



School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Enrico Fermi School No 17	Prek-6th

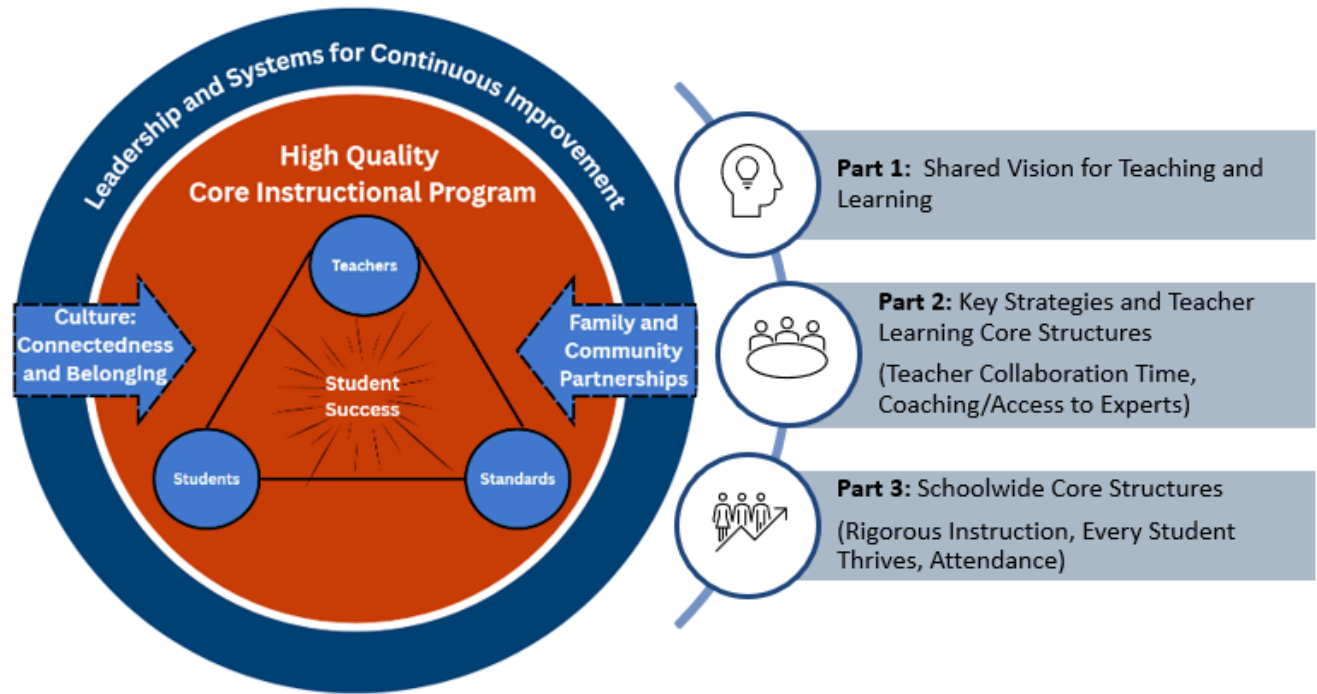
Collaboratively Developed By:

The Enrico Fermi SCEP Development Team

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And in partnership with the staff, students, and families of Enrico Fermi School 17.

Part 1: Shared Understand of High-Quality Teaching and Learning



Part I: Connecting Our Shared Understanding for Teaching and Learning

Purpose: Ground the plan to the District's shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction:

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

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

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

Key Strategies/Instructional Priorities

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

Key Strategies/Instructional Priorities should be:

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

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

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

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

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

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

Effective Teacher Collaborative Time should:

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

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

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

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

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

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

Essential Question

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

What structures and routines will support this in 2026-27?		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	Weekly for 30 minutes and monthly for one hour.	
What does this entail?	During PLC time the following structure will occur over the course of 1-2 meetings: 1. Analyze Evidence (Where are we now?) • Review student learning, instructional, and implementation evidence aligned to the priority. • Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting. • Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) • Determine what is working, what is not working, and why. • Build shared understanding through professional learning, research, protocols, or examination of effective practices. • Connect learning to the identified instructional priority.	

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	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?) - Collect evidence of implementation and student impact. - 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?	This will occur through coaching cycles. All teachers will be supported by an instructional coach that will meet with them at least once a week.	
What does this entail?	- Supporting teacher learning on the school's Key Strategy with teams of teachers through the Teacher Collaborative Time structure. - Modeling lessons and Co-teaching lessons organized around the school's key strategy and connected to the topics explored during the Teacher Collaborative Time. - Supporting teachers in a Coaching Cycle around a collaboratively developed goal related to the school's key strategy.	

Implementation

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

Key Strategy I

KEY STRATEGY 1

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

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?

Instructional leaders will learn the district design structure for cognitively demanding tasks

August 2026

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

Math: iReady Implementation	
1. Establish the Foundational i-Ready Math Vision: Teachers and leaders will participate in a dedicated math session: Preparing to Teach i-Ready Classroom Mathematics using a cognitively demanding focus.	August 25th, 2026
2. i-Ready Practical Exploration and Unit 1 Planning: K-5 teachers, content leads, and instructional leaders physically dive into the i-Ready Teacher's Guide and resources to identify cognitively demanding tasks.	
All Content: Math, ELA, SS, and Science	
1. Defining the Cognitive Demand Framework: Create a professional learning session during the summer Kickoff defining "Cognitive Engagement," Accountable Talk, and Structured Lessons. Goal: Establish a unified common language across the entire building so every teacher, content leads, and instructional leaders define a rigorous, high level task the exact same way.	July-August 2026
2. Review the current Curriculum in all content areas: Leadership team will review upcoming pacing guides to identify what level of thinking there is that is required for students to successfully engage and complete a task where rote memorization exists (not understanding the why and how it connects to other concepts).	July-August 2026
3. Align Pacing to "Live Task Analysis" Prep: Leadership team will prepare to train teams of teachers on how they will use future PLC time to physically solve core unit tasks themselves before teaching them. Goal: Prepare teachers to anticipate student misconceptions and evaluate the level of critical thinking required before a unit begins.	July-August 2026

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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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?
All Content: Math, ELA, SS, and Science		
4. Instructional leadership team will structure-Collaborative Teaching Time: Master Schedule Audit	- Review the school's master schedule to isolate when grade-level and content teams can meet. Goal: Ensure general education, ENL, and Special Education (SLA) teachers share identical free blocks.	July-August 2026
5. Structure-Collaborative Teaching Time: Protect the Mandated Cadences Lock in the specific days and times for the two required time blocks: Locate/schedule the weekly 30-minute sessions (e.g., every Tuesday morning).		

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○ Locate/schedule the monthly 1-hour sessions (e.g., the first Wednesday afternoon of the month).	
6. Structure-Collaborative Teaching Time: Preview and discuss to distribute the Templates ● Build a standardized "Weekly PLC Agenda & Recording Template." ● <i>Requirement:</i> Hardcode the 4-step cycle headers directly into the document so teams cannot skip them: 1. <i>Analyze Evidence</i> 2. <i>Reflect and Learn</i> 3. <i>Plan and Apply</i> 4. <i>Monitor Impact</i>	
7. Professional Development Summer Kickoff: Focus on scaffolding up rather than modifying down. Teach staff how to use high leverage scaffolds (sentence frames, visual anchors, etc....) that allow bilingual and students with disabilities to access rigorous, grade level tasks.	July-August 2026
8. Physical Distribution of Environmental Tools: Print, organize, and distribute school-wide posters and visual tools detailing the common language to all staff members.	
9. Launching the Assessment Analysis Protocol Routine: Ensure teams know how to use their weekly 30 minutes to collaboratively target, The What, The How, and The Who.	

Key Strategy I

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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FIRST HALF OF THE YEAR IMPLEMENTATION

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?
Math: i-Ready Implementation	
1. Planning with Purpose: Examine the effective Mathematics Teaching Practices and their connection to the standards for Mathematics Practice. This focuses on the intersection of what math is being taught and how it is being taught.	Sup. Conf. Day 9/1 or 9/2
2. New Teacher Onboarding: New hires and teachers who missed the August training.	Sept.
3. Planning at the Unit and Lesson Level: Content leads, DGLs and K-5 teachers collaborate on planning upcoming units and lessons, using the Teacher's Guide and program resources. The Spoken Lens: Planning for Productive Discourse (<i>Try-Discuss-Connect</i> framework) and The Written Lens: Planning for Visual and Concrete Artifacts.	Sept-Oct
4. Developing Mathematical Thinkers Through Instructional Routines: Examine how to use the TDC Framework to support productive student discourse.	Sup. Conf. Day 11/3
5. Planning at the Lesson and Session Level: Deepen lesson level planning, connecting session-type decisions to student learning goals.	Meet 2 (Nov-Dec)
6. Deep Dive into Try It and Talk Moves: Take a focussed look at the Try it Phase	Meet 3 (Dec-Jan)
All Content:	

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

1. School wide 1 hour District Professional Development: Tiering Professional learning	Sept-December
2. Curriculum and Pacing: Live Task Analysis; Implement 5 minute task previews during PLC meetings. Prior to teaching a unit, teachers will physically solve the core math, ELA, science and or Social Studies responses themselves to anticipate where students will have misconceptions or confusions.	Sept-December
3. Co-Planning Structures: Assessment Analysis Protocol (Analyze the upcoming weeks cognitive demand:The What, Design the high-leverage scaffold-visual anchors, graphic organizers, sentence frames: The How, Differentiate delivery based on specific student data: The Who)	Sept-December
4. Teachers will receive posters with common language that will be used during instruction.	Sept.
5. Learning Walks: Teachers will be given a focus (Cognitive engagement, accountable talk, and Structured lessons) and use a discussion protocol to determine next steps.	
6. Continuous Professional Development: Coaching cycles on High Leverage Scaffolds	Sept-December
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?
Math: i-Ready Implementation	
1. Deep Dive into Discuss it: Model how to structure Discuss It so students compare and connect strategies.	Meet 4 (Jan-Feb)
2. Strengthening Connect It: Examine the Connect It Phase of TDC	Meet 5 (Feb-Mar)
3. Interactive Video Study: Try-Discuss-Connect in Practice	Sup. Conf, Day 4/16
All Content:	
1. School wide 1 hour District Professional Development: Tiering Professional learning	Jan - June
2. Curriculum and Pacing: Live Task Analysis; Implement 5 minute task previews during PLC meetings. Prior to teaching a unit, teachers will physically solve the core math, ELA, science and or Social Studies responses themselves to anticipate where students will have misconceptions or confusions.	Jan - June
3. Co-Planning Structures: Assessment Analysis Protocol (Analyze the upcoming weeks cognitive demand:The What, Design the high-leverage scaffold-visual anchors, graphic organizers, sentence frames: The How, Differentiate delivery based on specific student data: The Who)	Jan - June
4. Teachers will receive posters with common language that will be used during instruction.	Jan - June
5. Learning Walks: Teachers will be given a focus (Cognitive engagement, accountable talk, and Structured lessons) and use a discussion protocol to determine next steps.	Jan - June
6. Continuous Professional Development: Coaching cycles on High Leverage Scaffolds	Jan - June
Key Strategy 2	
KEY STRATEGY 2	Ensure equitable access to grade-level content , especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals

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?
Math: i-Ready Implementation	

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

1. Planning with Purpose: Examine the effective Mathematics Teaching Practices and their connection to the standards for Mathematics Practice.	Sup. Conf. Day 9/1 or 9/2
2. New Teacher Onboarding: New hires and teachers who missed the August training.	Sept.
3. Planning at the Unit and Lesson Level: Content leads, DGLLs and K-5 teachers collaborate on planning upcoming units and lessons, using the Teacher's Guide and program resources.	Sept-Oct
4. Developing Mathematical Thinkers Through Instructional Routines: Examine how to use the TDC Framework to support productive student discourse.	Sup. Conf. Day 11/3
All Content:	
1. School-wide 1-hour District Professional Development: Tiering Professional learning	Sept-Decemb er
2. Curriculum and Pacing: Live Task Analysis; Implement 5 minute task previews during PLC meetings. Prior to teaching a unit, teachers will physically solve the core math, ELA, science and or Social Studies responses themselves to anticipate where students will have misconceptions or confusions.	Sept-Decemb er
3. Co-Planning Structures: Assessment Analysis Protocol (Analyze the upcoming weeks cognitive demand:The What, Design the high-leverage scaffold-visual anchors, graphic organizers, sentence frames: The How, Differentiate delivery based on specific student data: The Who)	Sept-Decemb er
4. Teachers will receive posters with common language that will be used during instruction.	Sept-Decemb er
5. Continuous Professional Development: Coaching cycles on High Leverage Scaffolds	Sept-Decemb er
6. ENL Standard/Integrated: Specific guidance /expectations for standalone and integrated block, Progress Monitoring: using the WIDA performance level descriptors to develop proficiency targets and long range planning.	Sept-Decemb er
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?
Math: i-Ready Implementation	
1. Deep Dive into Discuss it: Model how to structure Discuss It so students compare and connect strategies.	Meet 4 (Jan-Feb)
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1. School wide 1 hour District Professional Development: Tiering Professional learning	
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

4. Teachers will receive posters with common language that will be used during instruction.	
5. Learning Walks: Teachers will be given a focus (Cognitive engagement, accountable talk, and Structured lessons) and use a discussion protocol to determine next steps.	
6. Continuous Professional Development: Coaching cycles on High Leverage Scaffolds	

Progress Monitoring

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

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

Key Strategy I

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	When walking through classrooms Admin will see students: *Try-Discuss-Connect Framework introduced and in action. *Scaffolds Address Access, Maintain Thinking, and Fade Over Time: Visible, high leverage scaffolds for equitable access (not working on simplified, lowered-demand worksheets, common language posters, co-created visual anchors, graphic organizers, and sentence frames that students naturally reference during discussions. * Students do the thinking: When a student makes an error or gets stuck, the lesson doesn't come to a halt, nor does the teacher simply or give them the answer. Students continue working after encountering difficulty.		
Evidence of Teacher Practice Changing	Teachers will be: *Thinking is made visible: Rather than lecturing, the teacher will be circulating with a clipboard during the "Try It" phase, intentionally selecting and sequencing 2–3 distinct student solution methods. During the "Discuss/Connect" phase, the teacher will use specific "Talk Moves" *Students talk to construct understanding: The teacher will be explicitly prompting students to use the provided language structures (e.g., "I agree with ___ because ___"). Based on their Assessment Analysis		

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	Protocol (The What, The How, The Who), the teacher will be strategically deploying targeted scaffolds to specific student groups without diluting the cognitive demand of the core task. *Questions are cognitively sequenced: The teacher will be asking pre-planned, intentional questions designed specifically to counter anticipated misconceptions (e.g., "<i>I noticed you placed the fraction here on the number line; how did you decide on the size of your intervals?</i>").		
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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...	Demonstrating stamina in productive struggle and automatically back up their answers with evidence.	
Teachers will be...	Routinely designing and facilitating lessons where students do the heavy lifting (thinking, talking, and justifying).	

Key Strategy 2

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Growth on classroom formative grade level chosen assessments. Analyze work by subgroups to plan for next steps.		
Evidence of Teacher Practice Changing	Proactive scaffolding, data driven and flexible grouping		

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...	Have a sense of belonging, high expectations, and agency over their own learning tools.	
Teachers will be...	Have moved away from reactive modifications (scrambling to change a	

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

	lesson last minute) to proactive, collaborative design.	
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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	Teachers in our school use the adopted curriculum as intended, making thoughtful adjustments when appropriate to meet student needs.			25.7	51.4	8.6	11.4
26-27 Needs Assessment							

	Survey Question 2	S D	D	N	A	SA	IDK
25-26 Needs Assessment	The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information.			17.1	57.1	8.6	11.4
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 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 for 1 hour	

What does this entail?	During Instructional Leadership the following protocol will be used: 1. Reflection & Analysis of Evidence (Where are we now?) • Discussion of what we have seen since following meeting • Discussion/reflection of PLC and our review of student learning, instructional, and implementation evidence aligned to the priorities. • Identify patterns, strengths, challenges amongst grade levels and teachers. • Ground discussion in evidence of walkthroughs, PLC discussions, student data and identify questions or wonderings. 2. Reflect and Learn (What are we learning as a leadership team?) • Determine what is working, what is not working, and why. • Build shared understanding through our professional learning, research, protocols, or examination of effective cognitive demanding practices & instruction and how we can be equitable creating access for all. 3. Consistency & Coherence (What will we try?) • Classroom walkthroughs- Focus on how the cognitively demanding tasks and instruction are visible and the student impact, implementation of the school wide Identified instructional strategies, practices, or actions aligned to our key strategies. • Coordinate support, coaching, co-planning, and collaboration needed to support implementation. 4. Debrief & Monitor Impact • Discuss and analyze our classroom data and student data and what it implies about our system needs. 5. Application to System • Using our collected evidence and data discuss professional development, supports, or coaching needed to strength our teacher learning system and student learning • 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?	Key Strategy 1: Pulling apart data from school wide learning walks to measure whether the percentage of student cognitive engagement and accountable talk are increasing over the course of the school year.

Part 3: Schoolwide Core Structures

What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Key Strategy 2: Conducting focused observations and reviewing the <i>Assessment Analysis Protocols</i> to ensure high-leverage scaffolds (sentence frames, graphic organizers) are actively being designed and executed for ENL/SWD sub-groups.
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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	S D	D	N	A	SA	I D K
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Our collaborative time helps us make sense of what high quality instruction looks like in action.			22.9%	57.1%	11.4%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Professional learning during staff meetings, superintendent conference days, and pull-out sessions connects to our ongoing instructional priorities.			17%	57.1%	20%	
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.

Part 3: Schoolwide Core Structures

- **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 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.	xNEW REFINE
When and how often will this structure take place?	Daily Classroom Instruction: Multi-tiered common language routines and high leverage scaffolds are utilized across all core content areas (ELA, SLA, Math, Social Studies and Science). Weekly PLC's: Grade level teams meet and use the Assessment Analysis Protocol to design the "How" and the "Who" for the upcoming week's lesson.	
What does this entail?	Tier 1 Universal Scaffolding and Shared Language Integration Predictable Instructional Routines: Students will receive school-wide posters and visual tools detailing universal common language. This eliminates conflicting messages or uneven experiences as students move between grade levels or content blocks. The "Assessment Analysis Protocol" Routine: Rather than removing struggling students from core content, teachers utilize a weekly three-part protocol: • <i>The What:</i> Unpacking the upcoming week's cognitive demand. • <i>The How:</i> Intentionally designing high-leverage scaffolds (sentence frames, visual anchors, graphic organizers) so students can access the exact same rigorous material. • <i>The Who:</i> Utilizing specific student data to target the delivery of these scaffolds.	

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
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.		14.3%	22.9%	42.9%	14.3%	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	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 lesson rigor, thinking, and learning outcomes.	14.3%		25.7%	45.7%	8.6%	
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 DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	School-Wide Positive Re-entry & Academic Bridging Framework	X NEW ☐ REFINE
When and how often will this structure take place?	Immediately upon any student's arrival following an absence	
What does this entail?	Reconciliation of Perception Gaps: Establish a uniform "Welcome Back" framework across all grade levels to bridge the gap where 68.6% of teachers feel welcoming but 62.4% of students feel ignored or penalized upon return. Affirmative Greeting & Accountable Talk: Support teachers to explicitly acknowledge returning students positively. Incorporate brief, peer-to-peer dialogue opportunities during morning meetings where returning students can practice oral communication and rebuild peer connections comfortably.	

Part 3: Schoolwide Core Structures

	Content Bridging: Because absent students miss tightly integrated units, implement class-level routines to help them catch up on missed content-rich literature and core vocabulary without inducing counterproductive academic anxiety.	
Attendance Core Structure 2 (if applicable)	A tiered support structure that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Daily tracking by classroom teachers; Weekly audit by Attendance Champions and Team.	
What does this entail?	Centralized Data Hub: Require all staff members to consistently use a single tracking platform (Attend Actions) to eliminate data isolation and ensure uniform tracking. Student Goal Setting: Mirroring academic goal-setting practices, classroom teachers will guide students to analyze their own attendance data and set personal, actionable attendance goals. Shared Responsibility Outreach: Standardize expectations so classroom teachers actively execute and document initial outreach actions, connecting with families to discuss how consistent attendance directly supports the student's daily academic growth.	

Attendance Monitoring

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

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	83%	84%	84%	77%	74%	79%	80%	82%	79%
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	Students who miss school are welcomed back in ways that help them reengage, rather than feel singled out or embarrassed.			11.4%	68.8%	11.4%	8.6%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Part 3: Schoolwide Core Structures

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	<i>"When you return to school after being absent, how do you feel adults treat you?" or "When I return to school after an absence, I feel ignored, left behind, or penalized rather than supported."</i>		62.4%				
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Mee ting 3: Vari ations in Data	Meeting 4: Student Intervie ws	Meeti ng 4A: Family Focus Group s (optio nal)	Meeti ng 5: Plan Writin g	Meeting 6: Plan Finalizat ion
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>		<i>4/17</i>	<i>5/2 5/9 5/16</i>
Melissa West	Instructional Coach	4/28	4/13	5/11	5/11	5/11		5/26,6 /9	6/10
Damaris Saltares	Principal	4/28	4/13	5/11	5/11	5/11		5/26,6 /9	6/10
Michelle Kanealey	Instructional Coach	4/28		5/11	5/11	5/11		5/26	6/10
Melissa Gonzalez	Resource/SPED		4/13	5/11	5/11	5/11			
Vikki Marseglia	1st Grade Teacher			5/11	5/11	5/11			
Roslyn Miranda	1st Grade Teacher		4/13	5/11	5/11	5/11			
Angela Scaccia	Kindergarten Teacher		4/13	5/11	5/11	5/11			
Abigail Johnson	4th Grade Teacher		4/13	5/11	5/11	5/11			

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.