



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2026-27

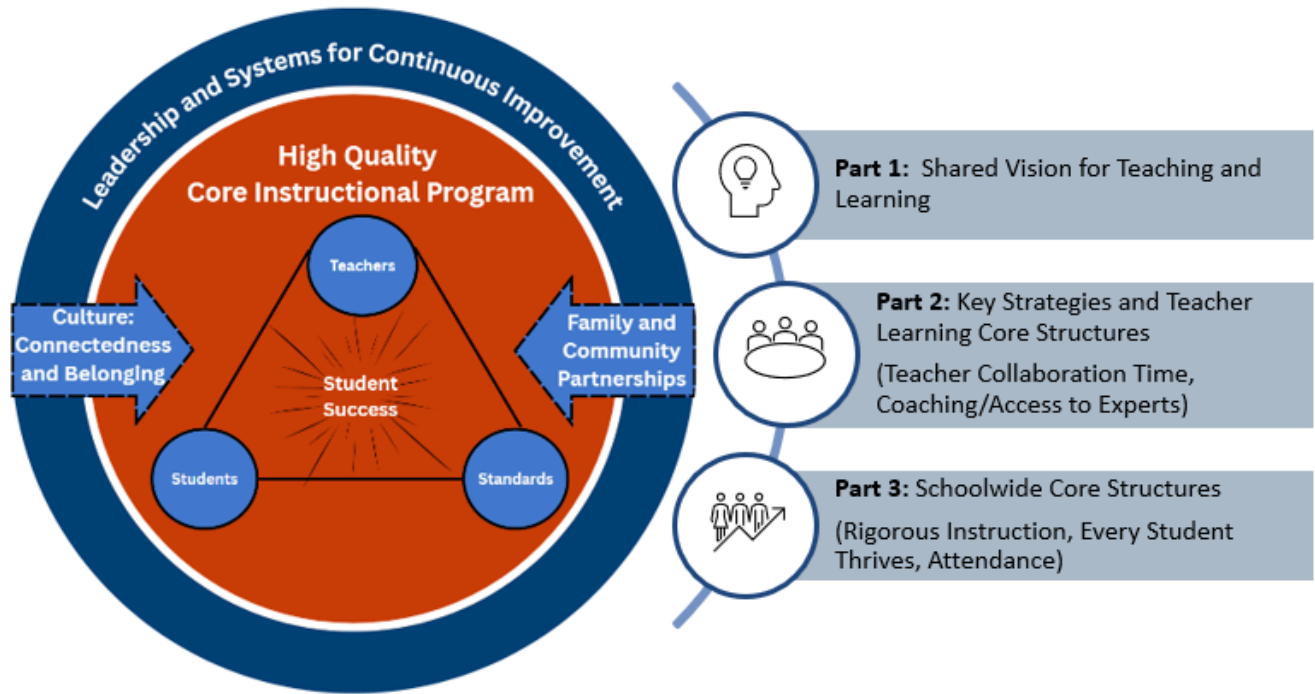
District	School Name	Grades Served
Rochester City School District	Mary McLeod Bethune School No. 45	PK3-6

Collaboratively Developed By:

The MMB #45 SCEP Development Team
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And in partnership with the staff, students, and families of Mary McLeod School #45.

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



Part 1: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction: What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?	High-Quality, Tier 1 Instruction in RCSD ensures that every student, every day, experiences rigorous, grade-level learning in culturally responsive classrooms where students feel seen, valued, and empowered to think deeply, collaborate, and monitor their progress toward clear learning goals.
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

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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.
- 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:

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

- 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?	Weekly for 40 minutes and monthly for one hour.	
What does this entail?	Grade level teams, inclusive of ASD classrooms, meet with coaches and admin to unpack units in reading, writing and math. Learning intentions and success criteria will be refined. Continuation of protocols for looking at student work will be implemented and guide changes in instructional practices in individual classrooms, along with establishing goal-setting routines. Agenda with objectives, meeting roles and clear action steps that include: 1. Follow-up actions from previous meetings are completed on time and reflecting on the effectiveness of the action steps and what has been learned 2. Equity-focused Protocols for: a. Collaborative data inquiry- Evidence analysis protocol and/or Looking at student work protocol 3. Professional Learning aligned to instructional priorities (Engaging Cognitively demanding tasks and Equitable access) 4. Collaborative lesson planning for grade-level cognitively demanding tasks for all students a. Unpacking standards with an emphasis on access for diverse learners 5. Identify collective equity-focused next steps and instructional adjustments that are measurable and time-bound	
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?	Instructional Coaches will work with all teachers to build capacity during Coaching Rounds and weekly PLC's.	
What does this entail?	Instructional Coaches will support Teacher Learning through the following: • Coaching Rounds with individual teachers, • leading teacher learning during teacher collaborative time, • modeling lessons, • co-teaching, • Co-planning, • Conducting data dives during the coaching round • Consistent actionable feedback	

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

Implementation

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

Preparing for a Successful Launch

BEFORE THE 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?
Instructional Coaches will Learn About Building Thinking Classrooms:		
- Coaches will participate in a book study focused on thinking routines - Identify priority routines for the first half of the school year (these will be reinforced in PLCs and coaching cycles)		By August 2026
Instructional Coaches will Review Rigorous Unit Planning: Designing grade-level rigorous lessons that embed clear learning intentions and success criteria.		
- Coaches will preview curricular units to identify standards-aligned, cognitively demanding tasks that foster student thinking and reasoning - Coaches will develop a protocol to identify cognitively demanding tasks that teachers can facilitate.		By August 2026
Instructional Coaches will Update SIP Tracking: Creating cognitively demanding student "pick lists" for daily tracking aligned to school improvement goals.		By August 2026
Coaches will facilitate activities in the Summer Learning Institute for all teachers to develop a shared understanding of the instructional priorities.		BY August 2026
Administration will develop a walkthrough tool focused on observable actions aligned to the instructional priorities.		

Key Strategy 1

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
We will leverage teacher collaborative time to support cognitively engaging tasks by...		
The instructional coach will		
- Structure planning for collaborative problem-solving tasks - Facilitate Summer Institute - Facilitate Monthly PLCs - Conduct coaching rounds - Identify and train teachers in - Stop-Thinking vs. Keep-Thinking Questions - Thinking Classroom vs. Answering Classroom - Wait Time 1 and Wait Time 2		August, 2026
Rigorous Unit Planning:		
Instructional Coach will		
- Support teachers in designing grade-level rigorous lessons that embed clear learning intentions and success criteria for ELA and Math - Provide professional learning in providing appropriate scaffolds and gradual release of scaffolds - Just-In-Time vs. Just-In-Case Scaffolds - PLCs and coaching cycles		August-September, 2026
		November-December, 2026
Instructional Coaches will:		

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

- Support teachers in developing instructional practices using the concrete-representational-abstract model and "try-connect-discuss" frameworks, in alignment with Thinking Classrooms - Support teachers in planning to set the framework for students to defend their thinking - Facilitate Summer Institute, Monthly PLCs, and coaching cycles	August-October, 2026 December, 2026
Establish Coaching Cycles	On Going
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 - Structure planning for collaborative problem-solving tasks - Facilitate Summer Institute - Facilitate Monthly PLCs - Conduct coaching rounds - Identify and train teachers in - Anticipating Student Thinking to Prevent Over-Scaffolding	December 2026-February 2027 January, 2027
Rigorous Unit Planning: Instructional Coach will - Support teachers in designing grade-level rigorous lessons that embed clear learning intentions and success criteria for ELA and Math - Provide professional learning in providing appropriate scaffolds and gradual release of scaffolds - Just-In-Time vs. Just-In-Case Scaffolds - PLCs and coaching cycles	December 2026-February 2027 January, 2027
Instructional Coach will: - Support teachers in developing instructional practices using the concrete-representational-abstract model and "try-connect-discuss" frameworks, in alignment with Thinking Classrooms - Support teachers in planning to set the framework for students to defend their thinking	December, 2025-April, 2027

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?
Rigorous Unit Planning: Designing grade-level and rigorous learning intentions and success criteria for ELA and Math, considering appropriate scaffolds and gradual release of scaffolds. - Identify appropriate scaffolds (with ELL and SWD in mind) and develop a planning template for gradual release - Identify unit goals and anticipate student need for additional support	September / October 2026
Coaches will: - Provide Professional Learning on Building Thinking Classrooms by identifying structures that promote collaborative problem-solving tasks to cultivate independent, persistent thinkers, considering scaffolds for ELL and SWD. - Identification of appropriate scaffolds for each thinking routine identified - Analyzing student work; determine data-informed instructional adjustments	October / November 2026
Math Core Practices: Identify instructional practices aligned to each phase of concrete-representational-abstract modeling and "try-connect-discuss" frameworks, in	December, 2026

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

alignment with Thinking Classrooms. Establishing a process for teachers to support students in working through the continuum.

Building on the work of concrete- representational- abstract so that teachers are planning to use the mathematical thinking tools:

- Maintaining cognitive demand during the tasks
- Designing without reducing tasks complexity
- Anticipating Student Thinking to Prevent Over-Scaffolding

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: Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Students will be seen and heard explaining their thinking to classmates and teachers Using a variety of tools Persevering through cognitively demanding tasks		
Evidence of Teacher Practice Changing	Teachers asking open-ended questions with appropriate wait time Facilitating discussions where student groups compare and defend, and explain their responses		

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...	By the end of the school year, K-6 students view themselves as capable problem-solvers who own their learning. When presented with a challenging, multi-step task, they will confidently dive in, trying multiple tools, sketches, or approaches to make sense of the problem. Students don't overly rely on the teacher to see if their answer is right or wrong. They use the established Success Criteria and their own reasoning to self-assess and verify their learning.	

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

	The classrooms buzz with academic language. Students naturally debate ideas, build on each other's thoughts, and respectfully critique peer strategies.	
Teachers will be...	By the end of the school year, teachers have completely shifted the heavy lifting of the classroom over to the students. Teachers no longer ask, <i>"How can I explain this step-by-step?"</i> Instead, during planning, they ask, <i>"What is the core concept students need to discover, and what anchor task will get them there?"</i> They routinely launch lessons with clear, student-facing Success Criteria . When a student gets stuck, the teacher's automatic reflex is no longer to rescue them by giving the answer. Instead, teachers comfortably ask open-ended, probing questions (<i>"What do you notice about your model so far?"</i>) and allow for productive struggle . Teachers spend less time at the front board and more time circulating with intentionality—monitoring student data, selecting diverse student strategies, and facilitating student-led math and literacy discussions.	

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

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			
	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Using provided scaffolds to engage in grade-level work Contributing to discussions through expressive reasoning		
Evidence of Teacher Practice Changing	Planning for the use of scaffolds for ELL and SWD Planning for thinking routines Walkthroughs will look for evidence of scaffolds and thinking routines		

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

What is our end-of-the-year vision for this Key Strategy?

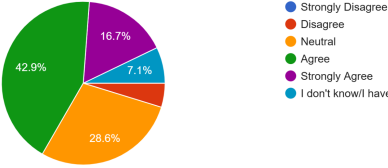
	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Able to verbalize what their role in their learning is and how they are making progress toward their goals. Persevere through cognitively demanding tasks through the implementation of scaffolds and the use of checklists and rubrics. Students will be discussing and defending their thinking and preserving through tasks, through intentional scaffolds.	
Teachers will be...	Reflecting on their impact and make specific suggestions on how they can increase student achievement. Develop plans to gradually release scaffolds and increase student independence. Teachers will facilitate the classroom dialogue so that students can ask and answer questions independent of the teacher.	

Survey Monitoring

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

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Professional development, coaching, and collaborative planning all focus on the same priorities, building on what I have learned in other settings. 42 responses Legend: - Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree - I don't know/I haven't seen	4.6%	2.4%	19%	47.6%	26.2%	
26-27 Needs Assessment							

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

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	The teaching practices I am working to strengthen are the same ones my colleagues are working to strengthen. 42 responses  Legend: - Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree - I don't know/I have no opinion		4.8%	28.6%	42.9%	16.7%	7.1%
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team - Rigorous, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, student learning, and equitable access, and to refine supports so the school functions as a coherent and effective instructional system. Examples of potential structures are provided below.

Instructional Leadership Team Core Structures

- **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.
- **A curriculum monitoring routine** where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.
- **A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.
- **A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.

Planning Implications: Schools define how they will ensure consistent, rigorous instruction across classrooms by clarifying expectations, monitoring curriculum use, and supporting teacher teams to refine lessons and tasks based on evidence of student thinking.

Essential Question

How will the school ensure that all students consistently experience rigorous, standards-aligned instruction that challenges them to think deeply and supports their academic growth?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	• A coherence-monitoring routine that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.	☒ NEW ☐ REFINE
When and how often will this structure take place?	Bi-Weekly Instructional Leadership Team Meetings after school from 2:30-3:30 Coach Meetings 1x/week 9:00-10:00	
What does this entail?	Rolling/ Continuous Agenda Includes: *Data-based reflections/celebrations *Progress monitoring data review across school (profile sheets, school-wide trackers for word problems/evidence based responses) *Walk-through and observation data review *Key Strategy trends discussion of possible instructional adjustments based on data review *Upcoming Schoolwide Needs with a focus on Professional Learning *Action Steps	
Instructional Leadership Team Core		☐ NEW ☐ REFINE

Part 3: Schoolwide Core Structures

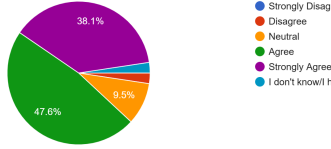
Structure 2 (if applicable)		
When and how often will this structure take place?		
What does this entail?		

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Bi-Monthly SchoolWide review of student work with a focus on evidence-based responses and word problems to analyze problem solving and reasoning. Administrative Walk-Throughs will align with Key Strategy 1
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	District Common Formative Assessments will demonstrate student performance related to Grade Level standards across content areas. Administrative Walk-Throughs will align with Key Strategy 2

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	Members of my team have a shared understanding of what high-quality instruction looks like. 42 responses 	0%	2.4%	9.5%	47.6%	38.1%	2.4%
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. 66 responses 	2.3%	3.5%	8.1%	50%	30.2%	5.8%
26-27 Needs Assessment	☐ Teacher ☐ Student							

☐ Family									
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Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult**, with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels**, identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

How will the school ensure that every student experiences consistent expectations, meaningful relationships, timely 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 schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels, identifying where students encounter conflicting messages or uneven experiences.	☒ NEW ☐ REFINE
When and how often will this structure take place?	MTSS Teams such as the SET Team, Admin Team and the Mental Health Team will meet weekly for one hour	
What does this entail?	Rolling Agenda Includes: *Reflection/Celebrations *Data review-using powerschool and/or panorama to review behavior referrals and attendance trends *Review of current supports in place and determine adjustments needed *Action Steps including regular and consistent communication to the classroom teachers and who is responsible to communicate with teachers	
Every Student Thrives Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		

Part 3: Schoolwide Core Structures

What does this entail?	
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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	I can share my ideas in class, and teachers listen and take them seriously. 86 responses	3.5%	9.3%	19.8%	34.9%	32.6%	0%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Our school has consistent routines for checking on students' progress and coordinating support when they need extra help. 42 responses	0%	0%	9.5%	66.7%	21.4%	2.4%
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

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 system for analyzing attendance patterns across student groups, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices	☒ NEW ☐ REFINE
When and how often will this structure take place?	Attendance Team will meet weekly for one hour	
What does this entail?	Rolling Agenda Includes: *Reflection/Celebrations *Data review-using powerschool and/or panorama to review attendance trends *Review of current supports in place and determine adjustments needed *Action Steps including regular and consistent communication to the classroom teachers and who is responsible to communicate with teachers	
Attendance Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		
What does this entail?		

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

Part 3: Schoolwide Core Structures

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.

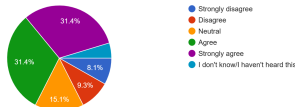
Average Monthly Daily Attendance

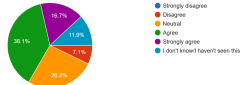
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	83%	82%	82%	78%	75%	78%	79%	80%	74%
2026-27									

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	Feeling connected to my teachers, classmates, or activities makes me want to come to school. 86 responses 	31.4%	9.3%	15.1%	31.4%	31.4%	4.7%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns. 42 responses 	0%	7.1%	26.2%	38.1%	16.7%	11.9%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orienta tion to School Teams	Meeting 1: Systems and Structure s Self-Asses sment	Meetin g 2: Teache r Survey Review	Meeti ng 3: Vari atio ns in Data	Meetin g 4: Studen t Intervi ews	Meeti ng 4A: Fam ily Foc us Gro ups (opt iona l)	Meetin g 5: Plan Writing	Meetin g 6: Plan Finaliz ation
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>		<i>4/17</i>	<i>5/2 5/9 5/16</i>
Christine Turnquist	Principal	3/3/26	3/10/26	3/17/26	4/14/26	5/12/26	5/12/26	6/5/26	6/16/26
Rebecca Bradstreet	Instructional Coach/Intervention Prevention Teacher	3/3/26	3/10/26	3/17/26	4/14/26	5/12/26	5/12/26	6/5/26	6/16/26
Ann Kleinman	Instructional Coach/Intervention Prevention Teacher	3/3/26	3/10/26	3/17/26	4/14/26	5/12/26	5/12/26	6/5/26	6/16/26
Jennifer Brown	Instructional Coach	3/3/26	3/10/26	3/17/26	4/14/26	5/12/26	5/12/26	6/5/26	6/16/26
Jody Durick	Assistant Principal	3/3/26	3/10/26	3/17/26	4/14/26	5/12/26	5/12/26	6/5/26	6/16/26
Dimple Vakharia	Assistant Principal	3/3/26	3/10/26	3/17/26	4/14/26	5/12/26	5/12/26	6/5/26	6/16/26

Our Team's Process

Next Steps

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.