



School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Dr. Freddie Thomas Middle School	7-8

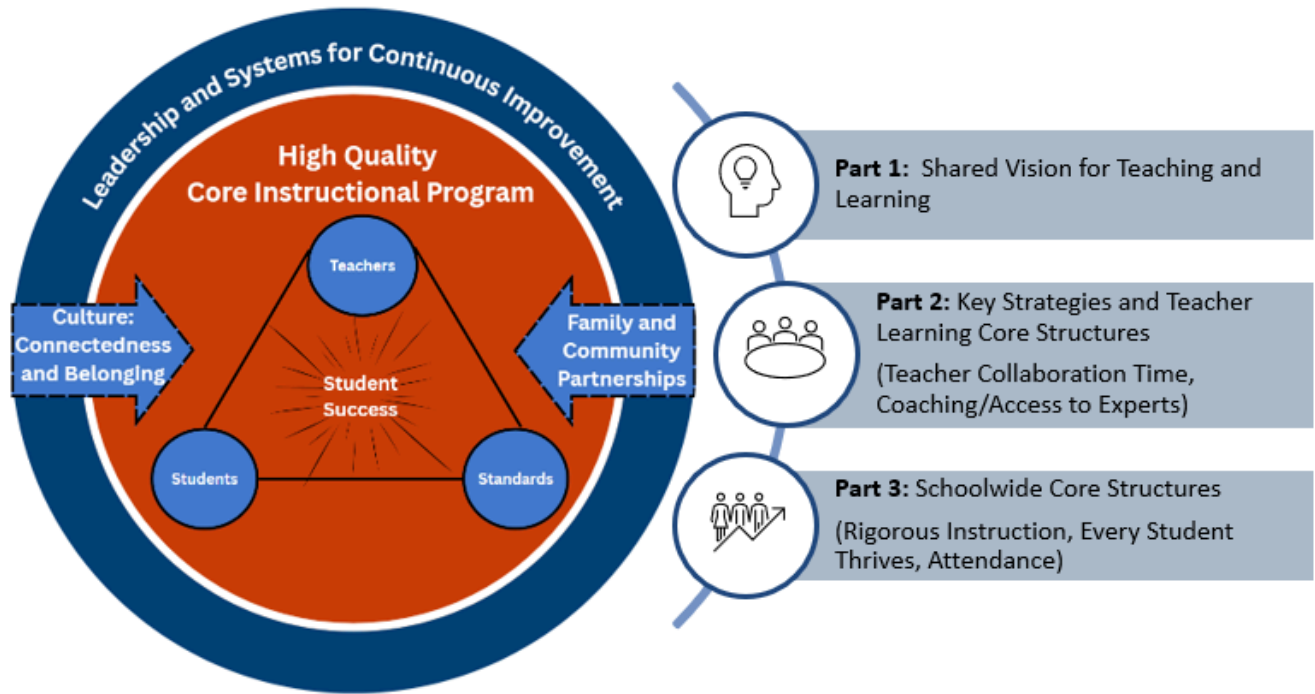
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And in partnership with the staff, students, and families of Dr. Freddie Thomas Middle School.

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:

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

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

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

Key Strategies/Instructional Priorities

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

Key Strategies/Instructional Priorities should be:

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

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

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

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

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

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

Effective Teacher Collaborative Time should:

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

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

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

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

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

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

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

Essential Question

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

What structures and routines will support this in 2026-27?		HOW 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 ☒ REFINE
When and how often will this structure take place?	Each Department Team will meet: • Weekly for 40 minutes ◦ Days and times TBD • Monthly for 1 hour District Time (maybe)	
What does this entail?	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.	

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

	- Coordinate support, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) - Identify evidence of implementation and student impact. - Create a plan to monitor progress toward team goals. - Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.	
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	Instructional coaches will meet with their Core teachers: - During Department PLCs, once per week - During Monthly 1 hour District time - During Scheduled Instructional Time/ Individual Meeting Time as needed - Bi-weekly coaching cycles - Monthly model classrooms and demonstration lessons - Quarterly instructional rounds	
What does this entail?	Instructional coaches and teacher leaders will provide: - Modeling of rigorous, grade-level instruction. - Co-planning and co-teaching opportunities. - Align learning targets, learning intentions, success criteria and instructional supports - Observation and feedback cycles. - Analysis of student work and classroom evidence. - Learning walks (including review of observational data) - Lesson studies focused on cognitive demand and equitable access. - Professional learning related to instructional strategies such as; scaffolding, promoting reasoning, problem-solving, discourse, and productive struggle.	

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?
Master Schedule Time Allocation for Department PLCs		June
Instructional Coaches will participate in a district-wide training		July
Conduct summer professional learning focused on cognitively demanding instruction, academic discourse, and equitable access.		June- August
Develop schoolwide instructional look-fors aligned to the two key strategies.		June- August
Analyze state assessment, benchmark, and local student data		August

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

Establish PLC protocols, coaching cycles, and Data Wise structures.	August
Train staff on collaborative planning expectations and alignment of learning targets, learning intentions, and success criteria.	August
Calibrate leadership team and instructional coaches around observation tools and instructional priorities.	August

Key Strategy I

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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FIRST HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	
Instructional Leadership Team (ILT) will introduce school-wide instructional look-fors and establish baseline data.	August-September
Instructional coaches will introduce the school's instructional vision and facilitate professional learning on cognitively demanding instruction using student interview data, survey results, and walkthrough evidence.	September
Instructional coaches will facilitate professional learning on designing rigorous, standards-aligned tasks that promote reasoning, productive struggle, and sense-making.	September
PLC Teams will analyze student work to determine levels of cognitive demand	September-October
Instructional coaches will introduce Chunking & Gisting as the school's common reading routine to support students in making meaning from complex grade-level text while maintaining cognitive demand.	October
Teachers will collaboratively plan tasks requiring students to justify and explain thinking	October-January
ILT will conduct weekly walkthroughs to monitor progress. They will meet every other week to review walkthrough data and make adjustments.	October-January
Coaching cycles will focus on questioning, discourse, reasoning, and productive struggle	October-January
Instructional coaches will model and co-teach lessons that incorporate Chunking & Gisting, demonstrating effective questioning and discussion techniques that promote student reasoning.	October-January
Department PLCs will conduct lesson studies focused on student thinking.	October-January
Instructional coaches will facilitate professional learning on Collaborative Conversations, focusing on discourse routines that require students to explain thinking, justify responses with evidence, ask clarifying questions, and build on one another's ideas.	November
Instructional coaches will model and co-teach Collaborative Conversations, supporting teachers in increasing academic discourse, equitable participation, and productive struggle.	November
ILT monitors implementation through learning walks and instructional rounds	November-January
Instructional coaches will facilitate professional learning on Claim-Evidence-Analysis (CEA) as the school's common writing framework to strengthen evidence-based reasoning across all content areas.	December
Instructional coaches will model and co-teach lessons using CEA and support teachers through coaching cycles focused on student explanation, analysis, and justification.	December-January

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

PLC teams will use Data Wise protocols to analyze student work and determine the impact of the school's instructional routines on student reasoning, sense-making, and problem-solving.	January
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?
ILT will do a mid-year review of implementation and student learning evidence.	February
ILT will facilitate teacher learning and refine instructional practices based on the analysis of student work, walkthrough evidence, and common formative assessment trends/ data to address identified areas of need.	February-May
Instructional Coaches will continue coaching cycles and peer learning walks/ observations.	February-May
Professional learning topics will include, but are not limited to: maintaining cognitive demand, productive struggle, teacher questioning, teacher press, wait time, handling errors (review and revise), building a culture where thinking is public, and comparing student strategies to deepen understanding.	February-May
Instructional coaches will incorporate identified teacher learning needs into coaching cycles through modeling, co-teaching, lesson study, and collaborative planning.	February-May
PLC teams will continue using Data Wise protocols to analyze student work, reflect on implementation, and refine instructional practices that increase reasoning, discourse, and problem-solving.	February-May
Instructional coaches and the Instructional Leadership Team will use learning walks and instructional rounds to monitor implementation of the school's instructional routines and identify future professional learning needs.	March-May
ILT will evaluate evidence (impact) of implementation and establish next steps to strengthen coherent, schoolwide instructional practices for the following school year.	May-June

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	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
ILT will establish expectations for co-planning and co-teaching between content, ENL, and Special Education Teachers	September
Teachers, Instructional Coaches and ILT will develop an expectations for learning target, learning intentions, success criteria and language objectives	September
Instructional coaches will introduce the school's vision for equitable access and facilitate professional learning by providing all students with access to rigorous, grade-level instruction while maintaining high expectations.	September
Instructional coaches will facilitate professional learning on identifying barriers to learning and designing scaffolds that support access without reducing cognitive demand.	September
Instructional coaches will support teachers in collaboratively planning grade-level lessons using shared learning targets, success criteria, and common instructional routines to ensure consistency across classrooms.	October
Instructional coaches will facilitate professional learning by using Chunking & Gisting to support comprehension of complex texts for all learners while maintaining grade-level rigor.	October

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

ILT and Department PLCs will analyze subgroup data and student work.	October-November
Instructional coaches will facilitate professional learning on Collaborative Conversations to increase equitable participation, academic discourse, and opportunities for students to explain and justify their thinking.	November
Instructional coaches will support coaching & co-planning cycles between content-area, ENL, and Special Education teachers to align instructional supports, scaffolds, and shared learning goals.	November-January
ILT will conduct learning walks focused on equitable participation and scaffolds.	November-January
Instructional coaches will facilitate professional learning using Claim-Evidence-Analysis (CEA) to support evidence-based writing and reasoning across all content areas for all learners.	November-January
PLC teams will use Data Wise protocols to analyze student work from multilingual learners, students with disabilities, and other student groups/ voice to identify barriers to access and refine instructional support.	November-January
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?
ILT will review subgroup achievement, participation data, identify successful supports and expand on implementation	February
Instructional coaches will facilitate teacher learning based on student work, subgroup performance data, walkthrough evidence, and coaching cycles to strengthen equitable access to grade-level instruction.	February
Professional learning topics will include, but are not limited to: designing access without reducing task complexity, just-in-time scaffolds, equitable questioning, student discourse, formative assessment, and responsive instructional practices.	February-May
Instructional coaches will incorporate identified teacher learning needs into coaching cycles through modeling, co-teaching, collaborative planning, and classroom-based support.	February-May
PLC teams will continue using Data Wise protocols to analyze subgroup data and student work to monitor equitable access, participation, and grade-level learning outcomes.	February-May
Instructional coaches and the Instructional Leadership Team will use learning walks and instructional rounds to monitor implementation of common instructional routines, equitable participation, and access to rigorous learning across classrooms.	March-May
The Instructional Leadership Team will evaluate implementation evidence (of learning targets, learning intentions, success criteria, language objective, and scaffolds. The team will identify system improvements to strengthen equitable access and instructional consistency for all students.	May-June
ILT will analyze subgroup outcomes and establish next steps.	May- June

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

Evidence of Student Learning Improving	• Students use Chunking & Gisting to make meaning from complex texts. • Students participate in Collaborative Conversations by explaining thinking and citing evidence. • Student work demonstrates use of CEA to demonstrate reasoning and justification. • Common formative assessments show students engaging with grade-level, cognitively demanding tasks and growth in mastery of standards.		
Evidence of Teacher Practice Changing	• PLC teams implement the monthly professional learning focus. PLC artifacts demonstrate planning for reasoning and discourse. • Lesson plans include Chunking & Gisting, Collaborative Conversations, and CEA. • Coaches document modeling, co-teaching, and collaborative planning. • Coaching cycles evidence demonstrates implementation of targeted strategies • Learning walks identify early implementation of agreed-upon instructional routines. • Learning walks show increased use of cognitively demanding tasks.		

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

Students will be...	Students will consistently engage in rigorous, standards-aligned learning that requires reasoning, sense-making, and problem-solving. They will use Chunking & Gisting to make meaning from complex texts, participate in Collaborative Conversations to solve complex problems, explain their reasoning and justify their thinking, and apply the Claim-Evidence-Analysis (CEA) framework to communicate their learning across content areas.	
Teachers will be...	Teachers will consistently design and facilitate (and adjust as needed) cognitively demanding learning experiences using the school's common instructional routines (using questioning and discourse to deepen understanding). Through PLCs, Data Wise inquiry, coaching cycles, and collaborative planning, teachers will use evidence of student learning to refine instruction and ensure rigorous, standards-aligned learning experiences in every classroom.	

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	• Students engage with grade-level learning targets, learning intentions, success criteria and language objectives across classrooms. • Students, including multilingual learners and students with disabilities, will have increased access to and participation in rigorous learning experiences. • Student work demonstrates access to grade-level tasks with appropriate scaffolds.		

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

	• Common formative assessments shows increase in growth performance across subgroups.		
Evidence of Teacher Practice Changing	• There is evidence of content, ENL, and Special Education teachers collaboratively plan lessons using shared learning targets, learning intentions, success criteria, language objectives, and common instructional routines. • PLC teams use Data Wise protocols to analyze student work and identify barriers to learning. • Coaches document collaborative planning, modeling, and co-teaching with content, ENL, and Special Education teachers. • Learning walks identify early implementation of equitable instructional practices and scaffolds supporting rigorous 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...	Students will consistently engage rigorous, standards-aligned learning that challenges them to think deeply, solve problems, and communicate their thinking regardless of language proficiency or disability. Multilingual learners, students with disabilities, and all student groups will meaningfully participate in grade-level instruction, discourse and problem solving using appropriate supports while demonstrating growth towards grade-level standards. .	

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

Teachers will be...	Teachers will collaboratively plan and implement equitable, grade-level instruction using shared learning targets, learning intentions, success criteria, language objectives, common instructional routines, and strategic scaffolds that maintain cognitive demand. Through PLCs, Data Wise inquiry, coaching cycles, and collaborative planning, teachers will use evidence of student learning to continuously refine instruction, remove barriers to learning, and improve outcomes for all students.	

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	Members of my team have a shared understanding of what high-quality instruction looks like in practice.	3%	12%	20%	49%	14%	2%
26-27 Needs Assessment							

	Survey Question 2	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.	3%	3%	28%	13%	53%	0
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	DFTMS Framework for High-Quality Tier 1 Instruction	☐ NEW ☒ REFINE
When and how often will this structure take place?	Reviewed twice per month during Instructional Leadership Team meetings. Reinforced during weekly Department PLCs and coaching cycles. Monitored through biweekly learning walks and quarterly instructional rounds. Ongoing throughout the 2026–27 school year.	

Part 3: Schoolwide Core Structures

What does this entail?	The Instructional Leadership Team will establish, monitor, and continuously refine a schoolwide framework for high-quality Tier 1 instruction that defines the instructional expectations for every classroom. The framework will serve as the common language for professional learning, coaching, classroom observations, and instructional feedback. The framework will include the following instructional expectations: • Standards-aligned, cognitively demanding learning tasks • Clearly communicated learning targets, learning intensions, success criteria and language objectives • Chunking & Gisting to support comprehension of complex grade-level texts • Collaborative Conversations that promote reasoning, discourse, and equitable participation • Claim-Evidence-Analysis (CEA) as the schoolwide framework for evidence-based writing • Student reasoning, sense-making, and productive struggle • Strategic scaffolds that maintain cognitive demand and ensure equitable access • Ongoing use of formative assessment and student work to inform instruction • Ongoing learning walks and instructional rounds The Instructional Leadership Team will use learning walk evidence, student work, teacher feedback, and coaching data to monitor implementation of the framework and identify priorities for professional learning and instructional support.	
Instructional Leadership Team Core Structure 2 (if applicable)	Instructional Inquiry and Continuous Improvement Cycle	☐ NEW ☒ REFINE
When and how often will this structure take place?	Twice per month Instructional Leadership Team meetings. Monthly Data Wise reviews Quarterly instructional data reviews. Ongoing throughout the school year.	
What does this entail?	The Instructional Leadership Team will implement a continuous inquiry cycle to evaluate the effectiveness of the school's instructional framework. During each meeting, the team will review evidence from learning walks, walkthroughs, PLC artifacts, student work, common formative assessments, coaching cycles, and stakeholder feedback to determine how consistently the framework is being implemented and its impact on student learning. Using Data Wise protocols, the team will identify trends, monitor implementation of the school's instructional routines, determine professional learning needs, and make decisions regarding coaching priorities, resource allocation, and system improvements. Findings will be communicated back to PLCs and instructional coaches to ensure teacher learning remains responsive to evidence collected across classrooms.	

Evaluating the Key Strategies/Instructional Priorities Identified	
What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving. ● Review evidence from learning walks, walkthroughs, coaching cycles, and PLC artifacts to monitor implementation of the DFTMS Framework for High-Quality Tier 1 Instruction. ● Analyze student work and common formative assessment data using Data Wise protocols to determine whether students are engaging in reasoning, sense-making, problem-solving, and evidence-based writing. ● Monitor implementation of the school's common instructional routines—Chunking & Gisting, Collaborative Conversations, and Claim-Evidence-Analysis (CEA)—to ensure they are being used consistently across classrooms and content areas. ● Review trends in student engagement, academic discourse, and classroom evidence to identify strengths, implementation gaps, and areas requiring additional support. ● Evaluate the effectiveness of professional learning, PLCs, and coaching cycles in improving instructional practice and student outcomes. ● Use findings to refine professional learning topics, coaching priorities, learning walk look-fors, and schoolwide instructional expectations. ● Monitor progress toward Key Strategy 1 throughout the year and make adjustments to the teacher learning system based on implementation and student learning evidence.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	● Review learning walk, walkthrough, coaching, and PLC evidence to monitor implementation of equitable, standards-aligned Tier 1 instruction across classrooms. ● Analyze student work and common formative assessment data using Data Wise protocols to determine whether multilingual learners, students with disabilities, and other student

Part 3: Schoolwide Core Structures

	groups are successfully accessing grade-level content. • Review subgroup achievement, participation, and engagement data to identify trends, strengths, and barriers to equitable access. • Monitor implementation of shared learning targets, success criteria, and the school's common instructional routines (Chunking & Gisting, Collaborative Conversations, and Claim-Evidence-Analysis [CEA]) to ensure consistency across classrooms. • Evaluate evidence of collaborative planning between content-area, ENL, and Special Education teachers to ensure instructional supports maintain grade-level rigor. • Review student, family, and teacher feedback to determine whether students experience consistent expectations, meaningful support, and equitable learning opportunities. • Use findings to refine professional learning, coaching priorities, instructional supports, and resource allocation to strengthen equitable access and improve outcomes for all students. • Monitor progress toward Key Strategy 2 throughout the year and adjust the teacher learning system based on implementation evidence and student learning outcomes.
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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	In most of my classes, I am asked to think deeply, explain my ideas, and learn from mistakes.	2.5 %	5.5 %	34.5 %	45 %	10.5 %	2%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	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.	5%	37.5 %	32 %	37.5 %	12.5 %	4.5 %

Part 3: Schoolwide Core Structures

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	Advisory and Student Advocacy System	☐ NEW ☒ REFINE
When and how often will this structure take place?	Daily Advisory Weekly student check-ins Monthly review of student advocacy data by grade-level teams Ongoing throughout the school year	
What does this entail?	The Advisory (Crew) program will serve as the school's Tier 1 student advocacy system to ensure every student is known, supported, and connected to at least one trusted adult. Advisors will build relationships through regular check-ins, goal setting, attendance	

Part 3: Schoolwide Core Structures

	monitoring, restorative conversations, and academic reflection. Grade-level teams will monitor student connection points and identify students who may need additional support, ensuring timely follow-up and coordinated communication with families and support staff. Student voice and belonging will be intentionally embedded into Advisory to strengthen engagement and school connectedness.	
Every Student Thrives Core Structure 2 (if applicable)	Coordinated Student Support & Success Monitoring & Response Identification Process	☐ NEW ☒ REFINE
When and how often will this structure take place?	Weekly MTSS reviews Biweekly grade-level student support meetings Monthly Building-Level Team review Quarterly review of schoolwide student support trends Ongoing throughout the school year	
What does this entail?	The Building-Level Team (MTSS) will implement a coordinated process for identifying and responding to student needs before concerns become barriers to learning. MTSS with the support of Grade-level teams will regularly review attendance, behavior, academic progress, student voice, and other early warning indicators to identify students who may require additional support. Responsibilities, interventions, and follow-up actions will be clearly assigned and monitored to ensure timely, coordinated responses. The team will review patterns across student groups to identify inequities, strengthen supports, and ensure every student has consistent expectations, meaningful relationships, and access to rigorous grade-level learning.	

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 in this school who really knows me and cares about how I'm doing.	8%	17 %	24 %	27.5%	21.5%	2%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	Teachers and staff notice me when I am having a hard time and try to help.	7%	18.5%	36 %	26 %	8%	2.5 %
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	Attendance Early Warning and Monitoring System (Attendance Engagement Team)	☐ NEW ☒ REFINE
When and how often will this structure take place?	Daily attendance review Weekly MTSS/ grade-level attendance reviews Monthly Attendance Team and Building-Level Team review Ongoing throughout the 2026–27 school year	
What does this entail?	The school will implement a systematic attendance monitoring process that identifies students with emerging attendance concerns through daily and weekly data reviews. MTSS/ Grade-level teams will use established attendance thresholds to trigger timely outreach, problem-solving, and follow-up before attendance patterns become chronic. Attendance data will be reviewed alongside academic, behavioral, and engagement data to identify students requiring additional support. The Building-Level Team will monitor schoolwide attendance trends and use findings to strengthen attendance practices, allocate resources, and improve student participation in rigorous grade-level learning.	
Attendance Core Structure 2 (if applicable)	Student and Family Attendance Partnership Process	☐ NEW ☒ REFINE

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	Initiated whenever attendance concerns emerge Ongoing student and family outreach throughout the school year Monthly review of attendance interventions and family feedback Monthly Community Partner Meetings Ongoing throughout the 2026–27 school year
What does this entail?	The school will implement a coordinated process for understanding the reasons behind student absences by engaging students and families in supportive, solution-focused conversations. Staff will use common protocols to identify attendance barriers, connect families with appropriate supports, and develop individualized plans that promote regular attendance and school engagement. Student and family feedback will be reviewed to strengthen attendance practices, improve communication, and ensure interventions foster belonging, maintain high expectations, and support students' successful participation in rigorous grade-level learning. • Home visits for Chronically Absent students • Student re-entry meetings • Removal of barriers to attendance • Community partnership support

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	77%	79%	74%	71%	73%	73%	72%	75%	72%
2026-27									

Were there any atypical circumstances (e.g. significant winter storm, bus driver strike, etc.) during the 2025-26 school year that impacted attendance for multiple days that the SCEP team will want to remember when comparing 2026-27 data to 2025-26 data? If yes, identify the circumstance and the month it occurred below:

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	If my child misses school, the school reaches out to understand why, not just to report the absence	33.3%	25%		16.7%	25%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
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Part 3: Schoolwide Core Structures

25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	Attendance concerns are handled in ways that feel supportive rather than punitive.	33.3%	25%		16.7%	25%	
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-Ass essment	Meeting 2: Teacher Survey Review	Mee ting 3: Varia tions in Data	Meeting 4: Student Interview ws	Mee ting 4A: Fami ly Focu s Grou ps (opti onal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
Stephanie Harris	Principal		3/10, 3/18	3/23	4/22	6/11	6/11	6/18	6/25
Catherine Tesoriero	Assistant Principal		3/10, 3/18	3/23	4/22	6/11	6/11	6/18	6/25
Jessica Massey	Instructional Coach		3/10, 3/18	3/23	4/22	6/11	6/11	6/18	6/25
Kerry Robertson	E.L. Coach			3/23					
Staci Intrilligator	E.L. Coach			3/23					
Elizabeth Dunne	Science Teacher					6/11	6/11	6/18	6/25

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.