



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Andrew Langston Middle School	7-8

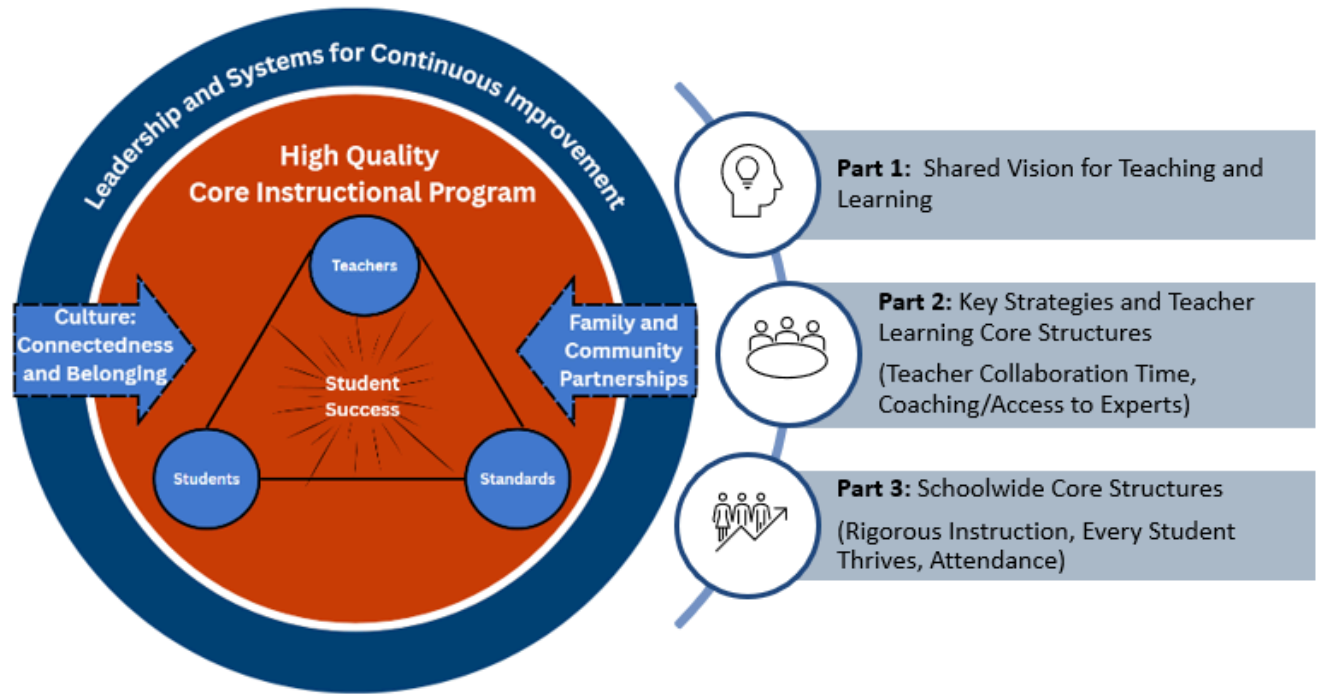
Collaboratively Developed By:

The **Andrew Langston Middle School** SCEP Development Team

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*And in partnership with the staff, students, and families of **Andrew Langston Middle School.***

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



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:	High-Quality, Tier 1 Instruction in RCSD ensures that every student, every day, experiences rigorous, grade-level learning in culturally responsive classrooms where students feel seen, valued, and empowered to think deeply, collaborate, and monitor their progress toward clear learning goals.
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?	

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

Key Strategies/Instructional Priorities

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

Key Strategies/Instructional Priorities should be:

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

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)
Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
Ensure equitable access to grade-level content , especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals

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

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

- 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)

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 REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☐ REFINE
When and how often will this structure take place?	Teacher Collaborative time will occur twice weekly.	
What does this entail?	Once for cluster co-planning. The second time for PLC structure as follows (Professional Learning Community) 1. Analyze Evidence (Where are we now?) • Review student learning, instructional, and implementation evidence aligned to the priority. • Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting. • Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) • Determine what is working, what is not working, and why. • Build shared understanding through professional learning, research, protocols, or examination of effective practices.	

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

	- Connect learning to the identified instructional priority. 3. Plan and Apply (What will we try?) - Identify specific instructional strategies, practices, or actions to implement. - Establish individual and collective commitments. - Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) - Collect evidence of implementation and student impact. - Monitor progress toward team goals. - Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B ☐ NEW ☐ REFINE
When and how often will this structure take place?	- All teachers will be supported by an instructional coach that will meet with the at PLC's 1x/week - Coaching for Excellence 10 coaching cycles (aiming for 3 per marking period) - Cycles will run 4-6 weeks with cycle documentation, feedback, reflection, and next steps
What does this entail?	Instructional coaches will have three priorities: - Supporting teacher learning on cognitively demanding tasks and equitable access to grade level standards with teams of teachers through the PLC Structure - Modeling lessons and Co-teaching lessons organized around cognitively demanding tasks and equitable access to grade level standards - Supporting Teachers in a Coaching Cycle around a collaboratively developed goal related to the cognitively demanding tasks and equitable access to grade level standards

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?
Master Schedule will reflect common planning time for Cluster teams and PLCs	August
Team meeting structure will be developed by the leadership and school based planning teams	August

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

Instructional leaders will participate in the district training on teacher collaborative time facilitation.	August 2026
Instructional leaders will participate in the district training on cognitively demanding tasks.	August 2026
Instructional coach will provide professional learning on Pre-Teaching Academic vocabulary.	August 2026

Key Strategy 1

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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FIRST HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Instructional leadership team (ILT) will provide Professional Development for staff on how to teach building rituals and routines that support productive struggle and perseverance in the lessons. What makes a task cognitively demanding?	August 2026
Maintaining cognitive demand throughout the task. Instructional leaders team (ILT) will provide Professional Development for staff on how we are building in the rituals and routines and productive struggle and perseverance in the classroom. The importance of Vocabulary and Data Walls, as a support for productive struggle and perseverance.	September and October 2026
Assessment / Data meeting to reflect on practice and implement changes to scaffolding that preserves rigor during PLC's. LASW and LALP. Data Review and Pivot.	November 2026
Implementation of adjustments (made from PLC's Assessment / Data Reflection.)	November 2026
Professional learning on questions that preserve thinking during PLC's.	December 2026
Professional Learning Walks throughout the semester.	Throughout the Fall Semester.
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?
ILT and staff will Opportunity to revisit and reset rituals and routines during the first week (after a long school break).	1st week of January 2027
Group Work and Collective Thinking - Making thinking visible and maintaining cognitive Demand Professional learning. Building into Lesson Planning group work with designated responsibilities for each student.	January 2027

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

Instructional coaches will coordinate with the district to identify additional research on cognitively demanding tasks to explore in future teacher collaborative team meetings based on progress to date, including, but not limited to: • Valuing Thinking Over Completion • Designing Extension Without Just Giving More • Teacher Press • The Art of Not Telling • Wait Time 1 and Wait Time 2 • Handling Errors • Building a Culture Where Thinking Is Public • Collaboration Continuum (Taking Turns-Cooperate-Collaborate) • Randomized Grouping • Vertical Non-Permanent Surfaces • Thinking Classrooms vs. Answer Classrooms • Intellectual Safety and Academic Risk • Teacher Helpfulness as a Barrier to Thinking • Designing Access Without Reducing Task Complexity • When to Stop the Work and Move to Consolidation • Comparing Strategies to Deepen Understanding • Student Explanation and Justification	Spring
Data - Reflect on practices with Student Exemplars and review CFA and iReady Data.	February 2027
Group Work and Collective thinking will be built into the Performance Task while providing opportunities to be cross curricular.	March - June 2027
Professional Learning Walks throughout the semester..	Semester 2

Key Strategy 2

KEY STRATEGY 2	Ensure equitable access to grade-level content , especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals
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FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
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?		
ILT will lead Co-planning around shared instruction with cluster teams		September
ILT will lead Professional Learning Communities within departments with coaches		September
Instructional coaches will conduct coaching cycles with teachers		September
ILT will work with cluster teams to identify and define what strong student thinking looks like		September
ILT and cluster teams will plan for opportunities for students to create claims, evidence, and reasoning		September/October
ILT will provide professional learning on productive struggle routines for diverse learners		October

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

ILT and cluster teams will bring shared lessons/tasks to planning to discuss students needs and data for future planning around providing opportunities for students to create their own questions and building on one another.	October
ILT will provide professional learning on Identifying when to Pause Vs When to prompt	November
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?
Instructional coaches will incorporate practices that require additional support related to cognitively demanding tasks into coaching cycles, modeling when it is useful.	Spring

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	Students actively interact with supports (visuals, anchor charts, exemplars, graphic organizers, sentence frames, and multilingual resources) during learning. Students use supports strategically rather than waiting for teacher assistance		
Evidence of Teacher Practice Changing	- Teachers provide multiple resources, representations, or entry points for engaging with thinking tasks - Teachers provide sentence frames, visuals, graphic organizers, manipulatives, models, anchor charts, exemplars, and other scaffolds aligned		

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

	with students' needs. Teachers include explicit academic language expectations and functions in success criteria		
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What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	- Success criteria require verbal/written reasoning, not only procedural completion. - Students engaged directly in tasks that require reasoning, sense-making, and problem-solving. - Students use classroom resources during problem-solving, including referring to notes, anchor charts, texts, manipulatives, or peers before seeking an answer from the teacher.	
Teachers will be...	- Teachers will provide students with ample opportunities to do the thinking (these are: frequent, aligned, varied, and sequenced intentionally). - Teachers ensure all students are required to produce thinking (not waiting for turn-taking or teacher selection) by providing wait time and using equitable participation strategies.	

Key Strategy 2

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Students make thinking visible by, for example, Annotating texts, problems,		

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

	diagrams, or sources. • Writing about their thinking. • Explaining how they arrived at an answer or conclusion. • Creating visual representations of understanding. • Reflecting on learning or progress towards success criteria		
Evidence of Teacher Practice Changing	• Teachers will elicit student thinking through questioning. • Teachers will ask students to share their thinking publicly. • Teachers will provide opportunities for student reflection.		

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...	Teachers ensure teacher talk is primarily probing, pressing, or clarifying—not demonstrating or solving. This includes: • Eliciting student thinking before confirming or correcting. • Redirecting questions back to students or peers. • Withholding premature explanation or solution-giving that reduces student reasoning until students have had opportunity to grapple. • Using incorrect or partial responses as learning opportunities, not endpoints.	

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

	Responding to student ideas in ways that extend, rather than stop or replace, thinking.	
Teachers will be...	Students' work reflects independently constructed thinking as evidenced by multiple and varied approaches and responses, rather than replicated or overly-formulaic responses.	

Survey Monitoring

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

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings.	17.1%	11.4%	17.1%	54.3%	N/A	N/A
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	The teaching practices I am working to strengthen are the same ones my colleagues are working to strengthen.	2.9%	8.6%	22.9%	51.4%	8.6%	5.7%
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? <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	Instructional Leadership Team weekly routine on cognitive demand of lessons	☒ NEW ☐ REFINE
When and how often will this structure take place?	Once weekly	

Part 3: Schoolwide Core Structures

What does this entail?	Five components expected across each ILT meeting: 1. REFLECTION: What have we seen since our last meeting related to what we discussed last meeting? 2. PROFESSIONAL LEARNING: Do some learning around Cognitively Demand instruction. 3. CONSISTENCY AND COHERENCE: Visit classrooms to examine cognitively demanding instruction related to previous professional learning. 4. DEBRIEF: What did the classroom visits tell us about what our system needs? 5. APPLICATION TO THE SYSTEM: What can we do with our teacher learning system based on what we saw?
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Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Analyzing the data collected from the Walk through data
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Analyzing the data collected from the Walk through 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	In most of my classes, I am asked to think deeply, explain my ideas, and learn from mistakes.	4.9%	5.4%	28.3%	38.5%	16.6%	6.3%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	The amount of challenge in my classes feels about the same from one class to another.	8.3%	25.4%	38%	19.5%	6.3%	2.4%
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? <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	• A routine for monitoring whether students receiving additional support continue to engage with grade-level content, ensuring intervention does not replace rigor.	X NEW ☐ REFINE
When and how often will this structure take place?	Weekly during Common Planning Time meetings	
What does this entail?	Four components expected across settings: 1. REFLECTION: What did we try between last time and this time related to the strategy? What worked/didn't work and why? What did we learn? 2. PROFESSIONAL LEARNING: Let's do some learning around the strategy together. 3. PRACTICE/APPLICATION OF PROFESSIONAL LEARNING: Can we try something together right now? 4. APPLICATION IN THE UPCOMING WEEK: What will we try individually and collectively between now and the next time related to the strategy?	

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	When I need help, my teachers give me support that makes things easier to understand without taking away the challenge or doing the work for me.	6.8%	8.3%	30.7%	39%	11.2%	3.9%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
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	Opportunities for the attendance team to meet	x NEW ☐ REFINE
When and how often will this structure take place?	The attendance team will meet weekly.	
What does this entail?	1. Analyze Evidence (Where are we now?) • Review student attendance and contact logs as evidence aligned to the priority. • Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting. • Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) • Determine what is working, what is not working, and why.	

Part 3: Schoolwide Core Structures

	3. Plan and Apply (What will we try?) - Identify specific attendance strategies, practices, or actions to implement. - Establish individual and collective commitments. - Coordinate supports and collaboration needed for implementation. 4. Monitor Impact (How will we know?) - Collect evidence of implementation and student impact. - Monitor progress toward team goals. - Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.
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Attendance Monitoring

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

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	78.1%	78.9%	79.8%	76.3%	73.2%	78%	76.4%	79.8%	75.6%
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	If I miss school, someone checks in to understand what's going on.	14.6%	19.5%	28.3%	20%	11.7%	5.9%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

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	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Mee ting 3: Varia tions in Data	Meeting 4: Student Interview s	Mee ting 4A: Fami ly Focu s Grou ps (opti onal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
LaCassa Felton	Principal		3/24,3/27	4/17,4/23	5/27, 6/4	6/11, 6/12		6/5, 6/10,6/12, 6/15	6/18
Ajoua Jackson	Assistant Principal	3/3	3/24,3/27	4/17,4/23	5/27, 6/4	6/11, 6/12		6/5, 6/10,6/12, 6/15	6/18
Sarah Vane	Instructional Coach	3/3	3/24,3/27	4/17,4/23	5/27, 6/4			6/5, 6/10,6/12, 6/15	6/18
Rebecca Nagar	Special Education Teacher		3/24,3/27	4/17,4/23	5/27, 6/4	6/11, 6/12		6/5, 6/10,6/12, 6/15	6/18
Justin Rozen	Math Teacher		3/24,3/27	4/17,4/23	5/27, 6/4			6/5, 6/10,6/12, 6/15	
Hannah Flansburg	Reading Teacher	3/3	3/24,3/27	4/17,4/23	5/27, 6/4			6/5, 6/10,6/12, 6/15	
Debbie Galiney	Intervention/Prevention		3/24,3/27	4/17,4/23	5/27, 6/4			6/5, 6/10,6/12, 6/15	
Chistopher Galvano	English Teacher		3/24,3/27	4/17,4/23	5/27, 6/4			6/5, 6/10,6/12, 6/15	

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.