



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

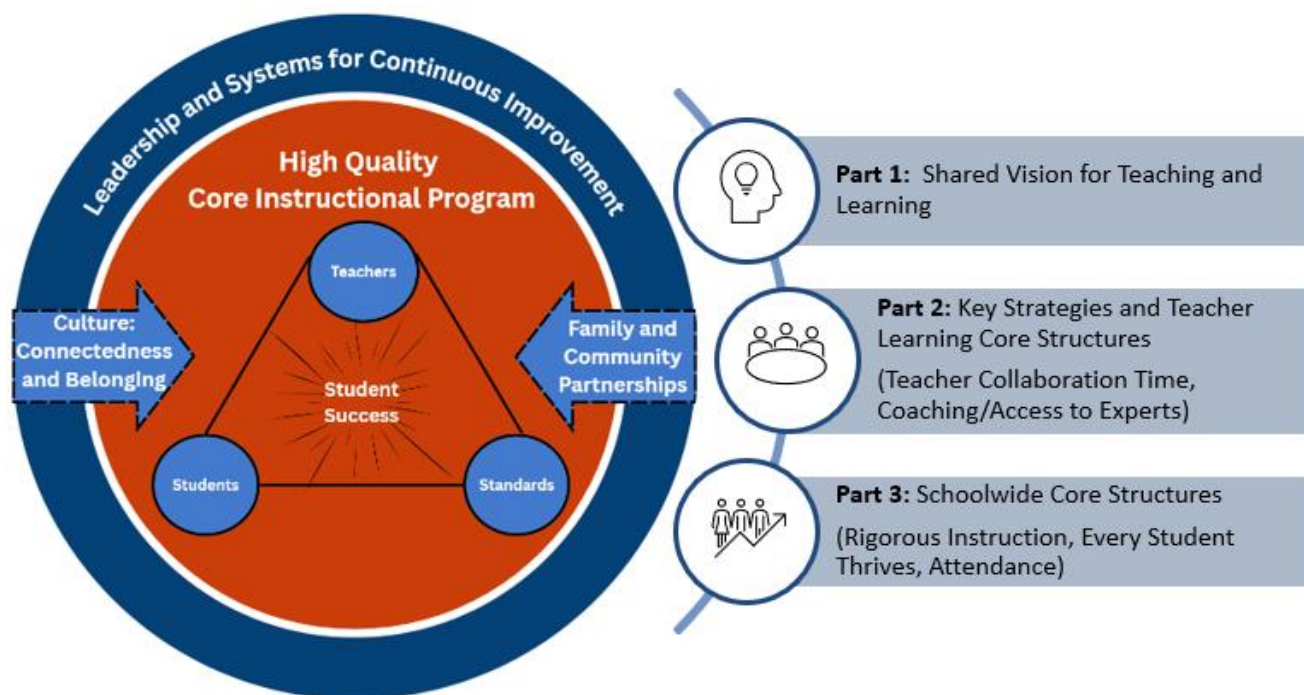
School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Niagara Falls City School District (NFCSD)	Geraldine J. Mann Elementary School	PK3–6

Collaboratively Developed By:

The Geraldine J. Mann Elementary School SCEP Development Team
Members: John P. Briglio (Principal); Thomas Zafuto (Guidance Counselor); Laura Collier, Stefany Critelli, Rhonda Vekich, Marissa Rogers (Teachers)
And in partnership with the staff, students, and families of Geraldine J. Mann Elementary School.

Part 1: Shared Understand of High-Quality Teaching and Learning



Part I: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction: <i>What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	Through the SCEP Team's completion of the Systems and Structures Self-Assessment (Meeting 1) and the Envisioning Activity (Meeting 2), the team developed a more specific and shared definition of what high-quality Tier 1 instruction should consistently look and feel like for students at Geraldine J. Mann Elementary School. The team identified that when instruction is working well, students experience: • A strong sense of belonging within their classroom and school community • Clear, accessible instruction with visible and unpacked learning targets • Active engagement in learning and opportunities to participate meaningfully • Structured opportunities to take academic risks and receive meaningful feedback • A classroom environment where they feel supported, heard, and valued
---	--

Part 1: Shared Understand of High-Quality Teaching and Learning

	Additionally, the team defined “good instruction” as instruction that is: • Grounded in clear and visible learning targets • Supported by consistent routines, expectations, and instructional practices across classrooms • Characterized by high levels of student engagement and opportunities for self-monitoring • Increasingly student-centered, with students actively contributing, explaining their thinking, and building on the ideas of others Findings from both activities confirm that while there is a strong shared vision, variation exists in the consistency of these experiences across classrooms and grade levels. This variation is not due to a lack of capacity or commitment, but rather a need for stronger coherence, alignment, and system-wide implementation of these agreed-upon practices.
--	--

Part 1: Shared Understand of High-Quality Teaching and Learning

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

Key Strategies/Instructional Priorities

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

Key Strategies/Instructional Priorities should be:

- **Instructional**, not programmatic.
- **Broad enough** to apply across grades/content but **focused enough** to drive teacher learning.
- Concepts that can be explored with the Structures for **Teacher Learning**
- Connect to **Tier 1/Universal instruction**
- Stable enough to allow for **deep learning and improvement over time**, yet flexible enough to respond to emerging evidence about student needs.
- Grounded in the **instructional core**, not buzzwords, fads, or short-lived initiatives.

Examples are provided in the **SCEP Team Resource Guide** and available in the drop-down menu below.

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

Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse.

This Key Strategy was selected based on findings from both the Systems and Structures Self-Assessment (Meeting 1) and the Envisioning Activity (Meeting 2). While the school demonstrates a strong shared understanding of high-quality instruction, Meeting 2 clarified that students do not yet consistently experience key elements of that vision, including clear learning targets, structured opportunities to explain thinking, student ownership of learning, and consistent classroom routines.

Increasing opportunities for students to explain their thinking and engage in structured academic discourse directly supports the school's vision for:

- Student engagement and participation
- Student ownership and self-monitoring
- Consistency of instructional expectations across classrooms

This strategy strengthens the instructional core by making student thinking visible, deepening understanding, and ensuring that students play an active role in their learning. It also aligns with the identified need to improve **coherence and consistency across classrooms and grade levels**, rather than introducing new initiatives.

Root Cause Analysis

Based on the review of student survey data, student interview responses, and internal data analysis, the team identified several root causes contributing to variation in student experience across classrooms.

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

- There is not a consistently implemented schoolwide expectation for cognitive demand, resulting in variation in how challenging students experience instruction across classrooms.
- There is inconsistency in how instructional practices, including opportunities for students to explain their thinking and engage with peer ideas, are implemented across classrooms and grade levels.
- There is variation in the consistency of classroom routines and expectations, impacting student engagement, participation, and ownership of learning.

These root causes directly informed the selection of the Key Strategy and reinforce the need for a coherent, schoolwide approach to strengthening Tier 1 instruction.

Student Voice

Student interview responses indicated that students experience differences in expectations and levels of challenge across classrooms. Students reported that in some classes they are regularly asked to explain their thinking and engage in discussions, while in others they are primarily focused on completing tasks or identifying correct answers.

Students also shared those opportunities to participate in discussion and explain reasoning are not consistent throughout the school, suggesting variation in instructional practices and expectations across classrooms.

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.

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

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

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

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

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

Essential Question

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

What structures and routines will support this in 2026-27?		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Weekly grade-level Professional Learning Community (PLC) meetings focused on planning, implementing, and refining instructional practices that increase opportunities for students to explain their thinking through structured academic discourse.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Weekly (minimum 45 minutes per session) during scheduled common planning time throughout the school year.	
What does this entail?	Teachers will collaboratively plan lessons that include clearly defined learning targets and structured opportunities for student discourse; develop and implement routines such as turn-and-talk, accountable talk, and explaining reasoning; analyze student work and student responses to assess depth of understanding; identify trends in student thinking and adjust instruction accordingly; and ensure consistency of instructional practices across classrooms and grade levels.	
Teacher Learning Core Structure	Instructional coaching cycles, including modeling, co-teaching, and feedback, focused on strengthening teacher capacity to facilitate student discourse and support students in explaining their thinking.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Ongoing instructional coaching cycles throughout the school year, with targeted support provided regularly (e.g., weekly or biweekly cycles) based on grade-level and teacher needs.	

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

What does this entail?	Teachers will engage in demonstration lessons modeling effective discourse strategies; co-teaching to support implementation of student-centered practices; observation and feedback cycles aligned to identified look-fors (including student explanation of thinking and engagement); collaborative reflection on student participation and depth of understanding; and analysis of classroom practice through student work, walkthrough data, and shared instructional experiences.
-------------------------------	--

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?
Provide summer and early September professional learning to define and model high-quality academic discourse aligned to the school's instructional vision; develop and share clear look-fors aligned to instructional priorities (including visible learning targets, student explanation of thinking, and active engagement); establish consistent expectations for discourse routines; and prepare PLC protocols and coaching cycles aligned to the Key Strategy.	Summer 2026 and September 2026

Key Strategy I

KEY STRATEGY 1	Increase opportunities for students to explain their thinking and engage in structured academic discourse across content areas to improve engagement, deepen understanding, and ensure consistent high-quality Tier 1 instruction.
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?
Focus PLC time on establishing and practicing discourse routines such as turn-and-talk, think-pair-share, and explaining reasoning; teachers implement clear learning targets and incorporate structured opportunities for student explanation in daily lessons; coaching cycles prioritize modeling and supporting foundational discourse practices; and walkthroughs are conducted regularly to collect baseline data on student engagement and explanation of thinking and to provide staff feedback based on observed trends.	September 2026 – January 2027

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

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?
Deepen student discourse by increasing opportunities for students to justify answers, build on peer responses, and engage in extended discussions; PLCs focus on analyzing student thinking and refining questioning techniques and instructional moves; coaching cycles support increased student ownership and independence; and walkthrough data is used to monitor consistency across classrooms and guide targeted support.	February 2027 – 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 I

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Walkthrough data collected in the first quarter demonstrates that learning targets are visibly posted and unpacked in all classrooms; students are regularly participating in structured discourse routines such as turn-and-talk and accountable talk; baseline data shows increased frequency of students explaining their thinking verbally; PLC meeting notes document that teams are collaboratively	Walkthrough data shows an increased percentage of students actively explaining their reasoning and building on peer responses across content areas; PLC teams are regularly analyzing student thinking through work samples and discussion transcripts; teachers demonstrate refined questioning techniques and instructional moves that support deeper discourse; coaching cycles reflect a shift toward strengthening	Students consistently and independently explain their thinking, justify their answers with evidence, and build meaningfully on the ideas of peers across all content areas; walkthrough data demonstrates that structured discourse routines are implemented consistently across all classrooms and grade levels; PLC teams systematically use student thinking and discourse data to inform

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

	planning lessons with embedded discourse opportunities; and coaching cycles are focused on modeling and supporting discourse strategies.	student independence and ownership in discussions; and students demonstrate increased use of academic language when explaining their thinking.	instructional decisions; teachers demonstrate strong capacity to facilitate high-quality academic discourse without intensive coaching support; and student engagement data reflects increased participation and ownership of learning.
Evidence of Teacher Practice Changing	PLC meeting notes and protocols, coaching logs and observation notes, instructional walkthrough data, and student work samples demonstrate that teachers are establishing discourse routines and planning structured opportunities for student explanation.	Instructional walkthrough data with trend analysis, student work samples and discussion recordings, PLC meeting documentation and analysis protocols, coaching observation and feedback notes, and teacher self-reflection data show refined questioning techniques and systematic analysis of student thinking.	Year-end instructional walkthrough data showing consistency across classrooms and grade levels, student work samples and performance assessments, PLC documentation demonstrating sustained analysis of student thinking, coaching exit data and teacher self-assessment, and student engagement and participation trend data confirm strong teacher capacity and system-wide implementation.

What is our end-of-the-year vision for this Key Strategy?

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

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Students will consistently explain their thinking verbally during structured discourse opportunities, justify their answers using evidence and reasoning, build on and respond to the ideas of their peers, use academic language appropriately when discussing content, demonstrate their understanding through written explanations and reflections, and actively self-monitor their learning in relation to clearly defined learning targets.	
Teachers will be...	Teachers will consistently plan lessons that include clearly defined and visible learning targets and structured opportunities for student discourse; implement discourse routines with fidelity across classrooms; use questioning techniques that promote deep thinking and student explanation; facilitate student-centered discussions where students explain, justify, and build on ideas; analyze student thinking through PLCs and adjust instruction accordingly; and provide feedback that strengthens students' ability to articulate their reasoning. Leaders will conduct regular walkthroughs aligned to identified look-fors, provide timely feedback to teachers based on trends, support PLC teams in analyzing student thinking, and	

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

	allocate coaching resources aligned to identified needs.	
--	--	--

What is our end-of-the-year vision for this Key Strategy?

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	Members of my team have a shared understanding of what high-quality instruction looks like in practice.	0	0	1	5	9	0
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Our collaborative time helps us make sense of what high-quality instruction looks like in action.	0	0	0	6	9	0
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.

Family Voice

Family focus group responses indicated that communication regarding attendance is not always consistent across situations. Families shared that they are more likely to communicate with the school when absences are straightforward (e.g., illness), but less likely to consistently communicate when absences are related to stress, anxiety, or other challenges.

Families also noted that experiences with follow-up and support vary, suggesting a need for clearer, more consistent schoolwide systems for communication and support related to attendance.

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?

Part 3: Schoolwide Core Structures

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	Weekly instructional walkthrough system focused on monitoring implementation of Key Strategy 1 and ensuring consistency of high-quality Tier 1 instruction across classrooms.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Weekly administrative walkthroughs throughout the school year	
What does this entail?	Administrators conduct regular classroom walkthroughs using consistent look-fors aligned to the instructional vision from Meeting 2 (visible learning targets, student discourse, students explaining thinking); collect and analyze data on consistency of implementation across classrooms and grade levels; provide timely, specific feedback to teachers based on observed trends; and use walkthrough data to identify where additional coaching or support is needed.	
Instructional Leadership Team Core Structure 2 (if applicable)	Monthly ILT data review meetings to monitor student performance patterns and ensure alignment of supports to areas of greatest need.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Monthly ILT meetings throughout the school year.	
What does this entail?	The ILT reviews student performance data disaggregated by grade level and content area; identifies areas of greatest need and monitors whether supports (including AIS) are aligned accordingly; addresses structural barriers that limit student access to targeted interventions (such as the scheduling misalignment identified in Meeting 3 that prevents Grade 6 students from receiving math AIS); ensures curriculum pacing and rigor are consistent across classrooms; and makes data-informed decisions about resource allocation, scheduling adjustments, and professional learning priorities.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The ILT will review walkthrough data monthly to monitor frequency and quality of student discourse across classrooms; analyze PLC documentation to ensure teams are using student thinking to inform instruction; examine student work samples
--	--

	for evidence of student explanation and reasoning; conduct quarterly reviews of coaching cycle focus areas and outcomes; and adjust professional learning, coaching supports, and resource allocation based on observed trends, teacher feedback, and student performance data.
--	---

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.	0	0	1	6	8	0
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	0	0	2	7	6	0
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.”

Part 3: Schoolwide Core Structures

- **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 experience consistent expectation, meaningful relationships, timely supports, and access to rigorous grade-level learning?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	Biweekly student support data review meetings to ensure timely identification of students needing additional support and alignment of interventions to student needs.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Biweekly data team meetings throughout the school year.	
What does this entail?	The data team reviews student performance, behavior, and attendance data to identify students needing additional support; ensures clear processes for assigning responsibility and coordinating interventions; monitors whether students receiving Tier 2 or Tier 3 supports continue to have access to rigorous grade-level content; addresses scheduling and structural barriers that limit access to supports (such as the Grade 6 math AIS gap identified in Meeting 3); and ensures supports are evidence-based, culturally responsive, and aligned to identified student needs	
Every Student Thrives Core Structure 2 (if applicable)	Monthly consistency monitoring to ensure all students experience the shared instructional vision and that expectations are equitable across classrooms and grade levels.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Monthly ILT (Instructional Leadership Team) meetings with grade-level representatives throughout the school year.	

What does this entail?	The ILT monitors consistency of instructional practices, routines, and expectations across classrooms and grade levels; identifies where students may be experiencing conflicting messages or uneven access to high-quality instruction; uses walkthrough data and teacher feedback to assess whether the instructional vision from Meeting 2 is being experienced consistently by all students; examines patterns in student participation, achievement, and belonging to identify and address disparities; and ensures that all students—regardless of classroom placement—have access to clear learning targets, structured discourse opportunities, and meaningful engagement.
-------------------------------	--

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Our school has consistent routines for checking on students' progress and helping students set new goals (100% response rate).	0	0	0	6	8	0
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Classroom and school routines are consistent across the building so students and families know what to expect at our school (85.7% response rate).	0	0	2	6	6	0
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? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	Daily and weekly attendance monitoring with clear thresholds and early outreach protocols to identify emerging patterns and support students and families proactively.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Daily attendance review by attendance team; weekly review of patterns and emerging concerns; biweekly follow-up meetings throughout the school year.	
What does this entail?	The attendance team monitors daily and weekly attendance data using clear thresholds that trigger early outreach and problem-solving; identifies reasons behind absences through listening to students and families and understanding barriers; provides tiered support to students with emerging attendance challenges without stigma; analyzes attendance patterns across student groups, grade levels, and times of year to identify inequities and adjust practices; ensures students who miss school are welcomed back in ways that help them reengage; keeps families informed through consistent communication and clear pathways for support; and	

Part 3: Schoolwide Core Structures

	uses student and family feedback to improve routines, supports, and school climate.	
Attendance Core Structure 2 (if applicable)	Connection and belonging initiatives to ensure students feel known, supported, and expected to be present.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Ongoing throughout the school year with monthly review of student connection data and quarterly assessment of school climate and belonging indicators.	
What does this entail?	The school intentionally builds student connection and belonging through structured activities and relationships; ensures every student is known well by at least one adult with routines that track relationships and monitor connection points; considers underlying needs when students show signs of school avoidance, including supporting mental health needs when appropriate; ensures attendance follow-up focuses on understanding and removing barriers rather than just consequences; monitors whether attendance interventions are improving student participation and connection; and creates a welcoming environment where students feel seen, supported, and expected to be present.	

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	95.5	95.5	95	94.8	94.2	94	93.2	93.4	93.4
2026-27									

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

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	I know that others are reviewing attendance data and supporting students who need help to increase student presence.	0	0	2	6	6	0

Part 3: Schoolwide Core Structures

26-27 Needs Assessment	☒ Teacher								
	☐ Student								
	☐ Family								

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	This school intentionally builds student connection and belonging with peers and adults as a key strategy for increasing student presence.	0	0	0	6	8	0
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family							

These attendance structures support the Key Strategy by ensuring that students are consistently present, engaged, and able to participate in instructional practices that require explanation of thinking, academic discourse, and sustained engagement in learning.

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

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

21

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.