



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Loretta Johnson Middle School	7th and 8th

Collaboratively Developed By:

The Loretta Johnson Middle School SCEP Development Team:

Moniek Silas-Lee

Natasha Morrison

Elizabeth Smith

Pamela Grant

Chris Mason

Anastasia Polashenski

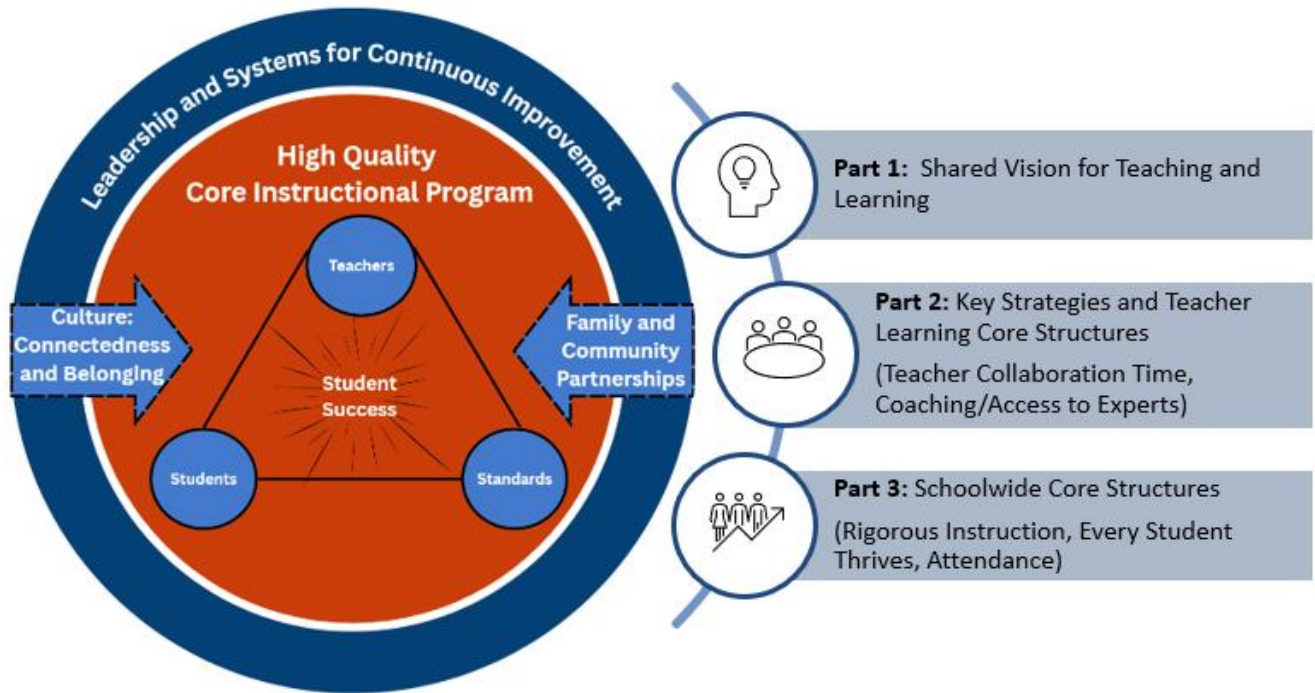
Alicia Bell

Shanice Taylor

Thomas Anderson

And in partnership with the staff, students, and families of Loretta Johnson Middle 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: <i>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?</i>	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 TO 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 ☒ REFINED
When and how often will this structure take place?	At our school, each grade level (or content department) will form a Professional Learning Community (PLC - Den Meetings). The PLCs are facilitated by instructional leaders (administrators and instructional coaches), structured to ensure collaboration, and will meet weekly for 30-42 minutes during teacher planning time embedded within the contractual school day.	
What does this entail?	During PLC(Den Meetings) time, the following inquiry structure will occur cyclically: PLC Protocol 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.	

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

	2. Reflect and Learn (What are we learning?) • Determine what is working, what is not working, and why. • Build shared understanding through professional learning, research, protocols, or examination of effective practices. • Connect learning to the identified instructional priority. 3. Plan and Apply (What will we try?) • Identify specific instructional strategies, practices, or actions to implement. • Establish individual and collective commitments. • Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) • 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 XREFINE
When and how often will this structure take place?	1. All teachers will be supported by an instructional coach that will meet with them at PLC's 1x/week 2. Coaching for Excellence • 10 coaching cycles (aiming for 3 per marking period) • Cycles will run 4-6 weeks with cycle documentation, feedback, reflection, and next steps	
What does this entail?	Instructional coaches will have three priorities • Supporting teacher learning on the school's Instructional Priority with teams of teachers through the PLC structure • Modeling lessons and Co-teaching lessons are organized around engaging students in cognitively demanding tasks and equitable access to grade-level standards. • Supporting Teachers in a Coaching Cycle around a collaboratively developed goal related to the school's Instructional Priority: engaging students in cognitively demanding tasks and equitable access to grade-level standards.	

Implementation

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

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

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 leaders will participate in district training on the facilitation of professional learning communities, including: • Organizing for collaborative work • Establishing effective meeting structures • High-quality facilitation • The PLC protocol		
Instructional leaders will participate in district training to build shared understanding cognitively demanding tasks		August
Instructional leaders will participate in building training on facilitating PLCs and analyzing student work.		August
Instructional leaders will plan professional development to include initial practices of the difference between rich tasks and procedural activities and the district bank.		August

Key Strategy I

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
-----------------------	--

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 leaders and coaches will explore “what makes a task cognitively demanding?” and the difference between rich tasks and procedural activities at grade-level meetings		Early September
Instructional coaches will unpack the district design principles for cognitively demanding tasks at grade-level team meetings and introduce the district task bank.		Early September
Instructional coaches will unpack LJMS school-wide ELA (CTEA) strategy with a focus on analysis		Mid-September

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

Instructional coaches will co-teach LJMS school-wide ELA (CTEA) strategy in all content area classes with a focus on analysis	Mid-September
Instructional coaches will unpack LJMS school-wide math (3 reads) strategy with a focus on analysis	October
Instructional coaches will co-teach LJMS school-wide ELA (CTEA) strategy in all content area classes with a focus on analysis	Mid-October
Instructional coaches will engage in coaching cycles with teachers in all content areas	November
Instructional coaches will discuss maintaining the cognitive demand throughout the task during PLCs	Mid-November
Instructional coaches will co teach strategies to maintain the cognitive demand of the task and incorporate this into coaching cycles	December
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
The instructional coach will incorporate practices that require additional support related to cognitively demanding tasks into coaching cycles and modeling when needed.	Spring

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?
Instructional coaches will unpack scaffolding without taking over.	Early September
Instructional coaches will co-teach scaffolding without taking over during content area coaching cycles.	Mid-September
Instructional coaches will unpack adapting tasks without simplifying the task.	Early October
Instructional coaches will co-teach adapting tasks without simplifying the task during content area coaching cycles.	Mid-October

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

Instructional coaches will discuss during PLCs	November
Instructional coaches will unpack increasing equitable participation in thinking and supporting students with disability	December
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?	
The instructional coach will incorporate practices that require additional support related to cognitively demanding tasks into coaching cycles and modeling when needed.	Spring

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	When we visit classrooms we will expect to see students: • Making their thinking visible by charting • Student discourse		
Evidence of Teacher Practice Changing	When we visit classrooms we will see teachers: • Co-planning in PLCs • Modeling CTEA and 3 reads • Utilizing new strategies to maintain high cognitive demand on all tasks		

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

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

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	- Engaged in discourse - Self –assessing tasks	
Teachers will be...	- Facilitating the learning around instructional practices focused on in PLCs throughout the year - Modeling strategies	

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	When we visit classrooms we will expect to see students: - Using scaffolds successfully - Student discourse - Using the strategies CTEA and 3 reads		
Evidence of Teacher Practice Changing	When we visit classrooms we will expect to see teachers: - Facilitating the learning 5-minute lesson introductions - Utilizing new strategies		

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...	- Engaged in discourse - Successfully responding to tasks - Engaged in self-assessment - Goal setting - Student-led conferences	
Teachers will be...	Co-planning in PLCs	

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

	- Looking at student work - Facilitating the 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	The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information.	0%	0%	0%	57.1%	22.9%	0%
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

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 TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A coherence-monitoring routine that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.	XNEW ☐ REFINE
When and how often will this structure take place?	This structure will take place weekly by: • Agenda structure • Frequent communication to school community such as weekly newsletters and emails	

Part 3: Schoolwide Core Structures

	● Grounding question: How are we supporting our teachers learning and focus on instructional priorities?
What does this entail?	During PLC(Den Meetings) time, the following inquiry structure will occur cyclically: PLC Protocol 1. Analyze Evidence (Where are we now?) ● Review student learning, instructional, and implementation evidence aligned to the priority. ● Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting. ● Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) ● Determine what is working, what is not working, and why. ● Build shared understanding through professional learning, research, protocols, or examination of effective practices. ● Connect learning to the identified instructional priority. 3. Plan and Apply (What will we try?) ● Identify specific instructional strategies, practices, or actions to implement. ● Establish individual and collective commitments. ● Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) ● 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

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	● Use the same quick checks across classrooms ex: walkthrough tool ● Looking at student work collaboratively ● Determine next instructional steps as a team
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	● Weekly PLCs

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

Part 3: Schoolwide Core Structures

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	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%	5.7%	17.1%	65.7%	11.4%	0%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
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 TO 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?	This structure will take place weekly by: • Agenda structure • Frequent communication to school community such as weekly newsletters and emails • Grounding question: How are we utilizing school systems to ensure equity?	
What does this entail?	During PLC(Den Meetings) time, the following inquiry structure will occur cyclically: PLC Protocol 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. 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.	

Part 3: Schoolwide Core Structures

	Bring evidence back to the next meeting to evaluate effectiveness and determine next steps	
Every Student Thrives Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		
What does this entail?		

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.	9%	9.2 %	27.7%	37 %	17.6%	4.6 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
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 whether attendance interventions are improving student participation and ensuring supports remain connected to academic expectations and belonging.	☒ NEW ☐ REFINE
When and how often will this structure take place?	This structure will take place weekly by: • Agenda structure - Attendance Team • Frequent communication to school community such as weekly newsletters and emails • Grounding question: How will we ensure attendance interventions support academic expectations and belonging??	
What does this entail?	During PLC(Den Meetings) time, the following inquiry structure will occur cyclically: PLC Protocol 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.	

Part 3: Schoolwide Core Structures

	● 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. 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	
Attendance Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		
What does this entail?		

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	82%	81%	79%	76%	77%	76%	78%	83%	79%
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

Part 3: Schoolwide Core Structures

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	Overall, this school helps students feel supported, expected, and able to come to school regularly.	8.4 %	11. 3%	32. 8%	26. 1%	18. 5%	2.9 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

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- Assess ment	Meeting 2: Teacher Survey Review	Mee ting 3: Vari atio ns in Data	Meeting 4: Student Interview s	Mee ting 4A: Fami ly Focu s Grou ps (opti onal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>		<i>6/15</i>	<i>6/15</i>
Moniek Silas-Lee	Principal	2/23	3/23	4/27	NA	5/25	NA	6/15	6/15
Natasha Morrison	School Counselor	2/23	3/23	4/27	NA	5/25	NA	6/15	6/15
Elizabeth Smith	Instructional Coach	2/23	3/23	NA	NA	5/25	NA	NA	NA
Pamela Grant	SPED Teacher	NA	3/23	4/27	NA	5/25	NA	NA	NA
Chris Mason	Instructional Coach	2/23	3/23	4/27	NA	5/25	NA	6/15	6/15
Anastasia Polashenski	Music Teacher	2/23	3/23	4/27	NA	5/25	NA	6/15	6/15
Alicia Bell	Parent Liaison	NA	3/23	NA	NA	5/25	NA	NA	NA
Shanice Taylor	School Counselor	2/23	3/23	4/27	NA	5/25	NA	NA	NA
Thomas Anderson	Assistant Principal	NA	NA	NA	NA	5/25	NA	6/15	6/15

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.