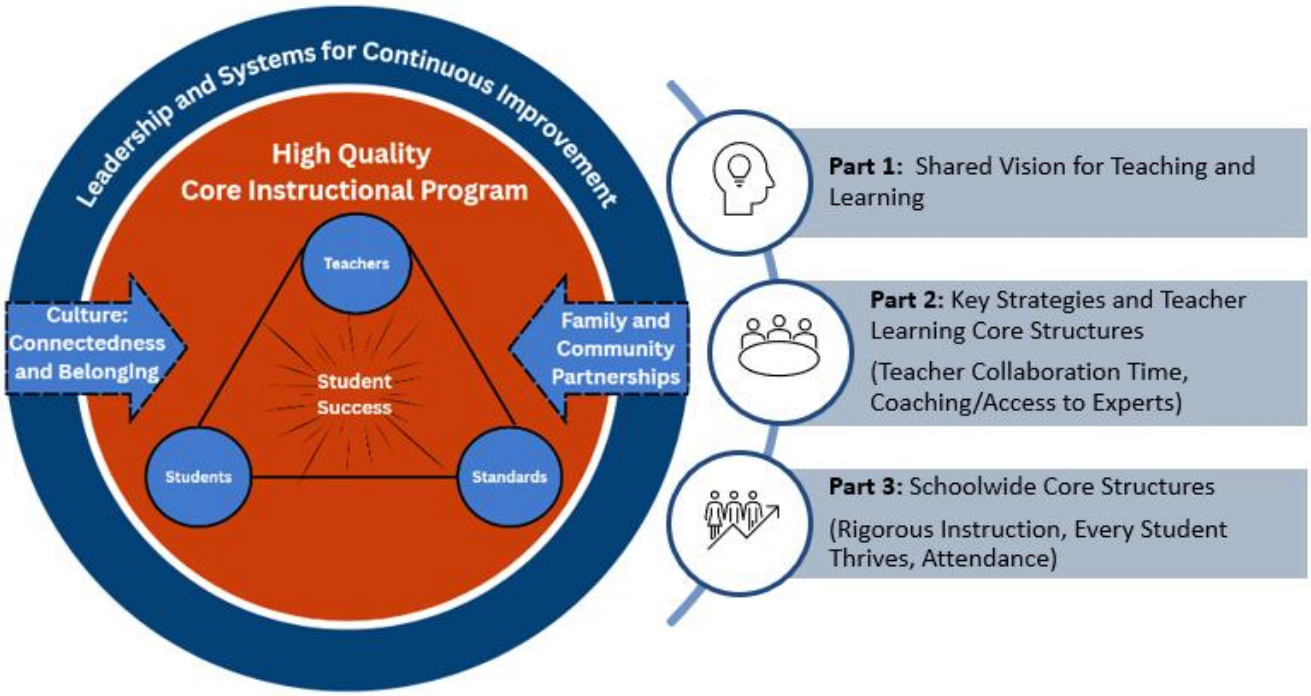
New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2026-27

District	School Name	Grades Served
Waterloo CSD	Waterloo Middle School	6-8

Collaboratively Developed By:
The Waterloo Middle School SCEP Development Team **Teachers:** Michael Cragg Elle Brooks Jenna Koelling Lily Malloy Charlie Shields Steph Trickler Amanda DeMaria Andy Lee Courtney Lutz Amy Rogers **Administrators:** Shelli Tam (Director of PPS) Toby Coleman (Technology Integrator) Katie Tucker (Secondary Executive Principal) Christine Taylor (Assistant Superintendent) ***And in partnership with the staff, students, and families of Waterloo Middle 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 vision for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	*At Waterloo Central School District, high-quality Tier 1 instruction is the foundation of academic success and ensures all students experience rigorous, engaging, and equitable learning every day. Instruction is standards-aligned, relationship-centered, and responsive to student needs through ongoing assessment, adaptive instruction, and differentiated support without reducing rigor. Classrooms emphasize active learning, critical thinking, collaboration, and culturally responsive practices that support and empower learners. Educators utilize PLC and MTSS processes to continuously refine instruction and improve student outcomes. Our classrooms should look purposeful and engaging while feeling inclusive, supportive, and focused on growth for every student.*

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?)
Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.

Schools selecting "Other" should type the Key Strategy after the word "Other."

Teacher Learning Core Structures

Schools will support teaching the Instructional Key Strategies/Instructional Priorities through coherent, sustained structures for adult learning that are collaborative, reflective, and directly tied to classroom practice.

The Teacher Learning Core Structures will be a primary driver of strengthening skills related to the 1-2 Key Strategies/Instructional Priorities identified above.

All schools are required to outline their structure for Teacher Collaborative Time. Schools in CSI-B will also be required to outline their structures to ensure teachers have opportunities to learn with experts. For other schools, this is optional. Guidance on effective practices for both can be found below.

Teacher Learning Core Structures

1. **Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)**
   Effective Teacher Collaborative Time should:
   - Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
   - Ideally occur during the school day
   - Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
   - Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.
2. **Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)**

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

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

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

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

Essential Question

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

What structures and routines will support this in 2026-27?		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	**Teacher Collaborative Time**	☐ NEW ☐ **REFINE**
When and how often will this structure take place?	Weekly – During ERF in each building, intentional planning time, and ninth period meetings. Details Linked Here	
What does this entail?	Structured monthly professional collaboration meetings focused on continuous improvement of teaching and learning across Waterloo Central School District. As outlined in the Waterloo CSD Monthly Meetings Guidance Document, faculty, grade-level, department, and curriculum teams engage in recurring Professional Learning Team (PLT) processes that include academic, attendance, and behavior data review; development of Tier 1 and Tier 2 intervention plans; progress monitoring; curriculum alignment work; and collaborative planning for small-group instruction and enrichment opportunities. During 26-27 SY, we want to intentionally shift the agenda and overall energy toward deeper conversations around curriculum, instruction, and student learning outcomes. Teams also utilize Panorama Education processes, common formative assessment data protocols, and NYSED-aligned instructional resources to support data-driven decision making, vertical alignment, and high-quality Tier 1 instruction. Meeting agendas and minutes are maintained and shared with building administration to ensure accountability and consistency across schools. The grade-level meetings were previously held weekly, compared to the district's current monthly approach. Department-level meetings have also been more limited due to the K–12 and 6–12 span of teachers within content areas, resulting in much of the focus centering on the high school level with limited time for broader discussion. As a result, we are recommending an additional department-level meeting during the 26-27 SY specifically	

	for grades 6–8 to better address middle school-specific needs (e.g. professional learning, etc.).	
Teacher Learning Core Structure	**Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues)**	☐ NEW ☐ REFINE
When and how often will this structure take place?	The Waterloo Central School District (WCSD) Asynchronous Instructional Coaching Model will operate on an ongoing basis throughout the school year to provide flexible, personalized, and job-embedded literacy support for educators who: • Are not regularly co-located with the Literacy Instructional Coach • Prefer indirect or self-paced coaching structures • Require just-in-time instructional support aligned to immediate classroom needs Teachers may access coaching resources and support cycles as needed based on instructional priorities, implementation needs, and student learning data.	
What does this entail?	**Self-Paced Learning:** Teachers will have access to self-paced instructional coaching resources with opportunities for gradual release and differentiated support based on classroom implementation needs. • Resources may include curated short modules (5–15 minutes each), such as: • Video demonstrations • Anchor charts • Ready-to-use instructional templates • Strategy implementation examples **Teacher Action Steps:** • Select a learning playlist or instructional focus area • Implement at least one instructional strategy within the classroom • Complete a brief reflection connected to implementation and student outcomes **Resource Request / "On-Demand Coaching":** Teachers may also submit targeted instructional support requests through a brief coaching request form identifying: ○ "I need help with…" In response, the instructional coach may provide: • Targeted instructional strategies • Templates or planning tools • Model lessons • Video examples or demonstrations • Additional implementation support aligned to the teacher's identified need This structure is intended to provide timely, accessible, and differentiated coaching support while increasing teacher autonomy, flexibility, and instructional capacity.	

Implementation

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

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

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?
Audit the current layout of classrooms to better support overall student needs.	June 2026
Develop the common language across teachers and staff with ABCs (Attendance, Behavior, Course Work).	June 2026
Review and refine the WCSD Monthly Meetings specifically around the expectations.	Summer 2026
Analyze the data with the fifth graders coming into middle school to determine which structures we made need to embed into the school schedule.	June 2026
Refine the current master schedule to support all student needs (e.g. Integration of technology).	June/July 2026
Define the why and clarify expectations for the schedule with both the students and the teachers/staff members (e.g. Skills Lab, Advisory, Learning Centers, Structured Study Halls, Advisement/Flex). The expectations may differ based on the needs of the students.	July/August 2026
Create launch materials and staff-facing communication to build clarity and consistency prior to the start of school.	August 2026

Key Strategy 1

KEY STRATEGY 1	Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.

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?**
Implement biweekly grade-level PLCs meetings focused on student supports, instructional strategies, and progress monitoring.	Sept 2026
Launch a dedicated Grades 6–8 department-level collaboration structure to better address middle school-specific instructional needs.	Sept 2026
Monitor and refine Advisory/Flex, Skills Lab, and structured intervention systems (e.g. Structured Study Hall, Resource Room) based on student participation and staff feedback.	Sept 2026
Facilitate calibration discussions around instructional expectations and student support practices across classrooms.	October 2026
Use Panorama (e.g. student data, attendance trends, and behavior data) to identify students needing additional intervention or enrichment support and tracking plans.	Ongoing
Create opportunities for teachers and staff to engage in coaching and share instructional practices that support engagement and perseverance.	Oct-Dec 2026
Gather staff and student feedback on implementation effectiveness and adjust structures as needed.	Nov-Dec 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?
Continue grade-level and department collaboration cycles focused on instructional improvement and student outcomes.	Jan-June 2027
Refine intervention and support structures based on first semester data and student performance trends.	Quarterly

Expand coaching opportunities and collaborative planning opportunities across teams and departments.	Feb-May 2027
Use informal data to identify trends in instructional practices and student engagement.	Ongoing
Celebrate implementation successes and highlight effective classroom practices across the school community.	May 2027
Conduct end-of-year reflection and planning sessions to refine systems and priorities for the 2027–2028 school year.	May-June 2027

Progress Monitoring

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

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

Key Strategy 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	Utilize Panorama student profiles to monitor student trends, identify support needs, and inform instructional and intervention planning. Implement bi-weekly student self-reflection opportunities focused on identifying effective learning strategies, areas of growth, and supports needed for continued success.		
Evidence of Teacher Practice Changing	Teachers engage in bi-weekly self-reflection to analyze the effectiveness of instructional strategies, evaluate student response to instruction, and identify at least one instructional adjustment to better support student needs.		

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…	• Demonstrating self-direction and perseverance in identifying and applying strategies that	

	effectively support individual learning needs. • Asking and answering grade-level questions to strengthen comprehension, academic discourse, and critical thinking skills.	
Teachers will be…	• Consistently providing students access to grade-level content and rigorous learning experiences while incorporating appropriate scaffolds and supports to ensure accessibility and engagement. • Facilitating higher-order thinking through intentional questioning, discussion protocols, and instructional strategies aligned to Bloom's Taxonomy.	

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	(Teacher Survey, Curriculum, #5) Members of my team have a shared understanding of what high-quality instruction looks like in practice.	1%	8%	10%	51%	27%	2%
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	(Teacher Survey, Curriculum, #7) My team regularly participates in structured protocols (e.g. lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes).	11%	35%	21%	23%	3%	7%
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, student learning, and equitable access, and to refine supports so the school functions as a coherent and effective instructional system. Examples of potential structures are provided below.

Instructional Leadership Team Core Structures

- **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.
- **A curriculum monitoring routine** where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.
- **A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.
- **A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.

Planning Implications: Schools define how they will ensure consistent, rigorous instruction across classrooms by clarifying expectations, monitoring curriculum use, and supporting teacher teams to refine lessons and tasks based on evidence of student thinking.

Essential Question

How will the school ensure that all students consistently experience rigorous, standards-aligned instruction that challenges them to think deeply and supports their academic growth?

What structures and routines will support this in 2026-27? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Instructional Leadership Team Core Structure 1	**A schoolwide framework for Tier 1 high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	☐ NEW ☐ REFINE
When and how often will this structure take place?	The Building Leadership Team (BLT) will meet monthly to monitor instructional implementation, review walkthrough trends, and support alignment to district instructional priorities. The BLT will:	

	• Develop and refine a schoolwide framework for high-quality instruction aligned to the districtwide framework for high-quality instruction • Conduct "5 for 5" weekly walkthroughs focused on identifying evidence of High-Quality Tier 1 instructional practices across classrooms • Review implementation trends, instructional strengths, and areas requiring additional support or professional learning	
What does this entail?	The BLT will utilize monthly instructional "look-fors" gathered through the "5 for 5" weekly walkthrough process to identify trends and inform next steps for staff support and professional learning. Walkthrough data and instructional evidence will be used to: • Inform Professional Learning Community (PLC) conversations and faculty meeting professional learning priorities • Identify instructional strengths and areas requiring additional coaching or support • Align professional learning opportunities to High-Quality Tier 1 instructional expectations • Share targeted resources, strategies, and implementation supports through principal newsletters, grade-level communications, and teacher-facing updates The process is intended to strengthen instructional consistency, increase alignment across classrooms, and create a shared understanding of effective instructional practices throughout the building.	
Instructional Leadership Team Core Structure 2 (if applicable)	**A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.	☐ NEW ☐ REFINE
When and how often will this structure take place?	• Monthly collaboration meetings will occur during Early Release Fridays, as outlined in the district's monthly meetings guidance document. • Monthly Special Education department meetings will provide dedicated time for collaboration, instructional alignment, student support planning, and progress monitoring. • Professional Learning Team (PLT) meetings will occur biweekly and will incorporate structured data analysis protocols to guide instructional decision-making and intervention planning.	
What does this entail?	• Teacher teams will utilize established Professional Learning Team protocols aligned to the schoolwide framework for high-quality instruction to strengthen consistency across classrooms and grade levels. • Teams will collaboratively analyze student data, instructional practices, and student work to identify trends, monitor progress, and determine responsive instructional next steps. • Meetings will support alignment between Tier 1 instruction, intervention planning, and instructional priorities identified through schoolwide walkthroughs and district initiatives. • Professional collaboration time will focus on strengthening instructional practices, increasing consistency of implementation, and improving student outcomes through ongoing reflection, problem-solving, and shared accountability.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified? **Maintain cognitive demand by avoiding over-scaffolding, leading questions, or telling students what to think.**	By June 2027, at least 80% of Waterloo Middle School classrooms will demonstrate instructional practices that maintain cognitive demand, including productive struggle, open-ended questioning, and rigorous student thinking, as measured through Building Level Team walkthrough data. The Building Level Team will monitor progress through monthly walkthroughs, PLC discussions, lesson plan reviews, and student work analysis. This work will support the Waterloo Middle School SCEP focus on strengthening high-quality Tier 1 instruction and increasing student achievement.

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, Curriculum, #3) The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.	12%	24%	22%	33%	5%	3%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Student, Curriculum, #2) The amount of challenge in my classes feels about the same from one class to another.	9%	19%	37%	23%	7%	5%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

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

Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult,** with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student "slips through the cracks."

- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content,** ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels,** identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers,** ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

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

What structures and routines will support this in 2026-27? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Every Student Thrives Core Structure 1	**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."	☐ NEW ☐ REFINE
When and how often will this structure take place?	• MTSS and Student Support Team (SST) meetings will occur according to the district's established meeting schedule to ensure ongoing monitoring of student needs, intervention effectiveness, and support planning. • Grade-level teams will meet monthly during Early Release Fridays to review student progress, discuss instructional and intervention needs, and collaborate on next steps for support.	
What does this entail?	• Refine and strengthen the current MTSS process to more precisely identify students requiring Tier 3 intervention and individualized support. • Utilize student data, instructional evidence, and progress-monitoring measures to identify specific skill gaps and proficiency needs across academic, behavioral, and social-emotional domains. • Support teams in developing targeted intervention plans aligned to identified student needs, instructional priorities, and measurable progress indicators. • Strengthen collaboration between classroom teachers, interventionists, special education staff, and support personnel to ensure coordinated and responsive student support systems.	

Survey Monitoring

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

Part 3: Schoolwide Core Structures

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Thrives, #2) Adults at this school treat all students fairly and believe we can all do well.	9%	16%	33%	23%	14%	5%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Thrives, #5) Teachers and staff notice when I'm having a hard time and try to help.	5%	11%	37%	27%	15%	6%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

Attendance Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Attendance Core Structure 1	**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.	☐ NEW ☐ REFINE
When and how often will this structure take place?	This structure will operate on an ongoing basis through the district's Tier 3 MTSS Attendance protocols to proactively monitor, respond to, and support students demonstrating chronic absenteeism or significant attendance concerns.	

What does this entail?	• Who:
	  ○ Attendance Team: MTSS Tier 2 Coach for Academics / Attendance, Social Worker, Counselors, and Social Psychologist
	  ○ Tier 2 (as needed) pulls into the School Nurse
	• WCSD will implement a coordinated "Connective Instruction" engagement approach designed to better understand and address the root causes contributing to student absences through relationship-centered practices and responsive support systems.
	• Building teams will establish consistent routines for:
	  ○ student and family check-ins,
	  ○ restorative conversations,	

	○ and strengths-based outreach efforts intended to foster trust, belonging, and student engagement. • Establish an attendance protocol during the Summer 2026 • Staff will intentionally listen to students and families to identify barriers impacting attendance, including: ○ academic concerns, ○ social-emotional needs, ○ behavioral challenges, ○ transportation issues, ○ health-related factors, ○ and family circumstances. • Attendance teams will utilize this information to develop and tailor interventions, supports, and action plans aligned to individual student needs through the district's MTSS framework. • The process is intended to strengthen school-family partnerships, increase student connectedness and belonging, and improve attendance outcomes across the district through proactive, relationship-driven intervention practices. • Leverage proven strategies and best practices from Panorama to strengthen stakeholder feedback, data analysis, and continuous improvement efforts.

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	95%	94%	91%	91%	90%	90%	89%	92%	91%
2026-27									

Were there any atypical circumstances (e.g. significant winter storm, bus driver strike, etc.) during the 2025-26 school year that impacted attendance for multiple days that the SCEP team will want to remember when comparing 2026-27 data to 2025-26 data? If yes, identify the circumstance and the month it occurred below: No

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	(Attendance, #2) If I miss school, someone checks in to understand what's going on.	9%	19%	28%	22%	12%	10%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK

Part 3: Schoolwide Core Structures

25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Attendance, #2) I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.	9%	40%	16%	19%	4%	12%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 3	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Teacher Student **Family**	(Attendance, #7) The school considers factors like health, stress, or anxiety when attendance becomes a concern.	11%	18%	21%	16%	9%	26%
26-27 Needs Assessment	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 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 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*		*4/17*	*5/2 5/9 5/16*
Christal Kent	Principal	4/13	4/15	4/29 & 5/5	5/12	5/11	N/A	5/12	
Christine Taylor	Assistant Superintendent	4/13		5/5	5/12		N/A	5/12	5/14
Lucy Kaempffe	EE Consultant	4/13	4/29				N/A		
Kelly Freiheit	EE Consultant				5/12	5/11	N/A	5/12	
Julia Temple	EE Consultant				5/12				
Michael Cragg	Social Studies Teacher		4/15	4/29 & 5/5	5/12		N/A	5/12	
Elle Brooks	ELA Teacher		4/15	4/29 & 5/5	5/12		N/A	5/12	5/14
Jenna Koelling	Science Teacher		4/15	4/29 & 5/5	5/12		N/A	5/12	5/14
Lily Malloy	ELA Teacher		4/15	4/29 & 5/5	5/12		N/A	5/12	5/14
Charlie Shields	Reading Teacher		4/15	4/29 & 5/5	5/12		N/A	5/12	5/14
Steph Trickler	Teacher		4/15	4/29 & 5/5	5/12		N/A	5/12	5/14
Amanda DeMaria	Instructional Coach		4/15	4/29 & 5/5	5/12		N/A	5/12	5/14
Andy Lee	Special Education Teacher		4/15	4/29 & 5/5	5/12		N/A	5/12	5/14
Courtney Lutz	ELA Teacher/Dean of Students		4/15	4/29 & 5/5			N/A	5/12	
Amy Rogers	Mathematics Teacher		4/15	4/29 & 5/5			N/A	5/12	
Shelli Tam	Director of PPS		4/15	5/5	5/12		N/A	5/12	
Toby Coleman	Technology Integrator		4/15	4/29 & 5/5	5/12		N/A	5/12	5/14
Katie Tucker	Secondary Executive Principal		4/15	5/5	5/12	5/11	N/A	5/12	

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.