



School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Dr. Martin Luther King Jr. School No 9	PreK3 - Grade 6

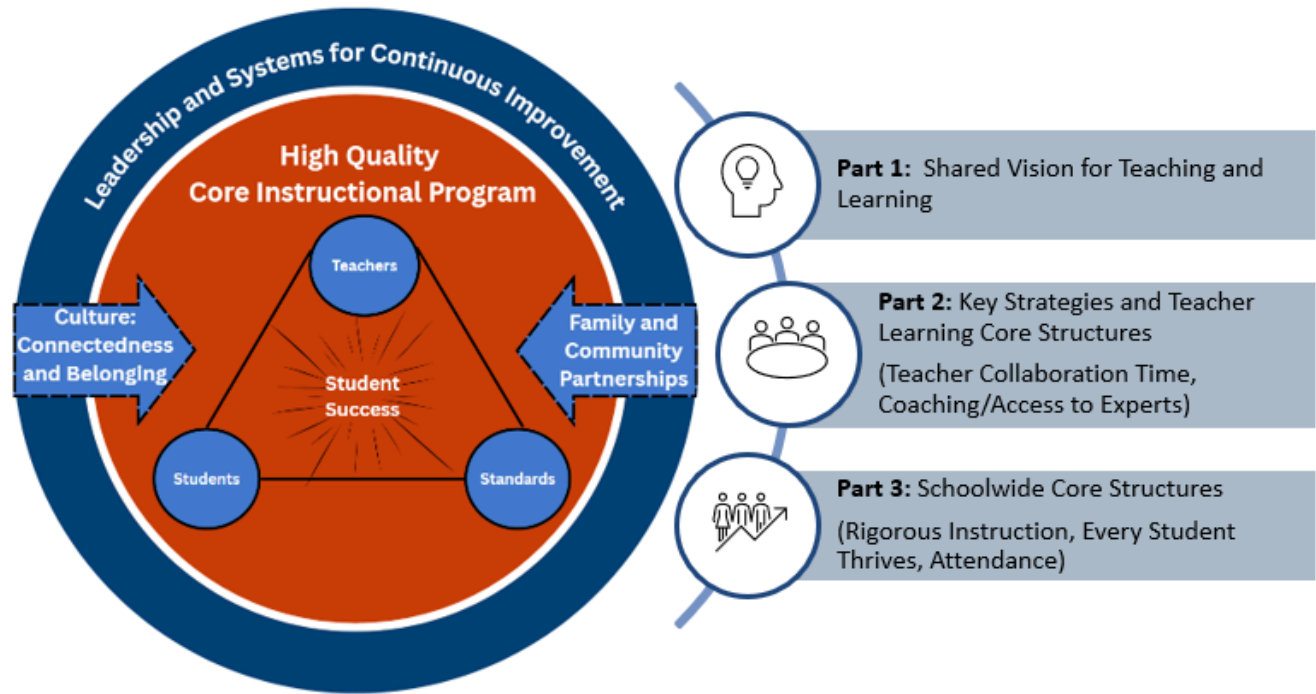
Collaboratively Developed By:

The School 9 - Dr. Martin Luther King, Jr. SCEP Development Team

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And in partnership with the staff, students, and families of School - 9, Dr. Martin Luther King, Jr..

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:	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.
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?	

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?

Teacher Learning Core Structure	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☒ REFINE
When and how often will this What place?	Faculty Meetings - Monthly - Macro Level: School Wide - Administrators/Coaches Data Meetings - Monthly - Micro Level: Individual Students - Administrators Grade Level Meetings - Weekly: Tuesday - Lesson Inquire Cycles Grade Level Chair/Coaches 1. Study Standards and Curriculum to Prioritize 2. Plan 3. Conduct lessons 4. Reflect Lewis & Hurd, Lesson Study: How Teaching Learning Communities Improve Instruction, (2011) Thursday - Mid Level: - Administrators/Coaches • 1st Thursday - Literacy • 2nd Thursday - Math • 3rd Thursday - ENL • 4th Thursday - SEL	
What does this entail?	Faculty, data, and grade level meeting cycles will occur to facilitate our collaborative efforts to improve instruction. Teams will anchor discussion on student work, cognitive task analysis, and data to reflect* on practices aligned to the instructional priorities (cognitively demanding tasks and access to grade level content) and create actionable next steps and plans to build cohesion and consistency for teacher collective efficacy and clarity. The following questions will frame and guide the collaboration and professional learning during grade level meetings: • What am I learning? • What do I know? • What don't I know?	

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

	• What should I know? • What are my assumptions? • What is the source of my assumptions? • What can I hope for? • What are our grade level next steps? • What are my next steps?	
	*Immanuel Kant (1724-1804)	
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	Model Classrooms: Micro-Teaching and Peer Observations - Daily	
What does this entail?	Coaches and model classroom teachers will support their colleagues in developing and implementing effective thinking strategies aimed at enhancing student learning outcomes. They will create learning environments that engage students in cognitively challenging tasks and increase opportunities for students to articulate their thought processes for peer observations and micro-teaching opportunities. In addition, coaches and model classroom teachers will support their colleagues to deconstruct standards in order to plan for standard-based thinking maps connections as well as integrate the use of thinking maps into lesson plans. Their colleagues will experience the excitement of discovering learning opportunities firsthand, similar to what their students would encounter in model classrooms. By carefully observing and analyzing their colleagues' teaching practices, they will further their own understanding. These teachers will reflect on their instructional practices and make necessary adjustments to ensure consistent implementation of high-leverage strategies that engage, enhance, and accelerate student learning. Professional development will be focused on a brain-based approach that engages students in cognitive tasks while also supporting their social-emotional development. In sum, model classroom teachers will collaborate with colleagues to facilitate their ability to intentionally incorporate the following strategies: - Cognitive - Metacognitive - Motivational - Management Into their daily instructional practices. These strategies aim to create and engage opportunities with appropriate levels of scaffolding (anchor charts, thinking maps, flexible groups) for students to articulate their thinking and collaborate effectively with their classmates. In sum, teachers will • document and reflect upon student learning • adjust, adapt, or change their teaching practices to meet the needs of each student	

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

	- Identify literacy strategies to engage students in cognitively demanding tasks - QAR - Reciprocal Teaching - Implement instructional practices to engage students in cognitively demanding tasks - Think Alouds
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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

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?	When will this be in place?
The administrators and coaches will identify model classroom teachers.	June
The administrators, coaches, and model classroom teachers will engage in professional development on thinking classrooms and thinking maps and plan for the school year thinking map instructional strategies.	June-August
The principal will meet with the registrar to complete a master schedule for grade level collaboration.	June
The administrator will meet with the secretary to purchase materials to support thinking classrooms.	July
The grade level teams and principal will identify grade level chairs	August
The administrators, coaches, and model classroom teachers will engage teachers in professional development on thinking classrooms and thinking maps and plan for the school year thinking map instructional strategies.	September

Key Strategy 1

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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FIRST HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	
Coaches and model classroom teachers will create learning environments that facilitate students to engage in cognitive engagement and collaborate with their peers to create grade level learning environments for cognitive engagement.	
- Anchor Charts - Making Learning Visible and Gradual Release of Responsibilities - Routine Charts- Supporting Engagement for Independent Learning - Concept Charts - Teaching Beyond" Just the Facts" - Process Charts - Understanding Every Strategy Has a Process - Repertoire Charts - Decision Making and Strategic Thinking - Exemplar Charts - Bringing It Back to the the Big Picture	09/01/26
Coaches and grade level teams will meet to design learning opportunities and conduct lesson studies for students to engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving Tuesday and Thursday.	
- Introduction of Thinking Maps - Explain the five characteristics that define thinking maps	09/08/26 - 10/30/26

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

○ Develop beginning knowledge of how to use thinking maps to support and enhance critical thinking ○ Identify the cognitive process of each thing maps and the importance of the frame of reference for meta-cognition ○ Construct the visual pattern representing each thought ○ Develop beginning knowledge of how to apply thinking maps to a variety of curriculum standards.	
Grade level teams and coaches will meet to design learning opportunities for students to engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving Tuesday and Thursday. ● Cross-Curriculum Literacy Strategies - Application of Thinking Maps to Literacy Skills ○ Utilizing Thinking Maps to Deepen Students' Understanding ○ Modeling/Demonstrating the Utilizing Thinking Maps for Writing Across the Curriculum ○ Integrating the using of thinking maps with students' note taking strategies (3-6) ○ Engaging students to use thinking maps as strategies to improve the reading comprehension	11/02/26 1/29/27
Coaches and model classroom teachers will collaborate and conduct micro-teaching opportunities for their colleagues as well as open their classroom for guided peer observations to improve teaching practices schoolwide. ● Thinking Maps: Comprehension Strategies for Constructing Meaning ○ Thinking Maps for Predicting ○ Thinking Maps for Visuallizing ○ Thinking Maps for Making Connections ○ Thinking Maps for Summarizing ○ Thinking Maps for Questioning ○ Thinking Maps for Inferencing	10/01/26 - 01/29/27
Coaches and classroom teachers will collaborate and engage in guided peer observations as well as observe micro-teaching to enhance their practices to engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving. ● Scaffolding for Independence ○ Defining What is Scaffolding - What is Not Scaffolding ○ Identifying Concerns, Challenges, and Barriers with Scaffolding ○ Modeling How Scaffolding Works ○ Setting Goals with Scaffolds ○ Planning Deliberate Practice with Scaffolds ○ Fading Scaffolds	10/01/26 - 01/29/27
Administrators will conduct daily walkthroughs and use International Center for Leadership in Education rubrics to monitor teacher and student performance data and provide bite-sized feedback to improve teaching and learning.	9/15/26
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?

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

Coaches and model classroom teachers will collaborate and conduct micro-teaching opportunities for their colleagues as well as open their classroom for guided peer observations to improve teaching practices schoolwide.	Second Semester
- Thinking Maps and Cooperative Learning - Designing Standards-Based Learning Projects	
Coaches and classroom teachers will collaborate and engage in guided peer observations as well as observe micro-teaching to enhance their practices to engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.	Second Semester
- Scaffolding for Independence - Peer Scaffolding	
Administrators will conduct daily walkthroughs and use International Center for Leadership in Education rubrics to monitor teacher and student performance data and provide bite-sized feedback to improve teaching and learning.	Second Semester
Students will engage cognitive demanding tasks using thinking circle cycles to :	Second Semester
1. Observe - start with inquiry 2. Question - Ask to understand 3. Gather Information - Seek knowledge 4. Analyze - Break it Down 5. Synthesize - Connect the Dots 6. Decide - Choose with Confidence 7. Reflect - Think Back to Move Forward 8. Re-Evaluate - Adjust and Improve	

Key Strategy 2

KEY STRATEGY 2	Ensure equitable access to grade-level content , especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals
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FIRST HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Coaches and model classroom teachers will create learning environments that facilitate students to engage in cognitive engagement and collaborate with their peers to create grade level learning environments for cognitive engagement.	
- Anchor Charts - Making Learning Visible and Gradual Release of Responsibilities - Routine Charts- Supporting Engagement for Independent Learning - Concept Charts - Teaching Beyond" Just the Facts" - Process Charts - Understanding Every Strategy Has a Process - Repertoire Charts - Decision Making and Strategic Thinking - Exemplar Charts - Bringing It Back to the the Big Picture	09/01/26
Coaches and grade level teams will unpack grade level literacy and math lessons to engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.	
- Thinking Maps for Deconstructing - Deconstruct Standards into Small Chunks	09/08/26 - 12/18/26

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

○ Identify a Frame of Reference ○ Analyze the Task to Thinking Maps	
Coaches and model classroom teachers will collaborate and conduct micro-teaching opportunities for their colleagues as well as open their classroom for guided peer observations to improve teaching practices schoolwide. ● Thinking Maps: Comprehension Strategies for Constructing Meaning ○ Thinking Maps for Predicting ○ Thinking Maps for Visualizing ○ Thinking Maps for Making Connections ○ Thinking Maps for Summarizing ○ Thinking Maps for Questioning ○ Thinking Maps for Inferencing	10/01/26 - 01/29/27
Coaches and classroom teachers will collaborate and engage in guided peer observations as well as observe micro-teaching to enhance their practices to engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving. ● Scaffolding for Independence ○ Defining What is Scaffolding - What is Not Scaffolding ○ Identifying Concerns, Challenges, and Barriers with Scaffolding ○ Modeling How Scaffolding Works ○ Setting Goals with Scaffolds ○ Planning Deliberate Practice with Scaffolds ○ Fading Scaffolds	10/01/26 - 01/29/27
Administrators will conduct daily walkthroughs and use International Center for Leadership in Education rubrics to monitor teacher and student performance data and provide bite-sized feedback to improve teaching and learning.	10/01/26
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Grade level teams and coaches will unpack grade level literacy and math lessons to engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving. ● Thinking Maps for Deconstructing	Second Semester
Coaches and model classroom teachers will collaborate and conduct micro-teaching opportunities for their colleagues as well as open their classroom for guided peer observations to improve teaching practices schoolwide. ● Integration of Thinking Maps ○ Building Thinking Maps into Lesson Plans ○ Utilizing Thinking Maps to Support Cooperative Learning & Collaborative Discussions ○ Providing Opportunities for Students to Use Thinking Maps for Self-Reflection and Assessment	Second Semester
Coaches and classroom teachers will collaborate and engage in guided peer observations as well as observe micro-teaching to enhance their practices to engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving. ● Scaffolding for Independence ○ Peer Scaffolding	Second Semester

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

Administrators will conduct daily walkthroughs and use International Center for Leadership in Education rubrics to monitor teacher and student performance data and provide bite-sized feedback to improve teaching and learning.

Second
Semester

Progress Monitoring

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

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

Key Strategy 1

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

We will collect and monitor the following evidence: rigor to support teachers building effective lessons that are thoughtful, high-level questioning, and academic instruction; relevant with meaningful work, authentic resources, and learning connections; as well as; student engagement that provides active participation, risk taking learning environment with rituals and routines and formative processes and tools.

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Students will demonstrate their improving their learning by: • completing tasks that require comprehension. • demonstrating mastery through the learning tasks that require them to apply knowledge and comprehend content. • responding to questions that demonstrate a comprehension of content • asking questions during the lessons and most questions focus on the information • discussing with structured prompts from the teacher: retelling, analysis, and/or stating claim and defending with evidence • providing explanations or evidence of their thinking and responding to their peers' comments		
Evidence of Teacher Practice Changing	Teachers will demonstrate evidence of practice changing to design and implement high		

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

	quality lessons that engage students in cognitively demanding tasks that ensure every student thrives. • Learning tasks include one or more assigned ways for students to demonstrate their thinking. • Lesson design includes questions at a range of levels, but not all students are required to respond to each question • Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.		
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What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Students will be assessment capable visible learners who drive their learning by: • developing their own learning tasks that stretch their creativity, originality, design, or adaption. • assessing their own learning and moving forward to adapt/transfer knowledge to new learning tasks and/or activities. • engaging actively to develop higher-level questions to challenge their peers' thinking. • responding to higher-level questions generated by peers with little guidance from teachers. • Driving the discussions, consistently adding value to the dialogue with their peers and teacher and responding respectfully to the opinions and thoughts of both • Staying focused on the activities of inquiry and engaging in dialogue, using content-rich vocabulary with their peers.	

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

Teachers will be...	Teachers will be able to design and implement high quality lessons that engage students in cognitively demanding tasks that ensure every student thrives. • Learning tasks extend student learning inspiring to pursue self-discovery • Lesson design inspires all students to engage in high-level questioning around the learning with their teacher and peers. • Lesson design inspires all students to independently engage in dialogue and add valuable academic content around the learning tasks.	
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Key Strategy 2

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

We will collect and monitor the following evidence: rigor to support teachers building effective lessons that are thoughtful, high-level questioning, and academic instruction; relevant with meaningful work, authentic resources, and learning connections; as well as; student engagement that provides active participation, risk taking learning environment with rituals and routines and formative processes and tools.

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Students will demonstrate their improving their learning by: • completing tasks that require comprehension. • demonstrating mastery through the learning tasks that require them to apply knowledge and comprehend content. • responding to questions that demonstrate a comprehension of content • asking questions during the lessons and most questions focus on the information • discussing with structured prompts from the teacher: retelling, analysis, and/or stating claim and defending with evidence		

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

	• providing explanations or evidence of their thinking and responding to their peers' comments		
Evidence of Teacher Practice Changing	Teachers will demonstrate evidence of practice changing to design and implement high quality lessons that engage students in cognitively demanding tasks that ensure every student thrives. • Learning tasks include one or more assigned ways for students to demonstrate their thinking. • Lesson design includes questions at a range of levels, but not all students are required to respond to each question • Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.		

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

	• Driving the discussions, consistently adding value to the dialogue with their peers and teacher and responding respectfully to the opinions and thoughts of both • Staying focused on the activities of inquiry and engaging in dialogue, using content-rich vocabulary with their peers.	
Teachers will be...	Teachers will be able to design and implement high quality lessons that engage students in cognitively demanding tasks that ensure every student thrives. • Learning tasks extend student learning inspiring to pursue self-discovery • Lesson design inspires all students to engage in high-level questioning around the learning with their teacher and peers. • Lesson design inspires all students to independently engage in dialogue and add valuable academic content around the learning tasks.	

Survey Monitoring

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

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Collaborative time leads to meaningful changes in instructional practice across our team.	3.8	5.8	26.9	46.2	13.5	3.8
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

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

Instructional Leadership Team Core Structures

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

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A curriculum monitoring routine where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.	
When and how often will this structure take place?	Faculty Meetings - Monthly - Macro Level: School Wide - Administrators/Coaches Data Meetings - Monthly - Micro Level: Individual Students - Administrators Grade Level Meetings - Weekly: Tuesday - Lesson Inquire Cycles Grade Level Chair/Coaches	

Part 3: Schoolwide Core Structures

	1. Study Standards and Curriculum to Prioritize 2. Plan 3. Conduct lessons 4. Reflect Lewis & Hurd, Lesson Study: How Teaching Learning Communities Improve Instruction, (2011) Thursday - Mid Level: - Administrators/Coaches • 1st Thursday - Literacy • 2nd Thursday - Math • 3rd Thursday - ENL • 4th Thursday - SEL
What does this entail?	Faculty, data, and grade level meeting cycles will occur to facilitate our collaborative efforts to improve instruction. Teams will anchor discussion on student work, cognitive task analysis, and data to reflect* on practices aligned to the instructional priorities (cognitively demanding tasks and access to grade level content) and create actionable next steps and plans to build cohesion and consistency for teacher collective efficacy and clarity. The following questions will frame and guide the collaboration and professional learning during grade level meetings: • What am I learning? • What do I know? • What don't I know? • What should I know? • What are my assumptions? • What is the source of my assumptions? • What can I hope for? • What are our grade level next steps? • What are my next steps?

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The building level team will review aggregate data from the following: • Data Notebook: Student Work/Performance • Walk-Through Data: Rigor Rubric • Survey Data • Grade Level Notes/Reflections • Faculty Meeting Evaluation Data
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The building level team will review aggregate data from the following: • Data Notebook: Student Work/Performance • Walk-Through Data: Rigor Rubric • Survey Data • Grade Level Notes/Reflections • Faculty Meeting Evaluation Data

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input

Part 3: Schoolwide Core Structures

this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.	3.8	11.5	25	36.5	21.2	1.9
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult**, with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels**, identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels , identifying where students encounter conflicting messages or uneven experiences.	☐ NEW ☒ REFINE
When and how often will this	Faculty Meetings - Monthly - Macro Level: School Wide - Administrators/Coaches Data Meetings - Monthly - Micro Level: Individual Students - Administrators	

Part 3: Schoolwide Core Structures

structure take place?	Grade Level Meetings - Weekly: Tuesday - Lesson Study Cycles Grade Level Chair/Coaches 1. Study Standards and Curriculum to Prioritize 2. Plan 3. Conduct lessons 4. Reflect Lewis & Hurd, Lesson Study: How Teaching Learning Communities Improve Instruction, (2011) Thursday - Mid Level: - Administrators/Coaches • 1st Thursday - Literacy • 2nd Thursday - Math • 3rd Thursday - ENL • 4th Thursday - SEL
What does this entail?	Faculty, data, and grade level meetings will facilitate our collaborative efforts to drive instructional improvement by anchoring discussion on student work, cognitive task analysis, and data to reflect* on practices and create actionable next steps and plans to build cohesion and consistency for teacher collective efficacy and clarity. • What do I know? • What don't I know? • What should I know? • What are my assumptions? • What is the source of my assumptions? • What can I hope for? *Immanuel Kant (1724-1804)

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	I can share my ideas in class, and teachers listen and take them seriously.	.07	.06	23.5	32.6	26.2	.03
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	Expectations for working hard and doing quality work are about the same in all my classes.	.03	.05	21.4	38.5	28.3	.03
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

Attendance Core Structures

- **A routine for monitoring attendance daily and weekly**, with clear thresholds that trigger early outreach, problem-solving, and follow-up.
- **A coordinated process for understanding the reasons behind absences**, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across student groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving student participation** and ensuring supports remain connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	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.	☐ NEW ☒ REFINE
When and how often will this structure take place?	The Attendance Committee - Bi-weekly	
What does this entail?	The attendance committee (teachers, social workers, parent liaison, school secretary, nurse, and community school liaison) will collaborate to communicate the importance of attendance, identify emerging patterns in attendance, address barriers students and their families encounter, and create incentives to improve students' attendance	

Attendance Monitoring

Directions: In the table below input the data you have from this current school year. Leave the table for next school year blank so that it can be updated **as the year progresses**.

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	87.3%	86%	86.3%	80.8%	78.6%	82.9%	82.9%	84.1%	81.4%
2026-27									

Part 3: Schoolwide Core Structures

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

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	The school communicates clearly with families about attendance expectations.	.06	0	.09	.38	.47	.0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	If my child misses school, the school reaches out to understand why, not just to report the absences,	.12	.12	.12	.38	.26	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Jeronda Griffin	MLK Literacy Teacher			3/26	4/30	3/26		3/4 5/6 6/3	6/25
Raine Wilkinson	Special Education			3/26	4/30	3/26		3/4 5/6 6/3	6/25
Caleb Rodriguez	Bilingual Special Education			3/26	4/30	3/26		3/4 5/6 6/3	6/25
Maria Behrend	Reading Teacher			3/26	4/30	3/26		3/4 5/6 6/3	6/25
Megan Bonacchi	Grade 1 Teacher			3/26	4/30	3/26		3/4 5/6 6/3	6/25
Shannon Costanzo	Coach	3/3		3/26	4/30	3/26		3/4 5/6 6/3	6/25
Angelique Nunez	Coach	3/3	4/13	3/26	4/30	3/26		3/4 5/6 6/3	6/25
Carlos Vazquez	Grade 6 Bilingual Teacher			3/26	4/30	3/26		3/4 5/6 6/3	6/25
Patricia Seltzer	Grade 2 Teacher		4/13	3/26	4/30	3/26		3/4 5/6 6/3	6/25
Nicole Maier	Grade 2 Bilingual Teacher			3/26	4/30	3/26 5/19		3/4 5/6 6/3	6/25
Cherly Lee	Community School Site Coordinator	3/3	4/13	3/26	4/30	3/26 5/19	5/13 CET	3/4 5/6 6/3	6/25
Sharon Jackson	Principal	3/3	4/13	3/26	4/30	3/26 5/19	5/13 CET	3/4 5/6 6/3	6/25
Charlotte McMahon	Parent						5/13 CET		
Grade Level Teams	School Staff			3/26	4/30	3/26			6/25
Amy Alkiewicz	District Team Member					5/19			

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.