle. This document maintains transparency and communication between the coach and the teacher(s) participating in a coaching cycle. <u>Purposeful, Effective, & Meaningful:</u> All teachers understand the purpose of coaching cycles. It should be made clear to all staff that coaching cycles are intended to improve student outcomes throughout the school. As educators, we are lifelong learners who are continuously improving our practice, and coaching cycles are one way we do this. <u>Data-Driven & Evidence-Based:</u> Everything happening in a coaching cycle should be grounded in data: assessment data, student work, learning walk data, etc. Teacher learning should be grounded in evidence-based and research-based practices. <u>Teacher-Centered with Accountability:</u> Coaching cycles need a collective & shared responsibility between the coach and teacher(s). <u>Student Impact:</u> Coaching cycles must be designed to have a direct impact on students. Coaches and teachers engaged in coaching cycles must assess the impact on students, and refine the work as needed.
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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?
Teacher Collaborative Time (PLCs): PLCs need to be scheduled within the master schedule for the building.		Prior to 9/1/26
Teacher Collaborative Time (PLCs): Rolling agenda for each PLC group created and first 2 agendas are prepared		Prior to 9/1/26
Teacher Collaborative Time (PLCs): Ensure a common understanding of PLC purpose and goal across the building's leadership team.		Prior to 9/1/26
Opportunities for Teachers to Learn with Experts (Coaching): Ensure all external coaches are confirmed and scheduled with the district office and that the provided coaching schedule is cross-referenced with the building's internal schedule to identify any conflicts.		Prior to 9/1/26
Opportunities for Teachers to Learn with Experts (Coaching): Identify teachers who have strong areas of need and who will need extra coaching and support based on previous years evaluations.		Prior to 9/1/26
Opportunities for Teachers to Learn with Experts (Coaching): For buildings with instructional coordinators & CfE coaches, ensure they are prepared to begin coaching in September, and have begun to plan out the structure of their coaching schedule.		Prior to 9/1/26
Teacher Collaborative Time (PLCs) & Opportunities for Teachers to Learn with Experts (Coaching): Ensure a plan for dissemination of PLC & Coaching expectations, purposes and goals to staff has been created.		Prior to 9/1/26

Key Strategy

KEY STRATEGY

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

FIRST HALF OF THE YEAR IMPLEMENTATION		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?		
Teacher Collaborative Time (PLCs): PLCs consistently meet and utilize the district-provided standardized agenda and documentation protocols during each meeting to support equitable access to grade-level content for all students, including multilingual learners and students with disabilities.		By September 14, 2026
Opportunities for Teachers to Learn with Experts (Coaching): Coaches consistently utilize the district-provided standardized coaching documentation and protocols during each coaching cycle to support equitable access to grade-level content for all students, including multilingual learners and students with disabilities.		By September 28, 2026

Classroom walkthroughs and learning walks by building administrators and coaches are conducted regularly using district-provided standardized walkthrough tools to monitor, support, and provide feedback related to equitable access to grade-level content for all students, including multilingual learners and students with disabilities.	Starting by September 14, 2026
Communication with Staff about our continued work with the HITs: Explicit Teaching, Goal Setting, Questioning, and Collaborative Learning to equitable access to grade-level content for all students, including multilingual learners and students with disabilities.	By Sept. 2026
Present PLC definition, protocols and information on coaching cycles during the first faculty meeting	Sept. 3, 2026
Walk through the structures of PLCs, review the protocols, and elicit feedback with Principal and Instructional Coordinators.	During the first PLCs in Sept.
Walk through the structures of coaching cycles, review the protocols, expectations, and elicit feedback with Principal and Instructional Coordinators.	Week of Sept. 14
Learning walk data is reviewed monthly by the Instructional Leadership Team to identify schoolwide instructional trends, determine professional learning priorities, and adjust coaching and PLC focus areas.	Oct-Dec 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?
Teacher Collaborative Time (PLCs): PLCs continue to consistently meet and utilize the district-provided agenda and protocols during each meeting to support equitable access to grade-level content for all students, including multilingual learners and students with disabilities.	Feb 2027
Opportunities for Teachers to Learn with Experts (Coaching): Coaches continue to consistently utilize the district-provided standardized coaching documentation and protocols during each coaching cycle to support equitable access to grade-level content for all students, including multilingual learners and students with disabilities.	Feb 2027
All classroom walkthroughs and learning walk data by building administrators and coaches is evaluated to review and adjust to ensure equitable access to grade-level content for all students, including multilingual learners and students with disabilities.	Feb 2027
Teacher Collaborative Time (PLCs) / Opportunities for Teachers to Learn with Experts (Coaching): Assess effectiveness of both PLCs and Coaching cycles through the use of self-evaluation tools, coaching considerations, and artifact bank, and other coaching tools/documents from the district.	Feb 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

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

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving *Data sets should include all students, plus ELL & SWD subgroups.	K-12: STAR Reading/Early Lit & STAR Math Benchmark Proficiency Levels K-12 English Language Proficiency data K-6: IRLA & ENIL Benchmark levels (% proficient, at-risk, emergency)		
Evidence of Teacher Practice Changing *Data sets should include all students, plus ELL & SWD subgroups.	Learning Walk Data using the district tool aligned to the DCIP & SCEP Coaching Cycles Data, such as: self-evaluation tool, coaching considerations, and artifact bank.		

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...	By the end of the year, students will consistently engage in grade-level learning aligned with shared instructional goals and supported through collaboration, resulting in measurable growth and improvement in literacy skills, greater independence, and increased success with grade-level content.	
Teachers will be...	By the end of the year, teachers will consistently collaborate with colleagues to align instruction to shared learning goals and implement evidence-based practices that ensure equitable access to	

	grade-level content for all students, particularly multilingual learners and students with disabilities, as demonstrated through learning walk data aligned to the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP), as well as growth evidenced through coaching cycles.	
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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	What I learn in professional development is reinforced through coaching and collaborative time.	6%	19%	22%	47%	6%	0%
26-27 Needs Assessment	What I learn in professional development is reinforced through coaching and collaborative time.						

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Our collaborative time helps us make sense of what high quality instruction looks like in action.	9%	6%	28%	44%	3%	9%
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 routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	• A coordinated feedback and responsiveness system (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.	NEW REFINE
When and how often will this structure take place?	○ Learning Walks will be conducted consistently throughout the year to gather classroom evidence and identify instructional trends. Timely feedback will be provided through a shared document to support teacher reflection, collaboration, and professional dialogue. Teacher voice will be incorporated through coaching conversations, PLC discussions, and feedback cycles. Student voice will be gathered through classroom discussions, surveys, and student reflections on their learning experiences. Parent voice will be incorporated through surveys, family	

Part 3: Schoolwide Core Structures

	engagement opportunities, and ongoing feedback to help identify strengths, needs, and opportunities for continued school improvement.
	○
What does this entail?	● Learning Walk Cycle ○ Focus communicated with staff ○ Learning walks conducted (student voice included) ○ Feedback shared with teachers through individual feedback document ○ Data used to inform Coaching Cycles, PLCs and future Learning Walks

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the Key Strategy identified?	● Conducting regular learning walks using the district's instructional look-for tool aligned to the DCIP and SCEP to monitor evidence of equitable access to grade-level content, differentiation, co-teaching practices, and alignment to shared learning goals. ● Reviewing student achievement data, including STAR Reading, Math IREADY, Math and STAR Early Literacy, STAR Benchmark, IRLA, ENIL, and English Language Proficiency assessment results, to determine whether multilingual learners and students with disabilities are demonstrating expected growth. ● Analyzing collaborative planning artifacts, such as lesson plans, common assessments, and grade-level meeting notes, to ensure instruction is aligned to grade-level standards and shared learning goals. ● Monitoring coaching cycle data, including pre- and post-assessments, to measure changes in teacher practice related to equitable instructional strategies and support for diverse learners. ● Facilitating data discussions during leadership, grade-level, and intervention team meetings to identify trends, celebrate successes, address barriers, and make instructional adjustments as needed. ● Gathering feedback from teachers and support staff regarding the effectiveness of collaboration structures and professional learning opportunities designed to support equitable access to grade-level content.
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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

Part 3: Schoolwide Core Structures

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	ID K
25-26 Needs Assessment	Teacher Student Family	In most of my classes, I am asked to think hard, explain my ideas, and learn from mistakes.	5%	6%	26%	41%	23%	N/A
26-27 Needs Assessment	Teacher Student Family	In most of my classes, I am asked to think hard, explain my ideas, and learn from mistakes.						

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	Teacher Student Family	When I need help, my teachers give me support that makes things easier to understand without taking away the challenge or doing the work for me.	6%	5%	14%	37%	38%	N/A
26-27 Needs Assessment	Teacher Student Family	When I need help, my teachers give me support that makes things easier to understand without taking away the challenge or doing the work for me.						

Every Student Thrives Core Structures

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

Every Student Thrives Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	• A coordinated student support identification process with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”	NEW REFINE
When and how often will this structure take place?	The coordinated student support identification process will occur throughout the school year and be embedded within the school's Multi-Tiered System of Supports (MTSS). Student data and concerns will be reviewed during regularly scheduled grade-level team meetings and MTSS meetings.	

What does this entail?	[Reference the MTSS-I Framework to help develop this section.] This process includes clear procedures for identifying academic, behavioral, attendance, social-emotional, and language-development concerns through multiple data sources, including universal screening assessments, classroom performance, attendance records, behavior data, teacher observations, and family input. Once a concern is identified, responsibility is assigned to the appropriate staff members, and targeted interventions are developed, implemented, and monitored. Teams regularly review progress-monitoring data to evaluate the effectiveness of interventions, adjust supports as needed, and ensure timely responses to student needs. Through collaboration among classroom teachers, interventionists, special education staff, multilingual learner teachers, counselors, psychologists, administrators, and families, the school ensures that every student receives the support necessary to access grade-level learning .
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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	ID K
25-26 Needs Assessment	Teacher Student Family	Students seldom, if ever, slip through the cracks at this school.	6%	28%	34%	25%	6%	6%
26-27 Needs Assessment	Teacher Student Family	Students seldom, if ever, slip through the cracks at this school.						

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	Teacher Student Family	Teachers and staff notice when I’m having a hard time and try to help.	7%	12%	18%	40%	24%	N/A
26-27 Needs Assessment	Teacher Student Family	Teachers and staff notice when I’m having a hard time and try to help.						

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?	Attendance will be monitored daily by classroom teachers and the school's attendance team, with reviews conducted by designated staff and building leadership to identify patterns, trends, and students at risk of chronic absenteeism. In addition, attendance data meetings will be held to evaluate schoolwide trends and the effectiveness of attendance supports and interventions.	
What does this entail?	<i>[Reference the Attendance Manual to help develop this section.]</i> This structure includes a consistent process for taking and verifying daily attendance, immediately identifying students with repeated absences or emerging attendance concerns, and applying clear thresholds that trigger tiered responses. These responses include early outreach to families, phone calls or messaging home, problem-solving	

	conversations to identify barriers to attendance, and coordinated support involving counselors, social workers, administrators, and support staff. Interventions may include attendance contracts, check-ins, incentive programs, and connection to community resources when needed. Follow-up is ongoing and data-driven, ensuring that interventions are adjusted based on student response. The goal is to ensure every student is present, supported, and connected so they can fully access and participate in rigorous grade-level learning.
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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	97.4%	97.4%	97.1%	96.6%	81.5%	96.0%	96.6	96.6%	97.76%
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	Attendance follow-up feels focused on understanding and removing barriers, not just on consequences.	0%	6%	22%	38%	6%	31%
26-27 Needs Assessment	Teacher Student Family	Attendance follow-up feels focused on understanding and removing barriers, not just on consequences.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teacher Student Family	The school communicates clearly with families about attendance expectations.	5%	2%	13 %	4 5 %	36%	N/A
26-27 Needs Assessment	Teacher Student Family	The school communicates clearly with families about attendance expectations.						

Background

Team Collaboration

[illegible]

Next Steps

Sharing the Plan

By Early June: After the team has completed at least one substantive draft section of the plan (preferably the Teacher Learning Core Structures or the Schoolwide Structures), the principal should share the plan with the school's SCEP liaison, who will review the initial section and conduct SCEP Development Check-In 3.

Before the Last Day of School (2025-26): Following SCEP Development Check-In 3, the team should incorporate any feedback and proceed to complete the remainder of the plan as part of SCEP Team Meeting 6. The full plan should be sent to the liaison, who will review it and set up SCEP Development Check-In 4 to confirm the plan meets [NYSED's Minimum Expectations](#).

No Later Than the First Day of School (2026-27): By regulation, the plan must be implemented no later than the first day of school. The district (Superintendent or designee) and local Board of Education will need to have approved the plan and the plan must be posted on the district website.

Implementing the Plan (All Schools)

1. The plan should be monitored closely. Adjustments to the plan are expected based on what the school and district are learning through implementation.
2. The SCEP team will need to reconvene during the year to discuss implementation and review progress in relation to the Early Progress Indicators and Mid-Year Indicators identified.
3. The principal should plan to meet with their assigned liaison following the end of the first quarter to discuss implementation and the Early Progress Indicators and again following the end of the second quarter to discuss implementation and the Mid-Year Indicators.
4. The portions of the plan shaded gray should be filled in based on 2026-27 data throughout the year.