New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2026-27

District	School Name	Grades Served
Byron–Bergen	Byron-Bergen Elementary	UPK-5th grade

Collaboratively Developed By:
The Byron-Bergen Elementary SCEP Development Team: **Kristin Loftus, Katie Kaercher, Heather Close, Diane Taylor, Kelly Stephen, Savannah Vascukynas, Cayli Carmona, Debbie Slocum, Natalie Malick, Katlin Blackburn, Katie Staub, Hillarie Baylor, Pam Johnson, Karen Tischer, Erin Varley, Jenn Back, Lori Prinz, Betsy Brown** ***And in partnership with the staff, students, and families of Byron-Bergen Elementary School.***

Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an "X" in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: https://www.nysed.gov/accountability/state-supported-evidence-based-strategies will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	X
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	
Professional Learning Communities	X
Restorative Practices	

Other *(required if no State-Supported Evidence-Based Intervention is identified above):* Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The student interview process, which included 22 students across various grade levels, provided valuable insights that directly informed and shaped the team's plan in several key ways:

1. **Understanding Student Needs and Perspectives**: Through the interviews, the team gained a clearer picture of students' challenges, preferences, and goals. This helped identify points that may not have been apparent through other data collection.
2. **Validating Assumptions**: The interviews allowed the team to test initial assumptions about student thoughts and needs. In many cases, student feedback either confirmed or challenged these assumptions, guiding necessary adjustments to our thinking.
3. **Prioritizing Key Strategies:** Students' responses helped the team determine which key strategies would be most beneficial and impactful. By understanding what students valued most, the team could prioritize elements of the plan that aligned closely with their needs.

Overall, the student interview process was instrumental in grounding the team's thinking and planning in real student experiences.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies within this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

The Byron-Bergen Elementary School team developed key strategies that are likely to improve academic performance for our Hispanic and Latino student subgroup through a data-informed and collaborative planning process. Analysis of student achievement data identified performance gaps, particularly in ELA and Math for our Hispanic and Latino students. This prompted a deeper review of instructional practices, support systems, and engagement efforts affecting this group.

To better understand the root causes, the team gathered input from teachers, staff, and families. This process revealed the need for more targeted, vertically aligned classroom instruction, improved MTSS reading and math interventions, and enhanced communication with families to improve student attendance.

The key strategies and implementation activities are aligned with state supported evidence based practices. The team has also established a plan for ongoing progress monitoring using subgroup-specific data, allowing the team to make timely adjustments and ensure continuous improvement.

By centering the needs and voices of Hispanic and Latino students and families, Byron-Bergen Elementary School is committed to creating an inclusive and supportive learning environment where all students can thrive.

Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY (What are we doing?)	**HOW DOES THIS COMPARE TO EXISTING EFFORTS?**	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Strengthen our ability to provide a cohesive, engaging, relevant and culturally responsive curriculum in order to support student achievement.	☐ NEW ☑ EXPAND ☐ REFINE	Our needs assessment work (staff survey, family survey, recent assessment scores) indicated that we need to spend time reviewing our ELA and Math curriculum and resources through the lens of vertical alignment and grounded in the Science of Reading and Math research. We have adopted several resources (Really Great Reading, EL, Tang Math) and we are seeing an upward trend with our NYS ELA and Math scores. So, we are looking to continue that improvement with the specific activities listed below. This will have a positive impact on students because we will be more cohesive between grade level teachers, but also with special area teachers outside of the core classroom. We also believe this will have an impact because when we build teacher collective efficacy, we all feel empowered to make positive change together. The impact will result in an improvement in student achievement due to increased rigor in instruction and activities.

Implementation

How will we do this?

KEY STRATEGY 1	**Strengthen our ability to provide a cohesive, engaging, relevant and culturally responsive curriculum in order to support student achievement.**

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Data Protocols: Review for teachers on how to lead Student Work Data Analysis sessions for grade level teams and the plan for the 26-27 school year.	Summer 2026
MTSS Interventions: Review reading and math Interventions for all students in MTSS, specifically for students with disabilities, English Language Learners, and students in targeted subgroup- Latino/Hispanic.	Summer 2026
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Grade Level teams participate in Student Work Data Analysis for Math and ELA during weekly team meetings.	4xYear
Teachers will analyze assessment data, both individual and schoolwide data, to inform instruction.	November Data Meeting
Implement Tier 2 and Tier 3 interventions (such as Dysolve Dyslexia and Kick Start Math) for Math and ELA	September
Instructional Coach will lead sessions with grade level teams to collaborate on resources, goals, and strategies to improve collective teacher efficacy.	September
Instructional Coach to facilitate individual and team coaching cycles with focus on student accountability, rigor, and self-efficacy.	September-December
Strategic Planning and Coaching for ELA: Continued implementation of EL modules for teachers in 2nd - 5th Grades including review of resources, refining lessons/assessments, and cross checking standards with support of EL Consultant	September-December
Implementation of FishTank Curriculum at Kindergarten and 1st Grade including unpacking of units so teachers are horizontally aligned.	September-June
Implementation of TangMath resources to support Math Curriculum	September-June
SECOND HALF OF THE YEAR IMPLEMENTATION **What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?**	**When will this be in place?**
Teachers will analyze assessment data, both individual and schoolwide data, to inform instruction.	March Data Meeting
Teacher Leaders attend Professional Development sessions with Leadership Coach to build and refine teacher leader skills and build capacity within our grade level and department teams	2 sessions
Instructional Coach to facilitate individual and team coaching cycles with focus on student accountability, rigor, and self-efficacy.	January-May
Strategic Planning and Coaching for ELA: Continued implementation of EL and FishTank modules for teachers in K - 5th Grades including review of resources, refining lessons/assessments, and cross checking standards with support of EL Consultant	January-May
Implementation of FishTank Curriculum at Kindergarten and 1st Grade including unpacking of units so teachers are horizontally aligned.	January-May
Monitor and Review Progress with Tier 2 and Tier 3 Interventions	June

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. ***What are our next steps?*** *complete when reviewing data*
Early Progress Milestones (implementation/ outcome data)	Grade Level Team Agendas and Meeting Invites Classroom Observations Instructional Coaching Cycle Reflection Forms Post PD Session surveys MTSS Plans for students	We hope to see that 100% of teachers participate in Round 1 of data cycles by November. We hope to see teachers implementing the practices from EL and FishTank learned in PD sessions. We hope to see teachers using student data to drive instruction. We'll monitor this through the observation process and walkthroughs. We hope to see that at least 90% of our teachers are signed up for an instructional coaching cycle using video to record instruction We hope to see that students' MTSS plan includes interventions that are meeting their needs and based on student data.	

Mid-Year Benchmark(s) (outcome data)	Grade Level Team Agendas and Meeting Invites Classroom Observations Student Work Samples for ELA and Math Instructional Coaching Reflection forms MTSS Plans for Students Curriculum Documents	We hope to see that 100% of our grade level teachers have participated in at least two data analysis sessions. From the data protocol sessions and collaborative work time unpacking units, we hope to see that teachers are adjusting their instruction and students are responding by accurately answering constructed response questions in math and ELA. We hope to see that Special Area Curriculum maps have embedded learning experiences in lessons based on our EL and FishTank topics. Students making growth with intervention goals.	
End-of-the Year Targets (outcome data)	Post PD session surveys Classroom observations Instructional Coaching Reflections Forms EL and Math Unit Assessments (Targeted assessments that during determined during the summer) Reading and Math Intervention Data	Teachers will indicate that they have implemented ideas learned from PD sessions and collaborative time with teams. At least 90% of teachers participate in an instructional coaching cycle. Improvement on overall average for the 2026-27 EL and Math Unit Assessments compared to the 25-26 school year (cohort data review) Students dismissed from reading or math services for meeting their goals.	

Academic Performance Targets

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	ELA Benchmarks Math Benchmarks	Key Strategy 1	In Winter 2026, the average score for UPK-3rd grade performance was 70%. We hope that we will see an average score of 75% in Winter 2027. In Winter 2026, the average score for K-5th grade comprehension was 67%. We hope that we will see an average score of 70% in Winter 2027.	
End-of-the Year Targets	ELA Benchmarks Math Benchmarks NYS 2027 Math NYS 2027 ELA	Key Strategy 1	In June 2027, we hope that we will see a schoolwide average of 80% on the performance assessment (UPK-3rd). In June 2027, we hope that we will see a schoolwide average of 75% on the comprehension assessment (K-5). When NYS assessments are ready, we hope to see 5% increase in proficiency levels on both Math and ELA.	

Spring Survey Targets

We believe these spring survey responses will give us helpful feedback about our progress with our Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s	Corresponding Key Strategies	2024-25 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	**What we ended up seeing:** *(complete once Spring survey results are available)*
Student Survey	I'm interested in what I am learning in class. I'm a good student and strong thinker.	Key Strategy 1	67% agree or strongly agree. 79% agreed or strongly agree.	70% agree or strongly agree. 83% agree or strongly agree.	
Staff Survey	The programs and resources at this school are adequate to support students learning The programs and resources at this school are adequate to support students with special needs or disabilities	Key Strategy 1	Average score 2.96/4 Average score 2.83/4	3 out of 4 points 3 out of 4 points	
Family Survey	I know the goals of the school. I support the goals of the school. Do you feel your child is learning and growing to achieve the school's mission and core values?	Key Strategy 1	Average score 3.41/4 Average Score of 3.5/4 Average Score was 3.64/4	3.5 out of 4 points 3.6 out of 4 points 3.7 out of 4 points	

Non-Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies.** Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.* *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.*
Deepen connections among students, staff, families and the greater community to reduce chronic absenteeism, with a specific focus on students within the Hispanic/Latino subgroup.	☐ NEW ☑ EXPAND ☐ REFINE	Our needs assessment work indicated that we need to continue to find opportunities to connect with our families to improve the home-to-school relationship. We have several ways we already connect with families (Open House, Parent/Teacher Conferences, Musical/Sports events, STEP Boosters events), so we are looking to expand those with the specific activities listed below. This will have a positive impact on students because we will have more opportunities to work closely with families and create a welcoming environment to showcase academics and learning that takes place. We also learned that we need to continue to build the skills of our teachers and staff, specifically in deescalation and trauma informed care. By ensuring that teachers have the skills needed to address the social emotional needs of our students, we will see improvement in our survey results, attendance, and student achievement. We also believe that additional professional learning regarding play based learning will reengage students in the learning process. The impact of implementing all of these activities will result in an increase in daily attendance and engagement at school, which will also lead to an increase in student achievement scores.

Implementation

(How will we do this?)

KEY STRATEGY 1	**Deepen connections among students, staff, families and the greater community to reduce chronic absenteeism, with a specific focus on students within the Hispanic/Latino subgroup.**

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Review/Audit curriculum maps to ensure alignments with NYS SEL Standards and NYS Culturally Responsive Sustaining Framework including health curriculum, Digital Citizenship, and SEL curriculum	Summer 2026
Parent/Family Engagement Activities - Popsicles with the Principal, Supply Drop Off, UPK/K Orientation	Summer 2026
Add policies and procedures for Attendance Procedures to Staff Handbook	Summer 2026
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Trainings for our Mental Health, Aides, and teaching staff - chronic absenteeism, conflict/resolution, crisis management including TCIS	September - December
Students will take the SEL Benchmark. Staff members will analyze data to determine support for students.	January
Create a School Team that includes SEL and attendance decision making (CARES - Culture, Attendance, Relationships, Engagement, Safety)	September-December
Review Staff Handbook that includes policies and procedures for when students are absent.	September
Share attendance policies and procedures with families.	September
Host "Bees Play" Days	October
Host Family Night	October/ November
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Students will take the SEL Benchmark. Staff members will analyze data to determine support for students.	May
Host Family Night	February/ March
Host "Bees Play" Days - cross grade level opportunities, hour of play	Monthly
Schoolwide positive recognition at Assemblies	5 x Year

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing. *What are our next steps?* complete when reviewing data**

Non-Instructional Key Strategies for Improvement

Early Progress Milestones (implementation/outcome data)	Pre and Post PD session surveys Attendance Committee agendas and meeting minutes	We hope to see that staff indicate that they feel equipped to implement TCIS training to staff. Post PD surveys for teachers, staff, and Mental Health providers will show that they feel equipped to meet student social/emotional needs. The CARES Team will have met at least 1 time to determine goals of the team.	
Mid-Year Benchmark(s) (outcome data)	Attendance Committee agendas and meeting minutes Referrals and Restraint Data Participation in Family Nights "Bees Play" Days student survey Attendance Reports	We hope that teachers, mental health providers, and aides are responding to student dysregulation which will lead to less students in crisis, referrals, restraints, etc. We hope to see that at least 50% of families attend a family night or events. We hope to see that all students participated and had positive feedback after the Bees Play days. We hope to see that the Attendance reports from Mid-Year 2027 show an improvement in Chronic Absenteeism from the 2026 Mid-Year report.	

End-of-the Year Targets (outcome data)	Staff Handbook Participation in Family Nights "Bees Play" Days student survey Attendance Committee agendas and meeting minutes Assembly Planning documents	We hope to see that at least 60% of families attend a family night. We hope to see that all students participated and had positive feedback after the Bees Play day and would like to see them continued. We hope to see that the CARES Team has met at least 6 times throughout the year to analyze data from surveys and parent night participation, as well as SEL Survey data. The students have had a chance to participate in positive recognition assemblies or events.	

Non-Academic Performance Targets

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these Non-Instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Attendance Reports (Grades 1-5)	Key Strategy 1	Last year, there were 63 students who were chronically absent (February report). We hope see to see less than 50 students chronically absent for the February 2027 report	
End-of-the Year Targets	Attendance Reports (Grades 1-5)	Key Strategy 1	By the end of the year, we hope to see less than 40 students chronically absent.	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategy/Key Strategies:

	Survey Question(s) or Statement(s	Corresponding Key Strategies	2024-25 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	**What we ended up seeing:** *(complete once Spring survey results are available)*
Student Survey	I like coming to school.	Key Strategy 1	68%	70%	
Staff Survey	If a student has done something well, staff contact his/her parents. This school communicates with parents in a timely and ongoing basis	Key Strategy 1	Average score 3.25/4 Average score 3.54/4	3.4 out of 4 points 3.6 out of 4 points	
Family Survey	I know who to contact at school to share concerns. I have the information I need to support my child's learning at home.	Key Strategy 1	Average score 3.68/4 Average score 3.60/4	3.7 out of 4 points 3.7 out of 4 points	

Name	**Role**	**Analyze:** Review of Data from 2025-26	**Analyze:** Review of Data and Progress Monitors from 2025-26	**Analyze:** Survey Data (Parent, Student, Staff)	**Plan Writing and Revision**
Example: Mary James	*ELL Teacher*	*3/12*	*3/19*		*5/2 5/9 5/16*
Kristin Loftus	Principal	3/9	5/4	6/1	6/16, 6/22
Greg Cole	Coordinator of Student Services	3/9	5/4	6/1	6/16, 6/22
Jennifer Back	Director of Technology and Assessment	3/9	5/4	6/1	6/16, 6/22
Cayli Carmona	General Education Teacher				6/16, 6/22
Savannah Vascukynas	General Education Teacher				6/16, 6/22
Erin Varley	General Education Teacher				6/16, 6/22
Debbie Slocum	Instructional Coach	3/9	5/4	6/1	6/16, 6/22
Kelly Stephen	Reading and Math Intervention Teacher				6/16, 6/22
Heather Close	Special Education Teacher				6/16, 6/22
Natalie Malck	Special Education Teacher				6/16, 6/22
Katlin Blackburn	Reading Specialist				6/16, 6/22
Pam Johnson	ENL Teacher				6/16, 6/22
Karen Tischer	Music Teacher				6/16, 6/22
Diane Taylor	TOSA- MTSS and Curriculum Specialist	3/9	5/4	6/1	6/16, 6/22
Katie Staub	Parent				6/16, 6/22
Hillarie Aiello Baylor	Parent				6/16, 6/22
Betsy Brown	Director of Instructional Services	3/9	5/4	6/1	6/16, 6/22
Lori Prinz	Business Administrator			6/1	6/16, 6/22

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **use the SCEP Rubric to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the SCEP Rubric and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan using the SCEP rubric, ensured the plan met minimum expectations, and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the SIG Expenditure Plan.
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the SCEP Rubric to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan using the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets NYSED's minimum expectations. Once your plan is finalized, representatives from the school and district should meet to complete the SIG Expenditure Plan. Plans will need to be approved by the District before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

Implementing the Plan (All Schools)

1. Ensure the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.