



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Nathaniel Hawthorne School No. 25	PK-6

Collaboratively Developed By:

The Nathaniel Hawthorne School No. 25 SCEP Development Team

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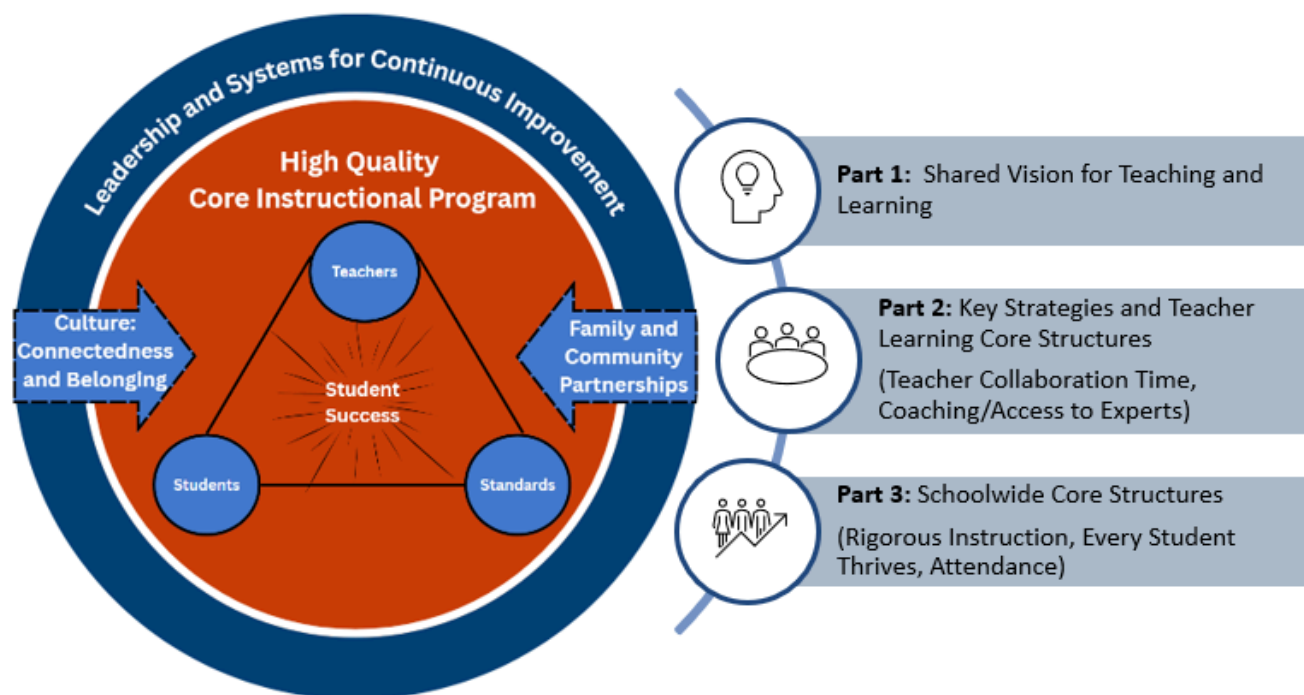
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And in partnership with the staff, students, and families of Nathaniel Hawthorne School #25

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



Part I: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction: <i>What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	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.
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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

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- 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?	• Weekly Grade Level/Special Subject PLCs ○ Tuesdays ○ 25 minutes during assigned PLC time ○ In the Makerspace ○ Will be facilitated by an instructional coach, principal, assistant principal or teacher leader • Schoolwide PLC ○ The first Tuesday of a new 5 week cycle ○ 25 minutes during their assigned PLC time ○ In the Makerspace ○ Will be facilitated by an instructional coach, principal, assistant principal or teacher leader • Monthly 1 hour Grade Level PLC ○ Monthly on Mondays ○ School will follow our 1 hour extended specials schedule ○ In the Makerspace ○ Will be facilitated by an instructional coach, principal, assistant principal, teacher leader, district leader, or curriculum coach • Monthly Staff Meeting ○ Monthly on Wednesdays	

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	○ After school from 2:15-3:15 ○ In the cafeteria ○ Will be facilitated by an instructional coach, principal, assistant principal or teacher leader ● Rolling agendas ○ Centrally located and used consistently across all PLCs. ○ All agendas will have a greeting, reading activity, and debrief ○ Agendas will include the month's focus, the learning intention and success criteria for adult learning, the protocol or process being used, and links to shared resources ○ Staff will be responsible for knowing how to access the rolling agendas. ○ If a staff member misses a PLC or bi-monthly staff meeting, they will review the agenda and follow up on any missed learning, decisions, or next steps.
What does this entail?	Teacher Collaborative Time at School 25 will serve as one coherent system for adult learning. The purpose is to align, refine, and clearly define the structures already in place so that staff share a common understanding of what engaging students in cognitively demanding tasks and ensuring equitable access to grade- level content looks like across all classrooms and school settings. To support consistent implementation of the SCEP key strategies, the school will use repeated instructional learning cycles focused on one shared academic instructional protocol at a time. An academic instructional protocol is a clear, repeatable structure teachers use to guide student thinking, talk, participation, and reflection during instruction. Each cycle will focus on one area of instruction, such as unpacking learning intentions and success criteria, grappling, peer discussion, checking for understanding, critical thinking, or debriefing, with each cycle building on the previous cycle's learning. The language, visuals, and process for each protocol will be consistent across the building and aligned to Being Mighty expectations so students experience a predictable approach to rigorous learning. During each cycle, teams will use a shared graphic organizer to identify the key components of upcoming lessons, including where students will think deeply, talk with peers, receive support, and reflect on their learning. Teams will also plan scaffolds, visuals, language supports, accommodations, and collaborative structures so multilingual learners, students with disabilities, and all students can access grade-level content without reducing cognitive demand. Learning walks and coaching will occur during each cycle to support implementation, gather evidence of student learning, highlight bright spots, and help teachers refine practice. Through the Portrait of a Mighty Student, School 25 will clearly define what Being Mighty looks and sounds like across classrooms and common spaces. Through the Crew protocol, the habits of character expected of a Mighty Student will be explicitly taught, modeled, prompted, and reinforced. This protocol supports equitable access to grade-level learning by helping students feel a sense of belonging, understand expectations, regulate their emotions and behavior, and participate as scholars and active citizens. When students know how to be Mighty, and adults consistently reinforce those expectations, students are better prepared to take academic risks, collaborate with others, persevere through challenging tasks, and engage in cognitively demanding grade-level work. ● Week 1: Schoolwide Alignment PLC ○ All staff (classroom teachers, special area teachers, related service providers, paraprofessionals, counselors, support staff, office staff, custodial

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staff, cafeteria staff, and school leaders) will engage in a common focus connected to the school's instructional priority.

- Agenda:
 - Greeting- Personal check in and about success around our building/highlights from Learning Walks
 - Reading- About the cycle's focus in regards to cognitively demanding tasks and equitable access to grade level content
 - Activity- Professional learning around the focus
 - Debrief- Personal goal setting around the cycle's focus
- Week 2: Grade-Level PLC — Plan for Implementation
 - Agenda
 - Greeting- Personal check in and about success in their classrooms
 - Reading- About the cycle's focus in regards to cognitively demanding tasks
 - Activity- Using a graphic organizer, teams will identify the learning intention and success criteria and how it will be unpacked, where students will grapple, how peer discussion will be structured, how teachers will check for understanding, which strategic questions will deepen critical thinking, and how students will use the Level-Up Board to self-assess and reflect.
 - Debrief- Grade level goal setting around the cycle's focus
- Week 3: Grade-Level PLC — Support Implementation
 - Agenda:
 - Greeting- Personal check in and about success in their classrooms
 - Reading- About the cycle's focus in regards to equitable access to grade level content
 - Activity- Using the graphic organizer, teams will plan how multilingual learners and students with disabilities will access the same learning goal through aligned scaffolds, accommodations, language supports, models, visuals, adult roles, or collaborative structures.
 - Debrief- Check in on the grade level goal around the cycle's focus
- Week 4: Grade-Level PLC — Analyze Evidence
 - Agenda:
 - Greeting- Personal check in and about success in their classrooms
 - Reading- About the cycle's focus in regards to data literacy
 - Activity- Looking at student work protocol around the month's focus which might include exit tickets, writing assignments, unit assessments, CFAs, etc.
 - Debrief- How can teachers tighten the protocol so students can engage with cognitively demanding tasks and access grade-level content.
- Week 5: Grade-Level PLC — Refine and Adjust
 - Agenda:
 - Greeting- Personal check in and about success in their classrooms
 - Reading- About the cycle's focus in regards to reflection and feedback
 - Activity- Teams will use a protocol to determine whether the cycle's focus increased ability to work through cognitively demanding tasks and access grade-level content for all students.

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	■ Debrief- Teams will agree on one clear next step before the next cycle begins.	
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?	School 25 will provide teachers with consistent opportunities to learn with experts through learning walks, instructional coaching, co-planning, co-teaching, and teacher leader support. This structure will take place throughout the year and will be directly connected to the 5-week PLC cycle focusing on creating a classroom culture for cognitively demanding tasks and all students access to grade level content. ● Learning walks: ○ Will occur once during each PLC cycle. ○ At the beginning of the year, the principal and assistant principal will identify classrooms for the learning walks. ○ As the year progresses, additional teacher leaders and staff members will be invited to participate and share practices connected to the focus of the cycle. ○ Learning walks will be scheduled with classroom coverage ● Instructional coaching ○ Will take place throughout the year based on teacher, grade-level, and schoolwide needs. ○ Coaching may be provided by the two instructional coaches, principal, assistant principal, or identified teacher leaders.	
What does this entail?	Learning with Experts will include: ○ Learning walks to view classrooms with strong examples of the cycle's focus and how it supports students' engagement with cognitively demanding tasks and access to grade level content ○ Coaching support may occur during PLCs, monthly one-hour grade-level professional learning blocks, scheduled classroom visits, Coaching cycles, co-planning meetings, model lessons, co-teaching opportunities, or follow-up conversations after learning walks. ○ Together, learning walks and coaching will create a clear cycle of seeing strong practice, naming why it matters, trying it in classrooms, bringing evidence back to PLCs, and refining instruction based on what students are doing, saying, and producing. ○ This structure allows School 25 to strengthen teacher practice, increase consistency across classrooms, engage students in cognitively demanding work, and ensure that all students have equitable access to grade-level content. Learning Walk Description: A learning walk is a brief, non-evaluative classroom visit used to observe and learn from best practices connected to the current cycle. During learning walks, leaders, coaches, and teacher teams will look for strong examples of the shared protocol in action, such as how teachers unpack learning intentions and success criteria, support student grappling, structure peer discussion, check for understanding, prompt critical thinking, or debrief learning. The purpose is to identify bright spots, gather examples of effective teacher and student practices, and use those examples to support PLCs, coaching, and professional	

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	learning across the building. Learning walks will help make strong instruction visible, consistent, and shared so all students have access to cognitively demanding, grade-level learning.
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Implementation

Schools will identify how they will implement their Key Strategies/Instructional Priorities through the Teacher Learning Core Structures.

For a more detailed description of this implementation plan please refer to:

 School 25 2026-27 SCEP Template

Preparing for a Successful Launch	
BEFORE THE 1 st 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?
ILT will add the 5-week PLC cycle to the schoolwide calendar. KS1, KS2	July/August
ILT will create Schoolwide Alignment PLC staff assignments. KS2	July/August
ILT will add the monthly one-hour Grade-Level Professional Learning blocks to the schoolwide calendar. KS1,KS2	July/August
ILT will create a shared rolling agenda template. KS1, KS2	July/August
ILT will create a central location for PLC agendas and resources. KS1, KS2	July/August
ILT will create a monthly focus calendar. KS1, KS2	July/August
ILT will select the protocols that will support each Cycle's focus. KS1, KS2	July/August
ILT will create the Mighty Student Success Team. KS2	July/August
The Mighty Student Success Team will define the non-negotiable Being Mighty expectations for all staff. KS2	July/August
The Mighty Student Success Team will clarify what Being Mighty looks and sounds like across settings through the MIGHTY Matrix. KS2	July/August
The Mighty Student Success Team will refine Mighty Student Success Team staff-facing tools and student-facing tools. KS2	July/August
The Mighty Student Success Team will plan beginning-of-year Being Mighty teaching and reteaching. KS2	July/August
ILT will plan the opening staff learning session to introduce the refined PLC structure, the monthly cycle, expectations, and the first instructional focus. KS1, KS2	August
ILT will plan the first Schoolwide Alignment PLC. KS1, KS2	August
ILT will plan the first cycle of Grade-Level PLCs. KS1, KS2	August
Admin will prepare evidence collection expectations. KS1, KS2	August
Instructional coaches will align PLEs to the PLC cycle. KS1, KS2	August
The principal will communicate the structure clearly to all staff. KS1, KS2	August/September

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		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 Mighty Student Success Team will establish the classroom conditions for rigorous learning during school opening.		September
ILT will reach a common understanding with teachers of “what makes a task cognitively demanding?” and the difference between rich tasks and procedural activities during school opening.		September
Cycle 1- Know the Goal: Unpacking Learning Intentions and Success Criteria. ILT will plan for staff to learn and implement a protocol that helps students understand the learning goal, what success looks like, and how they will know they are on track.		Mid September
Cycle 1- Learning Walk		October
Cycle 2- Own their Thinking: Plan access to grappling. ILT will plan for staff to learn and implement a protocol that creates more opportunities for students to try, think, struggle productively, and use strategies before adults step in.		End of October
ILT will support teachers with applying just-in-time scaffolds through coaching and modeling.		Starting in Oct
Cycle 2- Learning Walk		November
Cycle 3- Talk to Learn: Peer Discussion Protocol. ILT will plan for staff to learn and implement a protocol that helps students share ideas, listen to others, build on thinking, and learn through conversation.		End of Nov
Cycle 3- Learning Walk		December
Cycle 4- Show What You Know: Check for Understanding Protocol. ILT will plan for staff to learn and implement a protocol that makes student thinking visible during the lesson.		Beginning of January
Cycle 4- Learning Walk		Feb
Cycle 5- Ask, Explain, Defend: Critical Thinking Protocol. ILT will plan for staff to learn and implement a protocol that helps students question, explain why, use evidence, compare ideas, and defend their thinking.		Beginning of Feb
Cycle 5- Learning Walk		March
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?		
ILT will review first-half implementation evidence and plan adjustments if needed		March
Cycle 6-Reflect and Grow: Debrief Protocol. ILT will plan for staff to learn and implement a protocol that helps students look back at their work, choices, and learning; name strengths; identify next steps; and set goals.		End of March
Cycle 6- Learning Walk		May
Cycle 7- Reflect, celebrate, and plan for sustainability. Staff will identify which protocols have had the strongest impact on all students engaging in cognitively demanding tasks and access to grade level content. Teams will name the routines that should carry forward into the end of the school year and next year and what needs to be retaught or refined.		Beginning of May
Cycle 7- Learning Walk		June

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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

FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
ILT will reach a common understanding with teachers of equitable access and clarify the difference between access and lowering expectations.		September
Cycle 1- Know the Goal: Make the learning goal accessible. ILT will support teachers in implementing the schoolwide “Unpacking Learning Intentions and Success Criteria” protocol so that all students know what is expected of them to meet grade level standards.		Mid September
Cycle 2- Own their Thinking: Plan access to grappling. ILT will support teachers in implementing the schoolwide “Grappling Protocol” protocol so that all students can work through productive struggle in order to meet grade level standards.		End of October
Cycle 3- Talk to Learn: Structure access to discussion. ILT will support teachers in implementing the schoolwide “Peer Discussion Protocol” protocol so that all students discuss with peers to meet grade level standards.		End of Nov
Cycle 4- Show What You Know: Provide multiple ways to demonstrate understanding. ILT will support teachers in implementing the schoolwide “Check for Understanding Protocol” protocol so that all students can show what they know about grade level standards.		Beginning of January
Cycle 5- Ask, Explain, Defend: Support critical thinking with scaffolds. ILT will support teachers in implementing the schoolwide “Critical Thinking Protocol” protocol so that all students demonstrate critical thinking at grade level.		Beginning of Feb
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?		
ILT will review first-half implementation evidence and plan adjustments if needed		March
Cycle 6-Reflect and Grow: Support students in owning their progress. ILT will support teachers in implementing the schoolwide “Debrief Protocol” protocol so that all students can reflect on their progress towards grade level standards.		End of March
Cycle 7- Reflect, celebrate, and plan for sustainability. Staff will reflect on progress toward equitable access, identify bright spots, name remaining needs, and determine which protocols, scaffolds, adult roles, and planning routines should carry forward for the end of the year and into the next school year.		Beginning of 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)
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Evidence of Student Learning Improving	<u>Walkthroughs:</u> - Students are beginning to use the common language of the current instructional protocol and Being Mighty. - Students are beginning to attempt challenging tasks before immediately asking for help. - Students are beginning to participate in peer discussion using taught stems, visuals, or prompts. <i>Student Voice:</i> - What are you learning? - How do you know if you're successful? <u>Math 3 point questions:</u> - Students are beginning to explain their thinking visually, or in writing, even if responses are incomplete.		
Evidence of Teacher Practice Changing	<u>Walkthrough:</u> - Teachers are using the shared protocol language, visuals, and routine connected to Being Mighty. - Teachers are consistently unpacking the learning intention and success criteria instead of only posting them. - Teachers are using PLCs and the shared graphic organizer to pull out the cognitively demanding parts of upcoming lessons regularly.		

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 able to explain what they are learning, how they are learning it, and how they know they are successful. They	

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

	will engage in grade-level tasks that require them to think, try strategies, make sense of problems, and revise their thinking when needed. Students will be talking to learn by sharing their thinking with peers, listening to others, building on classmates' ideas, explaining how they got their answers, and defending their thinking with evidence, models, or examples. Students will be using classroom routines, discussion roles, success criteria, resources, and reflection tools to participate more independently in rigorous learning. They will be able to name their strengths, identify next steps, and monitor their progress toward learning goals. Students will be able to describe what it means to be a Mighty Student.	
Teachers will be...	Teachers will be intentionally planning and facilitating cognitively demanding tasks that require students to reason, make sense, problem-solve, explain, and defend their thinking. Teachers will use learning intentions, success criteria, questioning, wait time, discussion routines, checks for understanding, and reflection protocols to keep the thinking on students. Teachers will be using PLCs and professional learning structures to plan, practice, analyze, and refine instructional routines connected to student talk, productive struggle, peer discussion, critical thinking, and reflection. They will bring back evidence of student thinking, such as student work, talk examples, written responses, models, Level Up Board evidence, and reflections, to determine what needs to be tightened. Teachers will be shifting from telling and rescuing to prompting, clarifying, questioning, and supporting students in doing the thinking. Across classrooms, students should experience more	

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	consistent opportunities to grapple, discuss, represent, explain, and reflect. Teachers will be explicitly upholding Mighty Student expectations as academic behaviors by teaching, modeling, prompting, and reinforcing what it looks like for students to make good choices, interact safely, get along with others, have respect, think first, and believe they are worth it during cognitively demanding tasks. Teachers will connect these expectations to classroom routines, partner talk, perseverance, productive struggle, use of supports, and reflection so students understand that “Being Mighty” is part of how they access and engage in grade-level work.	
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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	<u>Walkthrough:</u> - Students are beginning to use visuals, models, sentence frames, manipulatives, or other supports to access the task. - Students are beginning to engage with grade-level content through multiple ways, such as talking, drawing, writing, using manipulatives, pointing to visuals, or explaining orally. <i>Student Voice:</i> - What do you do when work is hard? - Who helps you when you get stuck? <u>ELA 2 point responses:</u>		

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

	- Students with different learning needs are beginning to produce evidence connected to the same learning goal.		
Evidence of Teacher Practice Changing	Walkthrough: - Teachers are explicitly teaching students how to use supports and routines independently. - Teachers are using checks for understanding to notice who has access, who does not yet have access, and what support needs to be adjusted.		

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 able to name what it means to be a Mighty Student, understand what they are working toward as learners, and describe their progress toward grade-level goals. They will show increased confidence, engagement, independence, and enjoyment because supports are helping them access the learning rather than separating them from it. Students will be working toward the same essential grade-level learning goals. They will understand the learning goal and be able to use supports to participate meaningfully without the task being lowered. Students will be able to explain what they are learning, use classroom resources to help them enter the task, participate in academic discussion, and show what they know in more than one way.	
Teachers will be...	Teachers will be planning from shared grade-level learning goals and coordinating with colleagues so students receive aligned instruction, scaffolds, accommodations, language supports, and adult support across settings. General	

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	education, special education, ENL, related service providers, paraprofessionals, and support staff will have clearer shared roles during instruction. Teachers will be using PLCs to plan for access before instruction, including visuals, student-friendly language, vocabulary, models, sentence stems, entry points, manipulatives, grouping, wait time, co-teaching moves, and multiple ways for students to demonstrate understanding. These supports will help students access grade-level work while maintaining the cognitive demand. Teachers will be analyzing evidence of student access and adjusting instruction based on what students are saying, doing, writing, producing, and showing. Across classrooms, instruction will become more intentional and consistent so multilingual learners and students with disabilities are included in rigorous learning, academic talk, and shared grade-level goals. Teachers will be explicitly upholding Mighty Student expectations as academic behaviors by teaching, modeling, prompting, and reinforcing what it looks like for students to make good choices, interact safely, get along with others, have respect, think first, and believe they are worth it during cognitively demanding tasks. Teachers will connect these expectations to classroom routines, partner talk, perseverance, productive struggle, use of supports, and reflection so students understand that “Being Mighty” is part of how they access and engage in grade-level work.	
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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.

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	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Team meetings consistently generate insights and strategies that teachers can apply in their classrooms.	1	6	14	33	1	3
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	I engage in inquiry and reflection routines (e.g., peer observation, lesson study, short-cycle tests of change) to improve my practice.	0	8	10	23	15	5
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	Schoolwide Communication and Coherence System	☐ NEW ☒ REFINE
When and how often will this structure take place?	The Instructional Leadership Team will refine the schoolwide communication system so staff receive clear, simple, predictable information connected to the school's instructional priorities and day-to-day implementation. Schoolwide Calendar:	

Part 3: Schoolwide Core Structures

	- Calendar will be located centrally - Calendar will be checked monthly to update and assure accuracy - Staff will be expected to use this calendar as the primary source for planning and coordination. Mustang Mambo: - Monthly Edition: - Sent out prior to the first day of the month - Instructional Leadership Team will compose the last week of the previous month - Weekly Edition: - Sent out weekly (other than first week) prior to the start of the week - The principal will compose this edition First Responders List: - Used daily by staff and families to direct them to the appropriate first point of contact for the support they need - It will be reviewed monthly by ILT for accuracy and adjustments
What does this entail?	Schoolwide Calendar: - Important dates including but not limited to: - Cycle date ranges - PLC dates (grade level/special subject, 1hr grade level, and schoolwide) - Instructional and assessment dates (testing windows and dates, internal benchmark windows, 2pt and 3 pt due dates, data days, ect.) - Report due days (Report cards, progress reports, AIS plans) - Schoolwide Events (Mustang Morning meetings, PBIS events, School concerts, parent events, field day) - Student Support Meetings (CSE meetings, MTSS meetings, SET) - Staff Meetings (SBPT, Building Committee, Mighty Student Success Team, Attendance Team, ILT, staff meetings, PLEs) - Class Events (Field trips, moving up celebrations, celebration of learning) Mustang Mambo: - Monthly Edition: - Include a clear overview of the month, including but not limited to: - Instructional focus and protocol - Major calendar dates - PLC/PLE connections - Schoolwide routines being emphasized - Upcoming assessment windows - Upcoming events - Any important operational updates - Weekly Edition: - Will be short and focused - Instructional focus for the week - Bright spots from walkthroughs - Student shoutouts - Only the highest-priority dates or reminders. First Responders List: - Clear schoolwide reference that identifies the appropriate first point of contact for common staff needs, questions, and concerns - There will be a 1st, 2nd, and 3rd contact so if the one person isn't available there are other options

Part 3: Schoolwide Core Structures

	- Needs would include but not limited to: - Attendance Questions - Substitute coverage or daily schedule changes - Student behavior support - Student crisis or safety concern - Health or medical concern - Family contact or parent concern - Special Education question - ENL Supports - Curriculum support - Data question - Assessment questions - Technology issues - Building or classroom maintenance issue - Supplies or materials - Payroll, timesheets, or HR questions - Field Trips - Communication to families - Schoolwide events - MTSS - Social-emotional or counseling support - Lunch, recess, or arrival/dismissal procedures - Urgent safety/emergency concern - All staff will be trained in how to use the First Responder List - All staff members and family will receive a copy	
Instructional Leadership Team Core Structure 2 (if applicable)	Instructional Implementation Monitoring and Feedback Loop	☐ NEW ☒ REFINE
When and how often will this structure take place?	ILT meeting: - Every week on Mondays - Meets 2:15-3:15 - The 2nd to last Monday will include the SCEP team - 1-2 meetings a month will be an instructional implementation monitoring meeting The Instructional Leadership Team will meet regularly to monitor implementation of the school's instructional priorities and determine what communication, support, or adjustment is needed. This structure will take place through regular ILT meetings, walkthrough trend reviews, PLC evidence reviews, student work reviews, and staff/student feedback. The ILT will review evidence at least monthly to determine whether the school's instructional focus is being implemented consistently and whether students are experiencing rigorous, standards-aligned learning across classrooms. Evidence may include walkthrough trends, PLC agendas, student work, student discourse examples, Level-Up Board use, learning intentions and success criteria, task quality, assessment data, student voice, staff feedback, and patterns across grade levels or student groups.	

Part 3: Schoolwide Core Structures

What does this entail?	The Instructional Leadership Team will use the following agenda: - Greeting: Personal check in and about success around the school - Reading: About the instructional focus and protocol or leadership - Activity: May include: - Single Calendar Check • Is the schoolwide calendar updated for the month? Are PLCs, PLEs, assessment windows, schoolwide events, deadlines, and important meetings listed? • Are staff being directed back to the calendar instead of receiving dates in multiple places? - Monthly Mustang Mambo Prep • Craft newsletter - First Responder Check • Is the First Responder list updated and easy for staff to access? • Are staff using the list to know who to go to first? • Are the same questions or concerns repeatedly going to the wrong person? - Walkthrough Trends • What instructional focus are we looking for this month? • Are we seeing the focus show up in classrooms? • What are the strongest bright spots? • What is one pattern that needs support? - PLC Evidence • Are PLCs connected to the monthly instructional focus? • Are teams using PLC time to plan, look at student work, or adjust instruction? • Is there evidence that PLC work is connected to classroom implementation? - Student Learning Evidence • What are students saying, doing, or producing that shows the instructional focus is taking hold? • Are students using learning intentions, success criteria, discussion routines, models, written explanations, or Level-Up Boards in meaningful ways? • Where do students still need more support or clearer routines? - Debrief: - What are we seeing? - What does it tell us about instruction and student experience? - Where is implementation strong? - Where is there confusion, inconsistency, or a need for support? - What needs to be communicated, modeled, clarified, or adjusted next?.
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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?	• Reviewing learning walk trends each cycle to identify best practices and look for evidence that students are grappling, discussing, explaining, and reflecting during cognitively demanding tasks. • Reviewing PLC planning evidence to determine whether teams are using the shared graphic organizer to identify the cognitively demanding parts of
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Part 3: Schoolwide Core Structures

	lessons, including where students will grapple, talk with peers, respond to questions, and debrief learning. Reviewing student learning evidence such as student work, student discourse, and student voice to determine whether students are showing reasoning, problem-solving, explanation, and understanding of the learning intention and success criteria.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	- Reviewing learning walk trends each cycle to identify best practices and look for evidence that all students are participating in grade-level tasks using appropriate supports. - Reviewing PLC planning evidence to determine whether teams are planning access points in advance, including visuals, models, language supports, accommodations, manipulatives, peer structures, and multiple ways for students to show learning. - Reviewing student learning evidence by student group to determine whether students with different learning needs are producing work, participating in discussion, and demonstrating progress toward the same grade-level learning intention.

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	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.	2	4	18	29	4	4
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 am asked to think hard, explain my ideas, and learn from my mistakes.	5	1	21	82	58	7
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	MTSS Student Support System	☐ NEW ☒ REFINE
When and how often will this structure take place?	MTSS team Meeting: - Meets weekly on Wednesdays - Each weekly meeting will include a 30-minute team review block - Three 30-minute student support meetings - In the front door conference room - Coverage will be provided for classroom teachers The team review block will be used to look across schoolwide academic, behavior, attendance, and engagement data to identify students who may be falling behind or not responding to current supports. The three student support meetings will focus on students who have been prioritized for deeper review, planning, and follow-up.	
What does this entail?	School 25 will refine MTSS so it is not only a teacher referral process, but a schoolwide system for noticing, prioritizing, supporting, and monitoring students. Teachers may continue to submit a referral form when they have concerns, but the MTSS team will also proactively review whole-school data to identify students who may need support academically, behaviorally, socially-emotionally, or with attendance. This helps ensure that students do not fall through the cracks simply because they were not formally referred. 1. Keep the teacher referral form, but add a proactive data scan	

Part 3: Schoolwide Core Structures

- The teacher referral form should still exist because teachers often notice important patterns before they show up in formal data. However, the MTSS team should also use the weekly 30-minute team block to review a simple schoolwide “watch list” created from existing data.
 - The watch list could include students flagged by:
 - i-Ready diagnostic or lesson data
 - CFA results
 - 2-point reading responses and 3-point math responses
 - attendance concerns
 - chronic tardiness
 - office referrals
 - repeated classroom-managed behaviors
 - students not making progress in an existing intervention
 - students with repeated dysregulation, avoidance, shutdown, or refusal
 - students who are quiet but academically falling behind
2. Use the weekly 30-minute MTSS team block as a “whole-school scan”
- The first half hour should have a tight standing agenda:
 - Weekly MTSS Team Review Block- 30 minutes

Time	Focus
5 minutes	Review updates from previous student meetings: What was assigned? What happened? What still needs follow-up?
10 minutes	Review schoolwide data dashboard/watch list: Who is newly flagged academically, behaviorally, socially, or by attendance?
10 minutes	Prioritize students for upcoming MTSS meetings using clear criteria.
5 minutes	Assign next steps: student meeting, teacher check-in, family contact, classroom observation, intervention adjustment, or no formal MTSS yet but continue monitoring.

3. Create clear entry points into MTSS

- Students should be able to land on the MTSS radar in four ways:

Entry Point	How a student is identified
Teacher referral	The teacher completes the existing concern form.
Data flag	Students are flagged through academic, behavior, attendance, or engagement data.
Team concern	Counselor, social worker, admin, coach, interventionist, nurse, paraprofessional, or related service provider raises a concern.
Progress-monitoring concern	Students are already receiving support but are not improving after a set period of time.

Part 3: Schoolwide Core Structures

	4. Use simple priority criteria so the team knows who gets discussed first - The MTSS team will likely identify more students than can fit into three meetings each week. So the team needs a quick way to prioritize. - A student should be prioritized for an MTSS meeting when they meet one or more of these criteria:															
	<table border="1"> <thead> <tr> <th>Priority Area</th> <th>Possible Flag</th> </tr> </thead> <tbody> <tr> <td>Academic</td> <td>Significantly below grade level, failing CFAs, repeated incomplete work, low 2-point/3-point responses, not progressing in intervention</td> </tr> <tr> <td>Behavior</td> <td>Repeated office referrals, repeated classroom-managed behaviors, unsafe behavior, disruption across settings</td> </tr> <tr> <td>Attendance</td> <td>Chronic absenteeism, frequent tardies, sudden attendance drop</td> </tr> <tr> <td>Engagement</td> <td>Work refusal, shutdown, avoidance, low participation, not responding to classroom supports</td> </tr> <tr> <td>Equity/access</td> <td>ELL, SWD, or other student group not accessing grade-level work even with current supports</td> </tr> <tr> <td>Multiple concerns</td> <td>Student is showing concerns in more than one area, such as academics and behavior, or attendance and engagement</td> </tr> </tbody> </table>	Priority Area	Possible Flag	Academic	Significantly below grade level, failing CFAs, repeated incomplete work, low 2-point/3-point responses, not progressing in intervention	Behavior	Repeated office referrals, repeated classroom-managed behaviors, unsafe behavior, disruption across settings	Attendance	Chronic absenteeism, frequent tardies, sudden attendance drop	Engagement	Work refusal, shutdown, avoidance, low participation, not responding to classroom supports	Equity/access	ELL, SWD, or other student group not accessing grade-level work even with current supports	Multiple concerns	Student is showing concerns in more than one area, such as academics and behavior, or attendance and engagement	
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	5. Add a “watch list” tier before a full MTSS meeting - Not every student needs a full MTSS meeting right away. Some students need to be watched closely for a short period. - The team can use three categories:															
<table border="1"> <thead> <tr> <th>Category</th> <th>Meaning</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>Monitor</td> <td>The student is showing an early concern but does not need a full MTSS meeting yet.</td> <td>The teacher/team tries a classroom-level support and checks back in 2–3 weeks.</td> </tr> <tr> <td>Schedule</td> <td>The student needs a formal MTSS meeting.</td> <td>Add to one of the three weekly student meeting slots.</td> </tr> <tr> <td>Immediate Response</td> <td>The student has urgent safety, attendance, mental health, or severe behavior/academic concerns.</td> <td>Admin/social worker/counselor/family contact/intervention begins immediately.</td> </tr> </tbody> </table>	Category	Meaning	Action	Monitor	The student is showing an early concern but does not need a full MTSS meeting yet.	The teacher/team tries a classroom-level support and checks back in 2–3 weeks.	Schedule	The student needs a formal MTSS meeting.	Add to one of the three weekly student meeting slots.	Immediate Response	The student has urgent safety, attendance, mental health, or severe behavior/academic concerns.	Admin/social worker/counselor/family contact/intervention begins immediately.				
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Every Student Thrives Core Structure 2 (if applicable)	Mighty Student Success Team	☐ NEW ☐ XREFINE														
When and how often will this	The Mighty Student Success Team Meeting: Monthly meetings on day TBD															

Part 3: Schoolwide Core Structures

structure take place?	- Additional short check-ins may occur during high-need times of year, such as the beginning of the year, after long breaks, and during periods when behavior, attendance, or transition data show increased need. Mighty Mustang events: - Monthly events (schedule set by team) for students who exhibit habits and behaviors that help them succeed as scholars and active members of the school community Mighty Mustang Morning Meeting: - Whole school monthly assemblies (schedule set by team)
What does this entail?	School 25 will refine the Mighty Student Success Team as the schoolwide PBIS structure that teaches, models, reinforces, celebrates, and reteaches what it means to be a Mighty Mustang. This team will refine, align, and clearly define the Portrait of a Mighty Student and the MIGHTY Matrix so all students and adults share common language for expectations across classrooms and school settings. The team will clarify what Being Mighty looks and sounds like in classrooms, hallways, cafeteria, arrival, dismissal, bathrooms, transitions, office spaces, and other common areas. The Mighty Student Success Team will strengthen School 25's PBIS system by making expectations visible, teachable, and consistent across the building. The team will define how adults will explicitly teach Being Mighty expectations, how students will practice those expectations, how adults will reinforce and recognize positive behaviors, and how expectations will be retaught when students need additional support. Students will be recognized for demonstrating Mighty behaviors across school settings, including making good choices, interacting safely, getting along with others, having respect, thinking first, and believing, "Yes, I am worth it." Recognition will not only focus on individual classroom behavior, but also on students showing Mighty behaviors in common spaces, during transitions, in the cafeteria, at arrival and dismissal, during Crew, during specials, and during academic learning. The team will plan monthly recognition systems and events for students who demonstrate Mighty behaviors. These events will provide students with opportunities to be celebrated for showing the habits and behaviors that help them succeed as scholars and active members of the school community. Recognition will be connected to the MIGHTY Matrix so students understand exactly what they did well and why it matters. The Mighty Student Success Team will also plan a monthly Mighty Mustang Morning Meeting. This schoolwide gathering will be used to celebrate students, highlight Mighty behaviors, reinforce the monthly focus, build schoolwide community, and create a shared sense of belonging. The meeting may include student shout-outs, classroom or grade-level recognitions, examples of Mighty behavior, reminders of schoolwide expectations, student voice, and community-building routines. The purpose of this structure is to ensure that PBIS is more than rewards or isolated celebrations. It will be a schoolwide system for building belonging, consistency, relationships, regulation, and student ownership. The team will use data and evidence, including behavior referrals, classroom-managed behavior patterns, attendance trends, walkthrough trends, staff feedback, student voice, and location/time-of-day patterns, to determine where expectations need to be retaught, where adult consistency needs to be strengthened, and where students need additional support.

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 school is a place where students like me are respected and valued.	20	18	47	47	38	4
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	The school treats my child fairly and holds them to high expectations.	0	0	1	5	4	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

Attendance Core Structures

- **A routine for monitoring attendance daily and weekly**, with clear thresholds that trigger early outreach, problem-solving, and follow-up.
- **A coordinated process for understanding the reasons behind absences**, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across student groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving student participation** and ensuring supports remain connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.

Essential Question

How will the school ensure that every student is present, supported, and connected so they can fully participate in rigorous, grade-level learning?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	Schoolwide Attendance and Enrollment Monitoring System	X NEW ☐ REFINE
When and how often will this structure take place?	- Will begin before the first day of school and continue throughout the year. - Attendance of flagged students will be reviewed daily by the parent liaison - The team will meet weekly for 1 hour on Fridays - They will meet once a month after school for professional learning about attendance interventions.	
What does this entail?	To make the work sustainable, the team will use a simple weekly process, clear roles, shared tracking tools, and targeted follow-up rather than trying to solve every attendance concern at once. The team may include an administrator, social worker, counselor, school psychologist, office staff member, attendance point person, family/community contact, and other staff as appropriate. Each person will have a clearly defined role so the work is not dependent on one person. 1. Before the School Year Begins: Roster Review and Enrollment Verification • The team will review rosters before the start of the school year. • The team will identify students whose enrollment needs to be confirmed.	

Part 3: Schoolwide Core Structures

- The team will prioritize students who may make attendance data unreliable, including:
 - students who have not attended;
 - students with returned mail;
 - students with disconnected phone numbers;
 - students believed to be enrolled elsewhere;
 - students whose families have reported a move or school change.
- Families will be contacted to confirm whether students will attend School 25.
- Students confirmed to be attending another school or no longer enrolled will be referred through the appropriate district process for roster correction or removal.

2. Beginning-of-Year Family Communication

- School 25 will communicate attendance expectations to families in a clear and supportive way.
- The message will emphasize that:
 - students are missed when they are absent;
 - daily attendance helps students build relationships;
 - daily attendance helps students access grade-level learning;
 - the school wants to partner with families to remove barriers.
- Families will receive clear information about:
 - what to do when a student is absent;
 - who to contact for attendance support;
 - how the school can help problem-solve barriers.

3. Weekly Attendance Watch List

- The team will use a weekly attendance watch list to review students across attendance levels.
- The goal is to notice concerns early, not only respond after students are already chronically absent.
- The watch list will include:
 - students with strong attendance who should be recognized;
 - students whose attendance is beginning to decline;
 - students approaching chronic absenteeism;
 - students who are already chronically absent;
 - students with severe chronic absenteeism;
 - students with repeated tardies;
 - students with possible roster or enrollment concerns.

4. Weekly Meeting Agenda

- Each weekly meeting will use a tight standing agenda so the work remains manageable.
 - A. Review Urgent Updates from the Previous Week
 - What contact was made?
 - What barriers were identified?
 - What follow-up is still needed?
 - B. Review New Attendance Concerns
 - Which students are newly absent?
 - Which students are newly tardy?
 - Which students are beginning to fall off track?
 - C. Review Chronic and Severe Chronic Absenteeism
 - Which students need continued follow-up?
 - Which students need a revised plan?
 - Which students may need MTSS support?

Part 3: Schoolwide Core Structures

- Which students may need family or community support?

D. Review Roster and Enrollment Concerns

- Which students may be attending another school?
- Which students may have moved?
- Which students need enrollment verification?

E. Assign Next Steps

- Each action will include:
 - one person responsible;
 - one follow-up date.

5. Levels of Attendance Response

- The team will keep the process manageable by focusing on patterns and priorities.
- Not every absence will require a full team response.
- The team will determine the level of response based on the student's attendance level and the reason for the concern.
- Possible responses may include:
 - classroom reminder;
 - positive attendance message;
 - family phone call;
 - trusted adult check-in;
 - problem-solving around barriers;
 - re-entry plan after absences;
 - MTSS referral.

6. Connection to Belonging and Schoolwide Culture

- Attendance support will be connected to belonging and schoolwide culture.
- School 25 will reinforce that coming to school matters and that students are an important part of the school community through:
 - Crew;
 - classroom routines;
 - Mighty Mustang Morning Meetings;
- Recognition will include:
 - strong attendance;
 - improved attendance;
 - effort toward attendance goals.
- Students who have struggled with attendance will still be celebrated for progress.

7. Connection to MTSS

- The Attendance Team will connect with the MTSS team
- Students may be brought to MTSS when attendance concerns are connected to:
 - academic struggle;
 - school avoidance;
 - disability-related needs;
 - language access;
 - social-emotional needs

8. Sustainability and Purpose

- Because School 25 does not have an attendance clerk, the system must be simple, shared, and sustainable.
- The goal is not to create more work for staff.
- The goal is to create a clear structure so the right people know:
 - what to look at;
 - who to follow up with;
 - what to document;

Part 3: Schoolwide Core Structures

	○ when to adjust support. ● This structure will help School 25 move from reacting to chronic absenteeism after it happens to proactively: ○ noticing students early; ○ supporting families; ○ correcting rosters; ○ removing barriers; ○ helping students attend school consistently from the beginning of the year.
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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	85.5	84.4	84	77.9	78.5	81.3	80.5	84.1	80.1
2026-27									

****Used Master Attendance (New) from powerschool to generate this data****

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	Our school's approach to attendance helps students feel known, supported, and expected to be present.	2	6	17	22	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	Attendance expectations and responses feel consistent, not dependent on which teacher or staff member is involved.	1	0	0	5	3	1
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	Orientati on to School Teams	Meeting 1: Systems and Structure s Self-Asse ssment	Meeting 2: Teacher Survey Review	Meeting 3: Variation s in Data	Meeting 4: Student Interview ws	Meeting 5: Plan Writing	Meeting 6: Plan Finalizati on
Adrienne Steflik	Principal	3/10	4/14	4/22	4/28, 5/5	5/13, 5/19	5/27, 6/2. 6/10	
Robert Burns	Assistant Principal	3/10	4/14	4/22	4/28, 5/5	5/13, 5/19	5/27, 6/2. 6/10	
Nicole Farrell Blood	Instructional Coach	3/10	4/14	4/22	4/28, 5/5	5/13, 5/19	5/27, 6/2. 6/10	
Johnna Coleman	School Psychologist	3/10	4/14	4/22	4/28, 5/5	5/13, 5/19	5/27, 6/2. 6/10	
Samantha Schantz	Social Worker	3/10	4/14	4/22	4/28, 5/5	5/13, 5/19	5/27, 6/2. 6/10	
Lori Wess	8:1:1 Teacher	3/10	4/14	4/22	4/28, 5/5	5/13, 5/19	5/27, 6/2. 6/10	
Christine Romano	Speech Pathologist	3/10	4/14	4/22	4/28, 5/5	5/13, 5/19	5/27, 6/2. 6/10	
Candice Latimer	6th Grade Teacher	3/10	4/14	4/22	4/28, 5/5	5/13, 5/19	5/27, 6/2. 6/10	
Erin Sperry	5th Grade Teacher	3/10	4/14	4/22	4/28, 5/5	5/19	5/27, 6/10	
Diane Santiago	8:1:1 Teacher	3/10	4/14	4/22	4/28, 5/5	5/13	5/27, 6/10	
Andrea Horton	3rd Grade Teacher	3/10	4/14	4/22	5/5	5/13, 5/19	5/27, 6/2. 6/10	
Nick Taranko	Librarian	3/10	4/14	4/22	4/28, 5/5	5/13, 5/19	5/27, 6/2. 6/10	
Hillary Dana-Rumi	K Teacher	3/10	4/14	4/22	4/28, 5/5	5/19	5/27, 6/2.	

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.