



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Monticello Central School District	Robert J. Kaiser Middle School	6-8

Collaboratively Developed By:

The Robert J. Kaiser Middle School SCEP Development Team

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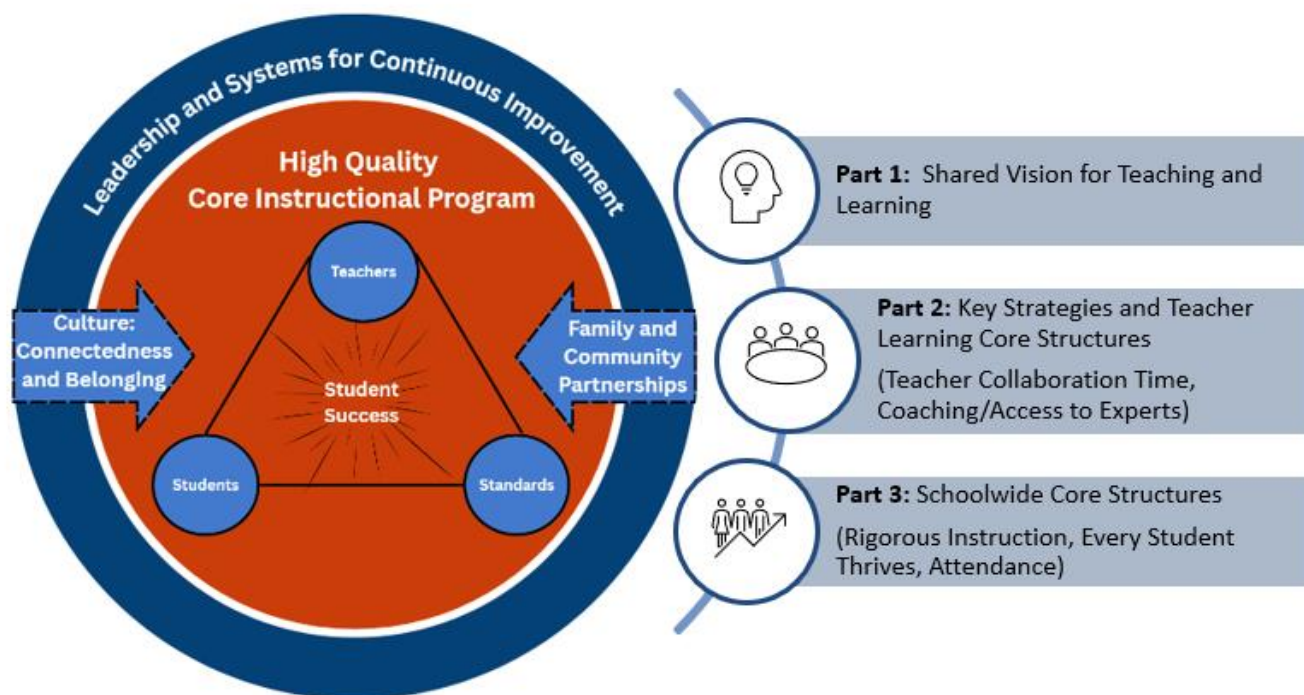
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And in partnership with the staff, students, and families of Robert J. Kaiser Middle School.

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>	High-quality instruction occurs when teachers deliver focused lessons that engage all students in tasks that require them to think, explain, and apply their understanding; use questioning and checks for understanding to elicit and respond to student thinking; and adjust instruction to ensure equitable access and challenge for every learner. Every student in our district receives high-quality instruction as defined by: • Focused lessons: enhance clarity, engagement, and overall effectiveness, keeps instructional objectives in sight, ensures relevance, and guides students toward a specific goal • 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 • 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.
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Part 1: Shared Understand of High-Quality Teaching and Learning

	• Effective questioning: involves asking thought-provoking and scaffolded questions to promote critical thinking, encourage engagement, and assess understanding of all students • Checking for understanding: is an ongoing process of assessing how well students are progressing towards the instructional objective(s). It involves using various techniques both formal and informal This definition is guided by our commitment to the four essential questions of professional learning communities: • What do we want students to learn? • How will we know they learned it? • What will we do when they haven't learned it? • What will we do when they've learned it?
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Part 1: Shared Understand of High-Quality Teaching and Learning

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?)
Incorporate quick formative checks during instruction to understand student thinking in real time and adjust instruction responsively.
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 facilitate
- ed by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers’ learning
- Ideally occur during the school day
- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.

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

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

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

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

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

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

Essential Question

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

What structures and routines will support this in 2026-27?		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☐ REFINE
When and how often will this structure take place?	Teacher collaborative time will occur during the day on 5 separate two-hour delay PLC days. There are also 3 full day professional development days dedicated to this work. Monthly department meetings will be utilized for this as well. Core teachers in the same subject and grade level have a common planning period daily. At least 4 faculty meetings will dedicate at least 30 minutes towards professional development.	
What does this entail?	Meeting Structure: • Reflection: What did we try between last time and this time related to the strategy? What worked/didn't work and why? What did we learn? • Professional Learning: Activities to support collaboration and learning around the strategy • Practice/Application of Professional Learning: Staff engage in the strategy and discuss application to what they are currently working on in the curriculum • Application in the Upcoming Week: What will we try individually and collectively between now and the next time related to the strategy?	
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?		
What does this entail?		

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?
Scheduling department and faculty meeting PD for each month		July 2026
who will provide professional development		July 2026
gather resources and materials • Research articles that best fit pd topics • Identify and order materials • Storage and distribution		August 2026
Create a PD Timeline selecting 2-3 strategies from the below list: • Scaffolding That Preserves Rigor • Just-in-Time vs. Just-in-Case Scaffolds • Scaffolding the Process, Not the Thinking • Temporary Scaffolds and Gradual Release • Maintaining Demand for All Students • Supporting Students with IEPs Without Simplifying Thinking • Language Supports for Multilingual Learners Without Reducing Complexity • Breaking Tasks into Manageable Steps Without Reducing Reasoning • Recognizing and Adjusting Overscaffolding in Real Time • Productive Struggle & Student Perseverance • What Productive Struggle Actually Looks Like • Normalizing “Being Stuck” • When to Prompt vs. When to Pause • Building Student Perseverance • Mistakes as Resources for Learning • The Difference Between Floundering and Grappling		September to June

Key Strategy I

KEY STRATEGY 1	Incorporate quick formative checks during instruction to understand student thinking in real time and adjust instruction responsively.	
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?		
Purposeful scheduling Coaches will co-plan, assisting with checks for understanding		September 2026
Developing common check for understanding banks, including best practices for assessing that all students are learning and pivoting accordingly Best practices to responding to checks for understanding: what to do when they get it, and when they don't		ongoing
Teachers share trends discovered from checks for understanding		ongoing
Teachers share the trends discovered from the method used to check for understanding		ongoing

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

Align on look-for's	ongoing
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?
Compare CFU effectiveness across classrooms - What was the CFU? - What did the student show? - What's the biggest gap? - What's our response tomorrow?	ongoing
Teachers share the trends discovered from the method used to check for understanding	ongoing
Teachers share trends discovered from checks for understanding	ongoing

Key Strategy 2

KEY STRATEGY 2

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.

FIRST HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Plan lessons with a "grade level expectations" mindset - Equity = access to rigor, not reduced expectations - Provide supports to access grade level content	ongoing
Collaborative teams establish a norm around all students having equitable access to grade level curriculum	ongoing
Barrier access protocols: - Is it a language barrier? - Is it an apathy barrier? - Is it a reading barrier? - Is it a vocabulary barrier?	October 2026
Share and analyze work together, including work from diverse learners - Who met the standard? - Who struggled? Who didn't? - Why or why not?	December 2026
Teacher collaborative time to review IEPs/504s	September
Strengthen collaboration between ELL/SE/gen ed/special area teachers	ongoing
Create a teacher toolkit aligned to leveled learning around question types (mild/medium/hot questions)	ongoing
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 to review individual student needs	ongoing
Continued collaboration between ELL/SE/gen ed/special area teachers	ongoing
Share and analyze work together, including work from diverse learners - Who met the standard? - Who struggled? Who didn't? - Why or why not?	

Progress Monitoring

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

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

Key Strategy 1

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Anecdotal information from student conferencing during WIN Anecdotal information from walk throughs		
Evidence of Teacher Practice Changing	Administrator walk-throughs look fors will be aligned to selected PD strategies once determined		

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...	Students will be able to clearly articulate what they know, recognize areas of confusion, and explain the strategies they used to strengthen their understanding.	
Teachers will be...	Teachers will be able to clearly articulate what the students know, recognize areas of confusion, and will have developed and evaluate the strategies they used to strengthen student understanding.	

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

Key Strategy 2

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

	Early Progress Indicators	Mid-Year Indicators	End-of-Year Indicators
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

	(set in advance)	(complete after quarter 1)	(complete midyear)
Evidence of Student Learning Improving	Improved scores on IXL Step into the Arena (regularly given each week in WIN)		
Evidence of Teacher Practice Changing	Walkthroughs in WIN - Students engaged in skills needed to access grade level content with appropriate differentiation and scaffolding - Student centered learning - Teachers providing effective feedback aligned to checks for understanding and student learning		

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...	demonstrate increasing success on the same grade-level tasks within a lesson or short instructional cycle.	
Teachers will be...	Teachers consistently implement grade-level, standards-aligned tasks with scaffolds and adjust instruction so that all student groups can successfully engage and improve within the lesson.	

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

25-26 Needs Assessment	The teaching practices I am working to strengthen are the same ones my colleagues are working to strengthen.	1	8	13	23	5	8
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.	12	19	19	4	1	3
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 TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A system for reviewing patterns in teacher-team work , including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Monthly CSI meetings aligned to agendas and content for department, faculty meetings, and PLC Meetings Department chair meetings aligned and focused on reviewing patterns from the department meetings and making adjustments moving forward.	

Part 3: Schoolwide Core Structures

	Bi- weekly administrative system check in \meetings in between department and faculty meetings (2 nd and 4 th)	
What does this entail?	Clearly communicated consistent expectations for department chairs Training for department chairs on facilitating meetings and expectations Instructional Team Meetings will follow this structure: • Reflection: What did we try between last time and this time related to the strategy? What worked/didn't work and why? What did we learn? • Professional Learning: Activities to support collaboration and learning around the strategy • Practice/Application of Professional Learning: Staff engage in the strategy and discuss application to what they are currently working on in the curriculum • Application in the Upcoming Week: What will we try individually and collectively between now and the next time related to the strategy? • Department Chair meetings will occur monthly • Instructional Core team meetings will occur biweekly	
Instructional Leadership Team Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		
What does this entail?		

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Aggregate and review data/observation from non-evaluative walk throughs. Review trends from check for understanding analysis from teacher collaborative meetings. Review the check for understanding strategy bank.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Analysis of data from NWEA and IXL Review of WIN observational data

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	Our team meeting stay focused on improving teaching and learning, not just on logistics or compliance tasks.	2	8	12	27	5	4

Part 3: Schoolwide Core Structures

26-27 Needs Assessment	☐ Teacher								
	☐ Student								
	☐ Family								

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher							
	☐ Student							
	☐ Family							
26-27 Needs Assessment	☐ Teacher							
	☐ Student							
	☐ Family							

Every Student Thrives Core Structures

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

Every Student Thrives Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels , identifying where students encounter conflicting messages or uneven experiences.	☐ NEW ☐ REFINE

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	Define clear and explicit behavior expectations for staff and students Define clear and explicit routines for student learning in each classroom Monthly “Grow and Glow” meetings with teachers and an administrator who is not their lead evaluator
What does this entail?	Create a template to facilitate meetings. Every teacher will have a learning target/objective visible for students. Create a bank of strategies to come up with a classroom routine. Walk throughs and formal observations.
Every Student Thrives Core Structure 2 (if applicable)	☐ NEW ☐ REFINE
When and how often will this structure take place?	
What does this entail?	

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year’s Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year’s survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don’t Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.	12	19	19	4	1	3
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
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

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Daily attendance will be taken by every teacher for each student they see. Attendance office with rectify period by period attendance in a timely manner. Weekly attendance report to identify patterns in absenteeism.	
What does this entail?	Create an attendance committee. Identify the threshold Create a flowchart with scaffolds that supports teachers in identifying solutions and strategies and key stakeholders who can support the process (IE: Step 1: Contact counselor, Step 2: Reach out to CeCe,)	
Attendance Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		
What does this entail?		

Part 3: Schoolwide Core Structures

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	92.92%	92.47%	92.02%	91.21%	91.01%	91%	90.64%	90.67%	
2026-27									

Were there any atypical circumstances (e.g. significant winter storm, bus driver strike, etc.) during the 2025-26 school year that impacted attendance for multiple days that the SCEP team will want to remember when comparing 2026-27 data to 2025-26 data? If yes, identify the circumstance and the month it occurred below:

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.	11	14	8	14	4	7
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

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.

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

[illegible]

Our Team's Process

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.