Part 1: Shared Understanding

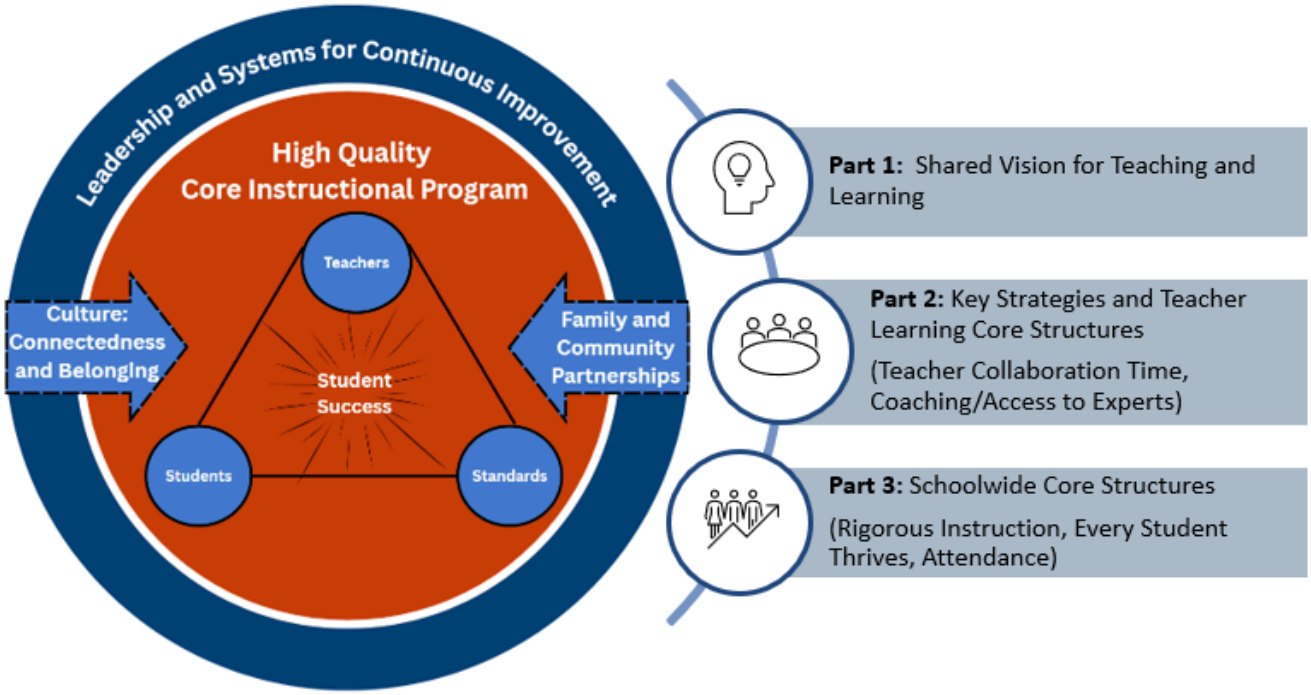


School Comprehensive Education Plan

2026-27

District	School Name	Grades Served
East Ramapo CSD	Pomona Middle School	7-8

Collaboratively Developed By:
The Pomona Middle School SCEP Development Team: **1.** Taren Washington-Peterson **2.** Dr. Barbara Jean **3.** Michael Collins **4.** Kayla Roberts **5.** Jenifer Schwander **6.** Frank Pregiato **7.** Caroline Boules **8.** Beatriz Munoz **9.** Dr. Linda Palumbo **10.** Maria Lucia-Presta **11.** Dr. Anil Edward **12.** Austin Nojaim ***And in partnership with the staff, students, and families of Pomona Middle School.***



Part 1: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction: *What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	In every classroom, instruction is standards-aligned and student-centered, with clear learning targets and success criteria. Teachers maintain cognitive demand through questioning, discussion, and tasks that require students to think critically, explain reasoning, justify responses, solve problems, revise their thinking based on feedback, and set goals for learning. Teachers use evidence of learning to adjust instruction and accelerate student growth. Students actively collaborate, use academic language, and demonstrate understanding through discussion, writing, problem-solving, and authentic applications connected to meaningful real-world contexts.

Part 2: Key Strategies/Instructional Priorities

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.

Examples are provided in the **SCEP Team Resource Guide** and available in the drop-down menu below.

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)
1. **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.

Schools selecting “Other” should type the Key Strategy after the word “Other.”

Teacher Learning Core Structures

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

1. **Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)**
   Effective Teacher Collaborative Time should:
   - Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
   - Ideally occur during the school day
   - Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
   - Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

2. **Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)**
   Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:
   - 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 x☐ REFINE
When and how often will this structure take place?	PLCs for teachers will take place during the school day, and at least once a week.	
What does this entail?	**Scheduling of PLCs:** Protected Time: Structures must be put in place so that other variables and unexpected items that come up do not impact scheduled PLCs. PLC Team Members: Must be established and consistent. Teams should be reasonably sized. ENL teachers should be included on teams with their co-teachers. PLC Days & Times: Must be regular and consistent. PLC Locations: Must be well established and clearly communicated. **Planning & Implementation of PLCs:** Agendas: Consistent & Structured. Easily accessible for PLC team members. ● Reflection ● Professional Learning ○ Based on Goals for PLC aligned to Instructional Vision and/or Key Strategy ● Practice/Application of Professional Learning ○ Cycle of Inquiry Structure ● Application in the Upcoming Week ○ Next Steps Purposeful, Effective, & Meaningful: Teachers understand the purpose of PLCs, there is a link to the bigger picture, and time is used effectively & efficiently. The work directly impacts instruction and can be applied by teachers in the classroom. Data-Driven & Evidence-Based: Everything happening in PLCs should be grounded in data: assessment data, student work, learning walk data, etc. Teacher learning related to the data should be grounded in evidence-based and research-based practices. Teacher-Centered with Accountability: PLCs need a collective commitment & shared responsibility, where all voices are expected and respected, and all participants meaningfully contribute to the work. Student Impact: Work done in PLCs is always designed to have a direct impact on students. PLC teams must regularly assess their impact on all students, and refine the work as needed.	
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?	Mini coaching cycles will last anywhere between 2-4 weeks. Content Directors, the coach for Excellence, and other leaders when appropriate should coach at least 3-4 teachers at one time.	

What does this entail?	**Scheduling & Tracking Coaching Cycles:** Tracking School-Wide Coaching: All schools will use a common template to keep a building-wide record of coaching cycles for all ICs/CDs/CfEs. Selecting Teachers: Teachers will be selected collaboratively by administrators and instructional coaches using student achievement data, classroom observations, teacher self-reflection, learning walk trends, instructional priorities, and teacher interest. Coaching Structures: Each cycle will include collaborative goal setting, co-planning, modeling, classroom observation, reflective feedback, student work analysis, and action planning. In addition to individualized coaching, instructional coaches may facilitate targeted small-group coaching sessions for grade-level or content-area teams with a shared instructional focus to strengthen the implementation of common instructional practices. These group sessions are intended to complement, not replace, individualized coaching cycles Group professional learning will also occur through PLCs rather than coaching cycles. Determining a Coaching Goal: The goal of a coaching cycle should always be student-centered and informed by student data. Learning walk trends can also inform the goal, and/or the coaching cycle can be an extension of the work being done through PLCs/Inquiry Cycles. **Implementation of Coaching Cycles:** Schedules & Transparency: The date, time, and purpose of all coaching cycle events (meetings, classroom visits, co-planning, modeling, and co-teaching) must be made clear. Coaches must use the Running Agenda Template for each coaching cycle. This document maintains transparency and communication between the coach and the teacher(s) participating in a coaching cycle, including feedback given. Purposeful, Effective, & Meaningful: All teachers understand the purpose of coaching cycles. It should be made clear to all staff that coaching cycles are intended to improve student outcomes throughout the school. As educators, we are lifelong learners who are continuously improving our practice, and coaching cycles are one way we do this. Data-Driven & Evidence-Based: Everything happening in a coaching cycle should be grounded in data: assessment data, student work, learning walk data, etc. Teacher learning should be grounded in evidence-based and research-based practices. Teacher-Centered with Accountability: Coaching cycles need a collective commitment & shared responsibility between the coach and teacher(s). Student Impact: Coaching cycles must be designed to have a direct impact on students. Coaches and teachers engaged in coaching cycles must assess the impact on students, and refine the work as needed. Modeling Lessons/Co-Teaching: Coaches will model content based lessons surrounding professional development and focusing on the skills for each unit.

Implementation

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?
Teacher Collaborative Time (PLCs): PLCs need to be scheduled within the master schedule for the building.	Prior to 9/1/26
Teacher Collaborative Time (PLCs): Rolling agenda for each PLC group created and first 2 agendas are prepared	Prior to 9/1/26
Teacher Collaborative Time (PLCs): Ensure a common understanding of PLC purpose and goal across the building's leadership team.	Prior to 9/1/26
Opportunities for Teachers to Learn with Experts (Coaching): Ensure all external coaches are confirmed and scheduled with the district office and that the provided coaching schedule is cross-referenced with the building's internal schedule to identify any conflicts.	Prior to 9/1/26
Opportunities for Teachers to Learn with Experts (Coaching): Identify teachers who have strong areas of need and who will need extra coaching and support based on previous years evaluations. (Will vs. Skill)	Prior to 9/1/26
Opportunities for Teachers to Learn with Experts (Coaching): For buildings with instructional coordinators & CfE coaches, ensure they are prepared to begin coaching in September, and have begun to plan out the yearly structure of their coaching schedule.	Prior to 9/1/26
Teacher Collaborative Time (PLCs) & Opportunities for Teachers to Learn with Experts (Coaching): Ensure a plan for dissemination of PLC & Coaching expectations, purposes and goals to staff has been created.	Prior to 9/1/26

Key Strategy 1

KEY STRATEGY 1	**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?**
ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on **Maintaining Grade-Level Thinking for All Students.**	Week of September 7, 2026
Building leaders and ICs/CfEs/CDs will conduct learning walks, with a focus on providing feedback and instructional support related to **Maintaining Grade-Level Thinking for All Students.**	September 7 - October 2, 2026
ICs/CfEs/CDs will each conduct the first round of coaching cycles with 3-4 teachers. Coaching cycles will align with the Key Strategy and/or VIsion for High Quality Instruction, based on teacher and student need.	September 7 - October 2, 2026

ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on **Productive Struggle Routines For Diverse Learners.**	Week of October 5, 2026
Building leaders and ICs/CfEs/CDs will conduct learning walks, with a focus on providing feedback and instructional support related to **Productive Struggle Routines For Diverse Learners**.	October 5 - October 30, 2026
ICs/CfEs/CDs will conduct the first round of coaching cycles with 3-4 teachers. Coaching cycles will align with the Key Strategy and/or VIsion for High Quality Instruction, based on teacher and student need.	October 5 - October 30, 2026
ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on **Increasing Equitable Participation In Thinking.**	Week of November 2, 2026
Building leaders and ICs/CfEs/CDs will conduct learning walks, with a focus on providing feedback and instructional support related to **Increasing Equitable Participation In Thinking.**	November 2 - November 27, 2026
ICs/CfEs/CDs will conduct the first round of coaching cycles with 3-4 teachers. Coaching cycles will align with the Key Strategy and/or VIsion for High Quality Instruction, based on teacher and student need.	November 2 - November 27, 2026
ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on **Language Supports That Don't Reduce Thinking (MLL Focus).**	Week of November 30, 2026
Building leaders and ICs/CfEs/CDs will conduct learning walks, with a focus on providing feedback and instructional support related to **Language Supports That Don't Reduce Thinking (MLL Focus).**	Nov. 30 - December 23, 2026
ICs/CfEs/CDs will conduct the first round of coaching cycles with 3-4 teachers. Coaching cycles will align with the Key Strategy and/or VIsion for High Quality Instruction, based on teacher and student need.	Nov. 30 - December 23, 2026
ICs/CfEs/CDs will deliver a micro-PD to all PLC teams on **Supporting Students With Disabilities Without Reducing Cognitive Demand.**	Week of January 4, 2027
Building leaders and ICs/CfEs/CDs will conduct learning walks, with a focus on providing feedback and instructional support related to **Supporting Students With Disabilities Without Reducing Cognitive Demand.**	Jan 4 - Jan 29, 2027
ICs/CfEs/CDs will conduct the first round of coaching cycles with 3-4 teachers. Coaching cycles will align with the Key Strategy and/or VIsion for High Quality Instruction, based on teacher and student need.	Jan 4 - Jan 29, 2027
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?
ICs/CfEs/CDs will coordinate with the district to identify additional research on *ensuring equitable access to grade-level content, especially for multilingual learners and students with disabilities* to explore in future PLCs and learning walks based on progress to date, including, but not limited to: • Scaffolding Without Taking Over • Responding To Struggle With Prompts, Not Solutions • Adapting Supports Without Simplifying The Task • Avoiding "Easier Versions" Of Grade-Level Work • Identifying When To Pause Vs. When To Prompt • Increase Equitable Participation In Thinking	Week of February 1, 2027

• Just-In-Time Vs. Just-In-Case Scaffolds • Breaking Tasks Into Steps Without Simplifying Reasoning	

Progress Monitoring

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 *Data sets should include all students, **plus** ELL & SWD subgroups.	☑ K-12: STAR Reading/Early Lit & STAR Math Benchmark Proficiency Levels ☑ K-12 English Language Proficiency data ☑ State Exam data: ELA, Math, Science (grade 8): Skill proficiency and content		
Evidence of Teacher Practice Changing *Data sets should include all students, **plus** ELL & SWD subgroups.	☑ Learning Walk Data using the district tool aligned to the DCIP & SCEP ☐ [Optional *quantifiable* data set selected by building]		

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…	Show 10% of our overall ELL population growth in at least one level of overall language proficiency.	
Teachers will be…	Show a 10% reduction in "neutral" and "I don't know" responses to the structure protocols survey question (show positive movement to "agree" or "strongly agree").	

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment **(update mid-year)**
Students will be…	Engaging in student lead discourse	

Teachers will be…	Asking higher level questions	

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	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.	0	2.3	18.6	44.2	18.6	16.3
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment							
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

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 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 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? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO 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 x☐ REFINE
When and how often will this structure take place?	Every two weeks every teacher will be visited via a walk-through done by the administration/coaches. This structure will take place bi-weekly for each teacher in the building to receive constructive feedback after each visit aligned to rigorous standards-aligned instruction.	

Part 3: Schoolwide Core Structures

What does this entail?	The school leadership team will meet bi-weekly outside of the school day to engage in a schoolwide inquiry cycle. During these meetings, team members will review multiple sources of data, including learning walks and coaching data, student achievement data, assessment results, and PLC feedback. The purpose is to identify trends, strengths, and areas of need across grade levels, content areas, and student groups. During each cycle, the leadership team will gather, analyze, and determine next steps through multiple sources of evidence, including: ● Learning walk and classroom observation data ● Student work samples ● Common formative and summative assessment results ● Progress-monitoring data ● Coaching cycle trends ● Teacher feedback and reflection data Meeting protocol will include: ● Reviewing the goal ● Instructional Priority ● Successful implementation ● Evidence

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Using the data from the walkthrough tool to coach and provide professional development opportunities to support staff.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	

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	x☐ 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.		4.7 %	16. 3%	46. 5%	23. 3%	9.3 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

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? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Every Student Thrives Core Structure 1	**A routine for monitoring whether students receiving additional support continue to engage with grade-level content,** ensuring intervention does not replace rigor.	x☐ NEW ☐ REFINE
When and how often will this structure take place?	As aligned to the MTSS framework per the district, Tier 2 and Tier 3 interventions will be provided. Building level meetings will occur weekly or biweekly ½ or full day meetings (depending on the size of the Tier 3 support population)	

What does this entail?	To improve student achievement and ensure equitable access to targeted academic support, the middle school master schedule includes a dedicated Academic Intervention Services (AIS) for students identified through multiple measures of academic performance. Student placement is determined using the ERCSD MTSS Framework to identify scholar needs and assign appropriate interventions, progress monitor, and adjust as needed. Supports will be differentiated using the ERCSD MTSS Framework. Tier I supports include high quality classroom instruction, parent communication, attendance monitoring, restorative practices, and SEL instruction Tier II supports include mentoring, Check In/ Check Out, small group counseling, attendance improvement plans, targeted academic interventions (AIS), and family conferences. Tier III supports include individual counseling, Functional Behavioral Assessments, Behavioral Intervention Plans, Intensive academic intervention, outside agency referrals, and wraparound services. The Student Support Team, CARE Team, Attendance Team, counselors, social workers, psychologist, FRC, and administrators will review intervention data weekly to determine student movement between tiers and monitor intervention effectiveness every four to six weeks. See MTSS Model for Tiered Support Below:

	Intervention Program			Teacher to Student Ratio & Intervention Staff
	Frequency	Session Length	Duration	
Tier 1	Differentiated whole group and small group instruction in the classroom.			Whole Class/Classroom Teacher
Tier 2	2-3 x per week	30-40 minutes	6-8 weeks	1:3-5/ Classroom Teacher, Academic Intervention Specialist
Tier 3	4-5 x per week	30-40 minutes	6-8 weeks	Individualized or 1-5 students/, Academic Intervention Specialist

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 x☐ Student ☐ Family	When I need help, my teachers give me support that makes things easier to understand without taking away the challenge or doing the work for me.	3.6 %	7.2 %	29. 6%	40. 8%	18. 7%	

26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

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? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW DOES THIS COMPARE TO EXISTING EFFORTS?**
Attendance Core Structure 1	**A routine for monitoring whether attendance interventions are improving student participation** and ensuring the supports remain connected to academic expectations and belonging.	☐ NEW ☐ REFINE
When and how often will this structure take place?	September/October 2026 attendance meetings twice a week. (Monday & Wednesday) Starting November and December weekly meetings. (Monday) January - June 2027 Bi- weekly meetings. (Every other Monday)	
What does this entail?	Attendance team includes Principal Mrs. Peterson, Assistant Principal Mrs. Bino, Coordinator of Culture and Climate Mr. Pregiato, Assistant Principal Dr. Jean, Speech Language Pathologist Mrs. Lucia-Presta, Social Worker Ms. Mcaulay, Guidance Secretary Mrs. Vajellos, Office Secretary Mrs. Henzel, Family Resource Coordinator Ms. Rivera, Guidance Counselor Mr. Samuel, Guidance Counselor Mr. Espinal, Nurse Ms. Kessaris, and Guidance Counselor Mrs. Oates Start of school year plan:	

	September, 2026 - 1. If students are absent for the first two consecutive days of school (9/3/26 and 9/4/26) to start the school year, the attendance team will make phone calls home. 2. If they are absent 9/8/26-9/9/26 the attendance team will begin home visits. a. On Thursday 9/10/26, there will be a mandatory attendance meeting first period to discuss who will make home visits (team of 2 minimum) . b. If students are absent 9/10 and 9/11, then Saturday and Sunday (9/12/26 & 9/13/2026) calls home will be made and scheduled home visits will be made for the following week. Home visits will include a letter of expectation (translated to their home language) as per the attendance manual , a copy of the student's schedule and taxi voucher valid for the next two weeks of school to ensure attendance to school. *specific system needs to be worked out* Maintenance of school year plan: Attendance meetings include pulling a list of students (from e-school or educlimber) to determine who was absent since our last meeting. With the list of absent students, the attendance team will keep a running log (active google sheet) of the interventions that have taken place and discussion of next steps.	
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?	Daily, weekly, monthly via email, active google sheet log, in-person attendance meetings	
What does this entail? **CLEAN UP**	Start of school year plan: An email will go out to staff explaining the importance of a collaborative effort for attendance, specifically the first two weeks of school. An active spreadsheet will be created that will include all attendance team members, Teachers can add the name of students and view/add to the active log of outreach activities. This will allow everyone to be in the loop of activity/progress towards the students' attendance. Maintenance of school year plan: The homeroom teachers will notify the attendance team via email/active googlesheet, when a student in their class is absent for 3 consecutive days from school and/or has an excess of 3 absences in one month. Weekly attendance reports will be pulled from e-school/educlimber by our guidance secretary, Mrs. Vajellos to also monitor the weekly attendance trends of the students and compared to previous data. Attendance Incentives: Monthly/Quarterly breakfasts ERCSD Attendance Protocol: Level 3 (90.1-90% attendance rate) interventions ● Mail home an Attendance Awareness (93-95%) or Attendance Concern Letter (90.1-92%) letter in home language. ● Targeted outreach to students and families (phone calls or emails). ● Early identification of academic, social-emotional, behavioral, or family barriers. ● Teacher check-ins: brief, supportive conversations to identify barriers. ● Counselor or social worker check-in for academic, social-emotional, or family support needs. ● Provide information on available school or community supports (transportation, health, tutoring). ● Offer classroom-level incentives or recognition for improved or consistent attendance. ● Track attendance for weekly monitoring.	

Level 2 (85.1-90% attendance rate) Interventions

- Attendance Team review meeting to analyze patterns and discuss interventions.
- Schedule **family meetings** to collaboratively identify barriers and develop an action plan.
- Assign a staff member (counselor, social worker, or FRC) as the primary point of contact for follow-up.
- Implement peer support or mentoring as appropriate.
- Begin monitoring progress with a short-term attendance contract or check-in plan.
- Identify potential referrals for academic, behavioral, or social-emotional supports.
- Continue weekly monitoring and document outcomes in the attendance data tracker.

Level 1 (<85% attendance rate) Interventions

- Develop an individualized **Attendance Improvement Plan (AIP)** with specific goals, interventions, and follow-up dates.
- Conduct **home visit(s)** by social worker with administrator or other designated team member to assess barriers and engage families.
- Multi-disciplinary case management involving:
    - Building Administrator
    - School Social Worker
    - School Counselor
    - Family Resource Coordinator
    - Coordinator of Culture and Climate (MS/HS)
- Contact families to review attendance patterns, barriers, and supports.
- Introduce academic support interventions as needed (tutoring, credit recovery, flexible scheduling, etc).
- Identify social-emotional or behavioral supports if barriers are present.

Ongoing Monitoring for Level 1 Students (≤85 attendance rate)

- Weekly progress monitoring and follow-up calls or meetings until attendance improves.
- Adjust and update the **AIP** based on progress and barriers.
- Continue multi-disciplinary case management and coordination with community resources.
- Implement engagement strategies: PBIS check-ins, peer mentoring, or small group supports.
- Coordinate interventions for families with multiple students across schools to ensure consistent support.

Home Visit Guidelines

Students who fall into Level 1 - those with attendance rates at or below 85% - should have a home visit. The school must intentionally prioritize staff and resources to effectively support students experiencing chronic absenteeism and address the school's overall needs.

Criteria

- Level 1 (≤85% attendance rate)
- Limited response to outreach

Participants

- School Social Worker (required)
- Building Administrator Designee

	• Optional: FRC, Coordinator of Culture and Climate (MS/HS), SRO Procedure 1. Review case history 2. Conduct visit in pairs 3. Focus on support and problem-solving 4. Document outcomes within 24 hours

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	90.36	90.94	91.46	87.27	89.98	90.05	88.56	92.29	90.6
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:

In October there was a remote learning day in response to an event in the community. There was a significant weather storm in March that the district called for remote learning days. Remote learning days don't typically have high attendance to school. There was a winter storm in December that prevented buses from doing their routes when school was still in session which affected the attendance that day. We also had an unexpected visit from President Trump in May to RCC which resulted in a significant absence day due to fear of deportation.

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 know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.	9.3 %	16.3 %	14 %	34.9 %	16.9 %	9.3%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK

25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Attendance follow-up feels focused on understanding and removing barriers, not just on consequences.			7%	46.5%	20.9%	25.6%
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	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*		*4/17*	*5/2 5/9 5/16*
Taren Peterson-Washington	Principal		4/23	4/30	5/4	5/19		6/4	6/17
Dr. Barbara Jean	Assistant Principal		4/23		5/4			6/4	6/17
Michael Collins	Social Studies Teacher		4/23	4/30	5/4	5/19		6/4	6/17
Kayla Roberts	Mathematics Teacher		4/23	4/30	5/4	5/19		6/4	6/17
Jenifer Schwander	Special Education Teacher		4/23	4/30	5/4	5/19		6/4	6/17
Frank Pregiato	Dean of Culture and Climate		4/23	4/30	5/4	5/19		6/4	6/17
Caroline Boules	ENL Teacher		4/23	4/30	5/4	5/19		6/4	6/17
Beatriz Munoz	Assistant Director, PPS		4/23	4/30	5/4	5/19			
Linda Palumbo	Director of English Language Arts, 7-12		4/23	4/30	5/4	5/19			
Maria Lucia-Presta	Speech Pathologists		4/23	4/30	5/4	5/19		6/4	6/17
Anil Edward	Director of Science, 7-12		4/23		5/4			6/4	
Austin Nojaim	Executive Director of Multilingual Education		4/23	4/30	5/4	5/19		6/4	6/17

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.