



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2026-27

| District                       | School Name                            | Grades Served |
|--------------------------------|----------------------------------------|---------------|
| Rochester City School District | Anna Murray-Douglass Academy School 12 | K-6           |

## Collaboratively Developed By:

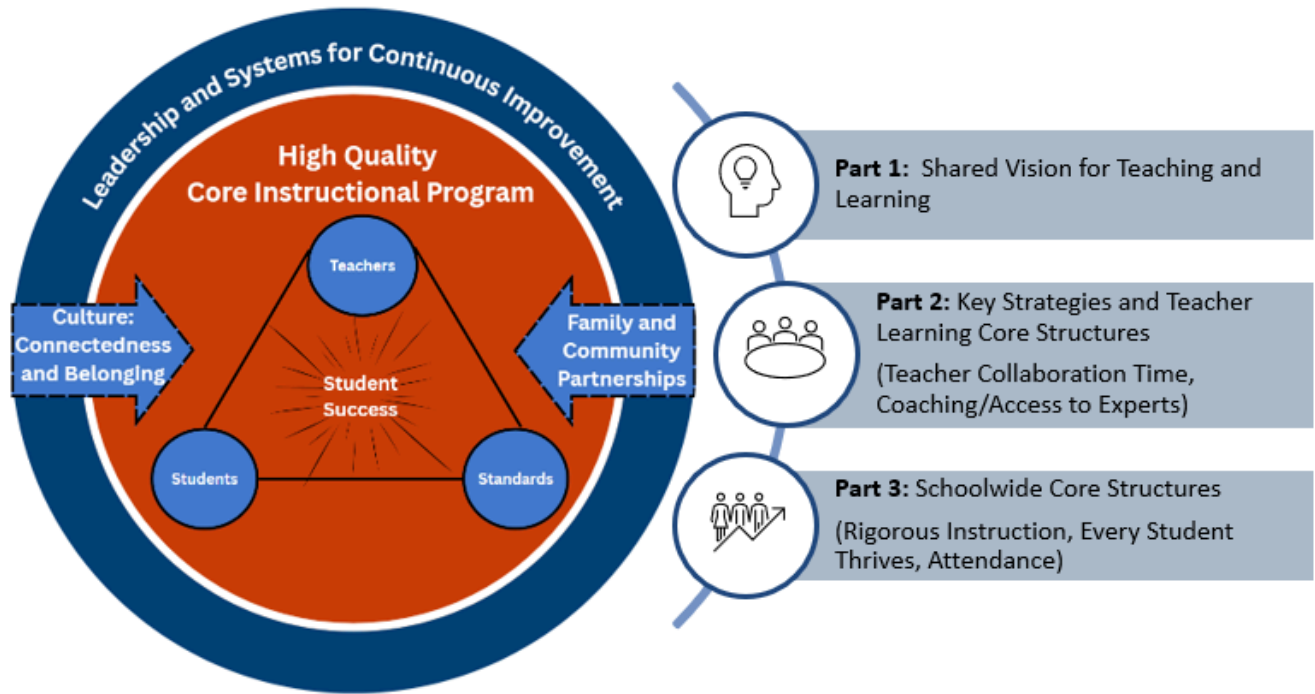
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**The Anna Murray Douglass Academy SCEP Development Team**

**(SCEP Team Members: F Hart, L Murty, C Woods, I Sambolin, M Lovell, D Hurley)**

***And in partnership with the staff, students, and families of Anna Murray Douglass Academy.***

## 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?

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| What structures and routines will support this in 2026-27? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | HOW DOES THIS COMPARE TO EXISTING EFFORTS?                                 |
| Teacher Learning Core Structure                            | Teacher Collaborative Time REQUIRED FOR ALL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| When and how often will this structure take place?         | <ul style="list-style-type: none"> <li>• Every Wednesday for 30 minutes (includes all teachers K-6, ENL, SPED)</li> <li>• Grade level teams K-6 will meet along with the admin, instructional coach, ENL, and SPED Teachers</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                            |
| What does this entail?                                     | <p><a href="#">PLC Protocol</a></p> <p>Weekly grade-level meetings will follow a structured rolling agenda to support collaboration, instructional planning, and student achievement. Meetings will focus on collaborative planning, data analysis, and reviewing student work to ensure alignment to grade-level standards, cognitively demanding tasks, and instructional goals.</p> <p>A rolling agenda will be used to maintain consistency, ensure accountability, and provide ongoing opportunities for teams to reflect on instructional practices and student outcomes.</p> <p><b>1. Analyze Evidence (Where are we now?)</b></p> |                                                                            |

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

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                 |
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|                                                           | <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 support, coaching, co-planning, and collaboration needed for implementation.</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 type="checkbox"/> NEW<br><input type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b> | <ul style="list-style-type: none"> <li>Coaching cycles take place 3xs per marking period</li> <li>All teachers will be supported by an instructional coach that will meet with them at PLC's once a week</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                 |
| <b>What does this entail?</b>                             | <p><b>Instructional coaches will have three priorities:</b></p> <ul style="list-style-type: none"> <li>Supporting teacher learning on cognitively demanding tasks and equitable access to grade level standards with teams of teachers through the PLC Structure</li> <li>Modeling lessons and Co-teaching lessons organized around cognitively demanding tasks and equitable access to grade level standards</li> <li>Supporting Teachers in a Coaching Cycle around a collaboratively developed goal related to the cognitively demanding tasks and equitable access to grade level standards</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                 |

## Implementation

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

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

| Preparing for a Successful Launch                                                                                                                                                                                                                                                                                                                                      |                             |
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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? |
| Instructional Coaches will participate in district PD on PLC facilitation                                                                                                                                                                                                                                                                                              | August 2026                 |
| Instructional coaches will participate in the district training on cognitively demanding tasks                                                                                                                                                                                                                                                                         | August 2026                 |
| Grade Level Team PLC will present their implementation plan for "Thinking Classrooms"                                                                                                                                                                                                                                                                                  | August 2026                 |
| ILT team will roll out the structure, purpose, schedule, and consistencies for weekly PLCs.                                                                                                                                                                                                                                                                            | September 2026              |
| Share student survey data with staff to demonstrate the need for and student request for engaging students in more cognitively demanding tasks that require reasoning, sense-making, and problem-solving.                                                                                                                                                              | September 2026              |
| Ensure teachers have consistent access to and a strong understanding of priority standards, district curriculum, and instructional scaffolds to provide equitable access to grade-level content for all students, especially multilingual learners and students with disabilities, through collaboration, coordinated support, and alignment to shared learning goals. | September 2026              |
| Provide staff with an overview of the structure, purpose, and benefits of instructional coaching, including opportunities for collaboration and professional growth. Develop and share a sign-up process to support teacher participation and individualized coaching support.                                                                                         | September 2026              |
| Offer teachers the opportunity to participate in a professional book study of <i>Building Thinking Classrooms</i> to strengthen instructional practices, promote student discourse, and support deeper student thinking and engagement.                                                                                                                                | September 2026              |

### 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?                                                                          |                             |
| Develop a shared understanding of a cognitively demanding task and Studenting Behaviors PLCs will focus on: <ul style="list-style-type: none"> <li>Thinking tasks vs. non-thinking tasks</li> <li>Random grouping</li> <li>Vertical nonpermanent surfaces</li> </ul> | September 2026              |
| Review priority standards collaboratively to develop clear learning targets and success criteria that align instruction, guide student learning, and support consistent expectations across classrooms.                                                              | September 2026              |
| Communicate AMDA instructional consistencies and expectations with all staff to promote alignment, strengthen instructional practices, and ensure a cohesive learning experience for students across classrooms.                                                     | September 2026              |
| Model the use of discourse protocols during PLCs to build teacher capacity and demonstrate effective strategies for promoting student discussion, collaboration, and academic language in the classroom.                                                             | November 2026               |

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

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| Collaboratively share and develop ideas for classroom incentives that promote academic growth, student goal setting, and increased ownership of learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | November 2026               |
| Facilitate collaborative grade-level planning to strengthen instructional alignment, share effective practices, and ensure consistent support for student learning across classrooms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | November 2026               |
| Continue to offer teachers the opportunity to participate in a professional book study of <i>Building Thinking Classrooms</i> to strengthen instructional practices, promote student discourse, and support deeper student thinking and engagement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |
| <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                             |
| 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? |
| <p>Instructional coaches will coordinate with the district to identify additional research on cognitively demanding tasks to explore in future teacher collaborative team meetings based on progress to date, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Valuing Thinking Over Completion</li> <li>• Designing Extension Without Just Giving More</li> <li>• Teacher Press</li> <li>• The Art of Not Telling</li> <li>• Wait Time 1 and Wait Time 2</li> <li>• Handling Errors</li> <li>• Building a Culture Where Thinking Is Public</li> <li>• Collaboration Continuum (Taking Turns-Cooperate-Collaborate)</li> <li>• Randomized Grouping</li> <li>• Vertical Non-Permanent Surfaces</li> <li>• Thinking Classrooms vs. Answer Classrooms</li> <li>• Intellectual Safety and Academic Risk</li> <li>• Teacher Helpfulness as a Barrier to Thinking</li> <li>• Designing Access Without Reducing Task Complexity</li> <li>• When to Stop the Work and Move to Consolidation</li> <li>• Comparing Strategies to Deepen Understanding</li> <li>• Student Explanation and Justification</li> </ul> | Spring                      |
| Instructional coaches will incorporate practices that require additional support related to cognitively demanding tasks into coaching cycles, modeling when it is useful.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring                      |

### Key Strategy 2

|                       |                                                                                                                                                                                                                |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STRATEGY 2</b> | <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 |
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|                                                                                                                                                                                                                         |                             |
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| <b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>                                                                                                                                                                            |                             |
| What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?                             | When will this be in place? |
| ILT team to provide ongoing professional development in ELA/SLA and math curriculum to strengthen instructional practices, support alignment to shared learning goals, and identify appropriate scaffolds.              | September 2026              |
| Instructional coaches and administration will lead teachers to develop grade-level, student-friendly rubrics aligned to shared learning goals to support clear expectations and increase student ownership of learning. | September 2026              |

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

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| Instructional coaches and administration will lead teachers to utilize standards-aligned resources to support text-based writing through coordinated planning with colleagues and alignment to shared learning goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | October 2026                |
| Instructional coaches and administration will schedule consistent collaborative planning time for all self-contained special education classrooms to support coordination among staff and align instruction to shared learning goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | September 2026              |
| Instructional coaches and administration will lead grade-level teams in reviewing assessments to ensure they are accessible, aligned to shared learning goals, and designed to provide equitable access to grade-level content for all students, including multilingual learners and students with disabilities.                                                                                                                                                                                                                                                                                                                                                                                                        | December 2026               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |
| <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | When will this be in place? |
| Instructional coaches will coordinate with the district to identify additional research on cognitively demanding tasks to explore in future teacher collaborative team meetings based on progress to date, including, but not limited to: <ul style="list-style-type: none"> <li>● Increase Equitable Participation In Thinking</li> <li>● Responding To Struggle With Prompts, Not Solutions</li> <li>● Maintain Grade-Level Thinking for All Students</li> <li>● Productive Struggle Routines For Diverse Learners</li> <li>● Language Supports That Don't Reduce Thinking (MLL Focus)</li> <li>● Support Students With Disabilities Without Reducing Cognitive Demand</li> <li>● Modify support not rigor</li> </ul> | Spring 2026                 |
| Instructional coaches will incorporate practices that require additional support related to equity into coaching cycles, modeling when it is useful.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2026                 |

## 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> | When I visit classrooms I will be looking for: <ul style="list-style-type: none"> <li>● Student Discourse</li> <li>● Using Rubrics</li> <li>● Productive struggling</li> </ul> |                                                   |                                              |
| <b>Evidence of Teacher Practice Changing</b>  | When I visit classrooms I will be looking for: <ul style="list-style-type: none"> <li>● Random grouping</li> <li>● Using VNS</li> </ul>                                        |                                                   |                                              |

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

|  |                                                                                        |  |  |
|--|----------------------------------------------------------------------------------------|--|--|
|  | <ul style="list-style-type: none"> <li>Cognitively Demanding Thinking Tasks</li> </ul> |  |  |
|--|----------------------------------------------------------------------------------------|--|--|

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> | Effectively engaged in: <ul style="list-style-type: none"> <li>Student Discourse</li> <li>Using Rubrics</li> <li>Productive struggling</li> </ul>              |                                            |
| <b>Teachers will be...</b> | Implementing with fidelity: <ul style="list-style-type: none"> <li>Random grouping</li> <li>Using VNS</li> <li>Cognitively Demanding Thinking Tasks</li> </ul> |                                            |

### Key Strategy 2

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> | When I visit classrooms I will be looking for: <ul style="list-style-type: none"> <li>Students will use scaffolds when needed to access Tier 1 Instruction</li> <li>All students will be engaged in discourse while learning and practicing rituals and routines regardless of language or programing.</li> </ul> |                                                   |                                              |
| <b>Evidence of Teacher Practice Changing</b>  | When I visit classrooms I will be looking for: <ul style="list-style-type: none"> <li>Tier 1 Instruction with scaffolds for access</li> <li>Provide scaffolds without reducing rigor</li> <li>Establishing rituals and routines for all students to</li> </ul>                                                    |                                                   |                                              |

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

|  |                     |  |  |
|--|---------------------|--|--|
|  | engage in discourse |  |  |
|--|---------------------|--|--|

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> | Effectively engaged in: <ul style="list-style-type: none"> <li>Using scaffolds to access Tier 1 instruction when needed</li> <li>Engaged in discourse</li> </ul>                                                                                                                                                 |                                            |
| <b>Teachers will be...</b> | Implementing with fidelity: <ul style="list-style-type: none"> <li>Tier 1 Instruction with scaffolds for access</li> <li>Provide scaffolds without reducing rigor</li> <li>Have established rituals and routines to allow all students to engage in discourse regardless of language or program needs</li> </ul> |                                            |

### 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. | 9.8 % | 9.8 % | 17.1 % | 48.8 % | 14.6 % | 0%  |
| <b>26-27 Needs Assessment</b> |                                                                                                   |       |       |        |        |        |     |

|                               | Survey Question 2                                                                                                                                                                  | SD    | D      | N      | A      | SA     | IDK |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|--------|--------|--------|-----|
| <b>25-26 Needs Assessment</b> | My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes. | 4.9 % | 12.2 % | 24.4 % | 46.3 % | 12.2 % | 0%  |
| <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 support 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 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 DOES THIS COMPARE TO EXISTING EFFORTS?                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Instructional Leadership Team Core Structure 1                                                                                                                                              | <ul style="list-style-type: none"> <li>• <b>A schoolwide inquiry cycle</b> where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.</li> </ul> | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| When and how often will this                                                                                                                                                                | The Instructional Leadership Team will meet 1 time per month                                                                                                                                                                                              |                                                                            |

| structure take place?  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What does this entail? | <p>A rolling agenda will be used to maintain consistency, ensure accountability, and provide ongoing opportunities for ILT to reflect on instructional, by using the following protocol:</p> <ol style="list-style-type: none"> <li><b>1. REFLECTION: What have we seen since our last meeting related to what we discussed last meeting?</b></li> <li><b>2. PROFESSIONAL LEARNING: Do some learning around Cognitively Demand instruction.</b></li> <li><b>3. CONSISTENCY AND COHERENCE: Visit classrooms to examine cognitively demanding instruction related to previous professional learning.</b></li> <li><b>4. DEBRIEF: What did the classroom visits tell us about what our system needs?</b></li> <li><b>5. APPLICATION TO THE SYSTEM: What can we do with our teacher learning system based on what we saw?</b></li> </ol> <p>The leadership team will establish clear expectations and consistent monitoring systems to ensure that teachers effectively implement:</p> <ul style="list-style-type: none"> <li>- Rubrics,</li> <li>- Thinking tasks - grade level</li> <li>- Meaningful feedback to students</li> <li>- Student discourse</li> </ul> <p>Administrators and instructional leaders will conduct:</p> <ul style="list-style-type: none"> <li>-regular classroom walkthroughs</li> <li>-collaborative coaching sessions</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?                  | <p>The building level team will establish clear expectations to monitor:</p> <ul style="list-style-type: none"> <li>- Rubrics</li> <li>- Thinking tasks - grade level</li> <li>- Meaningful feedback to students</li> <li>- Student discourse</li> </ul> |
| What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable) | <p>Leadership will monitor and facilitate collaborative planning and completing learning walks to ensure they are providing cognitively engaging tasks with the use of scaffolds when necessary.</p>                                                     |

### 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.

## Part 3: Schoolwide Core Structures

|                               | 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 | When I need help, my teachers give me support that makes things easier to understand without doing the work for me. | 3.7 | 8 | 18.5 | 40.1 | 27.8 | 1.9 |
| <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 checked="" type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family | My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes. | 4.9 | 12.2 | 24.4 | 46.3 | 12.2 | 0   |
| <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 support, and increase belonging.

### Essential Question

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

### Part 3: Schoolwide Core Structures

| 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 DOES THIS COMPARE TO EXISTING EFFORTS? |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Every Student Thrives Core Structure 1</b>                                                                                                                                               | <b>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.</b>                                                                                                                                                                                                                                                                                                                                                                                                                | X NEW<br><input type="checkbox"/> REFINE   |
| <b>When and how often will this structure take place?</b>                                                                                                                                   | The administrative team will conduct weekly walkthroughs and attend weekly PLC meetings to monitor implementation and identify inconsistencies across classrooms and grade levels. The school will also utilize a shared consistency framework focused on classroom culture, achievement, attendance, student voice, and discipline to ensure students experience clear and aligned expectations throughout the building.                                                                                                                                                                                                       |                                            |
| <b>What does this entail?</b>                                                                                                                                                               | This structure will include the development and implementation of a shared consistency framework outlining common expectations across classrooms related to classroom culture, achievement, attendance, student voice, and discipline. An accountability calendar will guide the work of the Instructional Leadership Team (ILT), while a walkthrough tool aligned to both the consistency framework and accountability calendar will be used to monitor implementation. Clear expectations and guidance will be provided to teachers to ensure a shared understanding of these structures, routines, and monitoring processes. |                                            |

### 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> | X Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family                        | The expectations from adults seem consistent across classrooms. | 18.2 | 6.8 | 15.9 | 36.4 | 18.2 | 18.2 |
| <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>X Student<br><input type="checkbox"/> Family                        | Expectations for working hard and doing quality work are about the same in all my classes. | 6.2 | 11.7 | 25.3 | 33.3 | 28.8 | .6  |
| <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 DOES THIS COMPARE TO EXISTING EFFORTS? I                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Attendance Core Structure 1</b>                                                                                                                                                          | <b>Structures for keeping families informed about attendance</b> , including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.                                                                                                                                                                                                 | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b>                                                                                                                                   | The attendance team, ILT and administration will review data monthly to ensure consistency and accountability.                                                                                                                                                                                                                                                                                        |                                                                            |
| <b>What does this entail?</b>                                                                                                                                                               | The staff have created an Attendance Expectation Document that outlines the protocols for teachers PBIS and the Attendance Team. An Accountability Calendar will be used by the ILT to monitor staff implementation of attendance protocols, including communication, documentation, and intervention steps.<br>The attendance team will ensure teachers receive continued tiered supports as needed. |                                                                            |

### Attendance Monitoring

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

### Part 3: Schoolwide Core Structures

#### Average Monthly Daily Attendance

|         | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
|---------|------|-----|-----|-----|-----|-----|-----|-----|-----|
| 2025-26 | 91   | 90  | 89  | 84  | 84  | 85  | 86  | 88  |     |
| 2026-27 |      |     |     |     |     |     |     |     |     |

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

#### Survey Monitoring

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

|                        | Survey                                                                                                             | Survey Question 1                                                                  | SD | D   | N    | A    | SA   | IDK  |
|------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----|-----|------|------|------|------|
| 25-26 Needs Assessment | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input checked="" type="checkbox"/> Family | Attendance concerns are handled in ways that feel supportive rather than punitive. |    | 9.1 | 15.9 | 27.3 | 29.5 | 18.2 |
| 26-27 Needs Assessment | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family            |                                                                                    |    |     |      |      |      |      |

|                        | Survey                                                                                                             | Survey Question 2                                                  | SD   | D    | N    | A    | SA   | IDK |
|------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------|------|------|------|------|-----|
| 25-26 Needs Assessment | <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. | 13.6 | 19.8 | 15.4 | 24.1 | 20.4 | 6.8 |
| 26-27 Needs Assessment | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family            |                                                                    |      |      |      |      |      |     |

## Our Team's Process

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.

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.

[illegible]

## Our Team's Process

## 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.