



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Ida B. Wells-Barnett Elementary School No. 34	Prek-6

Collaboratively Developed By:

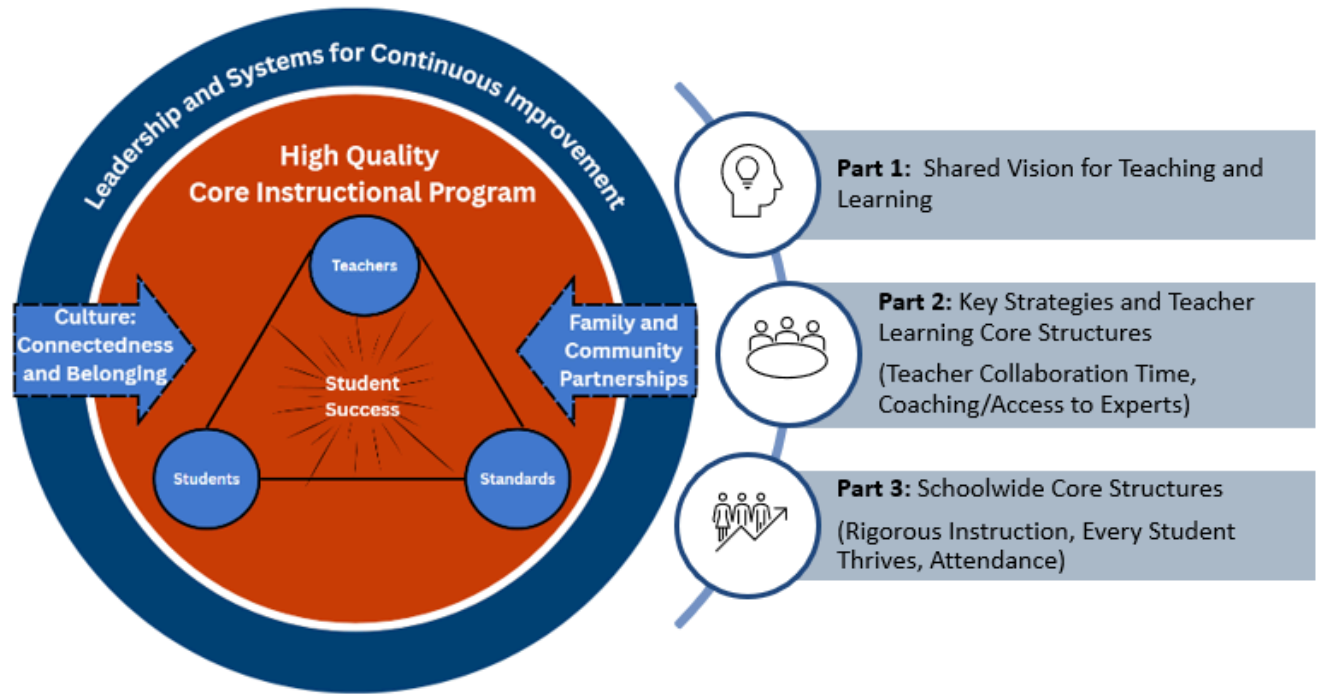
The Ida B. Wells-Barnett School No. 34 SCEP Development Team

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- Stacy Altieri (Instructional Coach)
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- Carrie Jessup (Teacher, 3rd)
- Samone Goode (Teacher, 3rd)
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And in partnership with the staff, students, and families of Ida B. Wells-Barnett School No.

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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: <i>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?</i>	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.
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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:

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

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
- Ideally occur during the school day
- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

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

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

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

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

Essential Question

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

What structures and routines will support this in 2026-27?		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	Weekly 30-minute Grade-Level PLCs Extended (one hour in total) PLC Meetings (once a month)	
What does this entail?	During PLC time, the following inquiry structure will occur cyclically: PLC Protocol 1. Analyze Evidence (Where are we now?) • Review student learning, instructional, and implementation evidence aligned to the priority. • Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting. • Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) • Determine what is working, what is not working, and why.	

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	- Build shared understanding through professional learning, research, protocols, or examination of effective practices. - Connect learning to the identified instructional priority. 3. Plan and Apply (What will we try?) - Identify specific instructional strategies, practices, or actions to implement. - Establish individual and collective commitments. - Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) - Identify evidence of implementation and student impact. - Create a plan to monitor progress toward team goals. - Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B ☐ NEW ☒ REFINE
When and how often will this structure take place?	Content Focused Instructional Coaching (cycle length can be anywhere from 4-8 weeks) Grade levels will have 2-week cycles with the new Math & ELA programs
What does this entail?	To ensure students actively engage in rigorous tasks and have equitable access to grade-level content, teachers may participate in a range of support opportunities based on their individual learning needs and voluntary participation in coaching cycles, including modeling lessons, co-teaching, collaborative planning, coaching cycles, and analyzing student work.

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?
Communicate instructional vision around making thinking visible, with words, <i>spoken and written</i> , around student engagement in cognitively demanding tasks that require reasoning, sense-making, and problem solving. (KS 1)	
Journal	August 2026

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Finalize and align journal prompts to the pacing guide (new curriculum) to ensure students consistently engage in written reasoning, justification, and problem-solving throughout the year.	
Creating Discussion Norms for the Classroom Establish classroom discussion norms that promote respectful collaboration, active listening, and the sharing of conceptual thinking to deepen students' reasoning and sense-making.	August 2026
Revisit Accountable Talk Stems Refine and identify accountable talk stems as an entry point to support students in explaining their reasoning, questioning others' thinking, and constructing arguments during problem-solving tasks.	August 2026
Discourse PLE Provide professional learning experiences focused on discourse strategies that equip teachers to facilitate cognitively demanding conversations and foster student reasoning.	Summer 2026
Schoolwide Discourse Expectations /Framework Develop and disseminate a schoolwide discourse framework that creates consistent expectations for student-to-student and student-to-teacher interactions centered on reasoning, sense-making, and problem-solving.	August 2026
Key Strategy 2	
To ensure equitable access to grade level content, teachers will create a conferencing schedule to provide actionable feedback to all students on a weekly basis.	August 2026
To ensure equitable access to grade level content, teachers will utilize a conference log that includes the required conferencing components to provide feedback aligned to the genre specific rubric.	August 2026
To ensure equitable access to grade level content, writing genre rubrics will be used for grading and to provide student feedback.	August 2026

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

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?
Continuation of Journals: Align and implement journal prompts to the pacing guide (new curriculum) to ensure students consistently engage in written reasoning, justification, and problem-solving throughout the year.	Sept- Dec. '26
Grade-Level Coaching (two-week cycles) for the new instructional programs Utilize the grade-level coach to support teachers in planning, implementing, and reflecting on instruction that engages students in cognitively demanding tasks requiring reasoning, sense-making, and problem-solving.	Sept- Dec. '26
Grade-Level PLCs Facilitate grade-level meetings focused on collaborative planning and analysis of instructional practices that promote rigorous mathematical thinking, discourse, and problem-solving.	Sept- Dec. '26
Revisit the 2-point constructed response rubric	Sept-Dec. '26

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

Review and refine 2-point constructed response rubric to ensure it emphasizes student reasoning, justification, and the ability to communicate problem-solving strategies.	
Grading Calibration/Data Analysis of Student Work Provide structured opportunities for teachers to analyze student work and assessment data to identify evidence of reasoning and sense-making, informing instructional decisions that increase cognitive demand and support problem-solving.	Sept-Dec. '26
Discourse Routines Develop and disseminate a schoolwide discourse framework that creates consistent expectations for student-to-student and student-to-teacher interactions centered on reasoning, sense-making, and problem-solving.	Sept-Dec. '26
Instructional Walkthroughs aligned with Focal Questions for walkthroughs: • Can students explain their thinking using complete thoughts and academic vocabulary? • Can students justify their answers using evidence, models, strategies, and mathematical reasoning? • Can students transfer oral explanations into written responses and justifications? • Do teachers provide regular opportunities for student-to-student discourse during instruction? • Do teachers monitor and respond to student thinking during discussions to deepen conceptual understanding?	Sept-Dec. '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?
Continuation of Journals: Align and implement journal prompts to the pacing guide to ensure students consistently engage in written reasoning, justification, and problem-solving throughout the year.	Jan.-June '27
Grade-Level Coaching (two-week cycles) for the new instructional programs Utilize the grade-level coach to support teachers in planning, implementing, and reflecting on instruction that engages students in cognitively demanding tasks requiring reasoning, sense-making, and problem-solving.	Jan.-June '27
Grade-Level PLCs Facilitate grade-level meetings focused on collaborative planning and analysis of instructional practices that promote rigorous thinking, discourse, and problem-solving.	Jan.-June '27
Grading Calibration/Data Analysis of Student Work Provide structured opportunities for teachers to analyze student work and assessment data to identify evidence of reasoning and sense-making, informing instructional decisions that increase cognitive demand and support problem-solving.	Jan.-June '27
Discourse Routines Analyze and evaluate the impact the schoolwide discourse framework has student-to-student and student-to-teacher interactions centered on reasoning, sense-making, and problem-solving.	Jan.-June '27
Instructional Walkthroughs Focal Questions for walkthroughs: • Can students explain their thinking using complete thoughts and academic vocabulary?	Jan.-June '27

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

• Can students justify their answers using evidence, models, strategies, and mathematical reasoning? • Can students transfer oral explanations into written responses and justifications? • Do teachers provide regular opportunities for student-to-student discourse during math instruction? • Do teachers monitor and respond to student thinking during discussions to deepen conceptual understanding?	
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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?
Providing Student Feedback Implement a consistent system of feedback to ensure all students receive timely, actionable guidance aligned to grade-level learning goals and individualized learning needs.	Sept-Dec. '26
Support Staff (ENL, Resource, Speech, Reading, etc.) attend Extended Monthly PLCs Include support staff in extended monthly PLCs to strengthen collaboration, align instructional supports, and ensure equitable access to grade-level content for multilingual learners and students with disabilities.	Sept-Dec. '26
Grade-Level Coaching (two-week cycles) for the new instructional programs Utilize coaching cycles to support teachers in implementing new instructional programs with fidelity while incorporating scaffolds and supports that maintain access to rigorous, grade-level learning.	Sept-Dec. '26
Grade-Level PLCs (reviewing student work) Engage in collaborative analysis of student work to identify barriers to learning, align instructional responses, and ensure all students can successfully access grade-level standards.	Sept-Dec. '26
Feedback Collaboration Sessions Feedback Collaboration Sessions will allow teachers to calibrate expectations, analyze student work collectively, and provide consistent, standards-aligned feedback that supports diverse learners in meeting rigorous academic expectations.	Sept-Dec. '26
Instructional Walkthroughs Conduct instructional walkthroughs to monitor the implementation of equitable instructional practices, the use of supports and accommodations, and student access to grade-level content.	Sept-Dec. '26
Review the writing genre to be able to provide feedback components Review grade-level writing expectations and genre-specific criteria to ensure teachers provide aligned, consistent feedback that supports all students in meeting rigorous learning targets.	Sept-Dec. '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?
Providing Student Feedback	Jan.-June '27

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

Implement a consistent system of feedback to ensure all students receive timely, actionable guidance aligned to grade-level learning goals and individualized learning needs.	
Support Staff (ENL, Resource, Speech, Reading, etc.) attend Extended Monthly PLCs Include support staff in extended monthly PLCs to strengthen collaboration, align instructional supports, and ensure equitable access to grade-level content for multilingual learners and students with disabilities.	Jan.-June '27
Grade-Level Coaching (two-week cycles) for the new instructional programs Utilize coaching cycles to support teachers in implementing new instructional programs with fidelity while incorporating scaffolds and supports that maintain access to rigorous, grade-level learning.	Jan.-June '27
Grade-Level PLCs (reviewing student work) Engage in collaborative analysis of student work to identify barriers to learning, align instructional responses, and ensure all students can successfully access grade-level standards.	Jan.-June '27
Feedback Collaboration Sessions Feedback Collaboration Sessions will allow teachers to calibrate expectations, analyze student work collectively, and provide consistent, standards-aligned feedback that supports diverse learners in meeting rigorous academic expectations.	Jan.-June '27
Instructional Walkthroughs Conduct instructional walkthroughs to monitor the implementation of equitable instructional practices, the use of supports and accommodations, and student access to grade-level content. Focal Questions for walkthroughs: - Is the learning intention aligned to grade-level standards and clearly communicated to students? - Is teacher feedback specific, actionable, and connected to the rubric or writing goal? - Are accommodations and co-teaching supports evident during instruction? - Are students able to explain the feedback they received? - Are success criteria or genre-specific rubrics visible and referenced during instruction?	Jan.-June '27

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

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Monthly Analysis of Math Word Problems		
Evidence of Teacher Practice Changing	Walkthroughs, Learning walks Five questions will be focal:		

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

	• Opportunities provided students? • Structures & routines to support? • How did teachers provide? (turn & talk; use of manipulatives; shared powerpoint?) • How did students respond/What did they show us? (effectiveness) • How did we respond? What might we do next?		
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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...	able to verbally (then in writing) explain and justify their mathematical reasoning.	
Teachers will be...	able to implement instructional practices that promote critical thinking, reasoning, and meaningful student engagement across content areas.	

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

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Pre & Post Writing Pieces		
Evidence of Teacher Practice Changing	Walkthroughs, Learning walks Focal Questions for walkthroughs: • Is the learning intention aligned to grade-level standards and		

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

	clearly communicated to students? - Is teacher feedback specific, actionable, and connected to the rubric or writing goal? - Are accommodations and co-teaching supports evident during instruction? - Are students able to explain the feedback they received? - Are success criteria or genre-specific rubrics visible and referenced during instruction?		
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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...	improve or advance their writing based on actionable feedback.	
Teachers will be...	provide equitable access to rigorous, grade-level instruction that supports all learners in demonstrating academic growth.	

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	Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings.	0%	7.1%	10.7%	53.6%	28.6%	0%
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	What I learn in professional development is reinforced through coaching and collaborative team time.	0%	3.6%	17.9%	50%	28.6%	0%
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

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

Instructional Leadership Team Core Structures

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

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	• 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.	☒ NEW ☐ REFINE
When and how often will this structure take place?	• Weekly	

What does this entail?	Analyze Evidence (Where are we now?) ● Review instructional evidence aligned to the priority. (walkthrough, evidence analysis, ect) What have we seen? ● Identify patterns, strengths, challenges, Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) ● Determine what is working, what is not working, and why. ● Build shared understanding through professional learning, research, protocols, or examination of effective practices around cognitively demanding instruction and equitable access. 3. Plan and Apply (What will we try?) ● Identify specific supports, feedback and actions to support teacher learning ● Establish individual and collective commitments. ● Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) ● Identify how evidence of instructions aligned to cognitively demanding tasks will be collected ● Create a plan to monitor progress ● Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.
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Evaluating the Key Strategies/Instructional Priorities Identified	
What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Identify the Schoolwide Focus ● The ILT identifies mathematical discourse and reasoning as the instructional priority connected to the SIP goal. Determine Look-Fors ● Students using academic vocabulary during discussion ● Students justifying answers orally and in writing ● Evidence of student-to-student discourse ● Multiple strategies being discussed and connected ● Teachers using discourse prompts instead of leading all thinking/cognitive load Collect Evidence Across Classrooms ● Learning walks ● Student math journals ● Constructed response samples ● Walkthrough data ● PLC discussions

Part 3: Schoolwide Core Structures

	- Common formative assessment results - Content unit assessments Study Trends - The ILT notices patterns such as: - Students can talk but struggle to explain reasoning in writing - Vocabulary is posted but not consistently used by students - Teachers are asking higher-order questions, but discussions remain teacher-directed - Some grade levels show stronger discourse structures than others Make Decisions Based on Evidence - Plan PD on student-to-student accountability - Model discourse lessons - Create common sentence stems or vocabulary routines - Adjust coaching cycles - Provide exemplars of rigorous constructed responses - Bump it Up Boards - Allocate additional planning time for collaborative task design Monitor Impact - The ILT revisits classrooms to determine whether instructional shifts are improving: - student reasoning - mathematical vocabulary use - rigor of student responses - quality of discourse - constructed response performance
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	- Plan calibration sessions using student work - Develop common feedback expectations and exemplars - Adjust coaching and PLC focus areas - Provide demonstration conferences or model lessons - Allocate resources for collaborative scoring and analysis

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	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve	0%	17.9%	21.4%	39.3%	21.4%	0%

Part 3: Schoolwide Core Structures

		lesson rigor, thinking, and learning outcomes.						
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.	X NEW ☐ REFINE
When and how often will this structure take place?	Monthly walkthroughs and student voice activities (surveys, focus groups, or interviews), with quarterly analysis by leadership and teacher teams to identify and address inconsistencies in student experience.	

Part 3: Schoolwide Core Structures

What does this entail?	Collecting evidence from classroom observations, student surveys, focus groups, and team discussions to identify inconsistencies in expectations, routines, supports, and opportunities for student voice. Special attention will be given to understanding students' comfort with asking questions, seeking help from teachers, sharing ideas, and making mistakes in class. Findings will be used to establish and monitor shared practices that create safe, supportive, and engaging learning environments across classrooms.
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Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	I can share my ideas in class, and teachers listen and take them seriously.	4.8%	3.2%	23.9%	38%	24.5%	5.3%
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	A routine for monitoring attendance daily and weekly , with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Daily/ Weekly	
What does this entail?	Daily Attendance taken by classroom teacher. Attendance Team Weekly Meetings address absenteeism, make phone calls home, home visits and provide resources and support to families when needed. We meet with the district liaison that attends meetings and provide support when needed. Training for teachers to run attendance reports and Attendance Actions Attendance Incentives Weekly announcement for best attendance by grade level and home room Reminders to Strive for Five	

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	87	87	86	83	79	83	84	86	86
2026-27									

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

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	If my child misses school, the school reaches out to understand why, not just to report the absence.	8.9 %	16. 1%	14. 3%	35. 7%	19. 6%	4.5 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orientatio n to School Teams	Meeting 1: Systems and Structures Self-Asses sment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interview s	Meeti ng 4A: Family Focus Group s (optio nal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizatio n
Akilah Collins	Admin		X	X	X	X		X	X
Mia Sinclair	Admin		X	X	X	X		X	X
Elizabeth Grazul	Intervention	X	X	X	X	X		X	X
Stacey Altieri	Coach		X	X	X	X		X	X
Carrie Jessup	Teacher	X	X	X	X	X		X	X
Samone Goode	Teacher		X	X	X	X		X	X
Tania Ghysel	Teacher		X	X	X	X			X
Judith Lyon	Teacher		X	X	X	X		X	X
Alisa Patterson	Teacher		X	X	X	X		X	X
Bryant Marshall	Teacher		X	X	X	X			
Kimberely Rivers	Teacher		X	X	X	X		X	X

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.