

School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
Newburgh Enlarged School District	Heritage Middle School	6-8



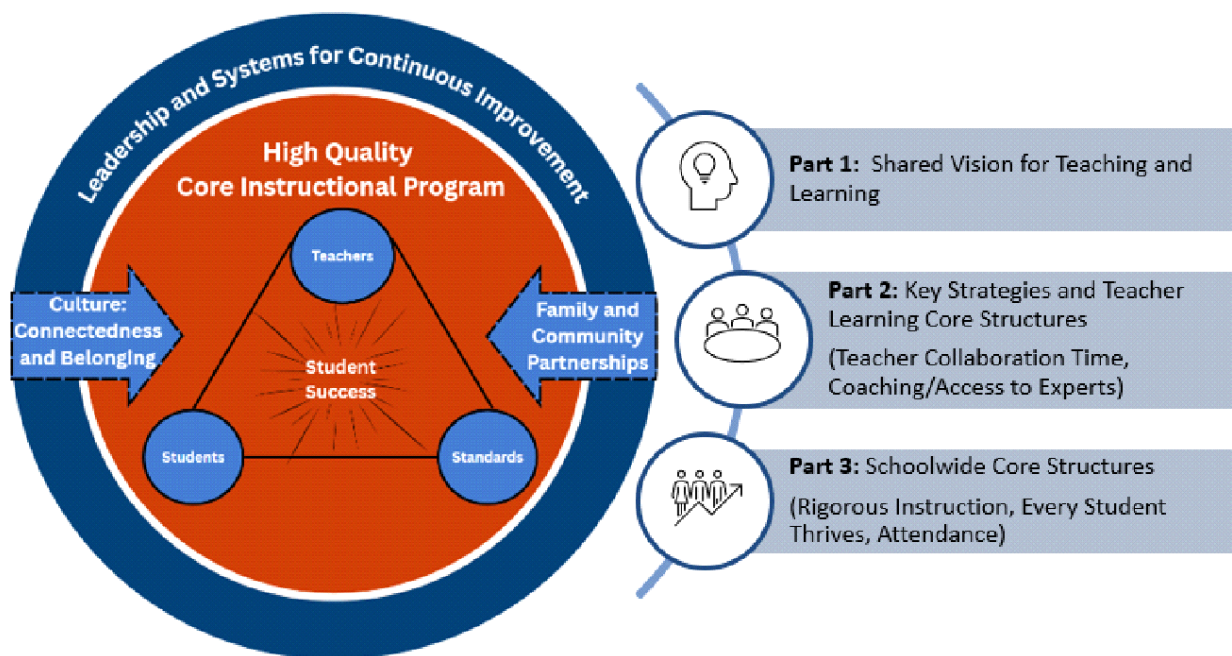
New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

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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>	NECSD defines high-quality, equitable, and adaptive Tier 1 instruction as standards-aligned, student-centered instruction that ensures all students have meaningful access to rigorous learning through active engagement, strong relationships, responsive teaching practices, and consistent instructional structures across classrooms. Effective Tier 1 instruction at HMS will include: 1. Clear Learning Targets and Success Criteria Aligned to NYS Standards • Teachers will post learning targets and success criteria in every lesson. • Students will be able to articulate what they are learning, why it is important, and what successful completion looks like. 2. Consistent Use of Formative Assessment Practices to Guide Instruction • Teachers are expected to regularly utilize checks for understanding, exit tickets, student conferencing, questioning strategies, and performance tasks to assess learning throughout instruction. • Grade-level and content teams will analyze common assessment data during collaborative planning meetings to identify trends and instructional next steps.
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	3. Student-Centered Learning Experiences that Promote Academic Discourse and Collaboration • Teachers will implement structured collaborative learning protocols that require students to discuss, justify, and defend their thinking. • Students will engage in collaborative inquiry, project-based learning, and academic conversations that foster ownership of learning and active engagement. 4. Differentiated Instruction and Scaffolded Supports for Multilingual Learners and Students with Disabilities • Teachers will incorporate learning through differentiated tasks, flexible grouping, visual supports, small group instruction, language scaffolds, and accommodations aligned to student needs. • Instructional planning will reflect collaboration among general education, special education, and ENL staff to ensure equitable access to grade-level content. 5. Opportunities for Higher-Order Thinking and Evidence-Based Responses Across All Content Areas • Teachers will utilize the Depth of Knowledge Matrix • Academic vocabulary and evidence-based writing practices will be consistently integrated across disciplines. 6. Consistent Instructional Expectations and Vertical Alignment Across Grade Levels • Instructional teams will establish and implement common expectations for lesson design, collaborative learning structures, academic vocabulary, formative assessment practices, and student discourse. • Vertical teams will meet during Professional Development Days to ensure alignment of instructional practices, rigor, and learning progressions across grades 6–8. 7. Strong Classroom Routines that Promote Student Engagement, Belonging, and Academic Accountability • Teachers will establish predictable routines and procedures that maximize instructional time and create safe, inclusive learning environments. • Classroom practices will incorporate restorative approaches, student voice, and opportunities for reflection to strengthen belonging and positive relationships.
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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.

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)

ELA - HMS will increase academic vocabulary across all content areas, especially for African American students, multilingual learners, and students with disabilities.

EQUITY and ACCESS: HMS will ensure equitable access to grade-level content for all students, with an emphasis on multilingual learners, students with disabilities and any identified subgroup, by implementing explicit writing instruction across all content areas.

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

- **Teacher TEAM 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 Grade level teams to analyze and evaluate the school-level key strategy and adapt the strategies from professional development to the complex daily realities of their classrooms.

- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.
- **Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)**
Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:
 - Modeling lessons
 - Co-teaching
 - The Coaching Cycle
 - Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

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

Essential Question

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

What structures and routines will support this in 2026-27?		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Heritage Middle School will implement a structured, rotating Professional Learning Community (PLC) cycle during PLC time for core grade-level teams to support all students but specifically African- American students, multilingual learners and students with disabilities. Teachers will use a recurring Data-Driven Instruction (DDI) protocol to focus student success.	NEW REFINE
When and how often will this structure take place?	Grade level instructional teams will meet, at minimum, once a six day cycle during scheduled PLC time during the school day. Administration and or the Instructional Coach will facilitate these meetings.	
What does this entail?	Components expected across team meetings (Standing Agenda Items): - Analysis and Identification: Analyze student achievement, growth, benchmark and selected in-class progress monitoring-that will allow teachers and teams to re-focus and re-teach areas in need of improvement. - Reflection: How the patterns are changing or not, relation to the key strategies, and needs of students or team members. - Professional learning and/or sharing of strategies: Does the team as a whole or a member need extra support implementing a new method , or in modifying a previous method to further improve student learning and teacher effectiveness? - Monitoring student acquisition of targeted high frequency vocabulary.	

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Implementation

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

Preparing for a Successful Launch

BEFORE THE 1 ST DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?	When will this be in place?
Finalize collaborative team structures and 8-period schedule on an A/B daily schedule	August 2026
Administration and/or stakeholders establish protocol for professional learning communities.	August 2026
Review ATSI and SCEP priorities and data with ILT/SLT teams	August 2026
Instructional leadership teams will establish a formative sheet for teachers to use as well as a Google form for instructional look-fors and walkthroughs to measure and monitor academic vocabulary growth across all content areas and grade levels, as well as specifically targeting multilingual learners and students with disabilities.	October/ November 2026

Key Strategy I

KEY STRATEGY 1	ELA - HMS will increase academic vocabulary across all content areas, especially for multilingual learners and students with disabilities.
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FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Administration and/or ILT/SLT will present HMS data portrait and implications for the coming year.	September 2026
Facilitators and/or teachers begin to utilize weekly collaborative meetings to analyze selected formative assessment data and student work with administration and/or instructional coach(es) as available) to inform their practice and instructional decisions.	October 2026
Facilitators and/or teachers utilize weekly collaborative meetings to structure lessons, methods and additional help for students that need to access grade-level content.	October 2026

Facilitators, teachers, MTSS, administration and/or Instructional Coach(es) identify groupings and determine schedules to implement the WIN (What I Need) periods. (Concern- this should be AIS)	October 2026
Facilitators, administration and/or instructional coach(es) conduct classroom walkthroughs to ensure alignment with explicit vocabulary instruction.	October 2026
Classrooms will have content specific word walls.	November 2026
To create consistency across our building, all teachers will incorporate the academic vocabulary terms into instruction and classroom discussions. During PLC we will discuss protocol and alignment ensuring that students encounter and use the same academic language throughout the school day. Instructional leadership team will meet and review explicit vocabulary across all content areas and develop protocols surrounding the depth of knowledge matrix.	November 2026
Administrative team will attend PD on creating and implementing Impact Teams	October/November 2026
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Administration, ILT/SLT committees and/or Instructional Coach(es) will coordinate with the district for additional PD within the building for half days and Superintendent's Conference days to address needs identified through review of student performance data, team minutes and/or teacher/student surveys.	January 2027
Administration, ILT/SLT committees and/or Instructional Coach(es) will meet, review, and adjust the Strategy 1 first half of the year implementation, especially in regards to multilingual learners and students with disabilities. Data gained from this meeting will be used to inform future changes.	February 2027
During PLC, teachers will continue to reflect on practices and see what worked and what needs to be adjusted	April 2027
Instruction leadership team will review data collected from PLC meetings, i-ready diagnostics, exit tickets, unit assessments and create and support ongoing instructional practices and materials.	April & May 2027

Key Strategy 2

KEY STRATEGY 2

EQUITY and ACCESS: HMS will ensure equitable access to grade-level content for all students, with an emphasis on African-American students, multilingual learners and students with disabilities, by implementing explicit writing instruction across all content areas.

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?
Facilitators and/or teachers including PPS- utilize our six day PLC cycle to analyze assessment data and student work in regards to student growth.	October 2026
School leadership will introduce expectations for explicit writing instruction across all content areas, using student achievement data to address writing needs---is there space to add something about looking at student work as the data.	October 2026
Facilitators and/or teachers including PPS utilize our six day PLC cycle to structure lessons, methods and additional help for students that need to access grade-level content.	November 2026
Administration, Instructional Coach(es), including PPS and/or Restorative Practices Supervisor utilize monthly collaborative meetings to analyze student data and determine what priorities for teacher learning will help	November 2026
Administration and/or instructional coach will conduct classroom walkthroughs focused on multilanguage learners.	October/November/December 2026
Administration and/or instructional coach to conduct classroom walkthroughs focused on students with disabilities.	October/November/December 2026
Teachers will utilize student exemplars and explicit modeling during instruction to deepen students' mastery of the Claim, Evidence, and Reasoning (CER) writing framework for short responses.	October 2026
Across content areas, teachers will integrate exemplar mentor texts and live model writing to demonstrate clear expectations and strengthen students' ability to construct claims, cite evidence, and articulate reasoning.	October/November 2026

African-American students, Multilingual students and Students w/ Disabilities will attend an Extended Learning Program after regular school hours focused on explicit writing instruction.	October 2026
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Administrator and/or instructional coach will provide opportunities where staff can participate in peer to peer visitation.	February 2027
Administrators and/or instructional coaches will meet with teachers during PLCs to model the implementation of double-entry journals across content areas.	January 2027
Administrators and/or instructional coach will meet during PLC teachers will be introduced on modeling of double entry journals	March 2027
Administrators and/or instructional coach will meet to introduce and embed quick-writes and low-stakes writing routines across all contents.	January-May 2027
Administrators and/or instructional coaches will lead PLC data cycles using DataMate and Panorama to deliver targeted professional learning and conduct standard-by-standard writing analyses, empowering teachers to build responsive, student-centered learning paths tailored to identified academic needs.	January-May 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	Early Progress Indicators to collect by the end of the 1st quarter: - Walkthrough reports - 60% of classrooms will have content specific vocabulary on		

	word walls 1st quarter grade reports - There will be a 10 percent increase from previous years content vocabulary using Iready Diagnostic - Panorama reports		
Evidence of Teacher Practice Changing	Early Progress Indicators to collect by the end of the 1st quarter: - Walkthrough reports showing the implementation of the word walls and explicit instruction - 1st quarter grade reports - Student Survey - Teacher Survey - Family Survey		

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 using high frequency academic vocabulary across curriculums	
Teachers will be...	Reflecting and differentiating lessons/methods to support students' active use of multi-tiered academic vocabulary across curriculums.	

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	Early Progress Indicators to collect by the end of the 1st quarter: - Walkthrough reports showing the implementation of the writing process and explicit instruction - 30% of classrooms will utilize AI feedback tools with student writing - Student Survey - Teacher Survey - Family Survey - 1st quarter grade reports -		
Evidence of Teacher Practice Changing	Early Progress Indicators to collect by the end of the 1st quarter - Walkthrough reports showing the implementation of the writing process. - 1st quarter grade reports - Student Survey - Teacher Survey - Family Survey		

	- Students will be working on short and extended response		
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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...	Make a claim and support it with evidence showing the writing process.	
Teachers will be...	Reflecting and differentiating their lessons based upon students abilities and the four key strategies.	

Survey Monitoring

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

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Professional learning during staff meetings, superintendent conference days, and pull-out sessions connects to our ongoing instructional priorities.	1.9%	1.9%	25%	55.8%	13.5%	1.9%
26-27 Needs Assessment	Professional learning during staff meetings, superintendent conference days, and pull-out sessions connects to our ongoing instructional priorities.						

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	I engage in inquiry and reflection routines (e.g., peer observation, lesson study, short-cycle tests of change) to improve my practice	0	1.9%	19.2%	55.8%	19.2%	5.8%
26-27 Needs Assessment	I engage in inquiry and reflection routines (e.g., peer observation, lesson study, short-cycle tests of change) to improve my practice						

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?		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	Instructional Leadership Team - framework for high-quality instruction	Refined
When and how often will this structure take place?	The ILT committee will meet monthly after regular school hours September 2026 through June 2027.	
What does this entail?	Monthly ILT committee meetings will use some or part of the specified data below to look at the generated data and decide on and communicate necessary schoolwide adjustments - Weekly walkthrough reports by administration and/or Instructional Coach(es) - "Team time" logs, minutes, and/or protocols - Student work - Quarterly assessments, grades, and/or information from Panorama, SAVE, and/or Infinite Campus - NYS Assessment results - Benchmark assessments - Quarterly grades - Common formative assessments - Student work samples - Vocabulary acquisition checks - Growth data by grade and subgroup	
Instructional Leadership Team Core Structure 2 (if applicable)	Instructional Leadership Team - HMS is dedicated to providing every student, with a specific focus on African- American students, multilingual learners, students with disabilities, and those from economically disadvantaged backgrounds, consistent access to high-quality, standards-aligned instruction that is cognitively challenging and grade-level appropriate.	
When and how often will this structure take place?	The ILT committee will meet monthly after regular school hours September 2026 through June 2027, as per district directives.	

What does this entail?	Monthly ILT committee meetings will use some or part of the specified data below to look at the generated data and decide on and communicate necessary schoolwide adjustments - Weekly walkthrough reports by administration and/or Instructional Coach(es) - “Team time” logs, minutes, and/or protocols - Student work - Quarterly assessments, grades, and/or information from Panorama, SAVE, and/or Infinite Campus
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Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The Building Level Team will aggregate and triangulate data generated by: - classroom walkthroughs - assessment and growth data reviews - minutes/logs of collaborative team discussions, as well as implementation of Tier 1 instructional practices - monitoring of the progress of interventions - monitoring of instructional consistency, student engagement, literacy and numeracy growth
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The Building Level Team will aggregate and triangulate data generated by the following (in addition to the above data sources): - monitoring of student support systems including attendance, behavior, and intervention data to ensure students are receiving timely academic and social-emotional supports - feedback from staff, students and families through surveys

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	Teacher: The specific professional development and resources provided this year have positively impacted my classroom instruction and student engagement.	3.4%	4.8%	35%	45%	14.6%	7/1%
25-26 Needs Assessment	Teacher Student Family	Family: Communication from the school regarding this year's initiatives has helped me feel more involved and informed about my child's education.	4	6	27	37	22	4
25-26 Needs Assessment	Teacher Student Family	Student: In most of my classes, I am asked to think deeply, explain my ideas, and learn from mistakes.	3	4	34	42	12	5
26-27 Needs Assessment	Teacher Student Family	Teacher: The specific professional development and resources provided this year have positively impacted my classroom instruction and student engagement. Student: In my classes, I am asked to think deeply, explain my ideas, and learn from mistakes. Family: Do you see an increases in your students use of vocabulary						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teacher Student Family	Student: When I need help, my teachers give me support that makes things easier to understand without taking away the challenge or doing the work for me.	3.3	6.4	28.9	42%	23.5%	3.9%
25-26 Needs Assessment	Teacher Student Family	Family: If my child needs extra help, they continue working on grade-level material with additional support rather than being given easier work.	4	4	14	49	10	18
25-26 Needs Assessment	Teacher Student Family	Teacher: The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information	0	2	17	67	12	2
26-27 Needs Assessment	Teacher Student Family	Student: Teacher: 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 support, 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	The school will implement a unified identification framework for student support, establishing transparent pathways to flag concerns, designate accountability, and coordinate interventions to ensure equity in resource availability for every learner.	
When and how often will this structure take place?	The MTSS committee will be comprised of the following stakeholders: - Administration - Supervisor of Restorative Practices - Instructional Coach(es) - PPS staff - RTI chairs - Attendance staff - Health office staff - Others on an irregular basis as identified by the committee The MTSS committee will meet at least monthly during the regularly scheduled school day.	
What does this entail?	Monthly MTSS committee meetings will triangulate data to decide on interventions. The tiered intervention process includes: - Quarterly assessments and/or grades - Referral Data/ Out of School Suspension and Disproportionality Reports - Behavior reports - Attendance reports, including excused absences, unexcused absences, cutting, and/or tardy - Health reports	

	- RTI / MTSS Intervention updates - Home visits that have been made, or need to be made - Family communication - Restorative Conversations
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Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teacher Student Family	Teacher: Students know support is available and know where to find it.	0	20	30	45	20	5
25-26 Needs Assessment	Teacher Student Family	Family: There is at least one adult at school who knows my child well and looks out for them.	2	2	4	41	11	11
25-26 Needs Assessment	Teacher Student Family	Student: When I need help, my teachers give me support that makes things easier to understand without taking away the challenge or doing the work for me.	3	6	27	39	22	3
26-27 Needs Assessment	Teacher Student Family	Teacher: Do I implement restorative practices within my classroom? Family: Do I receive communication regarding my student's behavior? Student: Do I feel safe in class and do I have someone to go to for help?						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teacher Student Family	Teacher: The teaching practices I am working to strengthen are the same ones my colleagues are working to strengthen.	0	4	19	56	14	10
25-26 Needs Assessment	Teacher Student Family	Family: Teachers' expectations for learning seem similar across classroom	0	10	6	53	10	4
25-26 Needs Assessment	Teacher Student Family	Student: Teachers across classes use similar expectations for what good work looks like.	4	9	30	37	15	5
26-27 Needs Assessment	Teacher Student Family	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 support remains 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 DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A Multi-Tiered Framework for Monitoring and Intervening in Student Attendance	REFINE
When and how often will this structure take place?	The MTSS committee (comprising Administration, PPS staff, RTI chairs, Attendance and Health office staff) will meet at least monthly during the regularly scheduled school day. Additionally, the Attendance Office and Administration will conduct daily monitoring, weekly reviews, and monthly intervention meetings. Tier 1, 2, and 3 interventions will take place during the school day by relevant stakeholders on an irregular, escalating basis as determined by student risk levels.	
What does this entail?	Monthly MTSS meetings will triangulate data (attendance, grades, behavior, health, RTI updates) to monitor trends, identify students at risk, and coordinate supports. The tiered intervention process includes:	

	• Tier 1: Universal communication (robocalls, teacher outreach, postcards) and family engagement events. • Tier 2: Targeted outreach by PPS/Admin, attendance office intervention meetings, co-created attendance compacts, and resource navigation. • Tier 3: Intensive supports including home visits and linking families to wrap-around agencies (legal, housing, mental health).
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Attendance Monitoring

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

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	93.49	94.53	91.33	89.36	90.69	91.33	90.75	91.34	88.58
2026-27									

Please understand that the winter of 2025–2026 was exceptionally challenging. The district exhausted all four allotted emergency weather closure days due to an unusual combination of severe winter weather events and prolonged periods of abnormally low temperatures. These conditions created ongoing concerns related to transportation, student and staff safety, and building operations, resulting in the need for multiple school closures. We also had numerous school delays

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	Family: The school communicates clearly with families about attendance expectations.	0	0	10	65	25	2
25-26 Needs Assessment	Teacher Student Family	Teacher: Students understand what is expected of them and experience a sense of fairness and belonging in how those expectations are applied.	2	10	17	64	6	2
25-26 Needs Assessment	Teacher Student Family	Student: Expectations for working hard and doing quality work are about the same in all my classes.	2	6	33	42	14	3
26-27 Needs Assessment	Teacher Student Family	Teacher: Am I calling home when students are absent from my classroom? Family: If my child misses school, the school reaches out to me to understand why, not just report the absent. Student: If I miss school, someone checks in to understand what’s going on.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teacher Student Family	Family: If my child misses school, the school reaches out to understand why, not just to report the absence	2	41	18	27	8	4
25-26 Needs Assessment	Teacher Student Family	Teacher: Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.	4	6	29	50	4	8
25-26 Needs Assessment	Teacher Student Family	Student: If I miss school, someone checks in to understand what's going on.	13	23	28	19	7	10
26-27 Needs Assessment	Teacher Student Family	Teacher: Student: Family:						

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 the 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	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Meetin g 3: Variatio ns in Data	Meeti ng 4: Stude nt Intervi ews	Me etin g 4A: Fam ily Foc us Gro ups (opt iona l)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizati on
Brian Dunn	Admin	4/27	5/6	5/11	5/18	5/27	5/28	6/3	6/9
Patrick Swiift	Admin	4/27	5/6	5/11	5/18	5/27	5/28	6/3	6/9
Michelle Mohl	Admin	4/27	5/6	5/11	5/18	5/27		6/3	6/9
Lauren Rivera	Admin			5/11		5/27	5/28		6/9

Laura Russell	Admin								7/21, 7/22, 7/23
Chris Meurer	Admin				5/18	5/27	5/28	6/3	7/23
Liza Coopersmith	Teacher	4/27		5/11	5/18		5/28	6/3	
Tara LaPierre	Teacher	4/27		5/11	5/18		5/28		
Nicole Thorpe	Teacher	4/27		5/11	5/18		5/28		
Laura Mejias	Teacher	4/27		5/11	5/18		5/28		
Zeeba Pavri	teacher	4/27		5/11	5/18		5/28		
Melissa Mcinstrie	Teacher			5/11					
Caryn Mele	Office manager	4/27		5/11	5/18				
Karen Larsen	Teacher			5/11	5/18				
Sharon Wagner	Teacher	4/27			5/18				
Bill Morgan	teacher						5/28		
Matt DeGraw	Teacher					5/27		6/3	
Sue DeGraw	Teacher					5/27		6/3	
Chris Marino	Teacher		5/6			5/27		6/3	
Justine Murphy	Teacher		5/6						
Mariya Pushkantser	Admin		5/6						7/23
Steohanie Randall	Teacher		5/6						
Jen Lauderio	teacher		4/13	5/11			5/28		
Melissa MCKinstrie	teacher	4/27				5/18			
Andrea Turso	Parent								
Kelly Marino	Parent								

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)

- The plan should be monitored closely. Adjustments to the plan are expected based on what the school and district are learning through implementation.
- 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.
- 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.
- The portions of the plan shaded gray should be filled in based on 2026-27 data throughout the year.