



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

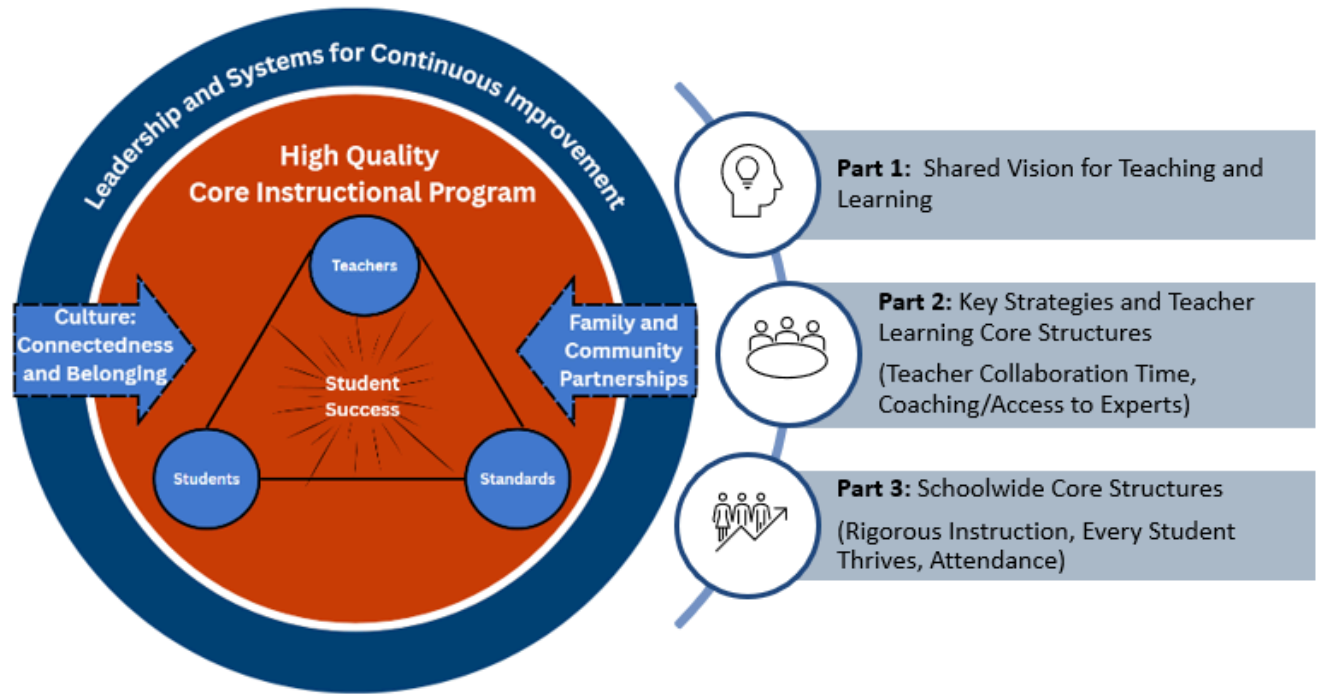
District	School Name	Grades Served
Rochester City School District	Pinnacle School No. 35	PreK-6

Collaboratively Developed By:

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And in partnership with the staff, students, and families of Pinnacle School #35.

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
- 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	☐ NEW ☐ REFINE
When and how often will this structure take place?	PLCs will meet 1 hour biweekly. Meetings will be facilitated by the instructional coach. Meetings will include supporting ENL staff (when applicable) Meetings will focus on school level key strategy and adapting professional learning to instructional practice in the classroom.	
What does this entail?	During PLC time, the following structure will occur over the course of 1-2 meetings: PLC Protocol 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 benefitting or not. • 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 support, 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?	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?	This involves observing teachers, giving real-time feedback, co-teaching or modeling strategies, and establishing demonstration classrooms to drive student-centered instruction. The coach will: ● model high-quality, standards-aligned instruction aligned to the district's vision ○ model how to launch a high-level cognitively demanding task ● co-plan and co-teach lessons with classroom teachers to strengthen instructional design and delivery. ○ demonstrate how to use advancing and assessing questions ● implement structured coaching cycles that include goal-setting/planning, classroom interaction, reflection and next steps. ● work with teachers through co-planning to strengthen teachers' ability to design and implement rigorous, equitable instruction. ● Provide opportunities for observing colleagues through lesson study ● Facilitate strategic, data-driven planning individually or within group meetings to analyze student data, collaboratively planning lessons, sharing resources, and aligning coaching efforts with Professional Learning Communities (PLCs) and broader school improvement goals.

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 leaders and coaches will participate in the district training on teacher collaborative time facilitation.	Summer
Instructional leaders and coaches will participate in the district training on cognitively demanding tasks.	Summer
SCEP Rollout, Staff activity (What does cognitively demanding tasks look like and sound like?) Establish a shared understanding of cognitively demanding tasks and what rigorous student discourse, reasoning, and problem-solving should look like across content areas	Summer Institute (August)
Establish a walkthrough tool	
Establish a year long calendar plan for biweekly PLCs (ILT)	August
Instructional coach will attend training for 3 days	August 17th-19th

Key Strategy I

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 coach will prepare a cognitively demanding task for staff to engage in during Sept PD, and outline how the key strategy will drive teacher learning in the upcoming year.	September
Instructional coach will explore “what makes a task cognitively demanding?” and the difference between rich tasks and procedural activities at grade level meetings	September
Instructional coach will unpack the district design principles for cognitively demanding tasks at grade level team meetings and introduce the district task bank.	September/October
Instructional coach will discuss maintaining the cognitive demand throughout the task focusing on “scaffolding vs. rescue” and using The Anticipation Protocol during teacher collaborative meetings.	October
Instructional coach will co-teach strategies (norms for collaborative thinking and building a culture where thinking is public) to maintain the cognitive demand of the tasks and incorporate this into their coaching sessions	ongoing
Instructional coach will discuss stop-thinking vs. keep thinking questions in grade level meetings and support teachers with incorporating these strategies into upcoming tasks.	November

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

SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Instructional coach 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

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?
SCEP Kickoff: Redefine what PLCs will look like with the new structure.	Summer Institute (August)
Teachers will come to a shared understanding of what equitable access to grade level content looks like for SWD, ELL, Multi-lingual learners, and other students with diverse learning needs.	September
The coach will lead PLCs with a focus on scaffolding strategies (scaffolding without taking over, maintaining grade level thinking for all students, not oversimplifying, language supports, just in time vs. Just in case scaffolds). Teachers will learn how to effectively scaffold instruction for various student needs.	Sept-Nov
Grade level teams will participate in a learning walk protocol to gain insights that improve school-wide practices. Teachers will debrief and reflect on practices observed to determine next steps	December
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?

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

Instructional coaches will coordinate with the district to identify additional strategies/tools to support access without simplification, high expectations, equitable participation and instructional decision making with multilingual learners and SWD including but not limited to:

- Scaffolding Without Taking Over
- Responding To Struggle With Prompts, Not Solutions
- Maintain Grade-Level Thinking for All Students
- 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

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 I

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	When we look into a classroom we expect to see all students working on the same task Students having access to scaffolds including multi-lingual, SWD, and grade level supports There are signs of productive struggle vs. teacher guiding responses.		
Evidence of Teacher Practice Changing	Teachers are providing scaffolds for MLL and SWDs to give all students access to grade level content.		

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

	Teachers provide time for productive struggle.		
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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...	Students are doing the heavy lifting of thinking where student to student talk dominates. Students use academic language to explain their thinking. Students ask clarifying questions. Students engaged in productive struggle, utilizing multiple solution pathways, and active manipulation of tools (resources necessary for sense making)	
Teachers will be...	Teachers are circulating, observing, and tracking student strategies. Teachers ask probing questions rather than giving answers. Teachers have given tasks that require students to critique an argument, find an error, or generalize a pattern.	

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	All students are physically or intellectually active within the first few minutes of a task. Every student grapples with the same core, grade-level task Language scaffolds		
Evidence of Teacher Practice Changing	Low-Floor, High-Ceiling tasks Just-in-time hints given <i>during</i> the struggle to maintain grade-level rigor for all		

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

	Intentionally selected pieces of work		
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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...	All students are interacting with the <i>same</i> complex, grade-level tasks and texts as their peers, bolstered by high-leverage supports that balance essential language scaffolding with meaningful content engagement.	
Teachers will be...	Teachers have created scaffolded entry points to maintain high cognitive demand while modifying the delivery method to match student needs.	

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	1 2.9%	9 26 %	19 54. 3%	4 11.4 %	2 5.7%
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Team meetings consistently generate insights and strategies that teachers can apply in their classrooms.	0	1 3%	4 11 %	23 66 %	4 11%	3 9%
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	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?	• Frequency: Every 4–6 weeks (often called a curriculum walk or an instructional round) • Participants: Principal, assistant principal, instructional coach, and other	

Part 3: Schoolwide Core Structures

	instructional leaders.
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?

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Instructional Rounds
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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	When I need help, my teachers give me support that makes things easier to understand without doing the work for me.	6 6%	0	18 17 %	42 40 %	37 35 %	3 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	Teachers in our school use the adopted curriculum as intended, making thoughtful adjustments when appropriate to meet student needs.	0	0	6 17 %	19 54 %	7 20 %	3 9%
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 DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	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.	☒ NEW ☐ REFINE
When and how often will this structure take place?	Relationship mapping “The Dot Project” 2 times per year. Monthly check in meetings with non-classroom teachers/MTSS team to evaluate and monitor targeted students	
What does this entail?	Twice a year (October and February), the entire school staff—including teachers, paras, counselors, cafeteria staff, custodians, and administrators—gathers for a dedicated meeting. The Visual Board: A secure digital or physical board displays the photo and name of every student in the school, organized by grade level. The Dot System: Staff members place a digital or physical “dot” next to students they know well based on three criteria: • <i>I know this student’s name and recognize them.</i>	

Part 3: Schoolwide Core Structures

	• <i>I know something about their life outside of school (hobbies, family, pets, or passions).</i> • <i>This student would comfortably come to me if they were having a hard day.</i> Spotting the "Ghosts": Once everyone has placed their dots, the team looks for the gaps. Any student with zero or only one dot becomes a high priority for intentional connection. Once the gaps are identified, the system relies on predictable, low-lift daily routines to build those missing bonds. • The 2x10 Strategy: For a student identified as disconnected, an assigned adult (perhaps the PE teacher or the assistant principal) commits to spending 2 minutes a day for 10 consecutive days talking to that student about <i>anything</i> other than schoolwork or behavior. • The "Zone" Greetings: Admin and support staff are assigned specific "zones" during morning arrival (e.g., the bus loop, the cafeteria, the 3rd-grade hallway). Their sole job is to greet students by name and notice the small stuff ("Hey Leo, I saw you got new sneakers!"). Each student should receive 3 points of contact before entering the classroom. • Classroom "Pulse Checks": Every morning starts with a 15-minute Morning Meeting. Teachers use quick, non-verbal check-ins (e.g., placing a clothespin on a color wheel corresponding to their mood, or a digital thumbs up/down) to instantly see who needs a 1:1 check-in before lunch.
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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	Students seldom, if ever, slip through the cracks at this school.	4 11 %	8 23 %	10 29 %	7 20 %	3 9%	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	There is at least one adult at school who really knows me and cares about how I'm doing.	4 4%	13 12 %	15 14 %	39 37 %	33 31 %	2 2%
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 support remains 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 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?	Weekly meetings with attendance team Attendance Celebrations monthly Family Newsletter (school and classroom) Seesaw Robo calls Postcards/Phone calls Phone calls 1x a week Parent Liaison support- home visits Community reach outs and partnerships	
What does this entail?	Outreach one per week: • Uninterrupted time will be built into the schedule • A designated staff member reviews the morning attendance data. For any student on the "chronic absence watch list" who is absent, an immediate, supportive phone call or text is made to the family • Gather classroom info from classroom teachers (possibly creating a running	

Part 3: Schoolwide Core Structures

	classroom list/grade-level - Classroom Teachers will complete an attendance referral. The attendance team only looks at students who are 85% absenteeism or more. Having classroom teachers monitor will ensure effective communication Attendance Team Meetings - The team reviews the week's cumulative attendance data, looking specifically for students who hit the 10% absence threshold.
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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	85%	85%	85%	75%	78%	82%	83%	84%	81%
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	Adults at this school want me to be here and notice when I'm not.	7 7%	2 2%	23 22 %	42 40 %	25 24 %	7 7%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	If my child misses school, the school reaches out to understand why, not just to report the absence.	5 14 %	0	6 17 %	8 23 %	12 34 %	4 11%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 3	SD	D	N	A	SA	IDK
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Part 3: Schoolwide Core Structures

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.	4 11 %	5 14 %	4 1%	17 49 %	5 14 %	4 11%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Valerie Holberton	Principal	3/3	3/26	4/14	4/28	5/26	6/10	6/23
Maria Petrella	Assistant Principal		3/26	4/14	4/28	5/26	6/10	
Tara Pellegrino	Instructional Coach	3/3	3/26	4/14	4/28	5/26	6/10	6/23
Vanessa McNamara	BIL	3/3	3/26	4/14	4/28	5/26	6/10	
Jamie Stein	Intervention	3/3	3/26	4/14	4/28	5/26	6/10	
Kristen Barry	Reading		3/26	4/14	4/28	5/26	6/10	
Judith Quinones	CRT		3/26	4/14	4/28	5/26	6/10	
Amy Alkiewicz	District Team Member	3/3		4/14	4/28	5/15	6/9, 6/10	

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.