



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Abelard Reynolds School No. 42	K-6

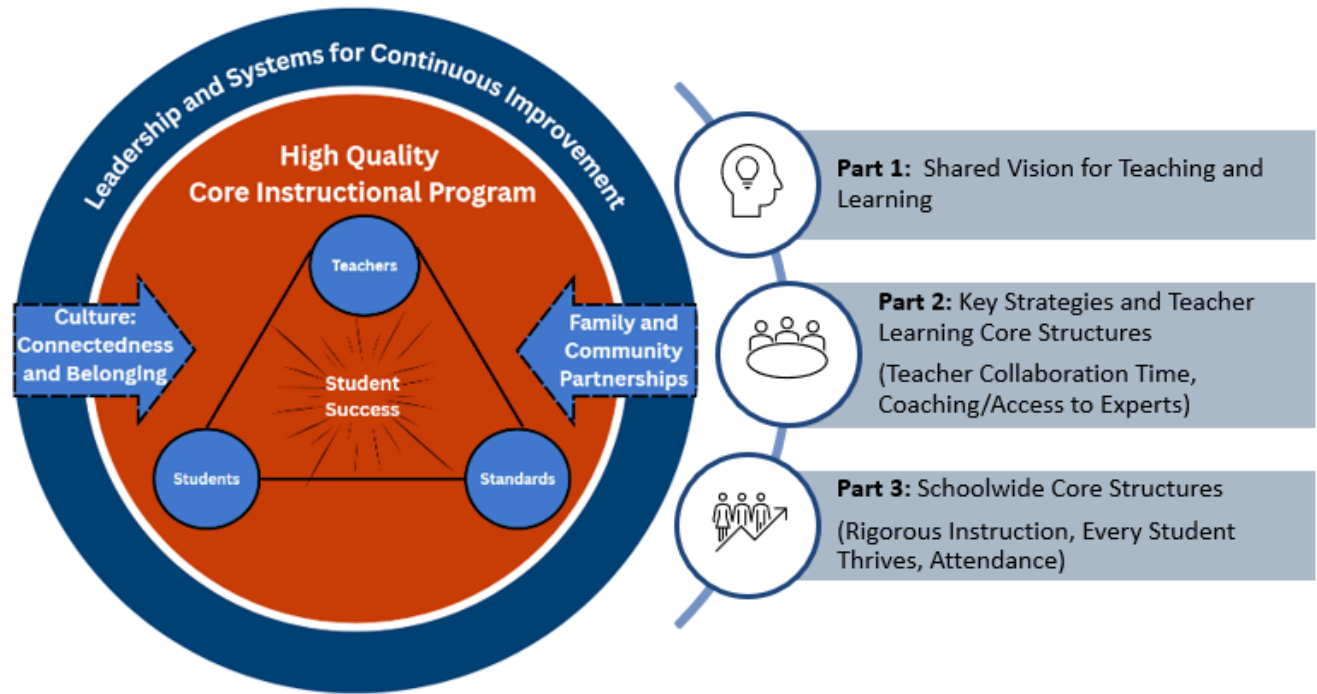
Collaboratively Developed By:

The Abelard Reynolds School 42 SCEP Development Team

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And in partnership with the staff, students, and families of Abelard Reynolds School 42.

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:

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

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?	Grade level teams will meet once a week. • Grades K-2 (Tuesdays) • Grades 3-6 (Wednesdays)	
What does this entail?	1. Grade-level teams meet weekly and engage in a consistent cycle of instructional inquiry connected to the school's key strategies. Teams begin by revisiting what teachers have implemented, studied, or observed since the previous meeting and reflecting on what students appeared to understand, struggle with, or misunderstand. Teams then examine an upcoming lesson, task, or unit through the lens of the identified strategy and consider how students are likely to experience the work. Each meeting includes close examination of student work or evidence of student thinking so teachers can better understand how students are making sense of content and where instruction may need to shift. Meetings conclude with clear instructional next steps that teachers will carry into their classrooms before the next session. 2. Each session is facilitated by an instructional coach or trained teacher-leader responsible for maintaining a sustained focus on teaching and learning. Common expectations across all settings 1. Every session includes a prepared facilitator who is responsible for guiding the conversation, maintaining focus, and ensuring equitable participation.	

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

	- Each session begins with a clear instructional question grounded in student learning. Questions focus on issues such as student understanding, misconceptions, task design, engagement in rigorous thinking, or the effectiveness of a particular strategy. - Before the meeting concludes, teachers identify a specific instructional move, adjustment, or implementation step they will carry into upcoming instruction. Commitments are concrete and connected to the team's analysis of student learning. - Time is protected for professional learning focused on instruction. Operational issues, scheduling matters, and logistical planning are addressed outside this structure, whenever possible, so collaborative time remains centered on improving teaching and learning.	
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?	Coach will meet weekly with grade level teams and conduct regular coaching cycles with select teams and staff	
What does this entail?	Instructional coaches will have two priorities: Modeling lessons and Co-teaching lessons organized around the school's key strategy. Supporting selected teachers in a Coaching Cycle around a collaboratively developed goal related to the school's key strategy. Common expectations across all settings - Coaching is grounded in the school's shared vision for ambitious and equitable instruction and remains focused on high-leverage aspects of teaching and learning. - Coaches engage teachers in examining student work, classroom evidence, and patterns in student thinking to guide instructional decisions and next steps. - Coaching includes opportunities for teachers to study instruction in practice through modeling, rehearsal, co-teaching, lesson study, peer observation, or guided practice. - Coaching occurs through sustained cycles with a clear instructional focus connected to student learning rather than isolated check-ins or one-time feedback conversations. - Coaches support teachers in implementing and refining practices introduced through professional learning, collaborative team meetings, and curriculum work. - Coaching is communicated and experienced as job-embedded professional learning focused on growth, reflection, and instructional improvement rather than evaluation. - Coaches' time is protected for instructional work, including classroom-based support, collaborative planning, and facilitation of teacher learning.	

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?
Instructional coaches will work with others in the district to do an inventory of cognitively demanding tasks in the current curriculum.		August

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

Instructional coaches will work with others in the district to agree to district design principles for cognitively demanding tasks.	August
Instructional coaches will plan professional learning for staff aligned to our school's SCEP utilizing the "Building Thinking Classroom" text.	August

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?		
During grade level meetings, the Instructional Coach and School leader will lead professional development to that teachers understand how to determine cognitive demand by aligning with Tier I instructional standards		Aug. 18-19
The Instructional Coach and School leader will lead professional development and set expectations for embedding the Building Thinking Classrooms concepts into their instruction so that all students have regular opportunities to explain their thinking and build on peers ideas through structured academic discourse routines-		Aug. 18-19
The instructional coach will deliver professional development on discussion protocols, and in weekly grade-level team meetings teachers will rehearse and refine these structured-discourse routines so students increasingly explain their thinking and build on each other's ideas.		Sept-Dec
In grade level team meetings, teachers will plan how to Incorporate quick formative checks during instruction to understand student thinking in real time and adjust instruction responsively, facilitated by the instructional coach		Sept-Dec
During grade level team meetings, teachers will design intentional questions and prompts that press for reasoning and support sense making rather than recall or guesswork, facilitated by the instructional coach		Sept-Dec
SECOND 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?		
The ILT and School Leadership will conduct Data Progress and Monitoring of SCEP • Distribute a feedback survey to assess the perceived impact of professional learning and strategy implementation. • Review walkthrough data and observation checklists to evaluate the degree of instructional practice implementation. • Analyze mid-year student performance data to assess academic growth and strategy effectiveness.		Jan-Mar
Continue to ensure that all faculty members know the expectation of embedding the "Building Thinking Classroom" concepts into their instruction so that all students have regular opportunities to explain their thinking and build on peers' ideas through structured academic discourse routines.		Jan-May
Continue providing Professional Development to help teachers increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse		Jan-May
Continue to design intentional questions and prompts that press for reasoning and support sense making rather than recall or guesswork		Jan-May
Incorporate quick formative checks during instruction to understand student thinking in real-time and adjust instruction responsively		Jan-May

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

Continue to ensure teachers understand how to determine cognitive demand by aligning with the Tier I instructional standards.	Jan-May
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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?
The ENL teachers and the instructional coach will work together to design professional development so that teachers have an understanding of the World-Class Instructional Design and Assessment (WIDA) can do strategies for MLL students	Sept-Dec
The ENL teachers, Instructional Coach will work together to design professional development to help teachers write Language Objectives to compliment the content objective to ensure that our MLL students can show their learning align to the Language Standards (Should have a content objective and a Language Objective)	Sept-Dec
The SPED Teachers and the Instructional coach will work with teachers to help them understand and implement accommodations to support students with disabilities access to learning (Tier 1 instruction)	Sept-Dec
During grade-level team meetings, the instructional coach will help teachers understand the difference between scaffolding and differentiation	Sept-Dec
SPED and ENL teachers will co-plan for Tier 1 instruction together during grade-level team meetings, facilitated by the instructional coach.	Sept-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?
The ILT, instructional coach and grade-level teams will monitor and continue these same strategies during weekly Teacher Collaborative Time.	Jan-May

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	RCSD Common Formative Assessment Pre/Post Assessments Student Writing Portfolios Student Surveys		
Evidence of Teacher Practice Changing	Walk-through data look for Teacher Surveys		

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

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...	More engaged in sharing their thinking and interacting with the peers throughout the lesson	
Teachers will be...	More confident in designing lessons that require more productive struggle	

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	SWD/MLL students District CFAs Pre/Post Assessment Student Writing Portfolios Student Surveys		
Evidence of Teacher Practice Changing	Walk-through data look for Teacher Surveys		

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...	Students will be engaged more effectively in Tier I instruction	
Teachers will be...	More comfortable providing assistance to student	

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	10%	15%	0%	70%	5%	10%
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 DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A curriculum monitoring routine where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.	☒ NEW ☐ REFINE
When and how often will this structure take place?	Weekly in leadership scheduled walkthroughs	

Part 3: Schoolwide Core Structures

What does this entail?	The Leadership team developing look fors, conducting weekly walkthroughs and examining the data to provide targeted feedback.	
Instructional Leadership Team Core Structure 2 (if applicable)	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.	☒ NEW ☐ REFINE
When and how often will this structure take place?	Through weekly grade level minutes Through monthly coaching cycles	
What does this entail?	Collecting and examining exemplars through looking at student work protocols. The coaching cycles will include planning, modeling, co-teaching.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The leadership team will conduct weekly Walkthroughs and provide targeted actionable feedback.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The leadership team will conduct weekly Walkthroughs and provide targeted actionable feedback.

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	10	35	40	15	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	I believe my child is regularly challenged to think deeply and explain their ideas, not just complete assignments.	9.5	33.3	14.3	19	23.8	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.”
- **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 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?	Daily Walk throughs will include look for around theses expectations.	
What does this entail?	The leadership team and staff will revisit expectation and determine school side routines and expectation and discuss during the pre planning days Daily Walk throughs will include look for around theses expectations.	

Part 3: Schoolwide Core Structures

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 for working hard and doing quality work are about the same in all my classes.	5.1	8.7	21	37.7	20.3	7.2
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 experience clear expectations wherever they go.	20	35	15	15	5	10
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 DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A feedback loop in which administration shares insights about barriers to attendance with students, and the teacher uses this information to improve routines, supports, and school climate.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Weekly attendance meeting	
What does this entail?	School counselor and assistant principal leading weekly attendance meetings to ensure that attendance processes are followed and information is distributed to staff.	

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	88%	86%	87%	82%	82%	83%	86%	88%	85%
2026-27									

Part 3: Schoolwide Core Structures

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 my students' attendance because they reach out to me when patterns raise concerns.	15	20	15	40	5	5
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Meeti ng 3: Variat ions in Data	Meeting 4: Student Intervie ws	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
Dr. Deborah Washington	Principal	3/3	4/13	4/23	4/27	5/14	5/28	
Rhonda Underhill	Assistant Principal		4/13	4/23	4/27	5/14		
Karen Michel	SPED Teacher	3/3	4/13	4/23	4/27	5/14	5/28	
Sheila Lafond	Teacher		4/13	4/23	4/27	5/14	5/28	
Carrie Radford	Teacher		4/13	4/23	4/27	5/14	5/28	
Kristina Drisdorn	Counselor	3/3	4/13	4/23	4/27	5/14		
Shayla Sturgis	Parent		4/13	4/23	4/27	5/14		
Diane Green	Parent							
Amy Alkiewicz	District Team Member	3/3	4/13		4/27			

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.