



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

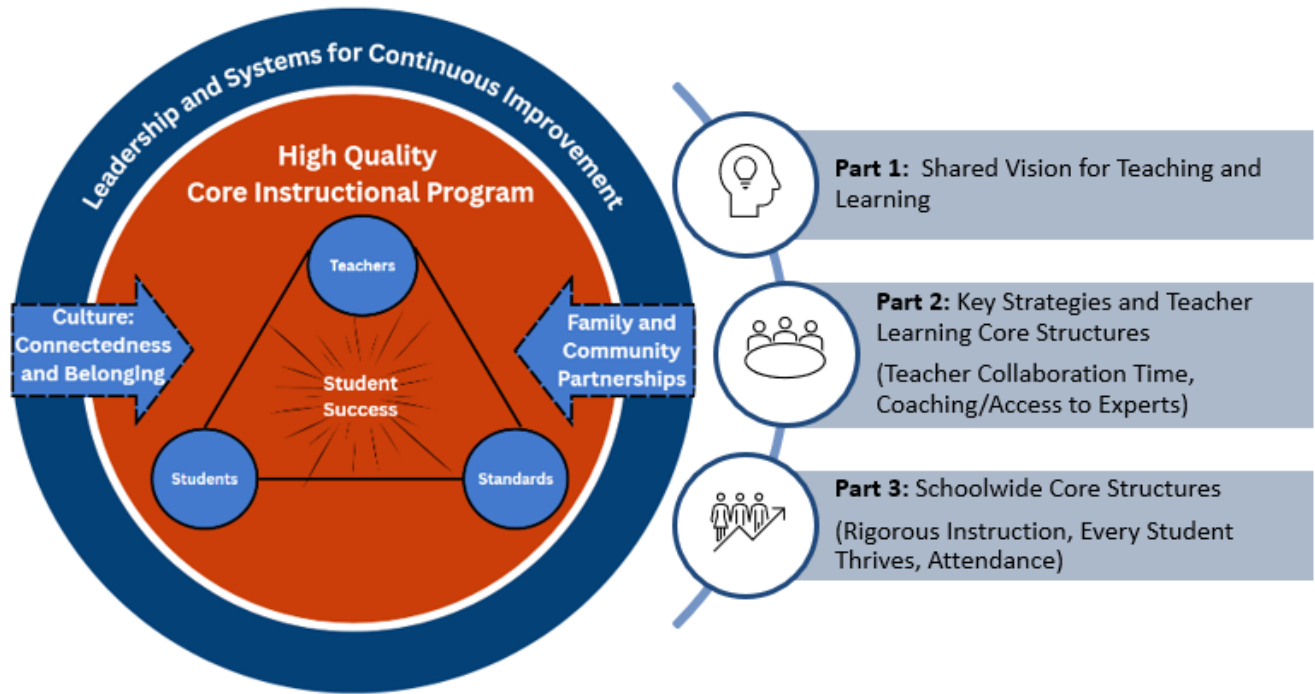
District	School Name	Grades Served
Hudson City School District	Montgomery C. Smith Elementary School	Pre-K - 5

Collaboratively Developed By:

The Montgomery C. Smith Elementary School SCEP Development Team
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And in partnership with the staff, students, and families of MCSmith Elementary School

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: <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 New York State, the definition of Tier 1 Instruction (often referred to as "Core Instruction") has evolved significantly under the Multi-Tiered System of Supports (MTSS) framework. School districts generally define high-quality, equitable, and adaptive Tier 1 instruction not just as a set of lessons, but as a universal right for every student. It is the primary "preventative" layer of schooling designed to meet the needs of roughly 80% of students without requiring additional intervention. Here is what that looks and feels like in a New York classroom: 1. What it "Looks" Like: The Instructional Mechanics In a high-quality Tier 1 environment, the focus is on intentional design and evidence-based practices. • Standards-Aligned & Rigorous: Instruction is strictly aligned with the New York State Next Generation Learning Standards. It doesn't "water down" content;
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instead, it provides the necessary scaffolds to keep the floor low but the ceiling high.

- **Explicit and Systematic:** Teachers use clear, direct language to explain concepts. There is a logical progression from simple to complex skills (e.g., in literacy, this follows the **Science of Reading** principles).
- **Universal Design for Learning (UDL):** Classrooms use multiple ways to engage students, represent information, and allow students to express what they know.
 - *Example:* A lesson on ecosystems might include a video, a hands-on lab, and a leveled text to ensure all learners can access the core idea.
- **Data-Informed Grouping:** You will see **Flexible Small Groups**. The teacher isn't just lecturing at the front; they are rotating through groups based on real-time data from "checks for understanding" or universal screenings.

2. What it "Feels" Like: The Student & Teacher Experience

The "feel" of Tier 1 is defined by **Equity** and **Belonging**. It is proactive rather than reactive.

- **Culturally Responsive-Sustaining (CR-S):** In NY, Tier 1 is inseparable from the **CR-S Education Framework**. Students should feel that their identities and cultures are reflected in the curriculum, making the "adaptive" nature of the instruction feel personal and relevant.
- **Psychological Safety:** There is a strong emphasis on **Social-Emotional Learning (SEL)**. A student feels safe to take risks and fail because the environment prioritizes "teachable moments" over punitive discipline.
- **High Expectations for All:** Equity in Tier 1 means that a student's zip code, race, or disability status does not dictate the complexity of the work they are given. Every student feels the "productive struggle" of grade-level content.

3. The "Adaptive" Component: Responding to Real-Time Needs

To be truly "adaptive," Tier 1 must change based on who is in the room. Districts look for:

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

	Feature	How it is "Adaptive"
	Scaffolding	Providing temporary supports (like graphic organizers or sentence starters) that are removed as the student gains mastery.
	Differentiation	Adjusting the <i>process</i> or <i>product</i> based on student readiness, interests, and learning profiles.
	Formative Assessment	Using "Exit Tickets" or quick polls to decide if the teacher needs to re-teach a concept tomorrow or move forward.
Summary of the "Gold Standard"		
The District Perspective: High-quality Tier 1 instruction is the "guaranteed and viable curriculum." If a large number of students are failing to meet benchmarks, the district views it as a systemic instructional need (the "Tier 1 problem") rather than a "student problem."		
In short, it is universal (for everyone), proactive (stops gaps before they start), and inclusive (brings the support <i>to</i> the student in the general education setting).		
How is your specific district currently measuring the "health" of its Tier 1 instruction—through walk-throughs, data dashboards, or student surveys?		

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?)
The use of Curricular and instructional guides that all teachers utilize to keep on pace and make sure all standards are addressed in the year.
Student engagement and accountability

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 replace with visiting other classrooms
- 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?

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?
Create grade-by-grade instructional guides for ELA, Math, and Science		July 2026
Distribution of instructional guides		August 2026
Create an engagement toolbox that is provided to teachers based on research.		August 2026
Vocabulary guide		August 2026
Conduct pre-service professional development sessions to orient all staff to the instructional guides and engagement toolbox before the first day of school.		August 2026
Establish grade-level collaborative team meeting schedule and norms for the year.		August 2026
Brief instructional coaches and team leaders on their role in supporting guide implementation and engagement strategy rollout.		August 2026

Key Strategy I

KEY STRATEGY 1	The use of Curricular and instructional guides that all teachers utilize to keep on pace and make sure all standards are addressed in the year.
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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?		
August–September 2026: Distribute and orient all teachers to the ELA, Math, and Science instructional guides. Conduct grade-level walkthroughs to confirm guides are in use and teachers understand pacing expectations.		Aug-Dec 2026
October–December 2026: Instructional coaches conduct classroom observations focused on guide adherence and lesson design. Teacher collaborative time reviews student work aligned to guide units. Identify variation across classrooms and provide differentiated support.		
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?		
January–February 2027: Mid-year review of guide implementation fidelity; adjust pacing where needed based on student assessment data. Share exemplar lessons across grade teams.		Jan-June 2027
March–June 2027: Refine guide content based on first-year feedback from teachers and coaches. Document what is working and where gaps remain for revision before 2027-28.		

Key Strategy 2

KEY STRATEGY 2

Student engagement and accountability

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?		
August–September 2026: Introduce the student engagement toolbox to all staff during pre-service professional development. Establish shared vocabulary for engagement and accountability expectations across grade levels.		Aug-Dec 2026
October–December 2026: Teachers implement engagement strategies from the toolbox; coaches model and co-teach lessons demonstrating high-leverage routines. Teams analyze student participation data in collaborative time.		
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?		

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

January–February 2027: Review engagement data across classrooms; identify which strategies have the most impact on historically underserved groups. Revise toolbox resources accordingly. March–June 2027: Capture teacher-generated examples of effective engagement strategies for a school-wide repository. Use end-of-year survey data to assess shifts in student and teacher perceptions.	Jan-June 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 I

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Increased percentage of students scoring at or above benchmark on universal screening assessments; more students completing grade-level tasks from the instructional guides.		
Evidence of Teacher Practice Changing	Teacher observations		

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...	Engaging consistently with grade-level, standards-aligned content across all subject areas using materials from the instructional guides.	
Teachers will be...	Confidently using the instructional guides to plan rigorous, coherent lessons and collaborating with colleagues to refine their use.	

REMOVE THE SECOND KEY STRATEGY IF THE SCHOOL ONLY HAS IDENTIFIED ONE.

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

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	Increased student participation rates in class discussions and tasks; fewer students identified as disengaged during classroom observations.		
Evidence of Teacher Practice Changing	Notes from weekly grade-level meetings will indicate strategies being utilized for engagement and accountability. Teacher observations.		

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...	Actively and visibly engaged during instruction across classrooms and grade levels, taking ownership of their learning and demonstrating accountability for their work.	
Teachers will be...	Fluently applying a range of engagement strategies to hold all students accountable for rigorous thinking, with differentiated approaches for diverse learners.	

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
I have access to and regularly use a clear instructional guide that supports my planning and							

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

lesson design.							
25-26 Needs Assessment	- There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school. - Our collaborative time helps us make sense of what high-quality instruction looks like in action.				X		
26-27 Needs Assessment					X		

	Survey Question 2	SD	D	N	A	SA	IDK
I consistently use strategies that hold all students accountable for engaging with grade-level content.							
25-26 Needs Assessment	The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information.				X		
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	Administration will run bi-weekly meetings to discuss instruction, engagement and rigorous lessons.	X REFINE
When and how often will this structure take place?	Weekly grade level meetings during the school day; walkthroughs conducted bi-weekly by the administration.	

Part 3: Schoolwide Core Structures

What does this entail?	The administration will use a shared look-for protocol aligned to the instructional guides (Key Strategy 1) to conduct bi-weekly classroom walkthroughs. Data from walkthroughs will be compiled and reviewed monthly by the administration to identify patterns in curriculum use and instructional quality. At each monthly administration meeting, the team will prioritize 1-2 areas of variation to address through coaching, modeling, or targeted PD.	
Instructional Leadership Team Core Structure 2 (if applicable)		X NEW ☐ REFINE
When and how often will this structure take place?	Quarterly student work analysis protocol; reviewed at ILT meetings each quarter.	
What does this entail?	The ILT will collect samples of student work across grade levels each quarter to assess task quality and rigor in relation to the instructional guides. Teams will use a common rubric to evaluate whether tasks demand grade-level thinking. Findings will inform coaching priorities and guide any mid-year adjustments to the instructional guides or engagement toolbox (Key Strategy 2).	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The ILT will review walkthrough data quarterly to assess fidelity of instructional guide use. They will track whether lesson plans align with guide pacing and task quality expectations, and use student assessment data to determine if guide-aligned instruction is improving student outcomes.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The ILT will review classroom observation data focused on student engagement indicators (e.g., participation rates, on-task behavior, student talk). Teacher self-assessment survey data from the engagement toolbox will be reviewed mid-year to gauge shifts in instructional practice.

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
	The instructional leadership team regularly shares clear expectations about what							

Part 3: Schoolwide Core Structures

high-quality instruction looks like in our school.							
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.			x		
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
		I feel that the school monitors whether all students have access to rigorous, grade-level learning.						
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Our school has consistent routines for checking on students' progress and coordinating support when they need extra help.				x		
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.

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		☐ NEW ☒ REFINE
When and how often will this structure take place?	Monthly MTSS / Grade Level meetings; updated student connection tracking reviewed bi-weekly by classroom teachers and grade-level teams.	
What does this entail?	Each teacher maintains a simple connection log to track meaningful check-ins with every student. Grade-level teams review the logs bi-weekly to identify students who have not had a documented adult connection. The monthly MTSS meeting surfaces students with academic, attendance, or social-emotional concerns and assigns a point-of-contact adult for follow-up. This directly supports engagement accountability (Key Strategy 2) by ensuring all students feel seen and connected to school.	
Every Student Thrives Core Structure 2 (if applicable)		☒ NEW ☐ REFINE
When and how often will this structure take place?	Quarterly equity data review by the administration, with findings shared with all staff.	
What does this entail?	Each quarter, the administration will analyze disaggregated data (participation, discipline, assessment results, engagement observations) across student subgroups. The team will look for patterns indicating inequitable access to the instructional guides or uneven application of engagement strategies. Findings will be shared with staff and used to adjust supports, coaching priorities, and family communication strategies.	

Part 3: Schoolwide Core Structures

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
		I feel known and supported by at least one adult at this school.						
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	This school values student voice and agency				X		
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
		All students in our school have consistent access to grade-level learning, regardless of background or support needs.						
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	When we notice inequities in outcomes or access, our team works together to identify root causes and adjust our support.				X		
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		☐ NEW ☒ REFINE
When and how often will this structure take place?	Daily attendance review by classroom teachers; weekly summary reviewed by the attendance team; monthly pattern analysis by administration.	
What does this entail?	Teachers take and submit attendance daily. The attendance team reviews weekly summaries and flags any student who has missed 2 or more days in a week or is approaching chronic absenteeism (10% threshold). Flagged students receive a same-week outreach call home. The administration reviews monthly trend data by grade level and subgroup to identify patterns and adjust outreach strategies accordingly. Consistent attendance is explicitly linked to students' ability to engage with the instructional guides and classroom engagement routines (Key Strategies 1 and 2).	
Attendance Core Structure 2 (if applicable)		☒ NEW ☐ REFINE

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	Quarterly family attendance communication and bi-annual student/family feedback on barriers to attendance.	
What does this entail?	Each quarter, the school will send families a clear, jargon-free attendance update that includes their child's attendance data, the school's expectations, and resources available if barriers exist. Twice a year, the school will collect brief student and family feedback (via survey or focus group) about barriers to attendance. Results will be shared with administration and used to improve school climate, scheduling, and family partnership strategies.	

Attendance Monitoring

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

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	94.84	94.63	92.6	82.62	92.33	90.83	91.35	93.26	
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
		I feel welcomed and supported at school, which makes me want to attend every day.						
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Our school's approach to attendance helps students feel known, supported, and expected to be present.				X		
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
		This school is doing all it can to get students to come to school regularly.				x		

Part 3: Schoolwide Core Structures

attendance and provides help when students are struggling to come to school.							
25-26 Needs Assessment	☐ Teacher						
	☐ Student						
	☐ Family						
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	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
		3/4	3/12	3/19		4/10, 4/11		4/17	5/2 5/9 5/16
Mark Brenneman	Principal					Conducted Thursday interviews focusing on school climate. Students noted that the swimming program and special area classes are high motivators. Feedback suggested a desire for more cafeteria options, specifically "made to order" meals.			
Jill Hanley	Associate Principal					Led Monday interview groups where students emphasized the importance of the swimming program for safety and skill-building. Students highlighted field trips and outdoor play as essential components of their learning experience.			
Robyn Smith	Teacher					Facilitated Thursday sessions where students identified "friends and teachers" as their primary reason for attending school. Students expressed a desire for a later school start time and more varied morning activities.			
Lynn Clark	Teacher					Facilitated Friday discussions where students specifically mentioned "Mrs. Clark" and the guidance staff as key supports. Students also noted they look forward to creative outlets like math projects, art, and choir.			
Colleen Pitts	Teacher					Managed Monday sessions where students praised the "sun butter and jelly kits" and specific teachers for making them feel safe and welcome. Feedback included a request for more hands-on activities like those in "Ms. Water's class."			

Our Team's Process

[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.