



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Abraham Lincoln School No. 22	PreK-6

Collaboratively Developed By:

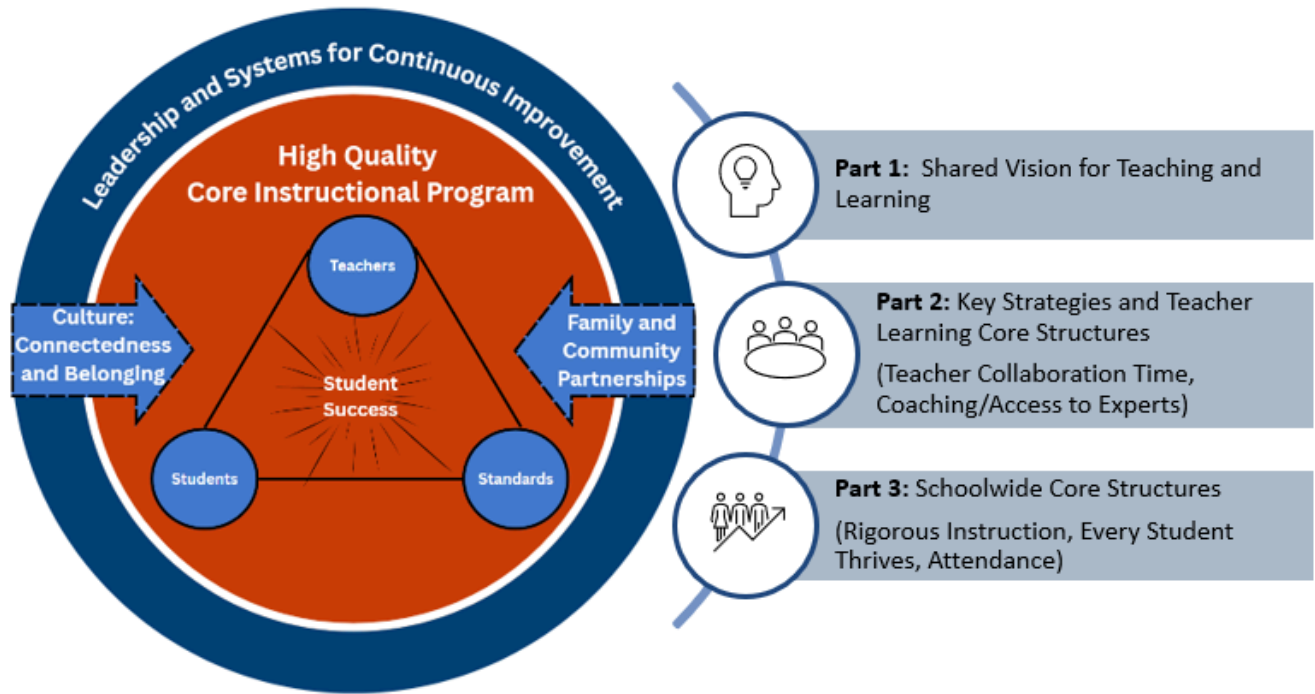
The School 22 SCEP Development Team

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And in partnership with the staff, students, and families of School 22

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



Part 1: 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.
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

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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.
 - 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)

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

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?	Grade-level meetings focused on teacher learning of the instructional priorities will be led by the instructional leadership team and will occur twice a month, If funding is available, we will extend PLC (professional learning community) time from 30 minutes to one hour Grade level team meetings occur on Tuesdays- 10:00- 3rd Grade 10:40- 4th Grade 11:20- 5th Grade 12:00- 6th Grade 1:20- 1st Grade 2:00- Kindergarten 2:40- 2nd Grade Monthly school-wide staff meetings, rotating basis of school-based and district-based professional learning focused on the Instructional Priorities	
What does this entail?	During collaborative meeting times, teams will utilize rolling agendas with objectives, meeting roles, protocols with the following inquiry structure that occurs 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.	

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	○ Questions to ask on rolling agenda:: ■ What did we try between last time and this time related to the strategy? ■ What worked/didn't work and why? ■ What did we learn? 2. Reflect and Learn (What are we learning?) ● Determine what is working, what is not working, and why. ○ Use equity focused protocols to examine: ■ Student Learning ■ Instructional Practices ■ Cognitive Engagement ■ Equitable Access ● 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. ○ What will we try individually and collectively between now and the next time related to the strategy? ● Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) ● Identify next steps for team members ● Identify evidence of implementation and student impact. ● Plan to monitor progress toward team goals. ● Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.  Week 1 Focus: Professional Learning & Applied Practice  Week 2 Focus: Data Analysis & Inquiry Cycles  Week 3 Focus: Standards Unpacking & Strategic Planning  Week 4 Focus: Student Work (writing), Portfolios & Feedback
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?	All teachers will be supported by an instructional coach who will meet with them individually at least once a week.
What does this entail?	Instructional coaches will have three priorities: Supporting teacher learning on the school's Key Strategy with teams of teachers through the Teacher Collaborative Time structure.

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

	2. Modeling lessons and Co-teaching lessons organized around the school's key strategy and connected to the topics explored during the Teacher Collaborative Time. 3. Supporting teachers in a Coaching Cycle around a collaboratively developed goal related to the school's key strategy. Coaching cycles include: - Data analysis - Supporting teacher learning on the Key Strategies/Instructional Priorities - Focus on priority standards - Modeling - Co-Teaching - Strategic Planning - Feedback Input from teachers will be collected to determine staff needs and interests as it relates to professional learning Long-range plans for teacher learning will be created and shared with staff Coaching roles include instructional specialist, collaborative facilitator, classroom supporter, and learner Possible coaching topics (listed in the implementation plan)
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Implementation

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

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?	When will this be in place?
Poll staff to determine professional learning needs and interests	June 2026
Instructional Leaders will plan for a school-based book study learning opportunity connected to school goals.	July 2026
Adjust the walkthrough tool to reflect the new key strategies/instructional priorities including the walkthrough look-fors of 1. Are teachers providing opportunities for cognitively demanding tasks? Have teachers established structures and routines that support student thinking? 2. What instructional strategies are being used to promote reasoning and problem-solving? 3. What are students saying and doing during learning? 4. How are teachers responding to student thinking and misconceptions? These indicators can become the foundation of: • Walkthrough tools • Progress monitoring • Teacher feedback	August 2026

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Professional learning	
Teachers will have the opportunity to participate in a book study for the text <i>Building Thinking Classrooms in Mathematics</i> to learn more about strategies to support students with cognitively demanding tasks.	
Instructional coaches will participate in the district training on teacher collaborative time facilitation.	July 7, 2026
Instructional coaches will participate in the district training on cognitively demanding tasks	August 6-7
Instructional leaders will work with others in the district to agree to district design principles for cognitively demanding tasks	August 11
Instructional coaches will work with others in the district to do an inventory of cognitively demanding tasks in the current curriculum.	August 15
Instructional leaders will work with district leaders to learn about the District Instructional Focus Areas and develop "Look Fors" 1. Students Do The Thinking 2. Thinking is Made Visible 3. Questions are Cognitively Sequenced 4. Students Talk to Construct Understanding 5. Scaffolds Address Access, Maintain Thinking, and Fade Over Time	August 21
School staff will establish a shared understanding of cognitively demanding tasks and embed into our school professional learning Teachers should: - Review tasks together. - Use a protocol to analyze rigor - Discuss how tasks may lose rigor during implementation - Revise tasks collaboratively - Identify barriers and misconceptions	August 2026
Why do cognitively demanding tasks sometimes become less rigorous in practice?	
School staff will establish a shared understanding of equitable access to grade level content and embed into our school professional learning Curriculum Non-Negotiables Teachers should have clarity on: - Priority standards - Required curriculum units - Grade-level expectations - Scope and sequence Identify and unpack non-negotiable standards and curriculum expectations by grade level. The goal is to ensure all students have access to essential grade level learning regardless of classroom assignment.	August 2026
Leadership team will create rolling agendas for PLC meetings	August 2026
Leadership team will create data dashboard for school	August 2026
Leadership team create individual data meeting schedule	August 2026
Leadership team create PLC long range planning document	August 2026
Leadership team create writing genre plan	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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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

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?
The instructional leadership team will prepare a cognitively demanding task for staff to engage in, and outline how the key strategy will drive teacher learning in the upcoming year.	September 30
The instructional leadership team will explore “what makes a task cognitively demanding?” and the difference between rich tasks and procedural activities at grade level meeting.	October 30
The instructional leadership team will unpack the district design principles for cognitively demanding tasks with teachers at grade-level team meetings and introduce the district Instructional Focus Areas: 1. Students Do The Thinking 2. Thinking is Made Visible 3. Questions are Cognitively Sequenced 4. Students Talk to Construct Understanding 5. Scaffolds Address Access, Maintain Thinking, and Fade Over Time	October 30
Begin weekly teacher collaborative time	September 2026
During Teacher Collaborative Time, grade level teams with the instructional coach will learn about stop-thinking vs keep-thinking questions, and develop a plan to implement the practice in upcoming tasks	October 30
Coaching cycles begin	September 2026
Classroom walkthroughs begin	September 2026
Complete the first round of individual data meetings, set instructional goals	Mid-October 2026
Professional learning opportunities for staff to learn about and refine their understanding of curriculum-based protocols to engage students in learning	October 2026
Professional learning opportunities for staff to implement the use of Bump-It-Up Walls to guide feedback conversations with students	October 2026
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?
Coaches will continue to unpack the Instructional Focus Areas and the look fors with teacher teams.	
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: • Valuing Thinking Over Completion • Designing Extension Without Just Giving More • Teacher Press • The Art of Not Telling • Wait Time 1 and Wait Time 2 • Handling Errors • Building a Culture Where Thinking Is Public • Collaboration Continuum (Taking Turns-Cooperate-Collaborate) • Randomized Grouping	Spring

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

• Vertical Non-Permanent Surfaces • Thinking Classrooms vs. Answer Classrooms • Intellectual Safety and Academic Risk • Teacher Helpfulness as a Barrier to Thinking • Designing Access Without Reducing Task Complexity • When to Stop the Work and Move to Consolidation • Comparing Strategies to Deepen Understanding • Student Explanation and Justification	
Instructional coaches will incorporate practices that require additional support related to cognitively demanding tasks into coaching cycles, modeling when it is useful.	Spring
Re-poll staff to determine professional learning needs and interests	January 2027
Coaches and Teachers will collaborate to strategically plan for cognitively demanding tasks in the upcoming curriculum units	January 2027
Continue learning opportunities for Bump-It-Up Walls as they relate to other writing genres	January 2027
Establish Learning walk/instructional round schedule	January 2027
Individual Data Meetings to adjust instructional practice	February 2027

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 Beginplace?
Training for teachers and staff for the new Language Arts Curriculum	August 2026
Design system for pacing checks with teachers	September 2026
Begin coaching cycles based on teacher needs	September 2026
Instructional Leaders will turn-key learning for protocols during grade levels to support all students in reaching grade level goals, including students with disabilities and multilingual learners. This includes scaffolds that preserve rigor and entry points for all learners.	October 2026
Professional development to create a shared understanding of specific and actionable feedback to students to improve writing content built into existing schedules for PLCs and school-wide Wednesdays.	October 2026
Grade level data inquiry meetings to adjust instruction and scaffolds	November 2026
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?
Continue training with the Language Arts Curriculum	January 2027
Continue coaching cycles	January 2027
Grade level data inquiry meetings to look at subgroups and adjust instruction	February 2027

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

Refine practices of protocols and feedback cycles and make adjustments as necessary.	February 2027

Progress Monitoring

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

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

Key Strategy 1

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Students will be: -explaining their thinking -utilizing scaffolds -using rubrics and feedback to develop their thinking and writing		
Evidence of Teacher Practice Changing	Individual data meeting to review school-wide data sheet: Walkthrough Look-Fors including: 1. Are teachers providing opportunities for cognitively demanding tasks? Have teachers established structures and routines that support student thinking? 2. What instructional strategies are being used to promote reasoning and problem-solving? 3. What are students saying and doing during learning? 4. How are teachers responding to student thinking		

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

	and misconceptions?		
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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...	- Regularly engage in challenging tasks that require critical thinking, analysis, and problem-solving rather than simply recalling procedures or facts. - Persevere through productive struggle, using multiple strategies and resources to make sense of complex problems. - Explaining their thinking clearly using evidence, reasoning, and academic language. - Ask questions, justify solutions, and critique the reasoning of others in respectful and collaborative discussions. - Make connections between concepts, prior learning, and real-world situations. - Demonstrate confidence and ownership of their learning by taking intellectual risks and viewing mistakes as opportunities to learn. - Independently select and apply appropriate strategies to solve unfamiliar problems.	
Teachers will be...	- Consistently design and facilitate lessons centered on high-quality, cognitively demanding tasks aligned to grade-level standards. - Maintain the rigor of tasks throughout instruction by resisting the urge to over-scaffold or simplify student thinking. - Use questioning techniques that promote reasoning, discourse, and deeper understanding rather	

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

	than focusing solely on correct answers. • Create classroom environments where productive struggle, curiosity, and multiple solution paths are valued. • Facilitate student-to-student discourse that encourages explanation, justification, and critique of ideas. • Use formative assessment evidence to adjust instruction and deepen student thinking. • Enter evidence from assessments into the School-Wide Data Dashboard regularly. • Provide equitable access to rigorous learning experiences by using district approved curriculum and maintaining pacing, ensuring all students engage in meaningful reasoning and problem-solving. • Reflect on student work and instructional practices to continuously improve opportunities for higher-order thinking.	
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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	☐ Are regularly engaging in grade-level tasks and learning experiences with appropriate supports. Example: A multilingual learner participates in a grade-level text discussion using sentence frames and visual supports.		

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

	☐ Can identify learning targets and explain what they are learning. Example: When asked, students can describe the lesson objective in their own words. ☐ Are increasingly participating in classroom discussions and collaborative learning. Example: More students contribute ideas during partner, small-group, or whole-class conversations. ☐ Are using accommodations, scaffolds, and supports as intended. Example: Students independently access graphic organizers, translation tools, visual supports, or assistive technology. ☐ Demonstrate a sense of belonging and willingness to take academic risks. Example: Students ask questions, attempt challenging tasks, and share ideas without fear of making mistakes. ☐ Are beginning to demonstrate growth toward grade-level learning goals. Example: Formative assessment results show improvement in targeted skills and concepts.		
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Evidence of Teacher Practice Changing	☐ Collaborate regularly with colleagues to plan instruction around shared grade-level goals. Example: Grade-level teams, special educators, and multilingual learner specialists participate in recurring planning meetings. ☐ Use common learning targets and success criteria across classrooms. Example: Students in the same grade level can articulate similar learning goals regardless of classroom placement. ☐ Intentionally plan supports that maintain access to grade-level content. Example: Lesson plans include scaffolds, accommodations, language supports, and differentiated entry points. ☐ Implement agreed-upon instructional practices consistently. Example: Teachers routinely use strategies such as modeling, structured discussion protocols, and visual supports. ☐ Monitor student participation and		

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

	engagement across learner groups. Example: Teachers collect evidence showing multilingual learners and students with disabilities are actively participating in lessons. ☐ Use formative assessment data to identify barriers and adjust instruction. Example: Teachers analyze student work and make instructional changes based on identified needs.		
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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...	Consistently engage with grade-level content and rigorous learning tasks, regardless of language proficiency, disability status, or learning differences. Access learning through appropriate supports, accommodations, scaffolds, and instructional strategies that enable independence and success. Demonstrate growth toward grade-level standards and shared learning goals. Actively participate in classroom discussions, collaborative learning, and academic tasks, with their strengths, identities, and perspectives valued. Advocate for their learning needs by utilizing available supports and resources. Show confidence in tackling challenging content and contribute meaningfully to the learning community. Experience a strong sense of belonging and high expectations for their achievement.	

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

Teachers will be...	Collaboratively plan and align instruction, assessment, and supports around shared grade-level learning goals. Regularly coordinate with special education teachers, multilingual learner specialists, interventionists, and other support staff to ensure coherent and equitable learning experiences. Design lessons that provide multiple entry points to grade-level content while maintaining high expectations for all students. Intentionally use scaffolds, accommodations, language supports, and Universal Design for Learning (UDL) principles to remove barriers to learning. Monitor student progress through data and evidence, adjusting supports to ensure access and growth. Foster inclusive classroom environments where diversity is viewed as an asset and every student's voice is valued. Share responsibility for the success of all learners and engage in ongoing reflection about equitable instructional practices.	
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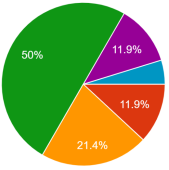
Survey Monitoring

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	Students seldom, if ever, slip through the cracks at this school. 42 responses Legend: - Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree - I don't know/I haven't seen this	9.5	28.6	40.5	19	2.4	
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

25-26 Needs Assessment	The teaching practices I am working to strengthen are the same ones my colleagues are working to strengthen. 42 responses  Legend: - Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree - I don't know/I haven't seen this	0	11.9	21.4	50	11.9	4.8
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

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? Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A curriculum monitoring routine where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.	☒ NEW ☐ REFINE
When and how often will this structure take place?	• Frequency: Every 4–6 weeks (often called a curriculum walk, instructional round, or implementation review cycle). • Participants: Principal, assistant principals, instructional coaches, department chairs, and other instructional leaders.	
What does this entail?	• Rolling agenda with specific area for topics: pacing, engaging activities, grade level content, etc to visit at each meeting. • Process: ◦ Develop a common look-for tool focused on:	

Part 3: Schoolwide Core Structures

	▪ Curriculum alignment and use ▪ Pacing relative to the curriculum map ▪ Quality and rigor of classroom tasks ▪ Student engagement and evidence of learning ○ Conduct brief classroom visits (5–15 minutes each) across multiple classrooms. ○ Collect evidence rather than evaluations of individual teachers. ○ Analyze patterns across classrooms to identify strengths, variation, and inconsistencies. ○ Share aggregated findings with staff. ○ Plan supports such as coaching, professional learning, curriculum clarification, or pacing adjustments. ○ Revisit the same indicators during the next monitoring cycle. ● Example: ○ August/September: Establish expectations and baseline observations. ○ October, December, February, and April: Formal monitoring cycles. ○ June: End-of-year review of implementation trends and priorities for the following year.
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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?	Using the Rolling Agenda, Reviewing classroom walkthroughs and participating in learning walks ● Observe lessons using a common look-for tool. ● Identify whether students are engaging in tasks that require analysis, reasoning, problem-solving, justification, or creation rather than simple recall or procedural work. ● Note the level of student thinking and discourse during instruction. Review instructional materials and student assignments ● Examine lesson plans, classroom tasks, assessments, and student work samples. ● Determine whether tasks align to grade-level standards and require higher-order thinking. ● Monitor the proportion of cognitively demanding tasks being used across classrooms. Analyze student work ● Collect samples from multiple classrooms. ● Use a rubric or protocol to assess the rigor of tasks and the quality of student responses. ● Look for evidence that students are explaining reasoning, making connections, and applying concepts. Monitor implementation trends
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Part 3: Schoolwide Core Structures

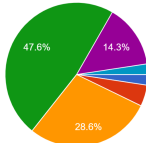
	• Compare findings across grade levels, departments, and classrooms. • Identify patterns of consistency and variation in task quality. • Track growth over time during each monitoring cycle. Gather teacher feedback • Discuss successes and challenges related to planning and facilitating cognitively demanding tasks. • Identify professional learning and coaching needs. Use findings to determine next steps • Provide targeted coaching and support. • Share effective practices observed in classrooms. • Adjust professional development based on implementation data.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Review classroom observation data and participate in learning walks • Use a common look-for tool to determine whether all students are working on grade-level learning targets. • Observe whether scaffolds and supports help students access grade-level content without reducing rigor. • Monitor student participation and engagement across diverse learner groups. Review lesson plans and instructional materials • Examine whether lessons are aligned to grade-level standards and curriculum. • Verify that accommodations, differentiation, and supports maintain access to grade-level expectations. • Look for evidence that students are not routinely assigned below-grade-level work in place of grade-level instruction. Analyze student work and assignments • Review work samples from a variety of student groups. • Determine whether students are completing tasks aligned to grade-level standards. • Assess whether expectations for quality and rigor are consistent across classrooms. Examine student data • Review achievement, growth, and participation data disaggregated by subgroup. • Identify disparities in access, engagement, and performance.

Part 3: Schoolwide Core Structures

	- Monitor whether intervention and support services supplement rather than replace grade-level instruction. Monitor instructional grouping practices - Review how students are grouped for instruction and intervention. - Ensure grouping practices provide opportunities for all students to engage in grade-level content. - Look for patterns that may unintentionally limit access for specific student groups. Gather stakeholder feedback - Collect feedback from teachers, students, and families regarding access to rigorous learning opportunities. - Identify barriers that may prevent students from fully engaging with grade-level content. Use findings to guide support - Share trends and areas of strength with staff. - Provide coaching and professional learning focused on scaffolding, differentiation, and inclusive instructional practices. - Adjust systems and supports to increase equitable access 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	Collaborative time leads to meaningful changes in instructional practice across our team. 42 responses  - Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree - I don't know/I haven't seen this	2.4	4.8	28.6	47.6	14.3	2.4
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	There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school. 42 responses Legend: - Strongly disagree (7.1%) - Disagree (14.3%) - Neutral (14.3%) - Agree (52.4%) - Strongly agree (9.5%) - I don't know/I haven't seen this (0%)	2.4	9.5	14.3	52.4	14.3	7.1
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? Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	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.”	☐ NEW ☒ REFINE
When and how often will this		

Part 3: Schoolwide Core Structures

structure take place?	A coordinated student support identification process should occur continuously throughout the school year, with formal review structures occurring on a predictable schedule. Frequency • Daily: Staff identify and communicate academic, behavioral, attendance, or social-emotional concerns as they arise. • Weekly or biweekly: Student Support Team (SST), MTSS team, or intervention team meets to review new referrals and monitor students receiving support. • Every 4–6 weeks: Conduct formal progress-monitoring reviews to evaluate intervention effectiveness and determine next steps. • Quarterly: Leadership team reviews schoolwide trends and evaluates the effectiveness of the support system.
What does this entail?	Process 1. Identify concerns ◦ Teachers, counselors, families, or other staff use a common referral process when concerns are observed. ◦ Multiple data sources are considered, including academic performance, attendance, behavior, and social-emotional indicators. 2. Assign responsibility ◦ A designated team reviews referrals and assigns a case manager or responsible staff member. ◦ Clear timelines are established for follow-up and intervention planning. 3. Develop and implement supports ◦ Appropriate interventions are selected based on student needs. ◦ Responsibilities, progress-monitoring measures, and timelines are documented. 4. Monitor progress ◦ Student data are reviewed regularly to determine response to intervention. ◦ Supports are intensified, adjusted, continued, or discontinued based on evidence. 5. Review system effectiveness ◦ Leadership teams examine referral patterns, intervention outcomes, and subgroup data to ensure students are being identified and supported equitably.

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	We have structured routines that allow me to discuss students I share with other teachers. 42 responses ☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree ☐ I don't know/I haven't seen this	7.1	7.1	14.3	59.5	11.9	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	Teachers and staff notice when I'm having a hard time and try to help. 82 responses ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree ☐ I don't know/I haven't seen this	2.4	4.9	24.4	39	25.6	3.7
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	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?	A tiered attendance support structure should operate throughout the entire school year, with increasingly intensive supports provided based on students' attendance patterns and needs. Recommended Frequency • Daily: Attendance is monitored and reviewed to identify students showing early signs of concern. • Weekly: Attendance teams, counselors, administrators, or designated staff review attendance reports and flag students meeting predetermined thresholds. • Every 2–4 weeks: Progress-monitor students receiving Tier 2 or Tier 3 supports and adjust interventions as needed. • Quarterly: Building leadership reviews attendance trends, subgroup data, and intervention effectiveness to ensure equitable implementation.	

	Structure Tier 1 (Universal Prevention) • Promote positive attendance expectations for all students. • Communicate attendance information regularly to students and families. • Monitor schoolwide attendance data monthly. Tier 2 (Targeted Support) • Triggered when students begin showing patterns of chronic absenteeism or frequent tardiness. • Conduct family outreach, attendance check-ins, mentoring, or problem-solving conferences. • Review progress every 2–4 weeks. Tier 3 (Intensive Support) • For students with persistent attendance concerns despite targeted interventions. • Develop individualized attendance plans involving families, counselors, social workers, and community partners as appropriate. • Monitor progress weekly or biweekly.
What does this entail?	1. Clear Tiers of Support (Graduated Response System) The system is organized into levels based on need: • Tier 1: Universal Supports (for all students) ○ Schoolwide attendance expectations and routines ○ Positive messaging about attendance (“show up, belong, succeed”) ○ Regular attendance tracking for all students ○ Family communication about attendance norms and data • Tier 2: Targeted Supports (for emerging concerns) ○ Triggered by early warning signs (e.g., frequent absences or tardiness) ○ Small-group or individualized check-ins ○ Family outreach (calls, conferences, attendance letters framed as support, not punishment) ○ Problem-solving meetings to identify barriers (transportation, health, engagement, etc.) • Tier 3: Intensive Supports (for chronic concerns) ○ Individual attendance plans developed with a team ○ Involvement of counselor, social worker, or outside agencies if needed ○ Wraparound supports addressing root causes ○ Frequent monitoring and follow-up (weekly or biweekly) 2. Early Identification System • Daily attendance tracking

Part 3: Schoolwide Core Structures

	• Automated or manual flags for risk patterns (e.g., 5–10% absenteeism, consecutive absences, chronic lateness) • Staff referral process for noticing concerns early 3. Defined Roles and Responsibilities • Teachers: Take accurate attendance and report concerns • Attendance team or MTSS team: Reviews data and assigns tiers • Case managers/advisors: Track individual students in Tier 2/3 • Administrators: Oversee system consistency and family engagement • Support staff (counselors, social workers): Provide direct intervention • Grade Level Attendance Liaison is clearly communicated. 4. Intervention Menu (Standardized Supports) A structured list of responses ensures consistency, such as: • Attendance check-in/check-out systems • Mentoring or adult connection programs • Family engagement meetings • Problem-solving barriers to attendance • Incentives for improved attendance • Coordination with community services 5. Progress Monitoring System • Weekly or biweekly review for Tier 2/3 students • Data tracking (attendance %, trends, improvement over time) • Decision points for intensifying, continuing, or fading supports 6. Communication System (Non-Stigmatizing) • Framed as support, not punishment • Consistent messaging to families about partnership • Confidential handling of individual student concerns • Communication between MTSS, Attendance, and Student Support Team 7. Data Review and System Evaluation • Monthly or quarterly review of: ◦ Attendance trends ◦ Effectiveness of interventions ◦ Disproportionality across student groups • Adjustments made to improve system effectiveness
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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

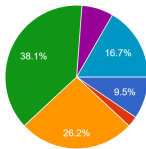
Average Monthly Daily Attendance (Source- Powerschool Master Attendance Report, pulled 6/8/2026)

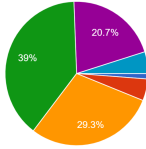
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	85.5%	86.4%	84%	79.2%	75.2%	79.3%	81.6%	83.7%	81.4%
2026-27									

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	I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns. 42 responses  Legend: ● Strongly disagree ● Disagree ● Neutral ● Agree ● Strongly agree ● I don't know/I haven't seen this	9.5	2.4	26.2	38.1	7.1	16.7
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Expectations about being on time and attending class feel the same across my classes. 82 responses  Legend: ● Strongly Disagree ● Disagree ● Neutral ● Agree ● Strongly Agree ● I don't know/I haven't heard this	1.2	4.9	29.3	39	20.7	4.9
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	Mee ting 4A: Fami ly Focu s Grou ps (opti onal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
Clinton Bell	Principal		3/24	5/5	5/19	5/22	4/15	6/8	6/16
Michele White	Assistant Principal		3/24	5/5	5/19	5/22	4/15	6/8	6/16
Jillian Hackett-Dalberth	Kindergarten Teacher		3/24	5/5		5/22	4/15	6/8	6/16
Sara Rance-Brady	ENL Teacher	3/4	3/24	5/5	5/19	5/22	4/15	6/8	6/16
Rachael Hibbard	Reading Teacher	3/4	3/24	5/5	5/19	5/22	4/15	6/8	6/16
Jennifer Gentile	SPED Teacher	3/4	3/24	5/5	5/19	5/22	4/15	6/8	6/16
Nicole Felczak	Instructional Coach	3/4	3/24		5/19	5/22	4/15	6/8	6/16
Melissa Gibson	Parent		3/24	5/5	5/19	5/22	4/15	6/8	6/16
Danielle DiCataldo	TOA		3/24	5/5	5/19	5/22		6/8	
Noel Colon	Teacher Assistant		3/24	5/5	5/19	5/22		6/8	6/16
Amy Alkiewicz	CO Support		3/24	5/5	5/19	5/22		6/8	
Karina Torres	Parent		3/24	5/5	5/19	5/22		6/8	

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.