



School Comprehensive Education Plan 2026-27

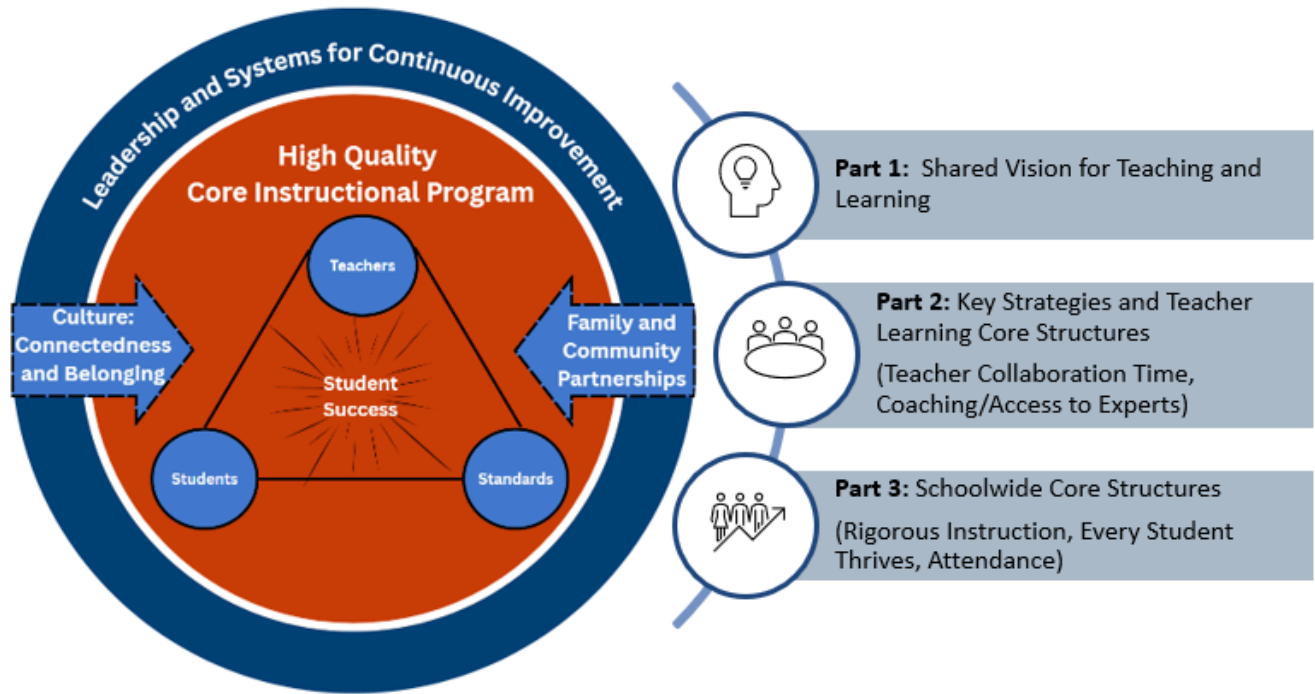
District	School Name	Grades Served
Rochester City School District	Frank Fowler Dow School No. 52	PreK-6

Collaboratively Developed By:

The Frank Fowler Dow #52 SCEP Development Team
(SCEP (SBPT) Team Members: Dixon, Milian-Holmes, Calogero, Smith, Roberts, Brooks, Benedict, Sanchez, Eberhart)

And in partnership with the staff, students, and families of School #52.

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

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?	Grade level meetings/PLC focused on teacher learning of the instructional priorities (grade level teams will determine who leads these meetings) : • Once a week for 30 minutes (during specials) followed by an optional teacher-led 30-minute PLC beyond the school day for PD credit ○ 6th Grade - 9:45-10:20 AM ○ 5th Grade - 10:25 - 11:00 AM ○ 4th Grade - 11:05 - 11:40 AM ○ 3rd Grade - 12:15 - 12:50 PM ○ 2nd Grad - 12:55 - 1:30 PM ○ 1st Grade - 1:35 - 2:10 PM ○ Kindergarten - 2:15 - 2:50 PM	
What does this entail?	Use the Datawise System to Record PLC Notes completed by the Instructional Coach or Grade Level Teachers. During collaborative meeting times, teams will utilize rolling agendas with objectives, meeting roles, protocols and clear action steps that include	

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

	1. 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. 2. Plan and Apply (What will we try?) • Identify specific instructional strategies, practices, or actions to implement. • Establish individual and collective commitments. • Coordinate support, coaching, co-planning, and collaboration needed for implementation. 3. 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. 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 will have the option to be supported by an instructional coach that will meet with them at least once a week. • PLC • Voluntary/Requests/Support 6 week cycles, coaching log, co-planning, co-teaching, modeling, data informed decision making. Quarterly or by curriculum unit
What does this entail?	Instructional coaches will have three priorities: • Supporting teacher learning on the school's Key Strategies 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 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?
Focus on establishing the structure of the collaborative time, introducing the classroom walkthrough tool, and mastering the first high-leverage sub-strategy		September 2026
Plan for a school-based book study learning opportunity connected to school goals.		September 2026
Adjust the walkthrough tool to reflect the new key strategies/instructional priorities including the walkthrough look-fors of 1. Are teachers providing opportunities for cognitively demanding tasks? Have teachers established structures and routines that support student thinking? 2. What instructional strategies are being used to promote reasoning and problem-solving? 3. What are students saying and doing during learning? 4. How are teachers responding to student thinking and misconceptions? These indicators can become the foundation of: • Walkthrough tools • Progress monitoring • Teacher feedback • Professional learning		August 2026
Instructional coaches will participate in the district training on teacher collaborative time facilitation.		July 7, 2026
Instructional coaches will participate in the district training on cognitively demanding tasks		August 6-7
Instructional leaders will work with others in the district to agree to district design principles for cognitively demanding tasks		August 11
Instructional coaches will work with others in the district to do an inventory of cognitively demanding tasks in the current curriculum.		August 15
Establish a shared understanding of cognitively demanding tasks and embed them into our school's professional learning plan.		August 17, 18, 19 Summer PD
Establish a shared understanding of equitable access to grade level content and embed into our school professional learning.		August 24, 25, 26 Summer PD
Leadership team & Instructional Coach will create rolling agendas (Datawise) for PLC meetings (Google Classroom/Grade level)		August 2026

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

Instructional coach will deliver the district's collaborative time training to teachers, ensuring that Professional Learning Communities (PLCs) operate at maximum efficiency.	9/1/26 SCD
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Key Strategy I

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		
Instructional coaches will prepare a cognitively demanding task for staff to engage in during Sept PD, and outline how the key strategy will drive teacher learning in the upcoming year. This will set the stage for our learning around Task Design and Cognitive Demand Overview.		Sept. 1st SCD
Instructional coaches will explore “ what makes a task cognitively demanding? ” and the difference between rich tasks and procedural activities at grade level meetings		Sept. 16th
Instructional coaches will model low-floor, high-ceiling cognitively demanding tasks in PLC and follow up in classrooms.		Week of Sept. 28th
Instructional coaches will explore the importance of launching a task in the first five minutes of the lesson in teacher collaborative times, and support teachers with successful task launch through coaching.		Week of Oct. 5th
Instructional coaches will discuss stop-thinking vs. keep thinking questions in grade level meetings and support teachers with incorporating these strategies into upcoming tasks		Oct. 21st
Instructional coaches will explore the concept of just-in-time vs. just-in-case scaffolds in grade level meetings and their relation to cognitively demanding tasks		Nov.
Instructional coaches will support teachers with applying just-in-time scaffolds through coaching and modeling.		Nov.
Instructional coaches will discuss maintaining the cognitive demand throughout the task during teacher collaborative meetings.		Dec.
Instructional coaches will co-teach strategies to maintain the cognitive demand of the tasks and incorporate this into their coaching sessions		Dec.
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?		
Instructional leaders will coordinate with the district to identify additional research on cognitively demanding tasks to explore in future teacher collaborative team meetings based on progress to date, including, but not limited to:		
• Valuing Thinking Over Completion • Designing Extension Without Just Giving More • TeacherPress • The Art of Not Telling • Wait Time 1 and Wait Time 2 • Handling Errors • Building a Culture Where Thinking Is Public • Collaboration Continuum (Taking Turns-Cooperate-Collaborate) • Randomized Grouping		

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

- Vertical Non-Permanent Surfaces
- Thinking Classrooms vs. Answer Classrooms
- Intellectual Safety and Academic Risk
- Teacher Helpfulness as a Barrier to Thinking
- Designing Access Without Reducing Task Complexity
- When to Stop the Work and Move to Consolidation
- Comparing Strategies to Deepen Understanding
- Student Explanation and Justification

Key Strategy 2

KEY STRATEGY 2

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

FIRST HALF OF THE YEAR IMPLEMENTATION

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?

- ILT team/Dr. Ekiyor will review/provide PD on using Panorama and the MTSS process.

August 2026

Sept-Oct 2026 (Sup's Day, PLCs)

- MTSS team to clarify School #52 process for all tiers (academics, behavior, SEL, attendance)

Sept 2026

- Instructional coaches/teachers will explore *Equity Through Instruction* and the importance of **Scaffolding without taking over** in teacher collaborative times, and support teachers with successful task launch through coaching.

Sept.

- Instructional coaches/teachers will discuss **Responding To Struggle With Prompts, Not Solutions** in grade level meetings and support teachers with incorporating these strategies into upcoming tasks

Oct.

- Instructional coaches will support teachers with identifying **when to pause vs when to prompt** through coaching and modeling.

Dec..

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 leaders will coordinate with the district to identify additional research on cognitively demanding tasks to explore in future teacher collaborative team meetings based on progress to date, including, but not limited to:

- Valuing Thinking Over Completion
- Designing Extension Without Just Giving More
- Teacher Press
- The Art of Not Telling
- Wait Time 1 and Wait Time 2
- Handling Errors
- Building a Culture Where Thinking Is Public
- Collaboration Continuum (Taking Turns-Cooperate-Collaborate)
- Randomized Grouping

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

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- Student Explanation and Justification

Progress Monitoring (can only choose 1)

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	ELA: Students will be able to understand & respond with a claim and use supporting text evidence. Math: Students will be able to understand the problem, show work using pictures, numbers and/or words.		
Evidence of Teacher Practice Changing	Teachers will use and implement strategies to unpack highly demanding tasks, analyze data and refine practices.		

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

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Students will facilitate and engage in conversations about cognitively demanding tasks after an independent struggle time is given.	
Teachers will be...	Teachers will be attending learning walks, analyzing data and refining practices. Teachers will co-plan tasks during PLC, implement them and analyze student work.	

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

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	Across all Grade level content: ELA: Students will be able to understand & respond with a claim and use supporting text evidence. Math: Students will be able to understand the problem, show work using pictures, numbers and/or words.		
Evidence of Teacher Practice Changing	Teachers will use and implement strategies across all grade level content, analyze data, and refine practices.		

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

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Students will facilitate and engage in conversations and complete grade level work independently with the necessary scaffolds.	
Teachers will be...	Teachers will provide equitable access to grade level content by using appropriate scaffolds for students with disabilities and multilingual learners.	

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

25-26 Needs Assessment	Our collaborative time helps us make sense of what high-quality instruction looks like in action.	13.6%	27.3%	9.1%	45.5%	0%	4.5%
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

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

Instructional Leadership Team Core Structures

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

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	• A coordinated feedback and responsiveness system (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.	☐ NEW ☒ REFINE

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	<i>The ILT acts as the steering committee, ensuring implementation integrity, analyzing walkthrough data, and planning the focus of collaborative time.</i> The Principal and Assistant Principal will design a walk through tool and share the matrix in advance with teachers and support staff. ● WHEN: Bi-weekly Meetings held throughout the entire school year (e.g., every 1st and 3rd Wednesday for 60 minutes).
What does this entail?	● 1. REFLECTION: What have we seen since our last meeting related to what we discussed last meeting? (15 minutes) ● 2. PROFESSIONAL LEARNING: Do some learning around Cognitively Demand instruction. (15 minutes) ● 3. CONSISTENCY AND COHERENCE: Visit classrooms to examine cognitively demanding instruction related to previous professional learning. (1 hour) ● 4. DEBRIEF: What did the classroom visits tell us about what our system needs? (30 minutes) ● 5. APPLICATION TO THE SYSTEM: What can we do with our teacher learning system based on what we saw? (15 minutes) Topics (Cognitively Demanding Tasks) for ILT to explore together: ● What Makes a Task Cognitively Demanding? ● Maintaining Cognitive Demand During the Lesson ● Valuing Thinking Over Completion ● Launching Tasks Without Over-Explaining Topics (Ensuring Equitable Access) for ILT to explore together: ● Equitable participation ● Coherence and the effective use of adult support ● Ensuring all students have access to cognitively demanding, grade-level work

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Conduct walk-throughs and learning walks. Collaborate with Teachers to share data and discuss findings. Administration will provide support to Teachers to master the strategies, sustain and build capacity: ● Provide additional support via Instructional Coach
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Look for: Grade level content and rigor Student participation levels Discussion protocols Use of scaffolds

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 the school are reinforced consistently through planning meetings, feedback, and leadership communication.	13.6%	27.3%	27.3%	22.7%	9.1%	0%
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?

Part 3: Schoolwide Core Structures

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 coordinated student support identification process with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.” ☐ NEW ☒ REFINE
When and how often will this structure take place?	Schedule Universal Screening & Data Walls: ● Tri-Annual Benchmarking: Administer universal screenings three times a year (Fall, Winter, Spring). ● Early Warning Systems (EWS): Set automated flags for the "ABC's": ○ Attendance: Missing >10% of instructional days. ○ Behavior: Accumulating 2 or more office discipline referrals. ○ Coursework: Falling behind in core reading or math benchmarks. Structured Tier 1 Routines: ● Professional Learning Communities (PLCs): Grade-level teams meet weekly to examine common formative assessment data. They identify which students missed the target on a specific standard <i>this week</i> and immediately schedule them for 10–15 minutes of Tier 1 differentiation/re-teaching during the upcoming week. ● Daily Intervention/Enrichment (W.I.N. - "What I Need") Time: Embedded in the master schedule: Build a non-negotiable 30-to-45-minute daily block into the master school schedule. No new core content is taught during this time. Students who need Tier 1 re-teaching or Tier 2/3 interventions receive them seamlessly without missing core instruction. ● Strong Tier 1 Behavior Routines: Implement school-wide Positive Behavioral Interventions and Supports (PBIS) with explicit, daily routines (e.g., 10-minute Morning Meetings/Social-Emotional Learning circles in every classroom) to capture internalizing or quiet students who might otherwise fly under the radar. MTSS Team (<i>Principal, Assistant Principal, Intervention Teacher(s), Social Worker, Counselor, Associate Director, Psychologist, teachers, parents</i>) Meetings will be held regularly, 1 time per week on Fridays, with all MTSS Team Members, and information shared with all staff who work with the student(s). ● Panorama Integration: All referrals, baseline data, interventions chosen, and bi-weekly progress monitoring points are logged transparently so that special education teachers, reading teachers, interventionists, and classroom teachers can collaborate in real time. ○ An intervention cycle must be long enough to show real growth, yet flexible enough to pivot if a student is completely disengaged.

Part 3: Schoolwide Core Structures

	● The 6-to-8-Week Cycle: When a Tier 2 or Tier 3 intervention is deployed, it must be implemented with fidelity for a minimum of 6 weeks before deciding whether to change the strategy. ● The 3-Week Check-In Rule: At the 3-week mark, the MTSS team or grade-level team conducts a pulse check on progress-monitoring data points. ● If the student's data trend line is sharply downward or flatlining, the team checks for fidelity: <i>Is the student actually attending the intervention? Is it being delivered correctly?</i>
What does this entail?	The MTSS Team Meetings will occur weekly to review students referred via Panorama or academic/behavioral flags. Design interventions and monitor progress. Timeframe: 45-60 minutes weekly on Fridays. ● Monthly: Tier 1 Systems Meeting (1st Friday of the Month) ○ Purpose: To look at the "health" of the entire school's Tier 1 system. ○ Standing Agenda: ■ Review school-wide attendance, suspension/referral data, and grade-level benchmarking data (e.g., i-Ready, Amira). ○ Identify whether more than 20% of students, school-wide or in a specific grade level, are flagging. If yes, it is a <i>system</i> issue, not an individual student issue, requiring an adjustment to Tier 1 core instruction ● Weekly/Bi-Weekly: New referrals analysis; To review new student referrals submitted through Panorama & identify root causes & match them to an evidence-based intervention. ○ Purpose: To review students referred via Panorama or academic/behavioral flags, design interventions, and monitor progress. ○ Timeframe: 45–60 minutes weekly (e.g., Fridays). ○ Standing Agenda: ■ Welcome & Roles Check (2 mins): Assign a facilitator, timekeeper, and note-taker. ■ Progress Monitoring Review (15 mins): Review data for students currently undergoing a 6-to-8-week intervention cycle. Are they responding to the intervention? (Make decisions: Fade, continue, or modify). ■ New Referrals Analysis (25 mins): Dive into new student referrals submitted through Panorama. Identify root causes (academic, behavioral, attendance) and match them to an evidence-based intervention. ■ Action Plan & Communication Logistics (8 mins): Confirm who is entering the plan into Panorama, who is notifying the family, and who is delivering the intervention.

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	Students seldom, if ever, slip through the cracks at this school.	36.4%	40.9%	13.6%	9.1%	0%	0%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

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

Attendance Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	• 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?	The Attendance Team will meet 1 times per week on Mondays. • Team members: Principal, Social Worker, Counselor, Parent Liaison, Psychologist, additional Support staff, CFY, ISS Teacher	
What does this entail?	The Attendance Team will monitor students' attendance using Panorama and PowerSchool Applications: • Chronic and severely chronic absenteeism will be monitored and staff will follow up with families ○ Tier 1: Classroom teachers will monitor and call the family after a students' attendance is greater than 2 days. ○ Tier 2: Chronic absences: 5 to 10 days (attendance letters automatically generated and mailed home); the Attendance team will make a phone call to the family and/or make a home visit. ○ Tier 3: 10 or more absences; the Attendance team will make a phone call to the family. Possible home visit and/or CPS referral.	

Part 3: Schoolwide Core Structures

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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 (Including PreK classes — taken from Panorama)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	90%	89%	89%	82%	84%	86%	88%	87%	86%
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	The school considers factors like health, stress, or anxiety when attendance becomes a concern.	0	3	21.2	27.3	9.1	39.4
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	Meet ing 3: Varia tions in Data	Meetin g 4: Student Intervie ws	Meet ing 4A: Fami ly Focu s Grou ps (opti onal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
Rick Smith	Principal	3/3	3/25	4/17	4/29; 5/19	5/22		5/26	6/23 6/26
Carla Roberts	AP		3/25	4/17	4/29; 5/19			5/26	6/23 6/26
Antje Brooks	Instructional Coach	3/3	3/25	4/17	4/29; 5/19	5/22			6/23 6/26
Stephen Kornaker	Intervention Teacher	3/3	3/25	4/17	4/29; 5/19	5/22		5/26, 6/3	
Jnita Dixon	3rd grade teacher	3/3	3/25	4/17					6/23 6/26
Michelle Calogero	SPED Teacher	3/11	3/25		5/19				6/23 6/26
Patty Adams	1st Grade Teacher	3/11	3/25	4/17					6/23 6/26
SBPT	SBPT							5/26, 6/3	6/23 6/26

Our Team's Process

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.