



School Comprehensive Education Plan 2026-27

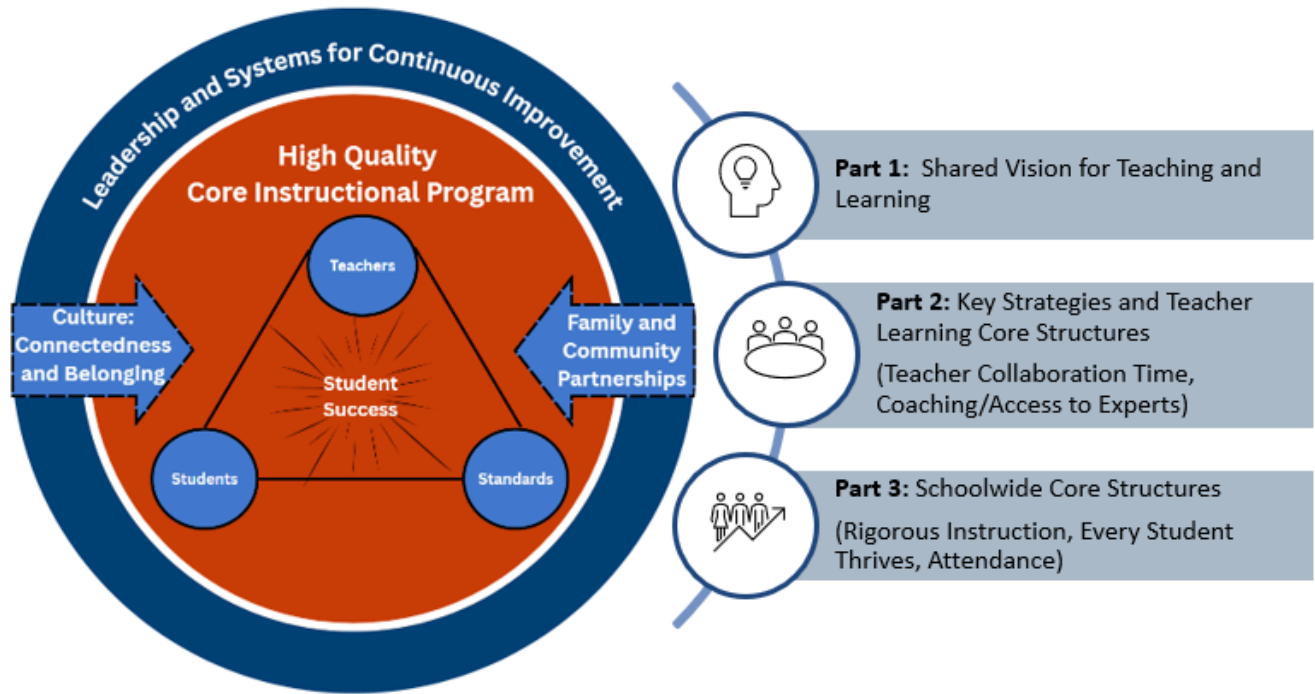
District	School Name	Grades Served
Rochester City School District	World of Inquiry School No. 58	K-12

Collaboratively Developed By:

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And in partnership with the staff, students, and families of World of Inquiry School No. 58.

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:	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.
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?	

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

Key Strategies/Instructional Priorities

Schools **collaborate with their district** to identify 1-2 Key Strategies/Instructional Priorities that will strengthen the instructional core and be the focus of teacher learning for the upcoming year.

Key Strategies/Instructional Priorities should be:

- **Instructional**, not programmatic.
- **Broad enough** to apply across grades/content but **focused enough** to drive teacher learning.
- Concepts that can be explored with the Structures for **Teacher Learning**
- Connect to **Tier 1/Universal instruction**
- Stable enough to allow for **deep learning and improvement over time**, yet flexible enough to respond to emerging evidence about student needs.
- Grounded in the **instructional core**, not buzzwords, fads, or short-lived initiatives.

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)
Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
Ensure equitable access to grade-level content , especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals

Teacher Learning Core Structures

Schools will support teaching the Instructional Key Strategies/Instructional Priorities through coherent, sustained structures for adult learning that are collaborative, reflective, and directly tied to classroom practice.

The Teacher Learning Core Structures will be a primary driver of strengthening skills related to the 1-2 Key Strategies/Instructional Priorities identified above.

All schools are required to outline their structure for Teacher Collaborative Time. Schools in CSI-B will also be required to outline their structures to ensure teachers have opportunities to learn with experts. For other schools, this is optional. Guidance on effective practices for both can be found below.

Teacher Learning Core Structures

1. Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)

Effective Teacher Collaborative Time should:

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
- Ideally occur during the school day

Part 2: Key

Strategies/Instructional Priorities and Structures for Teacher Learning

- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

2. Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)

Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:

- Modeling lessons
- Co-teaching
- The Coaching Cycle
- Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those bulleted above.

Essential Question

How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction?

What structures and routines will support this in 2026-27?		HOW 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?	Teacher collaborative time (PLCs) will occur weekly, 30 minutes (led by instructional leadership team) and 30 minutes (led by teachers) • K-6 by grade level (Weekly) • 7-12 by content (Weekly) ○ Core department (ELA, Math, Science, Social Studies, World Language - Special educators and ENL teachers to be included in the upcoming year) ○ Middle School (Grades 7-8)	

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

What does this entail?	During PLC time, the following structure will occur over the course of 1-2 meetings: 1. Analyze Evidence (Where are we now?) ● Review student learning, instructional, and implementation evidence aligned to the priority. ● Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting. ● Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) ● Determine what is working, what is not working, and why. ● Build shared understanding through professional learning, research, protocols, or examination of effective practices. ● Connect learning to the identified instructional priority. 3. Plan and Apply (What will we try?) ● Identify specific instructional strategies, practices, or actions to implement. ● Establish individual and collective commitments. ● Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) ● Collect evidence of implementation and student impact. ● Monitor progress toward team goals. ● Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B ☐ NEW ☒ REFINE
When and how often will this structure take place?	Opportunities for teachers to learn with experts will occur at least once per marking period (quarter). ● K-12 Lesson Studies ● K-12 Learning Walks during the school day ● Grade Level Walkthroughs ● Model classrooms will be established for each of the 7-12 core subject areas.
What does this entail?	Student-centered coaching will be grounded in the core practices of: ● Culturally responsive instruction ● Co-planning units and/or lessons ● Model effective instructional strategies/demonstration classroom ● Co-teach lessons ● Observe and give feedback ● Support the implementation of Tier 1 instruction

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 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?	When will this be in place?
The instructional leadership team will develop a professional learning sequence around defining cognitively demanding tasks and ensuring equitable access to grade-level content.	July 2026
Build master schedule to allow for PLC time to occur during the school day	July 2026
The instructional leadership team will participate in district training on cognitively demanding tasks and equitable access to grade-level content.	July & August 2026
The instructional leadership team will identify and share pre-planned dates for learning walks.	July & August 2026
The instructional leadership team will share the teacher learning core structures for the 2026-2027 SY, outline what the structures will entail, and deliver initial professional development on developing a shared understanding of cognitively demanding tasks.	August 2026
The instructional leadership team will collaborate with the EL School Designer to ensure alignment with EL work plan and to identify opportunities for EL to support.	August 2026
ILT will begin to implement a calendar outlining a coherent scope and sequence for PLCs for the first semester.	Summer 2026

Key Strategy 1

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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FIRST HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	
Full staff professional learning on defining a shared understanding of what it means to engage students in cognitively demanding tasks.	Conf. Day Sept. 2026
The instructional leadership team will use PLC time structure to provide teacher learning around the strategy of understanding and implementing “Rich Tasks vs. Procedural Tasks”.	Oct. 2026
The instructional leadership team will use PLC time structure to provide teacher learning around “Building a Culture Where Thinking is Public”.	Nov. 2026
The instructional leadership team will use the PLC time structure to provide teacher learning around “Stop-Thinking vs. Keep-Thinking” questions.	Nov & Dec 2026
Conduct school-wide learning walk #1 focused on evidence of “rich tasks vs. procedural tasks”, “building a culture where thinking is public”, and “stop thinking vs. keep thinking questions.”	Dec. 2026
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?	

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

The instructional leadership team will implement lesson study cycles during PLC time to collaboratively design and refine ways to “maintain cognitive demand throughout the lesson”.	Jan - Feb 2027
The instructional leadership team will analyze common assessment data and student work to identify trends in reasoning, problem-solving and meaning-making as evidenced in constructed responses.	Feb 2027
The instructional leadership team will facilitate learning labs focused on “maintaining cognitive demand throughout the lesson.”	March & April 2027
The instructional leadership team will plan for PLC time to review Common Assessment data, reflect on high-impact areas to sustain.	May - June 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?
Full staff professional learning on defining a shared understanding of maintaining high expectations while using instructional scaffolds that ensure all students have access to grade level content.	Conf. Day Sept. 2026
The instructional leadership team will use PLC time structure to provide teacher learning around the strategy of understanding and implementing “scaffolding without taking over”.	Oct. 2026
The instructional leadership team will use PLC time structure to provide teacher learning around “responding to struggle with prompts, not solutions” and “identifying when to pause and when to prompt”.	Nov. 2026
The instructional leadership team will use the PLC time structure to provide teacher learning around “Just-in Time vs. Just-in Case” scaffolds.	Nov & Dec 2026
Conduct school-wide learning walk #1 focused on evidence of “scaffolding without taking over”, “responding to struggle with prompts, not solutions, and “identifying when to pause and when to prompt”.	Dec. 2026
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
The instructional leadership team will implement lesson study cycles during PLC time to collaboratively design and refine ways to “break tasks into steps without simplifying reasoning”.	Jan - Feb 2027
The instructional leadership team will analyze common assessment data and student work to identify trends in reasoning, problem-solving and meaning-making as evidenced in constructed responses.	Feb 2027
The instructional leadership team will facilitate learning labs focused on “break tasks into steps without simplifying reasoning.”	March & April 2027
The instructional leadership team will plan for PLC time to review Common Assessment data, reflect on high-impact areas to sustain.	May - June 2027
The instructional leadership team will implement lesson study cycles during PLC time to collaboratively design and refine ways to “break tasks into steps without simplifying reasoning”.	May - June 2027

Progress Monitoring

Directions: Describe the evidence you will need to collect **in the first quarter of the year** to understand the impact of the Core Structures and Key Strategy.

Use the remaining cells to identify evidence **as the year progresses**.

Key Strategy 1

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	When we visit classrooms, school leaders will be examining instruction for evidence of students engaging in rich tasks vs. procedural tasks, a culture of thinking made public, and students responding to “keep thinking” questions.		
Evidence of Teacher Practice Changing	When we visit classrooms, school leaders will be examining instruction for evidence of teachers designing rich tasks, opportunities for students to make thinking public, and intentional planning (and use) of “keep thinking” questions.		

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

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	... actively engaging in rich tasks that make their thinking public.	
Teachers will be...	... designing, facilitating, and using “keep thinking” questions to support students in the completion of rich tasks that require students to make their thinking public.	

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

Evidence of Student Learning Improving	When we visit classrooms, school leaders will be examining instruction for evidence of students using (or having access to use) scaffolds to access grade level content.		
Evidence of Teacher Practice Changing	When we visit classrooms, school leaders will be examining instruction for evidence of teachers planning for scaffolds to support students in accessing grade level content and teachers prompting to allow for productive struggle.		

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...	... accessing rigorous grade-level instruction with the available scaffolds necessary to fully engage and participate in their learning.	
Teachers will be...	... designing and implementing scaffolds for students, as well as prompting for productive struggle.	

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	Our collaborative time helps us make sense of what high-quality instruction looks like in action.	8.7%	22.7%	27.3%	22.7%	13.6%	9.1%
26-27 Needs Assessment	Our collaborative time helps us make sense of what high-quality instruction looks like in action.						

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction.	4.3%	21.7%	26.1%	26.1%	13%	8.7%

Part 2: Key

Strategies/Instructional Priorities and Structures for Teacher Learning

26-27 Needs Assessment	Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction.						
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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 schoolwide framework for high-quality instruction that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	☒ NEW ☐ REFINE

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	The new mission and vision for WOIS will be finalized by June 2026. This process occurred in the spring of 2026 with voice and input from students, families, and staff included in the process. Beginning in the 2026-27 SY, the new vision will be implemented across the school. To monitor this implementation (along with key strategies), the instructional leadership team will meet weekly to review walkthrough data, refine messaging and reinforce the school's vision across the community.
What does this entail?	This work will be the foundation for all other structures in place this year. It will entail: - Establishing a shared understanding among staff and students of what the instructional vision should look like, sound like and feel like in action. This work will include developing shared "look fors" which will be used to create a walkthrough tool to be used by school leaders beginning in September to monitor implementation. - Walkthrough tools will measure the established look fors, which will be used to publicly uplift and celebrate implementation beginning in September. - Teachers will receive initial professional learning in the summer on developing character targets for each lesson based on the new Griffin values. - Starting in September 2026, during ongoing, weekly ILT Meetings - walkthrough evidence will be examined to monitor the teacher learning around the two key strategies and practices associated with each. - After examining evidence, the team will determine adjustments to the teacher learning plan to better meet the needs of the school. - The new mission, vision and values will be publicized throughout the school through morning announcements, positive referral structures, teacher shout-outs and at community events.

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The building level team will review walkthrough evidence, PLC artifacts and agendas, and student participation trends to monitor implementation of teacher learning structures that will support the shared vision for high quality instruction and the implementation of both key strategies.
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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	ID K
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	The vision for high quality instruction and the teaching practices valued at school are reinforced consistently through planning meetings, feedback and leadership communication.	4.3	13	30.4	34.8	17.4	0
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	The vision for high quality instruction and the teaching practices valued at school are reinforced consistently through planning meetings, feedback and leadership communication.						

Every Student Thrives Core Structures

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

Every Student Thrives Core Structures

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

Essential Question

How will the school ensure that every student experiences consistent expectations, meaningful relationships, timely supports, and access to rigorous grade-level learning?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	A systematic approach to ensuring every student is known well by at least one adult , with routines that track relationships, monitor connection points, and ensure no student is overlooked.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Our elementary “morning meeting” and secondary “Crew” (or SEL Blocks) structure will serve as the primary system to ensure students are known well by at least one adult. This morning connection time will occur daily, with structured connection activities implemented by Crew teachers. Wednesdays will serve as a longer period of time where further connection and reflection can occur.	
What does this entail?	This approach entails: • A scheduled connection time will be scheduled for all students K-12. For elementary students, this will consist of a morning meeting routine with connection activities provided. For secondary students, this will consist of a daily “Crew Block” (new brand TBD) with longer sessions planned for Wednesday. • Work with students to define what a trusted (or safe K-6) adult is. Survey students on who their trusted adult is in the building.	

Part 3: Schoolwide Core Structures

	- A calendar of activities aligned to our school mission and values will be developed and provided to all teachers for implementation. - In addition, “check-points” will be embedded into the calendar for community building, attendance monitoring, and academic progress checks.	
Every Student Thrives Core Structure 2 (if applicable)	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.	X NEW □ REFINE
When and how often will this structure take place?	Student and family feedback opportunities will occur quarterly throughout the SY. Student listening circles, family focus groups and surveys will be embedded throughout the year with findings reviewed by both ILT, SST, and SBPT/SCEP.	
What does this entail?	- Quarterly student listening sessions facilitated by school leaders. - Feedback opportunities for families during family engagement events. Specific listening sessions planned throughout the year. - Reviewing trends in attendance, behavior and survey responses to identify additional areas of support. - Partnering with student leadership groups to strengthen school culture initiatives aligned to the Griffin values and school mission.	

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 feel like students like me are accepted and included at this school.	4.3	18.6	32.9	34.3	8.6	1.4
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	I feel like students like me are accepted and included at this school.						

Attendance Core Structures

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

Attendance Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A tiered support structure that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Weekly attendance meetings (one for elementary and one for secondary) will review student attendance trends. This process will be refined by adding a Tier 1 responsibility for the classroom teacher (elementary) or Crew teacher (secondary) to do daily outreach which is documented.	
What does this entail?	These interdisciplinary meetings (counselor, admin, social worker, attendance liaison, clerical representative and home school assistant) take place once per week and review the most recent attendance reports and track action items and outreach efforts. This work will begin over the summer with outreach to students and families who had attendance challenges during the 25-26 SY.	
Attendance Core Structure 2 (if applicable)	A routine for monitoring attendance daily and weekly , with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☒ NEW ☐ REFINE
When and how often will this structure take place?	This Tier 1 layer to attendance systems will occur daily through our classroom teachers or Crew teachers. Teachers will regularly work to make strong connections with students in their classrooms and monitor their attendance accordingly.	

Part 3: Schoolwide Core Structures

What does this entail?	This work will entail: - Proactively establishing a positive relationship with students and families in classroom or Crew Block. - Regularly checking attendance and documenting outreach for students in their class or Crew and outreach accordingly. - Submitting referrals for additional intervention when appropriate.
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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	90.0%	88.8%	88.5%	87.7%	87.5%	86.8%	86.5%	86.5%	86.7%
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	If my child misses school, the school reaches out to understand why, not just to report the absence.	21.4	28.6	21.4	10.7	7.1	10.7
26-27 Needs Assessment	☐ Teacher ☐ Student ☒ Family	If my child misses school, the school reaches out to understand why, not just to report the absence.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	Attendance concerns are handled in ways that feel supportive rather than punitive	17.9	17.9	10.7	32.1	3.6	17.9
26-27 Needs Assessment	☐ Teacher ☐ Student ☒ Family	Attendance concerns are handled in ways that feel supportive rather than punitive						

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	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Mee ting 3: Varia tions in Data	Meeting 4: Student Intervie ws	Mee ting 4A: Fami ly Focu s Grou ps (opti onal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
Callie Andler	Principal	2/26	3/12	3/26	4/9	5/14	5/14	5/21	5/28
Zachary Adkins	Math Teacher	2/26	2/26	3/26	4/9	5/14	5/14		
Michelle Davis	English Teacher	2/26	2/26						
Sara Olivieri	Special Ed Teacher	2/26	2/26	3/26	4/9				
Sean Van Laeken	School Counselor	2/26	2/26	3/26	4/9			5/21	
Brittnee Johnson	School Counselor	2/26	2/26		4/9	5/14	5/14		
Marcella Dixon	Instructional Coach	2/26	2/26	3/26	4/9	5/14	5/14	5/21	
Ann Cashner	School Counselor	2/26	2/26	3/26	4/9				
Karena Miller	Special Ed Teacher	2/26		3/26	4/9				
Melissa Reichman	Elementary Teacher	2/26	2/26	3/26	4/9	5/14	5/14	5/21	
Devyn Zimmerman	Elementary Teacher		3/12	3/26		5/14	5/14	5/21	
Megan Comstock	Asst. Principal		3/12	3/26	4/9	5/14	5/14		
Marie Milord	Intervention Teacher		3/12	3/26	4/9	5/14	5/14		
Amy Alkiewicz	Director of School Improvement			3/26	4/9	5/14	5/14	5/21	
Manning Marshall	ELA Teacher					5/14	5/14	5/21	
Vernee Nobles	Instructional Coach					5/14	5/14	5/21	

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.