



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Monticello CSD	Kenneth L. Rutherford Elementary School	Grade 3-5

### Collaboratively Developed By:

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*And in partnership with the staff, students, and families of  
Kenneth L. Rutherford Elementary School.*

## 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.

<p><b>High-Quality, Tier 1 Instruction:</b> <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></p>	<p>Every student in our district receives high-quality instruction as defined by:</p> <ul style="list-style-type: none"><li>• Focused lessons: enhance clarity, engagement, and overall effectiveness, keeps instructional objectives in sight, ensures relevance, and guides students toward a specific goal</li><li>• Engagement: students actively participate, ask questions, and show interest in what they're learning. It's about creating a lively and supportive environment where everyone is eager to explore and understand</li><li>• Differentiation: involves adjusting to accommodate varying learning styles, interests, and readiness levels. The goal is to ensure that each student can access and engage with the material at a level that is challenging yet achievable.</li><li>• Effective questioning: involves asking thought-provoking and scaffolded questions to promote critical thinking, encourage engagement, and assess understanding of all students</li></ul> <p>Checking for understanding: an ongoing process of assessing how well students are progressing towards the instructional objective(s). It involves using various techniques both formal and informal</p> <p>This definition is guided by our commitment to the four essential questions of Professional Learning Communities:</p> <ul style="list-style-type: none"><li>• What do we want students to learn?</li><li>• How will we know they learned it?</li><li>• What will we do when they haven't learned it?</li><li>• What will we do when they've learned it?</li></ul>
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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?)

EQUITY & ACCESS: 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.

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- 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?
<p><b>Teacher Learning Core Structure</b></p>	<p><b>Professional Learning Communities (PLCs)</b></p> <p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE</p>
<p><b>When and how often will this structure take place?</b></p>	<p>Teacher Collaborative Time will provide structured, ongoing opportunities for teachers to deepen their understanding of the school’s instructional priorities and strengthen daily classroom practice. This work will be grounded in the PLC process and facilitated by grade-level leaders and instructional coaching staff.</p> <p>During conference days and two-hour delay sessions, teachers will engage in focused professional learning tied directly to the school’s key instructional strategies. This includes analyzing student work, examining classroom tasks, unpacking instructional expectations, and planning high-impact lessons aligned to grade-level standards. Teachers will collaboratively study how effective instructional practices look in action and why they support student learning, allowing them to make informed adaptations for their own classrooms.</p> <p>Weekly grade-level meetings will extend this work by providing time for teams to revisit prior PLC learning, monitor the implementation of agreed-upon instructional practices, review formative assessment data, and adjust instruction based on student needs. These meetings ensure that collaborative learning is continuous, reflective, and directly connected to teachers’ daily practice.</p>
<p><b>What does this entail?</b></p>	<p>Teacher Collaborative Time will be structured to deepen teachers’ understanding of the school’s instructional priorities through a coherent, sustained PLC process directly connected to daily classroom practice. This work will be facilitated by grade-level leaders and instructional staff with expertise in literacy and mathematics.</p>

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	<p>During the two dedicated conference days and the five two-hour delay sessions, teachers will engage in focused professional learning centered on identifying and unpacking math essential standards and developing clear, student-friendly learning targets for those standards. Teachers will also collaboratively design common formative assessments and corresponding rubrics aligned to previously identified literacy essential standards and their learning targets. These sessions will allow teachers to examine what proficiency looks like, clarify expectations for student learning, and ensure coherence across classrooms.</p> <p>Weekly grade-level meetings will extend and operationalize this work. Teams will analyze student work and other data points to monitor progress toward essential standards, evaluate the effectiveness of instructional strategies, and make timely instructional adjustments. These meetings will also provide space to revisit prior PLC learning, refine common assessments, and support consistent implementation of agreed-upon instructional practices. Through this ongoing cycle of planning, implementing, analyzing, and adjusting, Teacher Collaborative Time will remain tightly connected to classroom practice and responsive to student needs.</p>	
<p><b>Teacher Learning Core Structure</b></p>	<p><b>Instructional Coaching</b></p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE</p>
<p><b>When and how often will this structure take place?</b></p>	<p>Teachers will have ongoing opportunities to learn with instructional experts throughout the school year, with coaching aligned to the key priority directly aligns with the Monticello Instructional Playbook. Instructional coaches will be available during the school day for scheduled coaching cycles, classroom visits, co-planning, and modeling sessions, and they will also provide a brief monthly “quick tip” during grade level meetings.</p>	
<p><b>What does this entail?</b></p>	<p>Instructional coaches will support teachers in deepening their practice around 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. Although coaches are not content-specific, they are experts in high-quality instruction and will help teachers implement this priority consistently across classrooms. Coaching will focus on strengthening the district’s core instructional elements — focused lessons, engagement, differentiation, effective questioning, and checking for understanding — all grounded in the four essential PLC questions.</p> <p>Coaching will include the following expert-supported learning structures:</p> <ul style="list-style-type: none"> <li>• <b>Modeling lessons</b> that demonstrate <i>the selected instructional priority</i> in action</li> <li>• <b>Co-teaching</b> to support teachers as they implement new strategies</li> <li>• <b>Coaching cycles</b> that include goal-setting, classroom visit, feedback, and reflection tied to the priority</li> <li>• <b>Analysis of student work and assessment data</b> to evaluate the impact of enhancing equity on student learning</li> <li>• <b>Support during PLC meetings</b> to help teams refine learning targets, calibrate expectations, and align common formative assessments to the priority</li> </ul> <p>While veteran teachers are not required to participate in coaching, the school will increase access and engagement by embedding coaches directly into PLC structures, highlighting the connection between coaching and essential standards work, and offering flexible, low-barrier opportunities for teachers to collaborate with coaches. This approach ensures that all teachers — regardless of experience level — have meaningful opportunities to learn with experts and strengthen practice around enhancing equity.</p>	

## Implementation

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

### Preparing for a Successful Launch

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
1. Introduce new staff to the PLC process and Instructional Playbook at New Teacher Orientation.		September 2026
2. SCEP teacher members will meet with the grade level leaders to plan the full collaborative planning sessions.		End of June 2026
3. Our grade-level teams will collaboratively design and implement the first 16 days of instruction to ensure equitable access to grade-level literacy and math content through aligned routines, embedded supports, and consistent expectations, with a focus on the needs of multilingual learners and students with disabilities.		End of August 2026

### Key Strategy 1

<b>KEY STRATEGY 1</b>	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.	
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>		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?		
The school will leverage weekly grade-level PLC meetings, monthly instructional coaching sessions, and ongoing professional learning with contracted consultant(s) to support implementation of this key strategy. This will include:		
1. During weekly grade level PLCs, teachers will collaboratively plan and refine aligned literacy and math instruction grounded in shared learning goals, common routines, and embedded scaffolds to ensure equitable access for multilingual learners and students with disabilities. Learning from the District's Tier 1 literacy initiative will be integrated into PLC work and applied directly to instruction.		September 2026- January 2027
2. The instructional coach will meet monthly with each grade level to model strategies, support analysis of practice, and strengthen implementation of equitable instructional supports.		September 2026- January 2027
3. Teachers will regularly analyze student work and formative assessment data during PLCs to monitor access to grade-level content and adjust instruction accordingly, with a focus on the progress and participation of multilingual learners and students with disabilities.		September 2026- January 2027
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>		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?		
In the second half of the year, the school will continue to leverage weekly PLC meetings, monthly instructional coaching, and ongoing professional learning through the District's Tier 1 literacy initiative to sustain and refine implementation of this key strategy. This will happen through:		
1. PLCs will maintain the established cycle of collaborative planning, implementation, and analysis, with an increased focus on deepening rigor, strengthening student independence, and refining scaffolds based on student data.		January-June 2027

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2. The instructional coach will continue monthly meetings with each grade level to support targeted adjustments, model advanced strategies, and guide data-driven decision-making.	January-June 2027
3. Teachers will use student work and formative assessment data to monitor progress toward grade-level expectations and make improvements to ensure continued equitable access for multilingual learners and students with disabilities.	January-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)
<b>Evidence of Student Learning Improving</b>	Baseline data from NWEA, CFAs, ORF, unit assessments and NYSESLAT will be used as early success indicators to establish students' starting points and inform instructional planning to support equitable access to grade-level content.		
<b>Evidence of Teacher Practice Changing</b>	Teacher implementation of the key strategy will be monitored through observation data and informal walkthroughs to assess alignment to shared instructional practices and the use of equitable access strategies.		

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)
<b>Students will be...</b>	By the end of the school year, all students will have consistent access to grade-level content, as evidenced by increased participation, improved assessment outcomes, and reduced gaps among student groups	
<b>Teachers will be...</b>	By the end of the school year, achievement gaps between student	

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	groups will decrease because of intentional planning, targeted supports, and equitable access to grade-level content.	
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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
<b>25-26 Needs Assessment</b>	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.	4	3	5	9	2	4
<b>26-27 Needs Assessment</b>	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.						

	Survey Question 2	SD	D	N	A	SA	IDK
<b>25-26 Needs Assessment</b>	Collaborative time leads to meaningful changes in instructional practice across our team.	1	2	35	11	6	1
<b>26-27 Needs Assessment</b>	Collaborative time leads to meaningful changes in instructional practice across our team.						

## 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?
<b>Instructional Leadership Team Core Structure 1</b>	<b>Instructional Framework &amp; Curriculum Coherence Monitoring Cycle</b>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REFINE
<b>When and how often will this structure take place?</b>	<ul style="list-style-type: none"> <li>• Monthly ILT meetings</li> <li>• Quarterly cross-grade coherence reviews</li> </ul>	
<b>What does this entail?</b>	The ILT will: <ul style="list-style-type: none"> <li>• Monitor implementation of the Literacy Instructional framework, including:                             <ul style="list-style-type: none"> <li>○ unit pacing and sequencing</li> </ul> </li> </ul>	

### Part 3: Schoolwide Core Structures

	<ul style="list-style-type: none"> <li>○ alignment to grade-level essential standards</li> <li>○ integration of advanced literacy skills (fluency, vocabulary, comprehension, and written response)</li> <li>● Review evidence of:             <ul style="list-style-type: none"> <li>○ consistent use of agreed-upon core resources and materials</li> <li>○ Tier 1 instructional practices, including differentiation, re-teaching, structured practice, and opportunities for student discourse</li> </ul> </li> <li>● Leverage grade-level PLC meetings to:             <ul style="list-style-type: none"> <li>○ analyze CFAs and student work</li> <li>○ monitor alignment of instruction across classrooms</li> <li>○ identify trends in student access to grade-level content</li> </ul> </li> <li>● Identify variation across classrooms in:             <ul style="list-style-type: none"> <li>○ pacing</li> <li>○ task rigor</li> <li>○ instructional expectations</li> </ul> </li> <li>● Use findings to:             <ul style="list-style-type: none"> <li>○ determine professional learning and coaching priorities</li> <li>○ refine PLC focus and instructional supports</li> <li>○ address inconsistencies to ensure equitable access to rigorous, grade-level instruction for all students</li> </ul> </li> </ul>
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### Evaluating the Key Strategies/Instructional Priorities Identified

<p>What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?</p>	<ul style="list-style-type: none"> <li>● Look at what’s happening in grade-level PLC meetings to see how teams are planning together, using common formative assessments, and working toward shared learning goals.</li> <li>● Administrative walkthroughs and observations to notice what instruction looks like across classrooms—especially the level of challenge and the supports in place for multilingual learners and students with disabilities.</li> <li>● Review student work and CFA results to see if all students are engaging in grade-level thinking and able to show what they understand.</li> <li>● Use what we’re seeing to spot patterns, talk through what’s working (and what’s not), and adjust instruction, coaching, and team supports, as needed.</li> </ul>
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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.

### Part 3: Schoolwide Core Structures

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
<b>25-26 Needs Assessment</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> 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.	4	2	5	9	2	4
<b>26-27 Needs Assessment</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> 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.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
<b>25-26 Needs Assessment</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	3	4	5	8	4	2
<b>26-27 Needs Assessment</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.						

## 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?

<b>What structures and routines will support this in 2026-27?</b> <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		<b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b>
<b>Every Student Thrives Core Structure 1</b>	<b>What I Need (WIN) Time</b>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
<b>When and how often will this structure take place?</b>	Once daily for 40 minutes for ELA	
<b>What does this entail?</b>	<ul style="list-style-type: none"> <li>• Establish a shared grade-level vision for WIN time, including common expectations for rigor, student engagement, and consistent instructional routines.</li> <li>• Develop a coordinated WIN schedule across classrooms, allowing for flexible student grouping and intentional use of all available staff.</li> <li>• Use NWEA, common formative assessments (CFAs), ORF data, and classroom performance to form and regularly adjust flexible student groups based on specific skill needs.</li> <li>• Plan WIN instruction collaboratively during grade-level PLC meetings, ensuring all tasks include appropriate scaffolds for multilingual learners and students with disabilities.</li> <li>• Implement clearly defined roles for teachers and support staff to ensure targeted intervention, on-level practice, and opportunities for all students.</li> <li>• Regularly review student progress and regroup students during PLC meetings to ensure timely supports and continued access to rigorous, grade-level learning.</li> </ul>	
<b>Teacher Learning Core Structure</b>	<b>Positive Behavioral Interventions &amp; Supports</b>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
<b>When and how often will this structure take place?</b>	Year-long practices at the building level, as well as classroom level.	
<b>What does this entail?</b>	<ul style="list-style-type: none"> <li>• Establish and maintain a three-tiered PBIS system (Tier 1 universal, Tier 2 targeted, Tier 3 intensive) to meet the behavioral and social-emotional needs of all students.</li> <li>• Develop, teach, and consistently reinforce clear, positively stated behavioral expectations across all school settings. Expectations will be explicitly taught, modeled, and revisited throughout the school year.</li> <li>• Utilize behavioral data (office discipline referrals, attendance, suspensions) to inform decision-making. The PBIS team will meet regularly to review data, monitor trends, and adjust interventions. Data will be disaggregated to identify and address disparities among student subgroups.</li> </ul>	

Part 3: Schoolwide Core Structures

	<ul style="list-style-type: none"> <li>• Implement consistent school-wide practices, including a positive acknowledgment system to reinforce appropriate behavior, integration of social-emotional learning (SEL), and alignment of classroom management strategies across staff.</li> <li>• Provide evidence-based supports for students at risk (e.g., Check-In/Check-Out, small group SEL instruction). Progress monitoring systems will ensure interventions are effective and adjusted as needed.</li> <li>• Provide ongoing training to staff on PBIS implementation to ensure fidelity and consistency.</li> <li>• Communicate PBIS expectations to families and engage them as partners in supporting student behavior.</li> </ul>
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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
<b>25-26 Needs Assessment</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	Students seldom, if ever, slip through the cracks at this school.	5	7	6	4	2	2
<b>26-27 Needs Assessment</b>	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	Students seldom, if ever, slip through the cracks at this school.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
<b>25-26 Needs Assessment</b>	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input checked="" type="checkbox"/> Family	Teachers’ expectations for learning seem similar across classrooms.	2	3	2	5	2	4
<b>26-27 Needs Assessment</b>	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input checked="" type="checkbox"/> Family	Teachers’ expectations for learning seem similar across classrooms.						

## 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?
<b>Every Student Thrives Core Structure 1</b>	<b>Proactive Attendance Systems &amp; Schoolwide Expectations</b>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REFINE
<b>When and how often will this structure take place?</b>	<ul style="list-style-type: none"> <li>• Weekly Attendance Team meeting (30–45 minutes)</li> <li>• Daily attendance review and identification of absences</li> <li>• Same-day or next-day outreach to families</li> <li>• Ongoing weekly progress monitoring for targeted students</li> </ul>	
<b>What does this entail?</b>	<ul style="list-style-type: none"> <li>• Implement a consistent daily monitoring system to identify students with emerging or chronic attendance concerns</li> <li>• Conduct weekly team-based problem-solving meetings to:                             <ul style="list-style-type: none"> <li>○ Analyze attendance patterns</li> <li>○ Identify root causes</li> <li>○ Develop aligned intervention plans</li> <li>○ Monitor and adjust plans if indicated by data</li> </ul> </li> <li>• Provide structured re-entry supports for students returning from absences, including:                             <ul style="list-style-type: none"> <li>○ Adult check-ins</li> <li>○ Academic catch-up plans</li> <li>○ Reinforcement of belonging and connection</li> </ul> </li> </ul>	

Part 3: Schoolwide Core Structures

	<ul style="list-style-type: none"> <li>• Develop and monitor individual attendance support plans with defined goals, interventions, and progress tracking</li> <li>• Ensure alignment across staff, with consistent expectations and shared strategies for attendance follow-up</li> <li>• Track and review student progress weekly, adjusting interventions based on data</li> <li>• Maintain clear documentation of actions and outcomes to support continuity and decision-making</li> </ul>
<b>Teacher Learning Core Structure</b>	<b>Monthly Incentives for Attendance</b>
<b>When and how often will this structure take place?</b>	1 time per month throughout the year.
<b>What does this entail?</b>	<ul style="list-style-type: none"> <li>• Pop Up Day</li> <li>• Recognition during Student of the Month assembly</li> <li>• Daily PBIS point for attendance</li> <li>• Post card home</li> </ul>

**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
<b>2025-26</b>	92.9%	91.9%	91.5%	85.4%	90.3%	90.3%	91.3%	92.5%	91.8%
<b>2026-27</b>									

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:

December: Illness

**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
<b>25-26 Needs Assessment</b>	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Student <input type="checkbox"/> Family	If I miss school, someone checks in to understand what’s going on.	37	36	44	55	40	26
<b>26-27 Needs Assessment</b>	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Student <input type="checkbox"/> Family	If I miss school, someone checks in to understand what’s going on.						

Part 3: Schoolwide Core Structures

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
<b>25-26 Needs Assessment</b>	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Student <input type="checkbox"/> Family	When I come back after being absent, I am welcomed and helped to catch up	13	22	49	64	86	4
<b>26-27 Needs Assessment</b>	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Student <input type="checkbox"/> Family	When I come back after being absent, I am welcomed and helped to catch up						



## 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.