



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2026-27

| District                       | School Name         | Grades Served |
|--------------------------------|---------------------|---------------|
| Rochester City School District | Padilla High School | 9-12          |

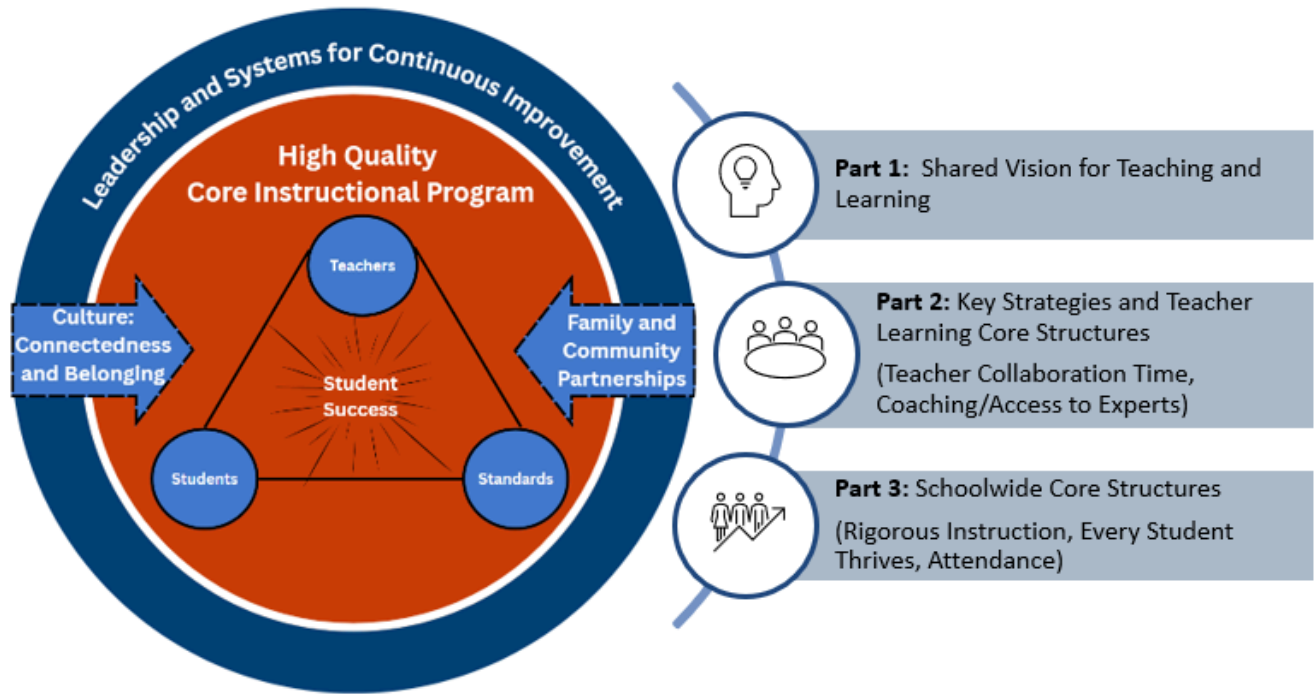
## Collaboratively Developed By:

**The Padilla High School SCEP Development Team**

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*And in partnership with the staff, students, and families of Padilla High 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

## 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 <b>REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| When and how often will this structure take place?         | Padilla High School will establish one dedicated, recurring common planning period each week for teachers to engage in Professional Learning Community (PLC) work alongside their content-area colleagues. This protected collaboration time will be facilitated by instructional coaches and building administrators to ensure that meetings remain focused, purposeful, and aligned with the school's instructional priorities.                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                            |
| What does this entail (resources, groups)                  | <p>All Professional Learning Community (PLC) meetings will utilize a standardized rolling agenda grounded in the principles of the Harvard Data Wise Improvement Process. This consistent structure will establish common norms, expectations, and collaborative protocols across all content areas, ensuring that every meeting remains focused on improving teaching and learning through evidence-based decision making.</p> <p>The rolling agenda will serve as a living document that captures ongoing work from week to week, allowing teams to monitor progress, revisit previous action items, and maintain continuity throughout the school year. Rather than operating as isolated meetings, PLCs will function as part of an ongoing cycle of inquiry and instructional improvement.</p> <p>Four components expected across settings:</p> |                                                                            |

## 1. REFLECTION:

- Reflect on the instructional strategies and interventions implemented since the last meeting.
- Discuss successes, challenges, and adjustments needed to improve implementation fidelity.
- Hold team members collectively accountable for agreed-upon action items.

### Data Analysis

- Examine multiple sources of student data, including Common Formative Assessments (CFAs), Regents benchmarks, classroom assessments, attendance trends, and student work samples.
- Identify patterns of student strengths and areas requiring additional support.
- Disaggregate data to monitor the progress of key student populations, including English Language Learners, Students with Disabilities, and students requiring intervention.

### Collaborative Inquiry

- Use the Data Wise process to move beyond simply identifying problems and instead investigate the instructional practices that may be contributing to student outcomes.
- Engage in reflective dialogue centered on the question: *"What are students learning, and what instructional adjustments are needed to improve outcomes?"*

### Instructional Planning

- Develop or refine common lesson plans, learning intentions, success criteria, and formative assessments aligned to state standards.
- Share effective instructional strategies and best practices that increase student engagement, discourse, and rigor.
- Plan targeted interventions and enrichment opportunities based on identified student needs.

### Student Work Analysis

- Review authentic examples of student work using agreed-upon rubrics and success criteria.
- Calibrate teacher expectations to ensure consistency across classrooms.
- Identify misconceptions and determine instructional responses.

### Commitments and Next Steps

- Establish clear, measurable action items for the upcoming instructional cycle.
- Assign responsibilities and timelines for implementation.

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

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|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|                                                           | <ul style="list-style-type: none"> <li>Determine what evidence will be collected to evaluate the impact of the agreed-upon strategies.</li> </ul> <p><b>During PLC time, the following inquiry structure will occur cyclically:</b></p> <p><b>1. Analyze Evidence (Where are we now?)</b></p> <ul style="list-style-type: none"> <li>Review student learning, instructional, and implementation evidence aligned to the priority.</li> <li>Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting.</li> <li>Ground discussion in evidence and identify questions or wonderings.</li> </ul> <p><b>2. Reflect and Learn (What are we learning?)</b></p> <ul style="list-style-type: none"> <li>Determine what is working, what is not working, and why.</li> <li>Build shared understanding through professional learning, research, protocols, or examination of effective practices.</li> <li>Connect learning to the identified instructional priority.</li> </ul> <p><b>3. Plan and Apply (What will we try?)</b></p> <ul style="list-style-type: none"> <li>Identify specific instructional strategies, practices, or actions to implement.</li> <li>Establish individual and collective commitments.</li> <li>Coordinate supports, coaching, co-planning, and collaboration needed for implementation.</li> </ul> <p><b>4. Monitor Impact (How will we know?)</b></p> <ul style="list-style-type: none"> <li>Identify evidence of implementation and student impact.</li> <li>Create a plan to monitor progress toward team goals.</li> <li>Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.</li> </ul> |                                                                            |
| <b>Teacher Learning Core Structure</b>                    | <b>Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input checked="" type="checkbox"/> NEW<br><input type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b> | All teachers will be supported by an instructional coach that will meet with them individually as a part of ongoing coaching cycles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                            |
| <b>What does this entail?</b>                             | <p><b>1. Creating and Maintaining Model Classrooms</b></p> <p>Instructional Coaches will establish and maintain demonstration classrooms that exemplify the school's instructional expectations and Key Strategy. These classrooms will serve as learning laboratories where teachers can observe highly effective instructional practices in action, including:</p> <ul style="list-style-type: none"> <li>Clearly articulated Learning Intentions and Success Criteria.</li> <li>High levels of student discourse and collaborative learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                            |

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

- Effective differentiation and scaffolding for diverse learners.
- Strategic use of formative assessment to guide instruction.
- Classroom management systems that maximize student engagement.

Teachers will have regular opportunities to visit model classrooms through scheduled learning walks and peer observations, fostering a culture of transparency and continuous professional growth.

### **2. Supporting Teacher Learning Through Teacher Collaborative Time (TCT)**

Instructional Coaches will facilitate and support weekly Teacher Collaborative Time (TCT) sessions, working alongside content-area teams to build collective teacher efficacy. Through this structure, coaches will:

- Guide teams in analyzing student performance data and work samples.
- Support collaborative lesson planning aligned to standards and the school's Key Strategy.
- Facilitate reflective conversations using Data Wise protocols.
- Help teams design and refine common formative assessments.
- Assist teachers in planning targeted interventions and enrichment opportunities.

The TCT process will ensure that professional learning is embedded within teachers' daily work and directly connected to improving student outcomes.

### **3. Modeling and Co-Teaching Lessons**

Instructional Coaches will provide direct classroom support by modeling and co-teaching lessons that demonstrate the effective implementation of the school's Key Strategy. These experiences will be intentionally connected to the topics and instructional practices explored during Teacher Collaborative Time.

Through modeling and co-teaching, coaches will:

- Demonstrate research-based instructional strategies.
- Provide real-time examples of effective questioning techniques and student discourse.
- Showcase methods for differentiating instruction for diverse learners.
- Support teachers in implementing new practices with confidence.
- Engage in reflective debrief conversations following instruction to identify successes and next steps.

This approach allows professional development to move beyond theory into authentic classroom application.

### **4. Facilitating Individualized Coaching Cycles**

Instructional Coaches will partner with teachers in structured coaching cycles centered around collaboratively developed professional growth goals that align with the school's Key Strategy.

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

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|  | <p>Each coaching cycle will follow a continuous improvement process that includes:</p> <ul style="list-style-type: none"> <li>● Goal setting based on student data and teacher self-reflection.</li> <li>● Collaborative planning and strategy development.</li> <li>● Classroom observation and implementation support.</li> <li>● Reflective feedback conversations.</li> <li>● Monitoring evidence of impact on teaching practices and student learning.</li> </ul> <p>Coaching relationships will be non-evaluative and grounded in trust, focusing on professional growth and instructional excellence. The cycle will emphasize measurable outcomes and the continuous refinement of instructional practices.</p> <p>Together, these four priorities create a comprehensive coaching model that embeds professional learning into daily practice, strengthens collaborative culture, and ensures that every teacher receives the support necessary to improve instruction and accelerate student achievement.</p> |
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## Implementation

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

| Preparing for a Successful Launch                                                                                                                                                                                                                              |  |                             |
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| <b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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? |
| Building-based professional learning focused on strengthening collaborative instructional practices and implementing an effective Multi-Tiered System of Supports (MTSS) to meet the diverse academic, behavioral, and social-emotional needs of all students. |  | July/August                 |
| Instructional coaches will participate in the district training on teacher collaborative time facilitation.                                                                                                                                                    |  | August                      |
| Instructional coaches will participate in the district training on cognitively demanding tasks                                                                                                                                                                 |  | August                      |
| Instructional coaches will work with others in the district to agree to district design principles for cognitively demanding tasks                                                                                                                             |  | August                      |

## Key Strategy I

|                       |                                                                                                                 |
|-----------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>KEY STRATEGY 1</b> | <b>Engage students in cognitively demanding tasks</b> that require reasoning, sense-making, and problem-solving |
|-----------------------|-----------------------------------------------------------------------------------------------------------------|

| <b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>                                                                                                                                                                                                                               |  | 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?                                                                                |  |                             |
| utilizing ongoing feedback loops to monitor understanding and inform instructional adjustments. This directly supports the goal of engaging students in cognitively demanding tasks because effective questioning moves students beyond recalling information and requires |  | September                   |

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

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| <p>them to analyze, justify, explain, evaluate, and defend their thinking. Teachers, instructional coaches, department leaders, and administrators will implement these strategies through classroom instruction, professional learning, coaching cycles, PLC discussions, and classroom observations. By incorporating Wait Time I and II, open-ended questions, probing questions, and follow-up prompts, teachers create opportunities for students to engage in deeper reasoning, make connections between concepts, and participate in meaningful academic discourse. Progress will be monitored through walkthrough data, lesson plan reviews, student work analysis, PLC conversations, and ongoing feedback from instructional coaches and administrators. These strategies increase student ownership of learning and ensure that rigorous thinking is accessible to all learners.</p> |                                                                                                                                                                                                                      |                             |
| <p>. This directly supports the goal of engaging students in cognitively demanding tasks because effective questioning moves students beyond recalling information and requires them to analyze, justify, explain, evaluate, and defend their thinking. By incorporating Wait Time I and II, open-ended questions, probing questions, and follow-up prompts, teachers create opportunities for students to engage in deeper reasoning, make connections between concepts, and participate in meaningful academic discourse. These strategies increase student ownership of learning and ensure that rigorous thinking is accessible to all learners.</p>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                      | October                     |
| <p>Continue to strengthen classroom discourse by implementing increasingly cognitively demanding discussion protocols that promote critical thinking, collaboration, and deeper learning. Teachers will intentionally build students' capacity by progressing from foundational structures, such as Think-Pair-Share, to more complex collaborative protocols like World Café, Socratic Seminar, and Academic Controversy, creating opportunities for students to analyze, synthesize, justify, and extend their thinking through meaningful dialogue.</p>                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      | November-Dec                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |                             |
| <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                      | When will this be in place? |
| <p>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?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                      |                             |
| <p>Analyze student work, classroom observation data, CFA results during teacher collaborative time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                      | January                     |
| <p>Strengthen with student led discourse by continuing to implement student discourse with instructional coaches and admin support.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                      | Feb                         |
| <p>Continue to focus on cognitively demanding tasks that continue to deepen students thinking.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                      | March                       |
| <p>Utilize instructional rounds, learning walks, and peer observations to collect evidence of implementation across the classrooms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                      | April                       |
| <p>Examine end of the year data, student work, and perception surveys (SCEP-27-28)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                      | May-June                    |
| <b>Key Strategy 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                      |                             |
| <b>KEY STRATEGY 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Ensure equitable access to grade-level content</b>, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals</p> |                             |

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| <b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>                                                                                                                                                                                                                              |  | When will this be in place? |
| <p>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?</p>                                                                        |  |                             |
| <p>Instructional coaches will attend monthly professional development meetings focused on ensuring all students have access to grade-level content. These sessions will provide opportunities for coaches to deepen their understanding of high-quality instructional</p> |  | Sep-June                    |

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

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| practices, collaborate with experts and colleagues across schools, and bring back strategies that support rigorous, standards-aligned instruction. Coaches will then utilize Teacher Collaborative Time, coaching cycles, model lessons, and co-teaching opportunities to support teachers in implementing these practices and increasing student access to grade-level learning experiences. This work directly supports Key Strategy #2 by strengthening teacher collaboration, fostering shared responsibility for student outcomes, and building educators' capacity to analyze student work, plan responsive instruction, and implement effective scaffolds that ensure equitable access to grade-level content for all learners.                                                                                                                                                                                    |                             |
| Teachers will participate in monthly district and building-based professional development sessions held on Wednesdays for one hour after school. These sessions will focus on strengthening instructional practices that support the school's Key Strategy, including ensuring access to grade-level content, promoting student discourse, and increasing the use of cognitively demanding tasks. Professional learning will provide opportunities for teachers to examine student work, analyze instructional practices, learn from experts and colleagues, and develop strategies that can be implemented and refined during Teacher Collaborative Time and within their classrooms.                                                                                                                                                                                                                                    | Sep-June                    |
| In addition to monthly district and building-based professional development sessions, teachers will continue to meet weekly during their Professional Learning Community (PLC) time for 42 minutes. PLCs will be facilitated and supported by instructional coaches and administrators and will serve as the primary structure for ongoing professional learning, collaborative planning, and continuous improvement. During PLCs, teachers will analyze student work and assessment data, collaboratively plan lessons aligned to the school's Key Strategy, reflect on instructional practices, share successful strategies, and make instructional adjustments based on evidence of student learning. Instructional coaches will provide job-embedded support through coaching cycles, model lessons, co-teaching, and feedback, ensuring that professional learning is translated into consistent classroom practice. | Sep-June                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| The ILT will examine the level of cognitive demand present in classroom instruction and student learning experiences. Classroom observations will focus on the extent to which students are engaged in higher-order thinking, problem-solving, analysis, academic discourse, justification of reasoning, and productive struggle. The ILT will review learning tasks, questioning strategies, discussion protocols, student work products, and formative assessment evidence to determine whether students are consistently being challenged to think deeply and engage in rigorous standards-aligned work. Particular attention will be given to student-to-student discourse, quality of questioning, and evidence that students are constructing meaning rather than simply recalling information.                                                                                                                     |                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                             |
| Review student work, formative assessment data, classroom observation evidence to determine the effectiveness of questioning strategies, and the feedback loop.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | January                     |
| Continue to work on student ownership of learning by implementing student led discussion protocols, peer feedback, and collaborative learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | February                    |
| Continue to work on collaborative lesson cycles focused on refining cognitively demanding tasks and grade level content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | March                       |
| Use instructional rounds, peer observations, walkthrough data to collect evidence, provide feedback and share best and effective practices across grade levels.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | April                       |

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

Analyze end of the year student performance data, CFA's, walkthrough, student perception data to evaluate its effectiveness.

### 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<br>(set in advance)                                                                                                                                                                                                                                                                                                                                                     | Mid-Year Indicators<br>(complete after quarter 1) | End-of-Year Indicators<br>(complete midyear) |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------|
| <b>Evidence of Student Learning Improving</b> | Students will demonstrate increased cognitive demand by providing more complex responses, engaging in academic discourse, using evidence to justify their thinking, and successfully completing tasks that require analysis, evaluation, and problem-solving.                                                                                                                                     |                                                   |                                              |
| <b>Evidence of Teacher Practice Changing</b>  | Teachers consistently implement questioning techniques, discussion protocols, and cognitively demanding tasks that require students to analyze, justify, evaluate, and explain their thinking. Classroom observations and lesson artifacts demonstrate increased use of academic discourse, higher-order questioning, and opportunities for students to engage in rigorous, grade-level learning. |                                                   |                                              |

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

|  | End-of-the-Year Vision<br>(set in advance) | Mid-Year Reassessment<br>(update mid-year) |
|--|--------------------------------------------|--------------------------------------------|
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## Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

|                            |                                                                                                                                                                                                                                                                                                            |  |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Students will be...</b> | By the end of the year, students will demonstrate increased cognitive demand by regularly engaging in academic discourse, using evidence to justify their thinking, analyzing complex problems, and successfully completing rigorous grade-level tasks that require critical thinking and problem-solving. |  |
| <b>Teachers will be...</b> | By the end of the year, teachers will consistently facilitate cognitively demanding learning experiences by using higher-order questioning, academic discourse protocols, and rigorous grade-level tasks that require students to analyze, evaluate, justify, and explain their thinking.                  |  |

### Key Strategy 2

What evidence will we need to collect and monitor to understand **if change is taking hold?**

|                                               | <b>Early Progress Indicators</b><br>(set in advance)                                                                                                                                                                                                                                                                                              | <b>Mid-Year Indicators</b><br>(complete after quarter 1) | <b>End-of-Year Indicators</b><br>(complete midyear) |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------|
| <b>Evidence of Student Learning Improving</b> | Students will demonstrate equitable access to grade-level content through increased participation in core instruction, successful completion of grade-level assignments, improved performance on common assessments, and greater access to instructional supports that allow all learners to engage with rigorous learning standards.             |                                                          |                                                     |
| <b>Evidence of Teacher Practice Changing</b>  | Teachers regularly participate in Teacher Collaborative Time, coaching cycles, and professional learning focused on ensuring all students have access to grade-level content. Lesson plans include scaffolds, accommodations, and supports for diverse learners, while walkthrough data shows increased implementation of strategies that promote |                                                          |                                                     |

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

|  |                                                            |  |  |
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|  | equitable access for ELLs, SWDs, and other student groups. |  |  |
|--|------------------------------------------------------------|--|--|

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

|                            | End-of-the-Year Vision<br>(set in advance)                                                                                                                                                                                                                                                                 | Mid-Year Reassessment<br>(update mid-year) |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Students will be...</b> | By the end of the year, students will demonstrate equitable access to grade-level content by actively engaging in rigorous learning tasks, utilizing instructional supports when needed, and successfully completing standards-aligned assignments and assessments across content areas.                   |                                            |
| <b>Teachers will be...</b> | By the end of the year, teachers will demonstrate equitable access by consistently providing all students with access to grade-level content through the use of scaffolds, differentiated supports, culturally responsive practices, and instructional strategies that meet the diverse needs of learners. |                                            |

### Survey Monitoring

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

|                               | Survey Question 1                                                                                 | SD | D  | N  | A  | SA | IDK |
|-------------------------------|---------------------------------------------------------------------------------------------------|----|----|----|----|----|-----|
| <b>25-26 Needs Assessment</b> | Our collaborative time helps us make sense of what high-quality instruction looks like in action. | 4  | 10 | 30 | 43 | 9  | 4   |
| <b>26-27 Needs Assessment</b> |                                                                                                   |    |    |    |    |    |     |

|                               | Survey Question 2                                                                                                              | SD | D  | N  | A  | SA | IDK |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|-----|
| <b>25-26 Needs Assessment</b> | There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school. | 6  | 23 | 19 | 55 | 3  | 6   |
| <b>26-27 Needs Assessment</b> |                                                                                                                                |    |    |    |    |    |     |

## 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?<br><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?                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Instructional Leadership Team Core Structure 1</b>                                                                                                                                       | <b>A schoolwide inquiry cycle</b> -The leadership team studying evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation. | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| <b>When and how often will this</b>                                                                                                                                                         | Bi-Monthly (Wednesdays - opposite District/School meetings)                                                                                                                                       |                                                                            |

### Part 3: Schoolwide Core Structures

| structure take place?  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What does this entail? | <p>At each meeting there will be standard agenda (Data Wise) that will comprised of (at least one) the following cycle of objectives below:</p> <ul style="list-style-type: none"> <li>• The ILT will examine evidence that all students, including multilingual learners, students with disabilities, and students performing below grade level, have access to rigorous, grade-level learning.</li> <li>• During classroom visits, the ILT will monitor the use of scaffolds, accommodations, learning intentions, success criteria, co-teaching practices, differentiated supports, and opportunities for all students to participate in learning.</li> <li>• The team will review walkthrough data, lesson plans, student work samples, coaching records, and assessment data to determine whether barriers to learning are being reduced and whether all student groups are successfully engaging with grade-level standards.</li> <li>• The team will make adjustments to the professional learning plan for our instructional priorities based on the inquiry cycle</li> </ul> |

### 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 routinely analyze data to identify instructional strengths and areas for growth. The results will guide adjustments to teacher learning systems and professional development efforts to address instructional gaps and enhance rigorous instruction. |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 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 |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----|----|----|----|----|-----|
| <b>25-26 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input checked="" type="checkbox"/> Student<br><input type="checkbox"/> Family | The amount of challenge in my classes feels about the same from one class to another. | 3  | 32 | 35 | 24 | 4  | 3   |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family            |                                                                                       |    |    |    |    |    |     |

|                               | Survey                                                                                                             | Survey Question 2                                                                             | SD | D | N  | A  | SA | IDK |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----|---|----|----|----|-----|
| <b>25-26 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input checked="" type="checkbox"/> Student<br><input type="checkbox"/> Family | In most of my classes, I am asked to think deeply, explain my ideas, and learn from mistakes. | 3  | 6 | 30 | 40 | 19 | 1   |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> 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?<br><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                                                                                                                                                      | <ul style="list-style-type: none"> <li>• <b>A systematic approach to ensuring every student is known well by at least one adult</b>, with routines that track relationships, monitor connection points, and ensure no student is overlooked.</li> </ul>                                                                                                                                                                                     | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| When and how often will this structure take place?                                                                                                                                          | Grade-level teams, counselors, social workers, administrators, and teachers will use a shared tracking system to identify, monitor, and strengthen student-adult relationships, ensuring every student is connected to at least one trusted adult. Student-adult connections will be reviewed weekly through grade-level meetings and monitored monthly by the administrative and student support teams to ensure no student is overlooked. |                                                                            |
| What does this entail?                                                                                                                                                                      | This process involves identifying and tracking a trusted adult connection for every student through grade-level team meetings and student support reviews. Staff will use attendance, behavior, academic, and survey data to identify students who may be disconnected and provide targeted outreach and support.                                                                                                                           |                                                                            |

## 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 |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----|---|----|----|----|-----|
| <b>25-26 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input checked="" type="checkbox"/> Student<br><input type="checkbox"/> Family | There is at least one adult at school who really knows me and cares about how I'm doing. | 3  | 6 | 13 | 13 | 33 | 2   |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family            |                                                                                          |    |   |    |    |    |     |

|                               | Survey                                                                                                  | Survey Question 2                                                      | SD | D  | N  | A  | SA | IDK |
|-------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----|----|----|----|----|-----|
| <b>25-26 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family | The school is a place where students like me are respected and valued. | 10 | 10 | 45 | 25 | 10 | 1   |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> 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?<br><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?                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Attendance Core Structure 1</b>                                                                                                                                                          | <b>A system for analyzing attendance patterns across student groups</b> , grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b>                                                                                                                                   | Bi-weekly attendance meetings, weekly grade-level meetings, and daily communication through email, shared Google documents, Panorama, and PowerSchool data will be used to monitor student progress, identify concerns, and coordinate timely interventions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                            |
| <b>What does this entail?</b>                                                                                                                                                               | A color-coded student monitoring spreadsheet will be utilized by all grade-level teams to provide a clear and consistent view of student progress. The spreadsheet will identify students' current status using a common color-coding system (e.g., green = good standing, yellow = at risk, red = in danger of failing or chronically absent). Grade-level teachers, counselors, social workers, and administrators will regularly update and review the spreadsheet during attendance meetings, grade-level meetings, and intervention planning sessions. This shared monitoring tool will support early identification of student needs, facilitate coordinated interventions, and ensure timely communication among staff to improve student outcomes related to attendance, academic performance, and overall well-being. |                                                                            |

### 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 |
|----------------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| <b>2025-26</b> | 60   | 60  | 59  | 56  | 56  | 58  | 58  | 59  | 55  |
| <b>2026-27</b> |      |     |     |     |     |     |     |     |     |

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  | S<br>A | IDK |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----|----|----|----|--------|-----|
| <b>25-26 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input checked="" type="checkbox"/> Student<br><input type="checkbox"/> Family | If I miss school, someone checks in to understand what's going on. | 6  | 27 | 28 | 18 | 12     | 10  |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input checked="" type="checkbox"/> Student<br><input type="checkbox"/> Family | If I miss school, someone checks in to understand what's going on. |    |    |    |    |        |     |

|                               | Survey                                                                                                             | Survey Question 2                                                                | SD | D  | N  | A  | SA | IDK |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----|----|----|----|----|-----|
| <b>25-26 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input checked="" type="checkbox"/> Student<br><input type="checkbox"/> Family | Adults at this school help deal with things that make it hard to come to school. | 8  | 21 | 31 | 29 | 4  | 7   |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input checked="" type="checkbox"/> Student<br><input type="checkbox"/> Family | Adults at this school help deal with things that make it hard to come to school. |    |    |    |    |    |     |

## 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<br>ion to<br>School<br>Teams | Meeting<br>1:<br>Systems<br>and<br>Structur<br>es<br>Self-Ass<br>essment | Meeting 2:<br>Teacher<br>Survey<br>Review | Mee<br>ting<br>3:<br>Varia<br>tions<br>in<br>Data | Meeting<br>4:<br>Student<br>Interviews | Meeting<br>5: Plan<br>Writing | Meeting<br>6: Plan<br>Finalizat<br>ion |
|----------------------------|-----------------------|---------------------------------------|--------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------|----------------------------------------|-------------------------------|----------------------------------------|
| Adam Rodger                | Principal             | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Vanessa Crans              | Counselor             | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Tamalyn Onderdonk-Prithard | Teacher               | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Kate Knauf                 | Counselor             | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Donna Groff McNulty        | Assistant Principal   | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Jennifer Flanagan          | Instructional Coach   | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Laura Dow                  | Teacher               | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Marta Vargas-Perez         | Home school Assistant | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Samuel Andler              | Teacher               | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Kerri Keiffer              | Social Worker         | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Leslie Grant               | Instructional Coach   | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| James Fitta                | Instructional Coach   | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Elba Ortiz                 | Parent                | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Eliza Rodriguez            | Parent                | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Alison Schmitt             | Assistant Principal   | 3/9                                   | 3/27                                                                     | 4/8                                       | 4/23                                              | 5/14                                   | 6/4                           | 6/17                                   |
| Dan Hurley                 | District Team Member  | 3/3                                   | 3/27                                                                     |                                           |                                                   | 5/14                                   | 6/4                           |                                        |
| Amy Alkiewicz              | Dlstrict Team Member  | 3/3                                   |                                                                          |                                           | 4/23                                              |                                        |                               |                                        |

## 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.