



School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Joseph C. Wilson Magnet High School Commencement Academy	9-12

Collaboratively Developed By:

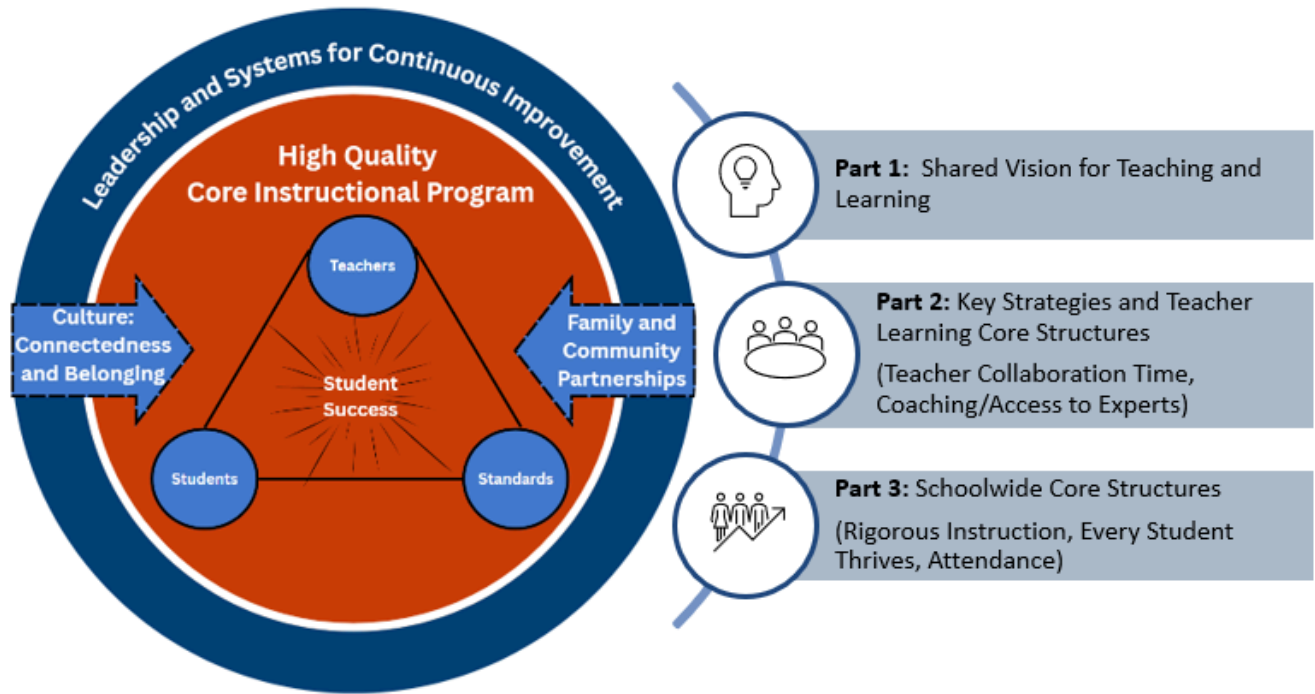
The Joseph C. Wilson High School SCEP Development Team

(SCEP Team Members: consider including a list of team members' names here)

Gary Reynolds
Chantel Lischer
Kimberly Tookes
Heather Hoad
Meade Heilmann
Matthew Pavone
Melissa Neil Adams
Kellie McNair
Lori Locker
Jamila Suhail
Theresa Sarkis Kruse
Elizabeth Tobin
Joshua White

And in partnership with the staff, students, and families of Wilson Commencement High School.

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



Part I: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction:

What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?

High-Quality, Tier 1 Instruction in RCSD ensures that every student, every day, experiences rigorous, grade-level learning in culturally responsive classrooms where students feel seen, valued, and empowered to think deeply, collaborate, and monitor their progress toward clear learning goals.

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

Key Strategies/Instructional Priorities

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

Key Strategies/Instructional Priorities should be:

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

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)

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

Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

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

Effective Teacher Collaborative Time should:

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
- Ideally occur during the school day
- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.

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

- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

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

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

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

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

Essential Question

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

What structures and routines will support this in 2026-27?		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	Weekly Common Planning Time (CPT) meetings for each department. Instructional coaches will facilitate these meetings, where applicable. The master schedule is not yet complete for next year. The current department meeting schedules are: • Science- 5th period on Wednesday • Social Studies - 6th period on Wednesday • English - 7th period on Tuesday • Math - 8th period on Wednesday • Counseling--3rd period on Wednesday • ENL--7th period on Thursdays	
What does this entail?	1. REFLECTION: What did we try between last time and this time related to the strategy? • Teacher Questioning(all departments), Worked Examples (Math), Continue working with the Studysynch curriculum and ensuring teachers are following it with fidelity. Need more teacher modeling in CPT to be more inclusive. Streamlining Reporting Lab Minutes (Science Department), working with text-rich assignments to support the Regents exam. What worked/didn't work and why? • Want to focus more on co-planning during our planning time. • Instructional rounds/walkthroughs were usually attended by the same teachers. Teachers requested PLE hours.	

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

- ELA walkthroughs were routine, and improvements were cycled back to teachers.
- General support for the new curriculum was evident within the ELA group, for the most part. We have a couple of outliers.
- Would like to see more collaboration between Social Studies and ELA.
- Support from the Science Director to review CFA and provide an understanding of CFAs

What did we learn?

- Structured opportunities for teachers to collaborate and co-plan were optional and well attended for Algebra.
- ELA walk-throughs were very successful and productive. These need to be continued.
- PLE hours are motivating for teachers - would increase participation in walkthroughs
- More collaborative work with the Science Director for the district

2. PROFESSIONAL LEARNING:

Continue teacher clarity/learning.

PLE on use of AI in teaching to drive critical thinking, differentiation, and multi-lingual instruction.

Let's do some learning around the strategy together.

3. PRACTICE/APPLICATION OF PROFESSIONAL LEARNING:

Can we try something together right now?

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4. APPLICATION IN THE UPCOMING WEEK: What will we try individually and collectively between now and the next time related to the strategy?

During PLC time, the following inquiry structure will occur cyclically:

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.

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

	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?) - Identify evidence of implementation and student impact. - Create a plan to 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?	All teachers in Math, Science, Social Studies, and ELA will be supported by an instructional coach that will meet with them individually at least once a week.	
What does this entail?	Instructional coaches will have three priorities: - Supporting teacher learning on the school's Key Strategy with teams of teachers through the Teacher Collaborative Time structure. - Modeling lessons and Co-teaching lessons organized around the school's key strategy and connected to the topics explored during the Teacher Collaborative Time. - Supporting teachers in a Coaching Cycle around a collaboratively developed goal related to the school's key strategy. Interdisciplinary work amongst departments to leverage digital opportunities for multilingual instruction and critical thinking strategies.	

Implementation

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

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?		When will this be in place?
Instructional coaches will participate in the district training on teacher collaborative time facilitation. New coaches receive 2 additional days.		August 17 - 21
Instructional coaches will lead training on instructional strategies to engage students in cognitively demanding tasks, and how that looks across all academic levels (including SPED, ENL, Bilingual, etc.).		August 2026

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

Training will be offered to all teachers on co-teaching strategies, teacher clarity implementation, and strategies for ELL learners.	August 2026
Admin walkthrough tool will be aligned to the new key strategies.	August 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?		
Teacher Collaborative time will be focused on the following topic: - What makes a task cognitively demanding?		Sept
Teacher Collaborative time will be focused on the following topic: - Maintaining cognitive demand during the task		Oct
Teacher Collaborative time will be focused on the following topic: - Valuing thinking over completion		Nov
Teacher Collaborative time will be focused on the following topic: - Stop thinking vs Keep thinking questions		Dec
Coaches lead CPT, working with teachers in coaching cycles, and facilitating the weekly collaborative time.		ongoing
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?		
Teacher Collaborative time will be focused on the following topics: - Wait time 1 and Wait Time 2		Jan
Teacher Collaborative time will be focused on the following topics: - Norms for Collaborative Thinking		Feb
Teacher Collaborative time will be focused on the following topics: - Collaboration Continuum		March
Teacher Collaborative time will be focused on the following topics: - Thinking Classrooms vs Answer Classrooms		April
Teacher Collaborative time will be focused on the following topics: - Review topics from throughout the year and reflect on their implementation		May
Coaches lead CPT, working with teachers in coaching cycles, and facilitating the weekly collaborative time.		ongoing

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

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?		
Teacher Collaborative time will be focused on the following topics:		Sept - Dec
• Scaffolding Without Taking Over		Oct
• Adapting Supports Without Simplifying The Task		Nov
Coaches lead CPT, working with teachers in coaching cycles, and facilitating the weekly collaborative time.		ongoing
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?		
Teacher Collaborative time will be reviewing all topics that have been already covered.		Jan
• Just-In-Time Vs. Just-In-Case Scaffolds		Feb
• Maintain Grade-Level Thinking for All Students		April
Coaches lead CPT, working with teachers in coaching cycles, and facilitating the weekly collaborative time.		ongoing

Progress Monitoring

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

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

Key Strategy I

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Analyzing student work samples for baseline alignment/evidence of cognitive demand during CPT using a collaboratively developed rubric. Students will be explaining their thinking in multiple forms of communication whether written, oral responses, or through group work.		
Evidence of Teacher Practice Changing	Walkthrough tool will be used to note the level of cognitive demand and thinking questions during instruction. Learning is more student centered		

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

	focused and less teacher led.		
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What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Collaboratively engaging in cognitively demanding tasks	
Teachers will be...	Facilitating student-directed learning and using appropriate scaffolds and thinking questions	

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	Walk throughs will show students are using grade level/program level work with appropriate supports and specially designed instruction and scaffolds applicable when necessary.		
Evidence of Teacher Practice Changing	Walkthrough tool will be used to note the use of appropriate scaffolds and grade-level thinking for all students. Are scaffolds evident in the lesson design that show the difference between just in case and just in time scaffolds.		

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...	independently access appropriate scaffolds when needed after attempting grade-level tasks	
Teachers will be...	Recognize how to develop appropriate just-in-time scaffolds and provide them as needed	

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

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	In most of my classes, I am asked to think deeply, explain my ideas, and learn from mistakes.	2.3 %	4.1 %	29.6 %	44.1 %	16.8 %	3.1 %
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Adults in my school treat all students fairly and believe we can all do well.	12.2 %	17.6 %	30.9 %	26.3 %	9.9 %	3.1 %
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 coordinated feedback and responsiveness system (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.	X NEW ☐ REFINE
When and how often will this structure take place?	First Tuesday of each month.	

Part 3: Schoolwide Core Structures

What does this entail?	ILT team will meet using a protocol : 1. REFLECTION: What have we seen since our last meeting related to what we discussed last meeting from walk throughs and learning walks? 2. PROFESSIONAL LEARNING: Do some learning around Cognitively Demand instruction. 3. CONSISTENCY AND COHERENCE: Discuss walk through/learning walk data for evidence of cognitively demanding instruction related to previous professional learning. 4. DEBRIEF: What did the walk throughs/learning walks tell us about what our system needs? 5. APPLICATION TO THE SYSTEM: What can we do with our teacher learning system based on what we saw?
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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?	Coaches and administrators will continually share data about classroom observations and walkthroughs related to level of cognitive demand and related student work.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Coaches and administrators will continually share data about classroom observations and walkthroughs related to level and appropriateness of scaffolds being used during grade level tasks.

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 in practice.	2.3 %	9.1 %	10.2 %	47.7 %	28.4 %	2.3 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

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

Every Student Thrives Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	A 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?	During ILT meetings every 2nd Tuesday of the month.	
What does this entail?	- ILT will plan how to develop a common set of expectations and routines for the school. - These will be developed collaboratively with teacher input within the first month of school. - These expectations and classroom routines will be aligned with walkthrough tool. - During monthly (2nd tues) meetings ILT members will reflect on data from walkthroughs (admin) and learning walks (coaches). - Consistent learning walks and walkthroughs with prompt feedback will continue. - Collaborate on next steps based on reflections.	

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	Teachers across classes use similar expectations for what good work looks like	3.8 %	9.9 %	31.6 %	38.3 %	12 %	4.3 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	Adults at this school treat all students fairly and believe we can all do well.	12.2 %	17.6 %	30.9 %	26.3 %	9.9 %	3.1 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

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

Attendance Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	• A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☒ NEW ☐ REFINE
When and how often will this structure take place?	Weekly attendance team meetings Data from attendance team meetings shared weekly with ILT	
What does this entail?	Attendance meetings: - Review action items from previous meeting - Review daily attendance data - Look for trends - Identify students with inconsistent attendance - Plan next steps for each student - phone call, letter, visit etc - Weekly ILT meetings: - Attendance data and plans will be shared	

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	72.6%	73.5%	72%	67.3%	66%	65.6%	67.5%	69%	67.2%
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 I miss school, someone checks in to understand what is going on.	11.2%	20.9%	29.1%	24%	9.2%	5.6%
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	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
Gary Reynolds	Principal	3/3	4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Chantal Lischer	Assistant Principal	3/3	4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Heather Hoad	Math coach, SBPT member	3/3	4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Teresa Sarkis-Kruse	ELA coach		4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Elizabeth Tobin	SS coach		4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Kimberly Tookes	Sci coach		4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Lori Locker	IB Coordinator	3/3	4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Meade Heilman	School Counselor		4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Amy Priddy	Interventionist		4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Matthew Pavone	ENL teacher		4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Melissa Neill-Adams	Special Education Teacher		4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Kelli McNair	Associate Director of SPED		4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Jamila Suhail	Interventionist		4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Joshua White	SS coach		4/14	4/14 4/21	5/11 5/12	5/19 5/29	5/19 5/29	6/8	6/12
Amy Alkiewicz	District Team Member	3/3						6/8	6/12

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.