



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Roberto Clemente School No 8	PK-6

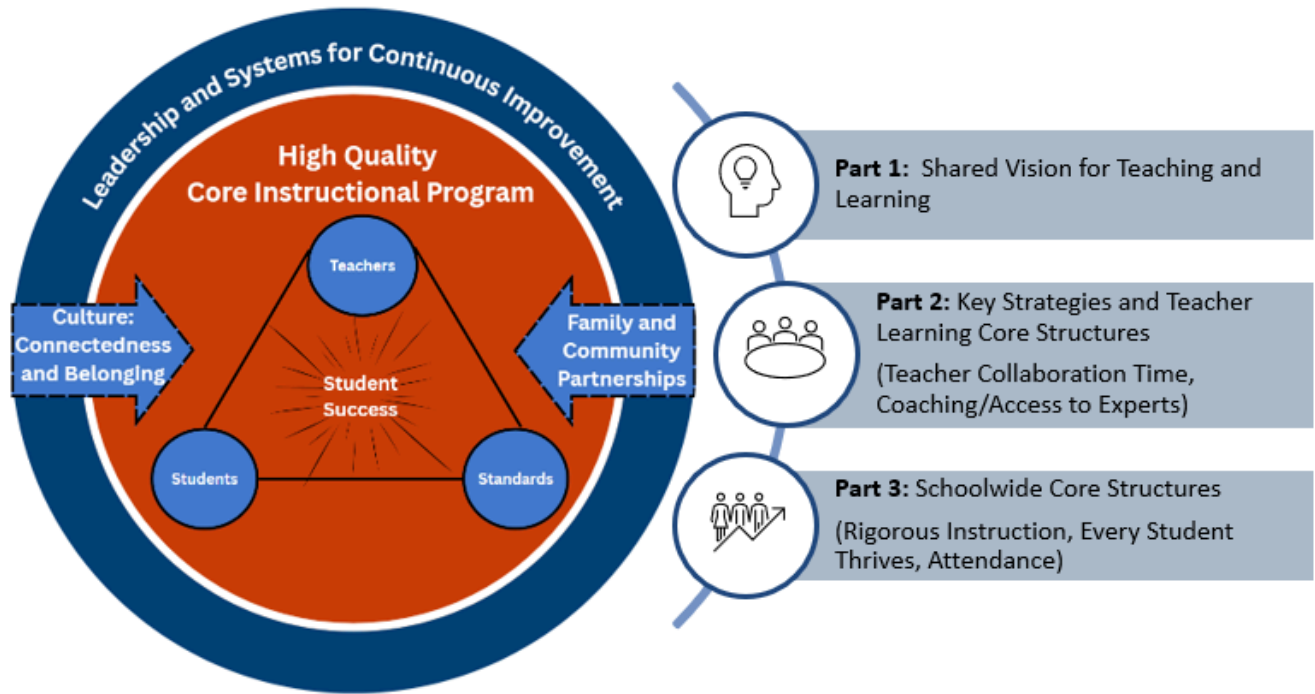
Collaboratively Developed By:

The Roberto Clemente School No. 8 SCEP Development Team

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And in partnership with the staff, students, and families of Roberto Clemente School No. 8.

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) will occur weekly for 30 minutes with admin and an instructional coach. Grade Level Teams will also be encouraged to meet a second day of their choice for collaborative planning. 1 hour Collaborative planning time, led by the instructional coach, for each grade level team as well as an ASD vertical team - once per quarter. This collaborative planning time will be made possible through the strategic use of additional specials' teacher coverage.	
What does this entail?	Grade Level Professional Learning Communities (PLCs) will be facilitated by the instructional coach where grade level teams will engage in a continuous Inquiry Cycle, through the data wise practice, focused on improving student learning, strengthening instructional practices to engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving as well as and building collective teacher efficacy. During PLC time, the following structure will occur over the course of 1-2 meetings:	

	1. Analyze Evidence (Where are we now?) • Review student learning, instructional, and implementation evidence aligned to the priority. • Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting. • Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) • Determine what is working, what is not working, and why. • Build shared understanding through professional learning, research, protocols, or examination of effective practices. • Connect learning to the identified instructional priority. 3. Plan and Apply (What will we try?) • Identify specific instructional strategies, practices, or actions to implement. • Establish individual and collective commitments. • Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) • Collect evidence of implementation and student impact. • Monitor progress toward team goals. • Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B ☐ NEW ☒ REFINE
When and how often will this structure take place?	The instructional coach would flexibly provide targeted and/or teacher-specific support with teachers and or teams that volunteer. Coaching cycles will be 4-6 weeks and will be focused on the priority standards, equitable access to grade-level content and engaging students in cognitively demanding tasks.
What does this entail?	The instructional coach will play a critical role in modeling instructional moves and creating structures for teachers to learn from each other's expertise through peer observation, shared reflection, and collaborative inquiry. The instructional coach will guide reflective conversations, support goal-setting, and help teachers transfer observed practices into their own instruction as well as facilitating the PLC's in the building. Through collaboration with instructional coaches, teachers will open their classrooms for observation, reflection, and shared learning experiences that demonstrate the process of implementing effective instructional practices in authentic classroom settings. Teachers will have opportunities to observe colleagues, engage in debrief conversations with instructional coaches, and apply new learning within their own classrooms through coaching cycles and collaborative support.

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?
Teachers will analyze their current students' end of year data to look for gaps as well as analyze next year's class end of year iReady Diagnostic results to prepare for planning for Fall 2026. (Instructional Priority 2)	June 2026
Align Instructional Leadership Team including new admin on SCEP plan and the new structures and routines (Instructional Priorities 1 & 2)	July 2026
Establish Structures and Logistics (Calendar of Grade Level PLC as well as the 1 hour collaborative planning sessions, Coaching cycle windows, Specials teachers schedule for 1 hour meeting coverage) (Instructional Priorities 1 & 2)	July 2026
Create and organize shared digital folders/platforms for: PLC notes, Data tracking, Coaching resources, Observation tools and Instructional strategies. (Instructional Priorities 1 & 2)	August 2026
Instructional coach will meet with administrative team to develop long range planning for PLCs (Instructional Priorities 1 & 2)	August 2026
At Summer Institute, 1. Communicate the vision and purpose behind the learning structures 2. Define the PLC Inquiry Cycle Process. 3. Identify Priority Standards 4. Introduce the UDL Framework (Instructional Priorities 1 & 2)	August 2026
Develop walkthrough tool to coincide with the instructional priorities (Instructional Priorities 1 & 2)	August 2026

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?	
Weekly Grade Level PLC meetings - the first half of the year should focus on building teacher capacity, establishing common instructional expectations, and creating consistent collaborative structures that allow teachers to study and refine practice together.	Ongoing
Professional Learning on UDL (Universal Design for Learning) Develop a shared understanding of the UDL framework and cognitively demanding tasks. Explore how Multiple Means of Engagement, Representation, and Action & Expression can support student reasoning and problem-solving.	September 2026

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

Professional Learning on UDL (Universal Design for Learning): Introduce the UDL guideline Multiple Means of Engagement - Explore how choice, relevance, goal-setting, and collaboration can increase student engagement in challenging tasks.	October 2026
1 hour collaborative planning session: Learning Intention - We are learning how to design and adapt cognitively demanding tasks using the UDL Engagement Guidelines so that all students can meaningfully engage in rigorous grade-level learning.	October 2026
Grade Level Team Learning Walk focused on to what extent students are engaged in cognitively demanding tasks that promote reasoning, sense-making, and problem-solving while providing multiple pathways for engagement. Teachers will be looking to see if: Students are actively engaged in the task, students have opportunities for choice, students persist through challenges and students explain and justify thinking.	November 2026
Professional Learning on UDL (Universal Design for Learning): Introduce the UDL guideline Multiple Means of Representation - Examine strategies that help students make meaning of complex concepts through models, visuals, examples, and connections without reducing the cognitive work required.	November 2026
Professional Learning on UDL (Universal Design for Learning): Productive Struggle Through UDL - Explore scaffolds that support students in persevering through challenging tasks. Analyze how supports can maintain student ownership of thinking and problem-solving.	December 2026
1 hour collaborative planning session: Learning Intention - We are learning how to use multiple means of representation to increase access to cognitively demanding, grade-level tasks while maintaining opportunities for reasoning, sense-making, and problem-solving.	December 2026
Professional Learning on UDL (Universal Design for Learning): UDL and Student Discourse - Learn structures that support students in explaining, justifying, and critiquing thinking and examine how multiple communication pathways can increase participation in reasoning tasks.	January 2027
Professional Learning on UDL (Universal Design for Learning): UDL and Strategic Thinking - Focus on planning questions, prompts, and learning experiences that encourage analysis, reflection, and strategic problem-solving.	February 2027
Complete 3 full inquiry cycles within PLC at every grade level	By February 20, 2027
Instructional Coach completes 6 coaching cycles	By February 20, 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?
Continue Weekly Grade Level PLC - the second half of the year, the focus should shift from building foundational understanding to refining instructional practice, increasing consistency across classrooms, deepening student discourse, and strengthening teacher leadership and collective efficacy.	Ongoing
Professional Learning on UDL (Universal Design for Learning): Introduce UDL Guideline Multiple Means of Action and Expression - Explore opportunities for students to demonstrate reasoning, explain thinking, and communicate solutions in a variety of ways while maintaining the focus on problem-solving.	March 2027
1 hour collaborative planning session: Learning Intention - We are learning how to use multiple means of action and expression to provide students with flexible ways to demonstrate their understanding of cognitively demanding, grade-level learning.	March 2027

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

Professional Learning on UDL (Universal Design for Learning): Analyzing Student Thinking Through a UDL Lens - Use student work and classroom evidence to determine how UDL practices are supporting reasoning, persistence, and sense-making during challenging tasks.	April 2027
Grade Level Team Learning Walk focused on to what extent students are able to access and make sense of rigorous, grade-level learning through multiple representations of information while maintaining cognitive demand. Teachers will look for: Learning intentions and success criteria clearly posted and addressed, multiple representations and/or strategies are being used, and students make connections between representations.	April 2027
Professional Learning on UDL (Universal Design for Learning):Refining Task Design - Examine classroom tasks and determine how UDL principles can strengthen engagement, discourse, reasoning, and problem-solving throughout instruction.	May 2027
1 hour collaborative planning session: Learning Intention - We are learning how UDL practices supported students' engagement, access, and expression during cognitively demanding tasks so that we can identify effective strategies to carry forward into future instruction.	May 2027
Professional Learning on UDL (Universal Design for Learning):Reflection - Reflect on implementation, analyze evidence of student thinking, celebrate successes, and identify next steps for continuing UDL implementation in support of cognitively demanding instruction.	June 2027
Grade Level Team Learning Walk focused on to what extent students are engaged in cognitively demanding, grade-level tasks that provide multiple means of engagement, representation, and action and expression while maintaining high expectations for all learners. Teachers will look for students doing the cognitive work, students are reasoning, problem-solving, and making sense of ideas and students are engaged in discussion, writing, modeling, or creating.	June 2027
Complete 3 full inquiry cycles within PLC at every grade level	By June 25, 2027
Instructional Coach completes 4 coaching cycles	By June 20, 2027

Key Strategy 2

KEY STRATEGY 2	Ensure equitable access to grade-level content , especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals
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FIRST HALF OF THE YEAR IMPLEMENTATION	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?	
During each inquiry cycle within the grade level PLCs, we will look at student work to identify access barriers and design scaffolds and supports without decreasing the rigor of the learning.	Ongoing
Review schoolwide student data to identify priority standards and determine the knowledge and skills students must master.	September 2026
Professional Learning on Priority Standards - Define equity vs. equality in instruction, explore common barriers students experience when accessing grade-level content and unpack priority standards	September 2026
Professional Learning on Priority Standards - Develop clear learning intentions and success criteria aligned to priority standards and examine how clarity supports access.	October 2026

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Professional Learning on Priority Standards - Analyze curriculum materials for alignment(tasks and assessments) to priority standards as well as potential barriers, and determine appropriate supports while maintaining grade-level expectations.	November 2026
Professional Learning on Priority Standards - Examine student work and classroom evidence to determine whether students are successfully accessing grade-level content.	December 2026
Professional Learning on Priority Standards - Review and refine lessons to ensure all students can engage with priority standards. Develop or revise instructional tasks connected to priority standards.	January 2027
Grade Level Team Learning Walk focused on equitable access through the use of Priority Standards. Teachers should be looking for evidence that all students are engaging with the same grade-level priority standards while receiving the support they need to be successful.	January 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?
During the second half of the year, the focus should shift from building foundational understanding to refining inclusive instructional practices, increasing student independence, strengthening collaborative systems, and ensuring consistent access to rigorous grade-level priority standards across classrooms.	Ongoing
During each inquiry cycle we will look at student work to identify access barriers and design scaffolds and supports.	Ongoing
Professional Learning on Priority Standards - Analyze assessment data and student performance to determine which supports are improving access and achievement.	February 2027
Professional Learning on Priority Standards - Plan targeted support based on formative assessment and student needs.	March 2027
Professional Learning on Priority Standards - Plan discourse opportunities connected to priority standards and explore language supports for speaking, listening, reading, and writing.	April 2027
Professional Learning on Priority Standards -Teachers strengthen collective efficacy by sharing successful inclusive practices and leading collaborative discussions around student access to the priority standards.	May 2027

Progress Monitoring

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

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

Key Strategy 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	- Student discourse data collected through learning walks shows at least 75% of observed classrooms demonstrating students explaining their thinking, justifying responses with evidence, asking questions, and building on the ideas of others during academic discussions. - Student survey and classroom observation data show that at least 75% of students demonstrate persistence and engagement when working on challenging grade-level tasks, as evidenced by remaining engaged during productive struggle, attempting multiple strategies, and completing rigorous learning tasks.		
Evidence of Teacher Practice Changing	- Lesson plan and PLC artifact reviews show that at least 70% of teachers consistently design grade-level, cognitively demanding tasks aligned to priority standards and incorporate UDL strategies to support student engagement, representation, and expression. - Teachers participating in coaching cycles demonstrate growth in planning and facilitating cognitively demanding learning experiences as evidenced by coaching observations and reflection data.		

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

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...	At least 85% of students will demonstrate growth on identified priority standards and successfully engage in grade-level tasks requiring reasoning, problem-solving, and explanation of thinking, as measured through common assessments, student work analysis, and learning walk data.	
Teachers will be...	At least 90% of teachers will consistently facilitate grade-level learning experiences in which students are engaged in reasoning, discourse, and problem-solving, as evidenced through learning walk data, student work, and PLC inquiry cycle artifacts.	

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	By the end of the first semester, at least 75% of students across all subgroups will demonstrate evidence of accessing grade-level priority standards with appropriate supports, as measured through student work analysis, common formative assessments, and learning walk data.		
Evidence of Teacher Practice Changing	- At least 80% of collaborative planning artifacts will include identified access barriers, planned supports, and grade-level learning targets aligned to priority standards. - Learning walk data will show increasing consistency across classrooms within grade levels, with at least 80% of observed lessons demonstrating alignment to shared priority standards and agreed-upon access supports.		

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...	At least 85% of students, including multilingual learners and students with disabilities, will successfully engage in grade-level priority standards as measured through common assessments, student work, and classroom evidence.	
Teachers will be...	At least 90% of teachers will consistently design and implement grade-level learning experiences that include appropriate supports without reducing rigor, as evidenced through lesson plans, learning walks, and student outcomes.	

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	I engage in inquiry and reflection routines (e.g., peer observation, lesson study, short-cycle tests of change) to improve my practice.	0%	5%	20%	49%	26%	0%
26-27 Needs Assessment	I engage in inquiry and reflection routines (e.g., peer observation, lesson study, short-cycle tests of change) to improve my practice.						

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction.	0%	5%	12%	49%	26%	8%
26-27 Needs Assessment	Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction.						

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

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

Instructional Leadership Team Core Structures

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

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A Schoolwide Inquiry Cycle	☐ NEW ☒ REFINE
When and how often will this structure take place?	These meetings will occur biweekly with a team of teachers from every grade band as well as special subject representation.	

What does this entail?	Biweekly collaborative team meetings will be structured around the Data Wise Inquiry Cycle to support continuous improvement in teaching and learning. During these meetings, teachers will work collaboratively to analyze multiple sources of evidence including classroom observation data, student work, common formative assessment results, and student discourse evidence, to identify patterns in student learning and instructional practice. Teams will engage in a cycle of inquiry that includes: • Examining evidence of student thinking and learning aligned to priority standards. • Reviewing implementation evidence from learning walks, coaching cycles, and PLC artifacts. • Identifying strengths and areas for growth related to cognitively demanding instruction and equitable access. • Developing and monitoring action plans designed to improve Tier 1 instruction. • Evaluating the impact of instructional changes on student engagement, discourse, task completion, and achievement. Discussions will focus on ensuring that all students consistently experience rigorous, grade-level, standards-aligned learning that promotes reasoning, sense-making, discourse, and problem-solving. During ILT time, the following structure will occur monthly. 1. Reflection • Review implementation commitments from the previous cycle. • Examine evidence of teacher practice and student learning collected since the last meeting. 2. Professional Learning • Deepen understanding of a high-leverage instructional practice connected to the key strategies. • Identify look-fors and success criteria for implementation. 3. Consistency and Coherence • Analyze learning walk, coaching, PLC, and student work evidence to determine the level of implementation across classrooms. • Identify patterns, bright spots, and inconsistencies. 4. Debrief • Determine what the evidence reveals about student learning, instructional practice, and access to grade-level content. • Identify barriers preventing consistent implementation. 5. Application to System • Adjust professional learning, coaching support, PLC focus areas, and instructional expectations based on evidence collected. • Establish measurable actions and indicators to monitor before the next cycle
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Instructional Leadership Team Core Structure 2 (if applicable)	A Coherence Monitoring Routine	☐ NEW ☒ REFINE
When and how often will this structure take place?	This will happen throughout the inquiry cycle at the biweekly meetings.	
What does this entail?	A coherence-monitoring routine will be embedded within the Schoolwide Inquiry Cycle to ensure that all professional learning, coaching, collaborative planning, and instructional initiatives remain aligned to the school's key instructional priorities. During biweekly meetings, the ILT will: • Review current initiatives, professional learning plans, coaching cycles, and PLC work to determine alignment with the school's key strategies and priority standards. • Examine implementation and impact data to determine which practices are improving student outcomes and which require refinement. • Identify competing initiatives, duplicative efforts, or practices that do not directly support the school's instructional goals. • Monitor the extent to which agreed-upon instructional practices are being implemented consistently across classrooms. • Adjust supports, resources, and expectations to maintain a focused and coherent instructional program. The routine will ensure that decisions are grounded in evidence of both implementation and student impact rather than compliance alone.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The ILT will monitor both implementation and impact by analyzing: 1. Implementation Evidence • Learning walk data focused on cognitive demand, student discourse, and evidence of reasoning. • PLC artifacts and lesson plans demonstrating the design of cognitively demanding tasks aligned to priority standards. • Coaching cycle evidence documenting teacher implementation of agreed-upon practices. 2. Impact/Effectiveness Evidence • Student work samples demonstrating reasoning, justification, problem-solving, and conceptual understanding.
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	• Common formative assessment results aligned to priority standards. • Student discourse evidence collected through learning walks and classroom observations. • Growth trends across grade levels and student groups on identified priority standards. The ILT will use these data sources to determine whether increased implementation of cognitively demanding instruction is resulting in improved student learning outcomes.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The ILT will monitor both implementation and impact by analyzing: 1. Implementation Evidence • Learning walk data focused on access to grade-level tasks and alignment to priority standards. • Lesson plans and PLC artifacts demonstrating intentional planning around priority standards and scaffolds that maintain rigor. • Evidence from collaborative planning and coaching cycles showing how supports are designed to increase access without reducing cognitive demand. 2. Impact/Effectiveness Evidence • Student work demonstrating successful engagement with grade-level standards across student groups. • Common formative assessment results that are disaggregated by subgroups. • Rates of successful completion of grade-level tasks aligned to priority standards. • Student learning data showing growth toward mastery of priority standards across all student groups. The ILT will use these data sources to determine whether instructional practices are increasing access to grade-level learning and improving outcomes for multilingual learners, students with disabilities, and all students.

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.	0%	0%	10%	64%	26%	0%
26-27 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.						

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	0%	3%	23%	44%	28%	2%
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.						

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.

Part 3: Schoolwide Core Structures

- **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 support, and increase belonging.

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	A systematic approach to ensuring every student is known well by at least one adult	☐ NEW ☒ REFINE
When and how often will this structure take place?	TEAM time (morning meeting) will occur daily.	
What does this entail?	TEAM is a structured, relationship-centered meeting that helps build a strong classroom community where every student feels known, valued, supported, and challenged. TEAM is based on the belief that schools should focus not only on academic achievement but also on character development, belonging, and student well-being (EL Education). The focus of TEAM time will be on team building, relationship building and social skills. TEAM time will focus on our TEAM expectations and matrices as well as our Habits of work and learning (HOWLS).	
Every Student Thrives Core Structure 2 (if applicable)	A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels	☐ NEW ☒ REFINE
When and how often will this structure take place?	This will occur biweekly at the instructional leadership team meeting. This will also occur biweekly at the SEL team.	
What does this entail?	A schoolwide system for checking the consistency of expectations, routines, and supports across classrooms will be established to ensure that all students experience a predictable, supportive, and equitable learning environment. This system will use multiple sources of data to monitor implementation, identify areas of strength and need, and guide continuous improvement efforts. The team will regularly review behavior referral data, classroom behavior tracking data, Habits of Work and Learning (HOWL) indicators, and evidence aligned to the school's behavior matrices to determine whether expectations are being taught,	

Part 3: Schoolwide Core Structures

	reinforced, and applied consistently across grade levels and classrooms. Through collaborative analysis of these data sources, staff will identify trends, patterns, and discrepancies that may indicate a need for additional support, clarification, or professional learning.
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Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	There is at least one adult at school who really knows me and cares about how I'm doing.	4%	7%	10%	38%	38%	3%
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	There is at least one adult at school who really knows me and cares about how I'm doing.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Our school has consistent routines for checking on students' progress and coordinating support when they need extra help.	0%	0%	13%	59%	26%	2%
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Our school has consistent routines for checking on students' progress and coordinating support when they need extra help.						

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 support remains connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A routine for monitoring attendance daily and weekly	☐ NEW ☒ REFINE
When and how often will this structure take place?	The Attendance Team will meet weekly for 60 minutes to review attendance trends, identify concerns, and coordinate interventions. Daily attendance data will be monitored by designated staff members to ensure timely responses to attendance issues.	
What does this entail?	A multidisciplinary Attendance Team consisting of the school counselor, administrators, social worker, parent liaison, family and community support staff, and a district representative will meet to: • Review daily, weekly, and monthly attendance data. • Monitor schoolwide, grade-level, classroom, and individual student attendance trends. • Celebrate attendance improvements and recognize positive attendance patterns. • Identify students at risk for chronic absenteeism and determine appropriate interventions.	

Part 3: Schoolwide Core Structures

	• Discuss barriers impacting attendance, including family circumstances, transportation challenges, health concerns, housing instability, and other factors. • Review and monitor CPS-related attendance concerns and coordinate necessary support. • Develop action plans and assign responsibilities for follow-up with students and families. • Evaluate the effectiveness of attendance interventions and adjust supports as needed. The school counselor will collect, organize, and share attendance data prior to each meeting. The team will use this data to inform decision-making, track progress, and ensure timely intervention for students experiencing attendance challenges. This routine will ensure consistent monitoring of attendance, early identification of barriers, coordinated support for students and families, and continuous improvement toward school attendance goals.
Attendance Core Structure 2 (if applicable)	Structures for keeping families informed about attendance ☐ NEW ☒ REFINE
When and how often will this structure take place?	Attendance communication and outreach will occur on an ongoing basis throughout the school year. Attendance concerns and family communication efforts will be discussed during Grade Level Team meetings approximately 1–2 times per inquiry cycle to monitor progress and identify students needing additional support. Teachers will document all attendance-related family communication in PowerSchool within 1 week of the interaction or attempted contact.
What does this entail?	The school will implement a consistent process for communicating attendance concerns and partnering with families to improve student attendance. This process includes: • Providing staff training on attendance expectations and referral procedures during Superintendent's Conference Day. • Communicating attendance concerns early and proactively with families through phone calls, conferences, letters, and other outreach methods. • Utilizing PowerSchool to document communication attempts. • Ensuring staff make at least three documented attempts to contact families before referring a student to the Attendance Team for additional support. • Reviewing attendance concerns and family outreach efforts during Grade Level Team discussions to identify patterns and coordinate supports. • Referring students with persistent attendance concerns to the Attendance Team after classroom-level interventions and family outreach efforts have been exhausted. This structure will promote consistent communication between the school and families, strengthen family partnerships, ensure timely intervention when attendance concerns arise, and increase student attendance through coordinated support efforts.

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**.

Part 3: Schoolwide Core Structures

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	82.5	83.6	83.9	80.4	78	80	79.7	83	80.1
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	Attendance follow-up feels focused on understanding and removing barriers, not just on consequences.	0%	3%	15%	44%	31%	7%
26-27 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Attendance follow-up feels focused on understanding and removing barriers, not just on consequences.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	If I miss school, someone checks in to understand what's going on.	5%	8%	12%	38%	33%	4%
26-27 Needs Assessment	☐ Teacher ☒ Student ☐ Family	If I miss school, someone checks in to understand what's going on.						

Our Team's Process

Our Team's Process

Background

All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)." The "Our Team's Process" section outlines how we worked together to develop our plan.

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the remaining columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Mee ting 3: Vari ations in Data	Meeting 4: Student Intervie ws	Mee ting 4A: Fami ly Focu s Grou ps (opti onal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
<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>4/17</i>	<i>5/2 5/9 5/16</i>
Stephanie Thompson	Principal				4/29	5/20		5/27	6/3,
Andrew Grantham	Assistant Principal	3/3	3/18	4/15	4/29	5/20		5/27	6/3, 6/15
Stacie Barry	Instructional Coach	3/3	3/18	4/15	4/29	5/20		5/27	6/3,6/15
E'Shantee Manley	Instructional Coach	3/3	3/18			5/20		5/27	6/3,6/15
Michele McCortney	Psychologist		3/18	4/15	4/29	5/20		5/27	6/3,6/15
Natalie Lisi	Reading teacher			4/15					6/3,
Amerique Earl	Librarian		3/18	4/15		5/20		5/27	6/3,6/15
Emily Allen	K Teacher (SPED)		3/18			5/20		5/27	6/3,
Jennifer Codispoti	K Teacher		3/18			5/20		5/27	6/3,
Tracey Barnwell	3rd Grade Teacher							5/27	6/3,
Andrea Clarcq	5th Grade Teacher					5/20		5/27	
Amy Alkiewicz	District Team Member	3/3	3/18	4/15	4/29			5/27	

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.