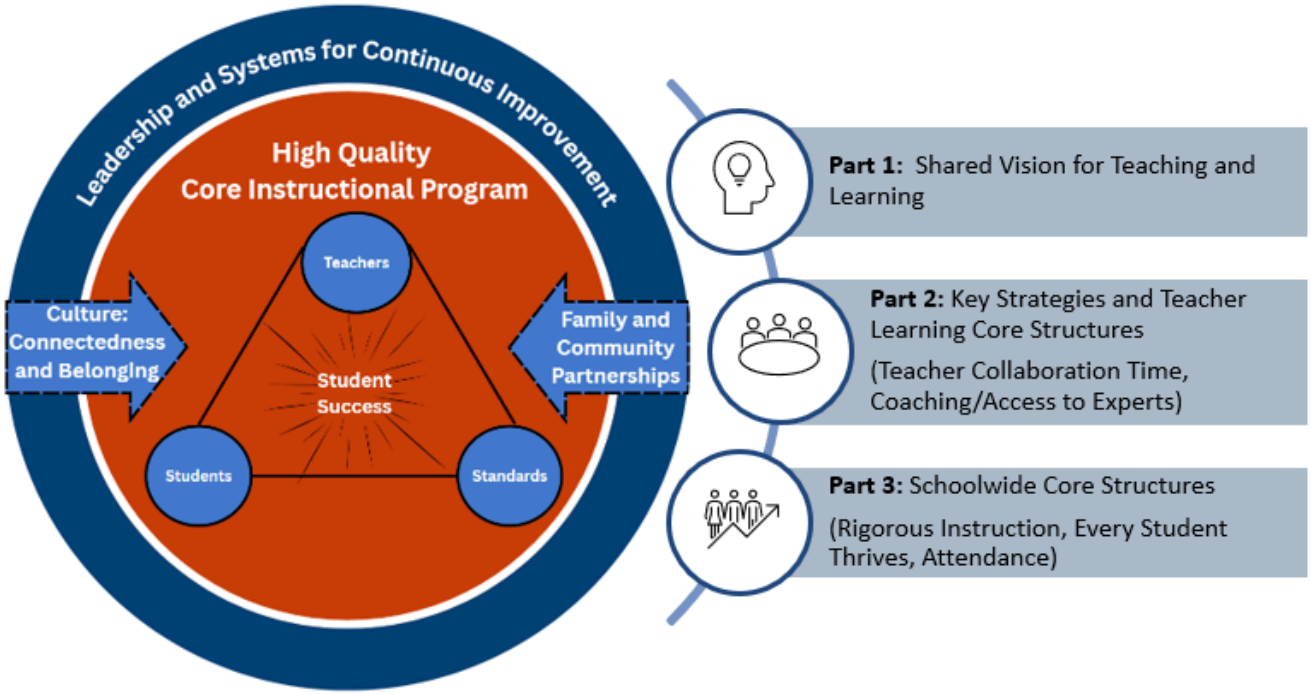
School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
Hawthorne Cedar Knolls Union Free School District	**Linden Hill High School**	**Grades 9-12**

Collaboratively Developed By:
The Linden Hill High School SCEP Development Team SCEP Team Members: Shawn Marshall Robert Worden Sherina Bert Frank Borrelli Harrison Colandrea Isabelle Innes Victoria Shields Michael Stolz *And in partnership with the staff, students, and families of Linden Hill High School.*



Part 1: Connecting Our Shared Understanding for Teaching and Learning

Purpose: Ground the plan to the District's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: *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?*	**High-quality, specially designed instruction is grounded in empathy, strong relationships, and high expectations for all students. Teachers use explicit instruction and purposeful, culturally responsive teaching to build literacy and understanding. Students are actively engaged in meaningful, appropriately challenging, and standards-aligned tasks that encourage thinking, participation, and growth. This vision applies to all students, including multilingual learners, students with disabilities, and students receiving therapeutic and/or behavioral support.** Here are concrete, observable look-fors that the district will use to monitor the implementation of the vision. In classroom walkthroughs, visits, and observations, we will provide instructional leaders with this list as an evaluative checklist. We should consistently see if the vision for high-quality instruction is being implemented effectively: **Teacher Look-fors:** ● Teachers greet and interact with students in a calm, respectful, and supportive manner. ● Teachers explicitly state the learning goal and explain why it matters. ● Teachers ask purposeful questions that require students to think deeply, not just recall answers. ● Teachers frequently check for understanding and adjust instruction in response to student needs. ● Teachers reinforce effort, participation, and positive behaviors in ways that encourage student success.

	● Teachers provide specially designed instruction while still maintaining high expectations for all students. **Student Look-fors:** ● Students appear emotionally safe, connected, and willing to participate. ● Students can explain what they are learning, what they are working on, and how to be successful. ● Students are actively participating through discussion, writing, problem-solving, or collaboration for the majority of the lesson. ● Students receive immediate feedback, redirection, encouragement, and/or support during learning. ● Students remain meaningfully engaged throughout the lesson with minimal downtime or disengagement. **Cultural, Environmental, and Instructional Look-fors:** ● The classroom environment reflects empathy, belonging, structure, and a belief that all students can succeed. ● All students are expected to engage in grade-level or appropriately challenging thinking tasks. ● Learning tasks require students to think, process, apply, discuss, and/or create—not just complete work passively. ○ Students are regularly asked to explain their thinking verbally and/or in writing. ● Instructional materials and tasks are aligned to literacy development, including reading, writing, speaking, and listening. ● Evidence of literacy instruction is visible across content areas, including vocabulary development and comprehension support. ● Academic vocabulary is intentionally taught, displayed, discussed, and reinforced throughout the lesson ● Classroom routines and expectations maximize instructional time and sustain engagement.

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

Key Strategies/Instructional Priorities

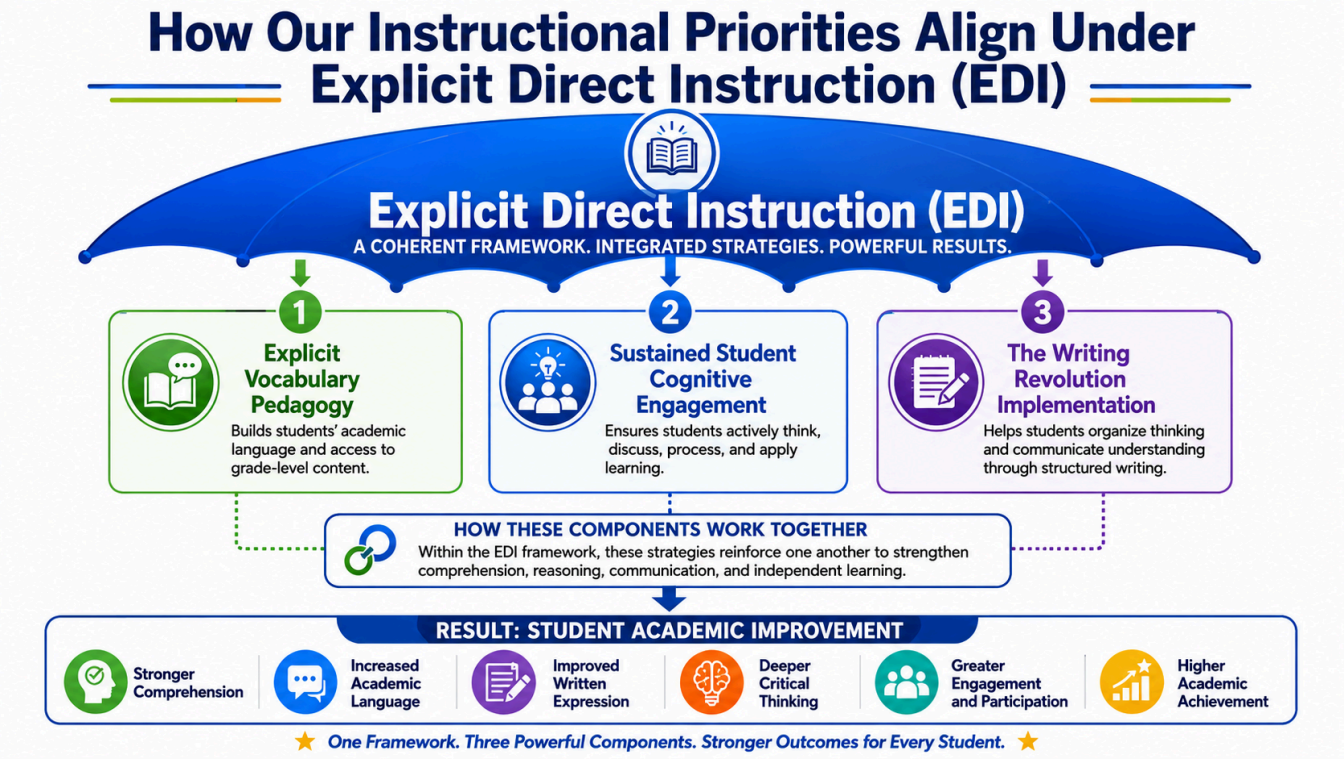
Schools collaborate with their district to identify 1-2 Key Strategies/Instructional Priorities that will strengthen the instructional core and be the focus of teacher learning for the upcoming year.

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?)
● **Teacher Learning Communities:** ○ Will be structured and facilitated by instructional coaches with expertise in both ambitious teaching and supporting teachers' learning ○ Occur during the school day ○ Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms. ○ Be connected to teachers' daily practice with opportunities to understand both how a practice may look and why that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.
● **Explicit Direct Instruction** (teachers use explicit instruction, checks for understanding, feedback, scaffolds, and specially designed instruction to adjust instructional techniques while preserving access to grade-level and/or appropriately challenging content): ○ **Explicit vocabulary instruction and literacy-focused pedagogy:** students intentionally learn, discuss, apply, and use academic vocabulary in reading, writing, speaking, and content-based thinking tasks so they can access rigorous instruction and express their understanding with greater precision. ○ **Cognitively demanding tasks and visible student thinking:** students regularly engage in classroom routines that challenge them to explain, justify, discuss, write, solve, apply, and create in response to appropriately challenging tasks. ○ **The Writing Revolution training:** students use explicit sentence, paragraph, and composition-level writing routines to develop clearer thinking, stronger comprehension, and more precise written responses across all content areas.



Teacher Learning Core Structures

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 Learning Communities** will take place once per month. They will be organized in homogenous groups based on content area. They will meet once per month.	
What does this entail?	The Teacher Learning Communities (TLCs) will engage in monthly meetings specially designed to increase teacher knowledge and capacity. The Assistant Superintendent of Pupil, Personnel Services and Curriculum and Instruction will work closely with the Supervisor of Students with Disabilities and Curriculum/instruction Coordinator to develop monthly meeting agendas/plans for a year-long TLCs curriculum. TLCs will move through the curriculum and experiences with the expectation that what they are learning will be implemented in the classroom. TLCs' agenda and plans will be focused on teachers': ● Curriculum mapping ● Instructional decision making ● Strategies to create sustained student engagement and cognitive demand ● Analysis of classroom tasks and activities ● Informal and formal assessment techniques The pedagogical and instructional decision-making aligned with what is taught in the TLCs will be assessed by the Assistant Superintendent of Pupil Personnel Services and Curriculum and Instruction and the Supervisor of Students with Disabilities and Curriculum/instruction Coordinator in walkthroughs as part of the Teacher Input Model (APPR). Based on these informal and formal assessments of instruction, instructional coaches will reteach and reinforce expectations in their sessions.	
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?	1. **Instructional Coaches** will meet with teachers once per quarter. a. 1st quarter - explicit vocabulary instruction b. 2nd quarter - sustained cognitive engagement and task analysis c. 3rd quarter - explicit direct instruction implementation, including The Writing Revolution d. 4th quarter - sustained cognitive engagement and task analysis	

	2. **Explicit Direct Instruction** training will occur twice, once in the fall and once in the spring. The fall training will be two parts - professional development and then observations of the instructor teaching. The spring training session will be curated based on the collective feedback from data collected by the Assistant Superintendent of Pupil Personnel Services and Curriculum and Instruction and the Supervisor of Students with Disabilities and Curriculum/instruction Coordinator from walkthroughs as part of the Teacher Input Model (APPR). a. **Explicit Vocabulary Instruction** training will occur in September/ October. b. **The Writing Revolution** training will be 12 hours. It will be broken up into six, two-hour, sessions. This will occur throughout the year.
What does this entail?	1. **Instructional Coaches** will meet with teachers once per quarter. a. **1st quarter** - explicit vocabulary instruction will be provided by the Supervisor of Students with Disabilities and Curriculum/instruction Coordinator and instructional coaches will help teachers prepare vocabulary slides and practice instructional techniques. b. **2nd quarter** - coaches will review sustained cognitive engagement expectations with teachers, facilitate teachers' analysis of instructional practice, and support teachers' rewriting an upcoming lesson to ensure sustained cognitive engagement is taking place. Teachers will utilize questioning techniques, discussion protocols, and learning tasks that challenge students to think critically and engage deeply with content. Additionally, the instructional coaches will help teachers refine their classwork, tasks and activities as a result of the task analysis. c. **3rd quarter** - coaches will review teacher lesson plans to ensure explicit direct instruction implementation is taking place. This should include the explicit vocabulary instruction, methods of sustained cognitive engagement, and universal expectations for writing designated by The Writing Revolution d. **4th quarter** - coaches will review sustained cognitive engagement expectations with teachers, facilitate teachers' analysis of instructional practice, and support teachers' rewriting an upcoming lesson to ensure sustained cognitive engagement is taking place. Teachers will utilize questioning techniques, discussion protocols, and learning tasks that challenge students to think critically and engage deeply with content. Additionally, the instructional coaches will help teachers refine their classwork, tasks and activities as a result of the task analysis. 2. **Explicit Direct Instruction** training will occur twice, once in the fall and once in the spring. The fall training will be two parts - professional development and then observations of the instructor teaching. The spring training session will be curated based on the collective feedback from data collected by the Assistant Superintendent of Pupil Personnel Services and Curriculum and Instruction and the Supervisor of Students with Disabilities and Curriculum/instruction Coordinator from walkthroughs as part of the Teacher Input Model (APPR). a. **Explicit Vocabulary Instruction** training will occur in September/ October. This will be accomplished by training teachers in small groups. Then, it will

	be reinforced through modeling and supported by the first instructional coaching session. b. **The Writing Revolution** training will be 12 hours. It will be broken up into six, two-hour, sessions. This will occur throughout the year. All content area teachers will participate in the training.

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?
Publish the LHHS TLC/coaching calendar that protects monthly Teacher Learning Communities and quarterly coaching cycles without infringing on contractual preparation periods or Regents-bearing instructional time.	By August
Finalize content-area TLC groups, instructional coach assignments, coach role descriptions, coaching-log expectations, and the monthly district calibration routine.	By August
Calibrate building leaders, instructional coaches, the Assistant Superintendent of PPS/C&I, the Supervisor of Students with Disabilities, and the Curriculum/Instruction Coordinator on the district instructional vision, look-fors, APPR/walkthrough evidence, and feedback expectations.	August - September
Prepare the first TLC agendas, model/exemplars, task-quality rubric, student-work/task-analysis protocol, and September baseline collection process.	By September
Schedule explicit vocabulary instruction training, fall Explicit Direct Instruction training/demonstrations, and the six two-hour Writing Revolution sessions; communicate implementation expectations to all content-area teachers.	September - October
Prepare baseline evidence sources: TLC attendance, coaching logs, task/student-work samples, walkthrough look-for tool, i-Ready/district benchmark/course-passing data, and needs-assessment survey items.	By October

Key Strategy 1	
KEY STRATEGY 1	● Teacher Learning Communities: ○ Will be structured and facilitated by instructional coaches with expertise in both ambitious teaching and supporting teachers' learning ○ Occur during the school day ○ Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.

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

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?
Launch monthly content-area TLCs with shared norms, roles, and a common agenda tied to the district instructional vision and the school-level key strategy.	September
Use TLC time to establish a baseline by writing curriculum maps.	September - October
Each monthly TLC will include a short learning segment, model/exemplar, teacher practice or planning, and a clear implementation expectation before the next meeting.	Monthly
Use the TNTP Student Work Analysis Protocol or district-approved equivalent to review task quality, grade-level alignment, student thinking, and scaffolds that preserve cognitive demand.	October - January
Instructional coaches and leaders will review TLC artifacts, coaching logs, and walkthrough evidence to identify one instructional pattern and one next step for each cycle.	Monthly
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?
Continue monthly TLC cycles focused on revising assignments, strengthening curriculum-map use, and increasing tasks that require students to explain, justify, discuss, write, solve, apply, or create.	February - May
Bring revised tasks and student-work evidence back to TLCs so teams can determine whether implementation is improving rigor, access, and visible student thinking.	Monthly, November - June
Use walkthrough/look-for evidence and student-work artifacts to adjust coaching, materials, pacing, and support for teachers or teams that need additional modeling or practice.	Quarterly
Conduct a spring task-quality review and compare results to the September baseline, including subgroup access and performance patterns where data are available.	April - May
Use end-of-year findings to identify which TLC routines, protocols, curriculum-map expectations, and coaching supports should continue or be revised for 2027-2028.	May - June

Key Strategy 2

KEY STRATEGY 2	● **Explicit Direct Instruction** (teachers use explicit instruction, checks for understanding, feedback, scaffolds, and specially designed instruction to adjust

	instructional techniques while preserving access to grade-level and/or appropriately challenging content): ○ **Explicit vocabulary instruction and literacy-focused pedagogy:** students intentionally learn, discuss, apply, and use academic vocabulary in reading, writing, speaking, and content-based thinking tasks so they can access rigorous instruction and express their understanding with greater precision. ○ **Cognitively demanding tasks and visible student thinking:** students regularly engage in classroom routines that challenge them to explain, justify, discuss, write, solve, apply, and create in response to appropriately challenging tasks. ○ T**he Writing Revolution training:** students use explicit sentence, paragraph, and composition-level writing routines to develop clearer thinking, stronger comprehension, and more precise written responses 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?
Provide explicit vocabulary instruction training in small groups, then use coaching to help teachers prepare vocabulary slides, plan student practice, and rehearse instructional techniques.	September - October
Conduct fall Explicit Direct Instruction professional development followed by opportunities for teachers to observe the instructor modeling the practice.	Fall 2026
Implement first-quarter coaching cycles focused on explicit vocabulary pedagogy and second-quarter coaching cycles focused on sustained cognitive engagement and task analysis.	Quarter 1 and Quarter 2
Begin The Writing Revolution training as six two-hour sessions for content-area teachers, with implementation expectations between sessions.	October - January
Use walkthroughs, lesson-plan review, coaching logs, and student work to monitor whether explicit instruction, checks for understanding, vocabulary routines, and writing expectations are appearing in classrooms.	October - June
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?

Use third-quarter coaching cycles to review lesson plans for full Explicit Direct Instruction implementation, including explicit vocabulary instruction, checks for understanding, feedback, and Writing Revolution routines.	Quarter 3
Continue The Writing Revolution sessions and have teachers bring student writing samples, sentence-level practice, vocabulary evidence, and revised tasks to TLC/coaching conversations.	February - May
Provide spring Explicit Direct Instruction training curated from walkthrough, coaching, and teacher implementation evidence collected during the first half of the year.	Spring 2027
Use fourth-quarter coaching cycles to revisit sustained cognitive engagement and task analysis, with emphasis on discussion, writing, problem-solving, and student explanation.	Quarter 4
Compare end-of-year walkthrough, student-work, benchmark/course-passing, and survey data to baseline to determine whether explicit instruction and cognitive engagement routines improved classroom instruction.	May - June

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	• September task/student-work baseline collected from each content-area TLC. • Baseline i-Ready/district benchmark/course-passing data reviewed by school, course, subgroup, and intervention tier where available. • Initial evidence gathered on whether students can explain what they are learning and how to be successful.		
Evidence of Teacher Practice Changing	• TLC calendar, attendance, agendas, and implementation tasks are established. • Teachers participate in the baseline task/student-work analysis process. • Walkthrough/look-for evidence begins tracking task quality, student		

	thinking, curriculum alignment, and scaffolds.		

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 engaged in rigorous, standards-aligned learning tasks that require them to explain, justify, discuss, write, solve, apply, and create. Students will be able to name what they are learning, understand how to be successful, and show their thinking through academic discussion, written responses, and problem-solving.	
Teachers will be…	Teachers will use monthly TLCs to examine student work, analyze task quality, refine curriculum-map implementation, preserve cognitive demand through scaffolds, and make instructional decisions based on evidence of student thinking rather than logistics or compliance alone.	

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	• Baseline standardized assessment data and student writing/vocabulary samples and formative assessment evidence are collected. • Walkthroughs capture whether students are actively participating in discussion, writing, problem-solving, collaboration, or creation for most of the lesson. • Initial student evidence is gathered on ability to use academic vocabulary and respond to explicit prompts.		

Evidence of Teacher Practice Changing	• Teachers attend explicit vocabulary instruction training and begin preparing vocabulary slides and student practice opportunities. • Fall Explicit Direct Instruction training and demonstration/ observation opportunities are completed. • Coaching logs, lesson plans, and walkthroughs begin tracking explicit instruction, modeling, checks for understanding, and feedback.		

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 participate in explicit, purposeful lessons in which they read, write, discuss, reason, solve, and explain their thinking. Students will use academic vocabulary, respond to checks for understanding, receive timely feedback, and engage in writing routines that strengthen comprehension and expression across content areas.	
Teachers will be…	Teachers will plan and deliver explicit instruction that includes modeling, guided practice, checks for understanding, feedback, academic vocabulary pedagogy, Writing Revolution routines, sustained cognitive engagement, and scaffolds that preserve access to rigorous content for all students.	

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	There are expectations that what occurs in district professional development is explored in more detail during teacher collaborative time and reinforced through coaching.	0	3	1	1	1	0
26-27 Needs Assessment	Re-administer the same question during the 2026-27 Needs Assessment.						

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	The district provides clear expectations and guidance for how teacher team meetings should be structured and focused on instruction.	1	2	2	1	0	0
26-27 Needs Assessment	Re-administer the same question during the 2026-27 Needs Assessment.						

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

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? ***Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.***		**HOW DOES THIS COMPARE TO EXISTING EFFORTS?**
Instructional Leadership Team Core Structure 1	**Monthly ILT Instructional Review Cycle: curriculum use, task quality, student work, and instructional patterns**	☑ NEW ☐ REFINE
When and how often will this structure take place?	Monthly, beginning October 2026 and continuing through May, with August-September training/calibration and a September student-work/task-quality baseline. The ILT will complete an end-of-year review in June.	
What does this entail?	• Use a common learning-walk and feedback protocol aligned to the district instructional vision and the two instructional priorities. • Each monthly cycle will include a pre-brief, learning walk or artifact review, calibration, identification of one schoolwide pattern, teacher/team feedback, and follow-up support. • Review curriculum use, task quality, student work, visible student thinking, checks for understanding, feedback, literacy/vocabulary development, scaffolds that preserve rigor, and evidence of specially designed instruction.	
Instructional Leadership Team Core	**Curriculum Map and Task-Quality Monitoring Routine**	☐ NEW ☑ REFINE

	● Use ILT agendas/minutes, learning-walk trend forms, feedback logs, student-work samples, curriculum-map implementation checks, and EduCLIMBER subgroup access data to identify supports. ● Submit one monthly pattern/next-step summary and use the findings to adjust coaching, materials, scheduling, staffing support, and professional learning.
Structure 2 (if applicable)	
When and how often will this structure take place?	Monthly through TLC/ILT cycles. ● September- October will establish the curriculum/task baseline; ● November - May cycles will include review, revision, implementation evidence, and follow-up; ● June will be used for end-of-year review and 2027-28 planning.
What does this entail?	● Develop and refine curriculum maps for core content areas with priority standards, pacing, essential learning outcomes, vocabulary/literacy expectations, assessments, and vertical connections. ● Prioritize ELA and mathematics first because ATSI/TSI accountability concerns have centered on Black student outcomes in ELA, mathematics, and engagement. ● Curate low-floor/high-ceiling task resources aligned to the instructional priorities, including scaffolds, questions, discussion routines, writing prompts, and checks for understanding. ● Review whether classroom tasks align to the curriculum map and require students to explain, justify, write, solve, discuss, apply, or create. ● Use student work, task-analysis rubrics, walkthrough evidence, benchmark/course-passing data, and subgroup access reviews in EduCLIMBER to determine where support is needed.

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/ILT will review monthly TLC agendas, attendance, artifacts, task-analysis rubrics, revised tasks, student-work samples, coaching logs, and walkthrough/look-for evidence. ● The team will evaluate whether Teacher Learning Communities are producing changes in curriculum-map use, task quality, scaffolds that preserve cognitive demand, and visible student thinking. ● The team will monitor whether 100% of instructional teams complete monthly task or student-work analysis cycles and whether task-quality rubric results increase from the September baseline. ● Monthly findings will be summarized as one pattern, one next step, and one support decision for teacher teams or individual teachers.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	● The Building Level Team/ILT will review lesson plans, walkthrough evidence, coaching-cycle artifacts, student vocabulary/writing samples, checks-for-understanding evidence, and The Writing Revolution implementation artifacts. ● The team will evaluate whether explicit instruction is visible through clear learning goals, modeling, guided practice, checks for understanding, feedback, vocabulary pedagogy, writing routines, and sustained cognitive engagement. ● Quarterly coaching data will be reviewed to determine whether coaching is changing classroom practice and preserving access to rigorous learning

	for students with disabilities, multilingual learners, and students receiving therapeutic/behavioral supports. ● Findings will inform spring Explicit Direct Instruction training, coaching assignments, TLC topics, and individual/team support.

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	The district provides clear expectations and guidance for how teacher team meetings should be structured and focused on instruction.	1	2	2	1	0	0
26-27 Needs Assessment	☑ Teacher ☐ Student ☐ Family	Re-administer the same question during the 2026-27 Needs Assessment and compare results to the 25-26 baseline.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☑ Teacher ☐ Student ☐ Family	There are expectations that what occurs in district professional development is explored in more detail during teacher collaborative time and reinforced through coaching.	0	3	1	1	1	0
26-27 Needs Assessment	☑ Teacher ☐ Student ☐ Family	Re-administer the same question during the 2026-27 Needs Assessment and compare results to the 25-26 baseline.						

Every Student Thrives Core Structures

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? ***Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.***		**HOW DOES THIS COMPARE TO EXISTING EFFORTS?**
Every Student Thrives Core Structure 1	**Integrated EduCLIMBER/MTSS-i Early-Warning and Intervention Cycle**	☑ NEW ☐ REFINE
When and how often will this structure take place?	Dashboards and data-entry expectations will be finalized by October. Building MTSS-i teams will meet monthly and complete six-week intervention/progress-monitoring reviews throughout 2026-27.	
What does this entail?	● Use one integrated EduCLIMBER/MTSS-i system for attendance, academics, behavior incidents, suspensions, interventions, progress monitoring, connectedness, and subgroup reporting.	

	• Apply common early-warning thresholds: three consecutive absences, unexcused absences exceeding 20% of a quarter, repeated cutting/lateness, repeated behavioral incidents, academic decline, suspension days approaching 10, and connectedness concerns. • Use a common agenda, intervention menu, decision rules, progress-monitoring expectations, and fidelity rubric so student supports are coherent and documented. • Review Tier II and Tier III intervention progress every six weeks and disaggregate patterns by race/ethnicity, Black/non-Black status, disability status, school, grade band, incident type, and intervention tier. • Before exclusionary discipline is used for a student in the identified subgroup, a student with a disability approaching 10 cumulative suspension days, or any repeat suspension, PPS/administration will review Tier I/Tier II supports, FBA/BIP considerations, restorative responses, de-escalation, skill-building, and re-entry planning.	
Every Student Thrives Core Structure 2 (if applicable)	**Student Connectedness, Belonging, and Voice Feedback Loop**	☑ NEW ☐ REFINE
When and how often will this structure take place?	Quarterly, beginning with a connectedness/belonging baseline in October - November. Student voice themes will be reviewed by the leadership team at least quarterly and used in attendance, discipline, re-entry, and MTSS action planning.	
What does this entail?	• Administer quarterly student connectedness/belonging surveys and conduct brief student focus groups or student representative sessions. • Review survey and focus group results by school, grade band, race/ethnicity, disability status, gender where available, and intervention tier. • Provide student representatives structured opportunities to share themes with leadership teams and/or the Board of Education. • Connect connectedness data to attendance, re-entry, discipline, and MTSS planning so survey results lead to support decisions. • Create a feedback loop to students and families explaining what was heard and what the school will do in response.	

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 feel connected to at least one adult at school who knows me and supports my success.						
26-27 Needs Assessment	☐ Teacher ☑ Student ☐ Family	Administer quarterly in 2026-27 and compare each administration to the October-November baseline.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☑ Student ☐ Family	When I need help with attendance, behavior, schoolwork, or feeling connected, adults at school help me identify a support that matches what I need.						
26-27 Needs Assessment	☐ Teacher ☑ Student ☐ Family	Administer quarterly in 2026-27 and use results to adjust attendance, discipline, re-entry, and MTSS action plans.						

Attendance Core Structures

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? ***Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.***		**HOW DOES THIS COMPARE TO EXISTING EFFORTS?**
Attendance Core Structure 1	**Daily/Weekly Attendance Monitoring and Non-Punitive Re-Entry Framework**	☐ NEW ☑ REFINE
When and how often will this structure take place?	Daily attendance and period attendance will be monitored each school day. Threshold review will occur weekly. LHHS will participate in monthly district attendance reviews, and re-entry check-ins will occur after extended absences, repeated lateness, suspensions, hospitalization, program transition, or discharge/re-enrollment.	
What does this entail?	• Implement the district attendance framework defining daily and period attendance monitoring, response thresholds, family outreach, documentation, re-entry expectations, and MTSS-i referral procedures. • Use EduCLIMBER/MTSS-i to flag three consecutive absences, unexcused absences exceeding 20% of a quarter, repeated cutting/lateness, post-suspension re-entry, discharge/re-enrollment risk, and connectedness concerns. • Ensure 100% of students flagged by attendance thresholds receive documented outreach and an intervention decision within five school days. • Ensure 100% of students returning from extended absence or suspension receive a re-entry check-in and documented support plan when needed. • Use family-facing attendance communication that emphasizes support, partnership, and available resources rather than compliance-only messaging.	
Attendance Core Structure 2 (if applicable)	**Attendance, Mental Health, Behavior, and Re-Engagement Referral Pathway**	☑ NEW ☐ REFINE
When and how often will this structure take place?	Staff training will occur by September - October. MTSS-i teams will review attendance-linked referrals every six weeks, with monthly subgroup attendance reviews and quarterly action-plan updates.	
What does this entail?	• Train administrators, clinicians, counselors, social workers, psychologists, attendance staff, and front-facing staff on the attendance/re-entry framework, DBT/restorative supports, and culturally responsive family engagement.	

	• Create referral pathways for students whose attendance concerns are connected to anxiety, trauma, mental health needs, school avoidance, transportation barriers, conflict, peer concerns, academic frustration, or program fit. • Coordinate mental health, restorative, DBT, academic, related service, and family outreach interventions through MTSS-i so responses are not duplicative or disconnected. • Require attendance intervention records to identify at least one hypothesized barrier and one matched support, not only an enforcement step. • Review attendance patterns monthly by race/ethnicity, disability status, grade/credit status, clinician assignment, intervention tier, and re-entry status to reduce participation inequities.

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	51.4%	51.0%e	53.6%	41.1%	49.4%	38.9%	50.2%	54.3%	52.5%
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?

No.

DCIP attendance baseline note: The DCIP identifies LHHS 2025-26 overall average daily attendance as 49.1% and sets a June 2027 target of at least 89.1%. Monthly September-May 2025-26 values were not included in the DCIP and should be populated from the district attendance export/EduCLIMBER before final submission. No atypical multi-day circumstance was identified in the DCIP; the SCEP team should add any known 2025-26 circumstance before submission.

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	When I return to school after being absent or suspended, adults welcome me back and help me reconnect to learning.						
26-27 Needs Assessment	☐ Teacher ☑ Student ☐ Family	Administer quarterly in 2026-27 and use results to adjust re-entry, relationship repair, and academic re-engagement supports.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK

25-26 Needs Assessment	☐ Teacher ☐ Student ☑ Family	The school communicates with my family in a supportive way when attendance concerns arise and helps us identify barriers, resources, and next steps.						
26-27 Needs Assessment	☐ Teacher ☐ Student ☑ Family	Administer during 2026-27 family feedback cycles and use results to refine attendance communication and barrier-matched supports.						

Our Team's Process

Background

All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team." The "Our Team's Process" section outlines how we worked together to develop our plan.

Team Collaboration

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

Name	Role	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Shawn Marshall	Central Office Liaison	2/24	2/24	3/13	3/13	5/19	6/8	6/8
Robert Worden	LHHS Principal	2/24	2/24	3/13	3/13	5/19	6/8	6/8
Sherina Bert	Teacher	2/24	2/24	3/13	3/13	5/19	6/8	6/8
Frank Borrelli	Teacher	2/24	2/24	3/13	3/13	5/19	6/8	6/8
Harrison Colandrea	Teacher	2/24	2/24	3/13	3/13	5/19	6/8	6/8
Isabelle Innes	Reading Interventionist	2/24	2/24	3/13	3/13	5/19	6/8	6/8
Victoria Shields	Speech Pathologist	2/24	2/24	3/13	3/13	5/19	6/8	6/8
Michael Stolz	Teacher	2/24	2/24	3/13	3/13	5/19	6/8	6/8

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.