



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

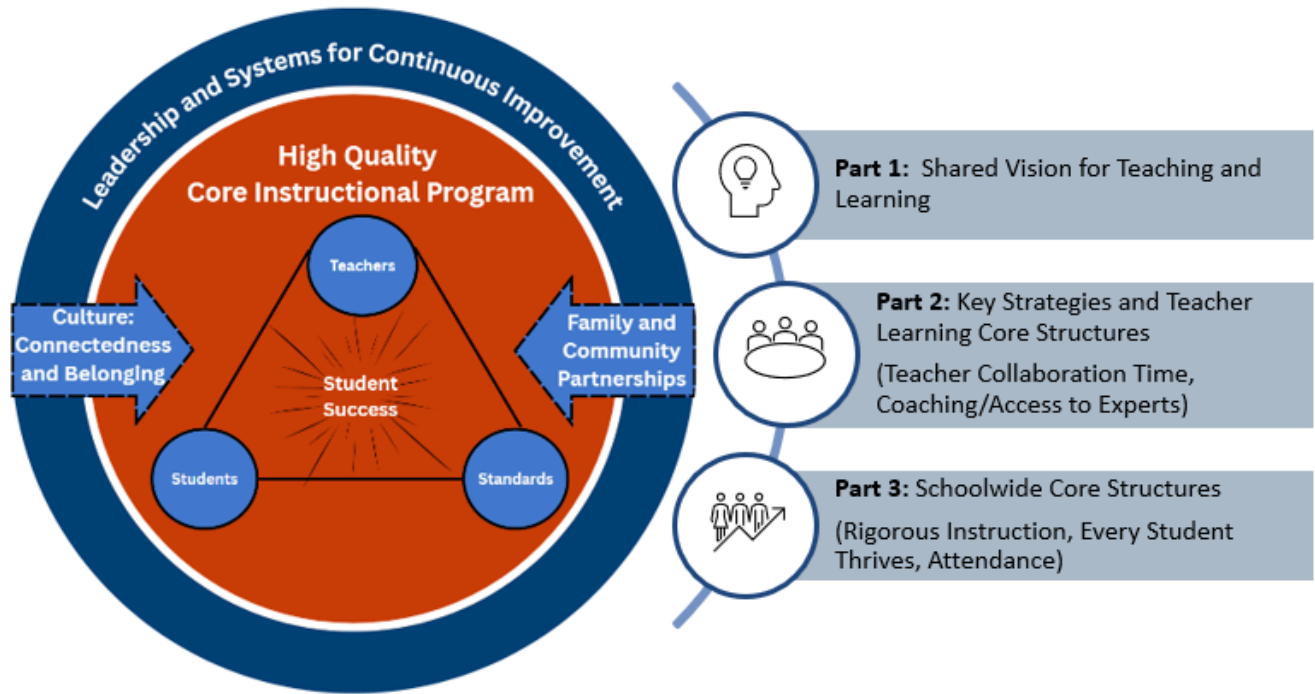
District	School Name	Grades Served
Rochester City School District	George Mather Forbes School No. 4	K-6

Collaboratively Developed By:

The George Mather Forbes School #4 SCEP Development Team
(SCEP Team Members: Jennifer Daly, Delores Davis, Rachel Dobbs, Deborah Fowler, Andrea Garfield, Karon Jackson, Meghan Lagnese, Kimberly Levitt, Matthew Loomis, Kelly Morey, Kimberly Winfrey)

And in partnership with the staff, students, and families of George Mather Forbes School #4.

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:

What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?

High-Quality, 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.

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
- 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.

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

- 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 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	X NEW ☐ REFINE
When and how often will this structure take place?	Grade Level Teams/PLC's (when and how often) Grade Level Teams/Juncture Teams will meet weekly on Wednesdays for one hour with Instructional Leaders Teacher Led Grade level/juncture collaborative planning time 1x/wk	
What does this entail?	During PLC time, the following inquiry structure will occur cyclically: PLC Protocol At our school, each grade level (or content department) will form a Professional Learning Community (PLC). The PLCs are facilitated by instructional leaders (administrators and instructional coaches), structured to ensure collaboration, and will meet weekly for 30-42 minutes during teacher planning time embedded within the contractual school day. 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.	

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

	• Build shared understanding through professional learning, research, protocols, or examination of effective practices. • 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?) • Identify evidence of implementation and student impact. • Create a plan to 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?	Once a month RCSD I-Ready math (Cohort 2) Weekly at PLC Meetings Coaching Cycles (flexible scheduling) 4-6 week cycles All teachers will be supported by an instructional coach that will meet with them at PLC's once a week
What does this entail?	What does coaching cycles look like (learning walks, co-teaching, planning, etc) • Walk Throughs/Learning Walks • Planning with coach • Planning and Professional Development for Cohort 2 iReady Collaboration between classroom teachers and instructional coach(es) focused on the implementation of effective teaching practices through observations, planning, coaching conversations, reflections, and shared learning opportunities. 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.

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?
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 leaders will analyze current students' end of year data for gaps according to grade level for Fall planning and preparation	June 2026
Instructional leaders will survey staff for Professional Learning Needs associated with cognitively demanding tasks	June 2026
Instructional leaders will engage with staff to identify individual instructional strengths and develop an inventory for a peer support network	June 2026
Instructional leaders will reorganize Walk-Through Tool to align with District Instructional Priority Standards to share with staff	Aug. 2026
Instructional leaders will analyze data from teacher surveys to create teacher leaders for school based PD	July 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	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?	
Establish a shared understanding of cognitively demanding tasks and embed into our school professional learning	Sept 2026
Instructional leaders will facilitate teachers unpacking standards to develop a deep understanding of progressions within each priority standard.	Sept 2026
Instructional leaders will facilitate unit reviews with teachers to identify standards and cognitively demanding tasks within District approved curriculum	Sept 2026
Instructional leaders will work with teachers to review priority standards in each core subject area and develop clear learning intentions and success criteria that reflect cognitive demand	September 2026
Instructional Leaders will support teachers to incorporate quick formative checks during instruction to understand student thinking in real time and adjust instruction responsibly.	Oct 2026
Instructional leaders will lead teacher PLC's to identify thinking routines aligned with the text Building Thinking Classrooms by Peter Liljedahl	Sept 2026
Instructional Leaders will support teachers to implement Building a Thinking Classroom strategies by collaboratively planning and implementing thinking tasks	Oct 2026
Instructional Leaders will support teachers in using visibly random groupings during instruction	Nov 2026
Instructional Leaders will support teachers in using vertical non-permanent surfaces during instruction	Dec 2026
Instructional Leader will implement and complete coaching cycles with teachers	Ongoing
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?

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

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?	
Teachers will continue Implementing and begin refining Building a Thinking Classroom strategies by giving thinking tasks, forming visually random groups and using vertical non-permanent surfaces	Jan-June
Instructional Leaders will continue implementing and completing coaching cycles with teachers	Ongoing
The Administrative Team will analyze walkthrough data and student data to determine progress on the implementation of the key strategies and to make adjustments as needed.	Beginning of January
Instructional Coaches will coordinate identifying additional research on cognitively demanding tasks, to explore in future teacher collaborative team meetings, based on progress to date, including, but not limited to: • The Art of Not Telling • Thinking Classrooms vs. Answer Classrooms • Comparing Strategies to Deepen Understanding • What Makes a Task Cognitively Demanding?	Spring
Instructional coaches will incorporate practices that require additional support related to cognitively demanding tasks into coaching cycles, modeling when it is useful. • Anticipate student thinking and likely misconceptions • Plan prompts and scaffolds (not alternate tasks)	Spring

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	
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 Leaders will work with PLCs to collaboratively unpack 100% of the first semester's priority standards and develop shared learning targets and success criteria.	Sep-Oct
Instructional Leaders will support teachers to consistently use and reference the collaboratively developed learning targets and success criteria in every lesson to align instruction and guide student self-monitoring.	Sep-Oct
Instructional Leaders will establish with staff what it means to ensure that students have equitable access to grade level content especially for multilingual learners and students with disabilities.	Sept-Oct
Instructional leaders will ensure consistent collaborative planning time for all self-contained classrooms to support coordination among staff and align instruction to shared learning goals.	Nov-Dec
Instructional Leaders will provide Professional Learning on Responding to Struggle with Prompts, not solutions.	Nov-Dec
Instructional Leaders will provide Professional Learning on Scaffolding without taking over.	Nov-Dec
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 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:	

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

- Adapting Supports Without Simplifying The Task
- Avoiding “Easier Versions” Of Grade-Level Work
- Productive Struggle Routines For Diverse Learners
- Identifying When To Pause Vs. When To Prompt
- Increase Equitable Participation In Thinking
- Language Supports That Don’t Reduce Thinking (MLL Focus)
- Support Students With Disabilities Without Reducing Cognitive Demand
- Just-In-Time Vs. Just-In-Case Scaffolds
- Breaking Tasks Into Steps Without Simplifying Reasoning

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	Student work/ Assessments, teacher observations/ notes		
Evidence of Teacher Practice Changing	Teachers will be providing thinking tasks consistently, utilizing random groups and engaging students collaboratively at vertical, non-permanent surfaces		

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...	Actively persevering through challenging tasks, using multiple strategies and explaining their mathematical or logical reasoning.	
Teachers will be...	Acting as facilitators of learning rather than information deliverers—holding back answers, asking open-ended guiding questions, and planning lessons with a clear understanding of the cognitive demand required of students.	

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

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	Student work/ Assessments, teacher observations/ notes		
Evidence of Teacher Practice Changing	Teachers will consistently post learning intentions and success criteria, demonstrate the ability to pause and prompt student thinking, and provide appropriate scaffolds without overscaffolding		

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...	Using success criteria to track their own progress and confidently tackling grade-level work using built-in classroom supports.	
Teachers will be...	Co-planning lessons that include everyone from the start, providing supports that help students without watering down the challenge.	

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	Collaborative time leads to meaningful changes in instructional practice across our team.	0	2	8	11	1		2
26-27 Needs Assessment	Collaborative time leads to meaningful changes in instructional practice across our team.							

	Survey Question 2	SD	D	N	A	SA	IDK
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

25-26 Needs Assessment	Team meetings consistently generate insights and strategies that teachers can apply in their classrooms.	0	2	6	14	0	2
26-27 Needs Assessment	Team meetings consistently generate insights and strategies that teachers can apply in their classrooms.						

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 support 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	A schoolwide framework for 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?	Weekly walkthroughs and PLC's, bi-weekly ILT meetings	

What does this entail?	This structure will include a shared vision of what effective teaching and learning look like across all classrooms by identifying a small set of instructional priorities—such as grade-level rigor, student thinking and discourse, checks for understanding, clear learning targets, and responsive feedback—and develops common look-fors that define these practices in action. The team regularly reviews classroom evidence and student learning data, refines expectations and supports as needed, and ensures that administrators, coaches, and teacher leaders communicate consistent messages about instructional priorities. As a result, teachers receive aligned feedback, professional learning, and coaching that reinforce the same expectations for high-quality instruction throughout the school. 1. Analyze Evidence (Where are we now?) ● Review instructional evidence aligned to the priority. (walkthrough, evidence analysis, ect) What have we seen? ● Identify patterns, strengths, challenges, 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 around cognitively demanding instruction and equitable access. 3. Plan and Apply (What will we try?) ● Identify specific supports, feedback and actions to support teacher learning ● Establish individual and collective commitments. ● Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) ● Identify how evidence of instructions aligned to cognitively demanding tasks will be collected ● Create a plan to monitor progress ● Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.
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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?	● Conduct regular walkthroughs and observations using the shared “look-fors.” ● Collect and review patterns of instructional practice across classrooms (what is consistently happening and what is not).
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Part 3: Schoolwide Core Structures

	- Analyze student work, assessments, and engagement to see if instructional practices are improving outcomes. - Meet on a regular cycle to discuss findings, identify trends, and determine next steps. - Adjust the framework, supports, and professional development based on what the data shows. - Ensure messaging is consistent across administrators, coaches, and teacher leaders so expectations stay aligned.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	- Conduct regular walkthroughs and observations using the shared “look-fors.” - Collect and review patterns of instructional practice across classrooms (what is consistently happening and what is not). - Analyze student work, assessments, and engagement to see if instructional practices are improving outcomes. - Meet on a regular cycle to discuss findings, identify trends, and determine next steps. - Adjust the framework, supports, and professional development based on what the data shows.

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	When I need help, my teachers give me support that makes things easier to understand without doing the work for me.	1	3	21	22	15	2
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	When I need help, my teachers give me support that makes things easier to understand without doing the work for me.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.	0	4	8	9	1	4

Part 3: Schoolwide Core Structures

26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.	
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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 support, 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 DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	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.	☒ NEW ☐ REFINE
When and how often will this structure take place?	At the beginning of each semester (September and January) every teacher teaches the exact same schoolwide routines utilizing a shared framework (e.g., PBIS Matrix) document that defines what routines and policies (behavioral and academic expectations) look like across the board. Administrators and teacher-leaders conduct brief, bi-weekly , non-evaluative walk-throughs specifically looking at environmental consistency. Teachers will receive immediate feedback about glows and grows from the walk-through (by the end of the school day).	

Part 3: Schoolwide Core Structures

What does this entail?	Revising our system procedures (PBIS Matrix, office referral system, etc) and including them in our handbook to be given out at the beginning of the year. Go over the expectations of these systems with staff before the first day of school. Survey the teachers and students about our expectations. (3 times during the year) Use the PBIS ROAR 4 Matrix (revised) to share our expectations with our school community.
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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	Adults at this school treat all students fairly and believe we can all do well.	4	7	16	22	12	3
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	Adults at this school treat all students fairly and believe we can all do well.						

	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 experience clear expectations wherever they go.	1	5	5	10	2	1
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.						

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	A routine for monitoring attendance daily and weekly , with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☒ NEW ☐ REFINE
When and how often will this structure take place?	Attendance will be inputted daily by classroom teachers no later than 10am and will be monitored daily by designated staff to ensure responses to attendance matters are completed in a timely manner. The SST (Student Support Team) will monitor weekly during designated meeting time.	
What does this entail?	• Teachers will utilize PowerSchool to record attendance communications (calls, texts, emails) in Attend Actions in a timely manner, and take attendance daily by 10am. • Weekly home visits (one day of the week dedicated to the visit) • Teachers submit referrals for additional intervention when appropriate. • Acknowledging student return to school • The SST will identify students at risk for chronic absenteeism and determine appropriate interventions	

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

Part 3: Schoolwide Core Structures

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	87%	86%	85%	81%	79%	81%	82%	85%	83%
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	Expectations about being on time and attending class feel the same across my classes.	3	5	19	19	10	8
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Expectations about being on time and attending class feel the same across my classes.						

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 Interviews	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
Jennifer Daly	Media Specialist	X	x	x		x	x	x
Delores Davis	Assistant Principal	x	x	x		x	x	x
Rachel Dobbs	Teacher	x	x	x		x	x	x
Deborah Fowler	Teacher	x	x	x		x	x	x
Andrea Garfield	Instructional Coach	x	x	x		x	x	x
Karon Jackson	Principal	x	x	x		x	x	x
Meghan Lagnese	Teacher	x	x	x		x	x	x
Kimberly Levitt	Teacher	x	x	x		x		x
Matthew Loomis	Instructional Coach	x	x	x		x		x
Kelly Morey	Teacher	x	x	x		x	x	x
Kimberly Winfrey	Teacher	x	x	x		x		x

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.