



School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Thurgood Marshall Middle School	7 & 8

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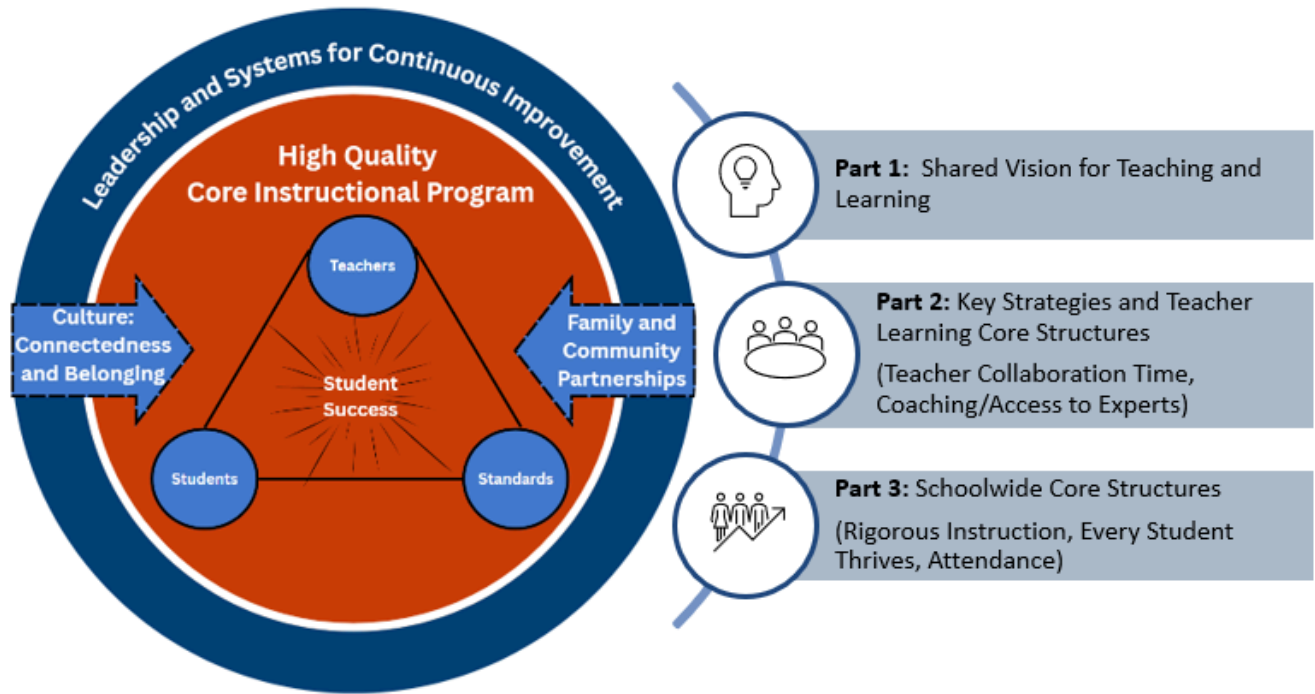
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And in partnership with the staff, students, and families of Thurgood Marshall Middle School

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:	High-Quality, Tier 1 Instruction in RCSD ensures that every student, every day, experiences rigorous, grade-level learning in culturally responsive classrooms where students feel seen, valued, and empowered to think deeply, collaborate, and monitor their progress toward clear learning goals.
What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?	

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

Key Strategies/Instructional Priorities

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

Key Strategies/Instructional Priorities should be:

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

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

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

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

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

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

Effective Teacher Collaborative Time should:

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
- Ideally occur during the school day
- 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.

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

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

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

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

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

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

Essential Question

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

What structures and routines will support this in 2026-27?		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☐ REFINE
When and how often will this structure take place?	Department teams and grade level teams will both meet once a week. Instructional Coaches trained by the district will facilitate these meetings, supported by the admin team. ELA team: 2BD, 48 mins every other day Math team: 5BD, 48 mins every other day Science team: 8BD, 48 mins every other day Social Studies team: 4BD, 48 mins every other day ENL team: 2BD, 48 mins every other day, aligned with ELA Electives: PE/Health: TBD, Fine Arts: TBD, Foreign Language: TBD, Tech/FACS: TBD 7th Grade Team: 6th period, 30 mins each day 8th Grade Team: 5th period, 30 mins each day	
What does this entail?	Four components expected across settings: 1. REFLECTION: 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. PROFESSIONAL LEARNING: Let's do some learning around the strategy together. 3. PRACTICE/APPLICATION OF PROFESSIONAL LEARNING: Can we try something together right now?	

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

	4. APPLICATION IN THE UPCOMING WEEK: What will we try individually and collectively between now and the next time related to the strategy?	
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 that 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. • 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.

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?
Summer ILT will meet to plan before onboarding to establish shared goals, priorities, common language, and implementation expectations for the school year.	July 19th-24th
ILT will create a SCEP playbook with tools, tips, templates, and examples to support staff understanding and implementation of the key strategies; and prepare for full staff training sessions	July 27th-31st
Instructional coaches and ILT members will plan how Teacher Collaborative Time will be structured, facilitated, and connected directly to classroom practice throughout the year.	July-August
Instructional coaches will participate in the district training on cognitively demanding tasks/teacher collaborative time facilitation.	Aug 17th-21st
Staff rollout of SCEP goals, school-wide approach to key strategies via ILT facilitated sessions & workshops These onboarding sessions and workshops will help staff understand what the key strategies look like in classrooms, how they connect to close reading, academic discourse, the schoolwide writing protocol, shared learning goals, and equitable access to grade-level content.	Aug 25th-27th
Refresher on Superintendent's Conference Days for full staff and non-attenders of Summer Onboarding. will include a full-staff refresher on the SCEP goals, key strategies, Teacher Learning Core Structures, and how implementation will be monitored through walkthroughs, student work, teacher collaborative artifacts, and coaching evidence.	Sept 2nd, 3rd

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

Key Strategy 1

KEY STRATEGY 1

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

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?
Building wide PD sessions to set the stage, reinforce expectations, routines, clarify roles	Sept 15th
Instructional coaches will prepare professional learning focused on cognitively demanding tasks for staff during the month of September, and outline how the key strategy will drive teacher learning in the upcoming year, as well as aligning last year's strategies and incorporating the summer work with Eduprotocols and integrating technology.	Week of Sept 22nd
Instructional coaches will unpack the district design principles for cognitively demanding tasks at grade level team meetings and introduce the district task bank.	Week of Sept 22nd
Instructional coaches will support teachers with applying just-in-time scaffolds through coaching and modeling.	Nov
Instructional coaches will discuss maintaining the cognitive demand throughout the task during teacher collaborative meetings. Instructional coaches will use instructional leader feedback, walkthrough trends, student work, teacher collaborative time artifacts, and available data to identify the highest-leverage practices to prioritize first in coaching cycles.	Dec
Initial coaching support will focus on helping teachers maintain the cognitive demand of tasks while strengthening the use of academic discourse, close reading, and the schoolwide writing protocol. Coaches will support teachers through co-planning, modeling, co-teaching, observation, and feedback to ensure students are doing the thinking, talking, reading, and writing required by rigorous grade-level tasks.	
Instructional coaches will co-teach strategies to maintain the cognitive demand of the tasks and incorporate this into their coaching sessions	Dec
Calibration across departments on expectations, routines and student work quality	Jan
Teachers revisit the playbook and plan instructional adjustments	Jan
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?
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 • Building a Culture Where Thinking Is Public • Thinking Classrooms vs. Answer Classrooms • Designing Access Without Reducing Task Complexity • Student Explanation and Justification	Spring

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

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?
Build Shared Understanding of Equitable Access Teacher learning during collaborative time will focus on developing a shared understanding of what equitable access to grade-level Tier 1 instruction looks like in classrooms. Staff will unpack Key Strategy 2 and connect it to the previous year's key strategies, including close reading, the schoolwide writing protocol, and academic discourse. Teacher teams will examine examples and non-examples of equitable access and discuss how access supports can help students engage in rigorous learning without lowering expectations. During collaborative time, teachers will learn how to identify the grade-level learning goal, success criteria, language demands, vocabulary demands, and possible access barriers in upcoming units. Instructional coaches will share materials and resources that help teachers connect equitable access to daily classroom practice and will support teams in identifying where students may need access supports to engage with grade-level content.	September
Learn How to Design Access Without Reducing Rigor Teacher learning during collaborative time will focus on how to design access supports that help multilingual learners and students with disabilities engage in rigorous grade-level tasks without reducing task complexity. Teacher teams will examine current lessons and identify where students may need support with academic vocabulary, background knowledge, close reading, directions, writing expectations, or discourse. Teachers will learn how to revise an upcoming lesson or task by adding purposeful supports such as vocabulary previews, visuals, sentence stems, chunked directions, models, collaborative routines, and close reading supports while maintaining the original grade-level learning goal. Instructional coaches will support this learning through co-planning, modeling, classroom visits, and coaching cycles focused on access, scaffolding, and maintaining high expectations.	October
Learn How Academic Discourse Supports Access Teacher learning during collaborative time will focus on academic discourse as an access point for grade-level content. Teachers will examine how structured talk helps students process complex ideas, use academic language, clarify understanding, and prepare for written explanation. Teams will study examples of discourse routines that support multilingual learners and students with disabilities while also increasing participation for all students. Teachers will learn how to plan discourse routines connected to the learning goal, such as partner talk, structured discussion stems, collaborative reasoning, and opportunities for students to rehearse thinking before writing. Instructional coaches will model, co-teach, or provide feedback on discourse routines and help teams review evidence of student participation, academic language use, and understanding.	November

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

Learn How Writing Demonstrates Access and Understanding Teacher learning during collaborative time will focus on how the schoolwide writing protocol can help students demonstrate access to grade-level content. Teacher teams will examine student writing samples to identify whether students are using evidence, academic vocabulary, explanation, and justification to show understanding. Teams will discuss how writing supports can provide access while still maintaining grade-level expectations. Teachers will learn how to create content-specific writing prompts aligned to shared learning goals and how to provide appropriate writing supports such as sentence frames, word banks, models, exemplars, and revision tools. Instructional coaches will support teachers in analyzing student writing samples to determine which supports helped students access the task, which supports need to be revised, and how students can move toward greater independence.	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?
Use Evidence to Adjust Access Supports Teacher learning during collaborative time will focus on using mid-year evidence to determine whether multilingual learners, students with disabilities, and other students needing support are accessing grade-level content. Teacher teams will examine first-half student work, exit tickets, formative checks, walkthrough trends, and coaching evidence to identify where equitable access is taking hold and where additional support is needed. Teachers will use this evidence to make one targeted adjustment for an upcoming unit or lesson. This may include revising scaffolds, clarifying success criteria, strengthening academic vocabulary supports, improving discourse routines, or adjusting written response supports. Instructional coaches will support teams in connecting the evidence to practical instructional next steps while maintaining grade-level expectations.	January
Strengthen Co-Planning Across Roles Teacher learning during collaborative time will focus on coordinated planning across roles as a way to support equitable access to grade-level content. Teacher teams will examine how general education, ENL, special education, intervention, and instructional coaching staff can work together to align supports to shared learning goals. Teachers will use a co-planning protocol to identify the learning goal, success criteria, language demands, accommodations, access supports, and formative checks before instruction. Instructional coaches will support teams in clarifying roles for co-teaching, small-group support, vocabulary preview, scaffold use, and checks for understanding so that students receive consistent expectations and appropriate support across settings.	February

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

Refine Scaffolds and Build Student Independence Teacher learning during collaborative time will focus on using scaffolds strategically while moving students toward greater independence. Teacher teams will review scaffolds used during the first half of the year and determine which supports should be continued, revised, reduced, or removed based on student evidence. Teachers will plan for gradual release by giving students opportunities to use supports more independently, such as selecting appropriate sentence stems, using vocabulary tools, referencing models, applying success criteria, or self-checking their work. Instructional coaches will model, co-teach, or provide feedback on how to maintain grade-level rigor while helping students rely less on teacher support over time.	March
Analyze Student Work for Access, Language, and Understanding Teacher learning during collaborative time will focus on analyzing student work to determine whether students are accessing grade-level content and demonstrating the intended learning. Teacher teams will review work samples from multilingual learners, students with disabilities, and other students needing support to identify evidence of academic language use, grade-level understanding, evidence, explanation, justification, and independence. Teachers will compare student work to the shared learning goal and success criteria in order to determine next instructional steps. Instructional coaches will support teams in identifying patterns in student work and deciding whether students need reteaching, revised scaffolds, stronger discourse supports, additional vocabulary instruction, or more targeted writing supports.	April
Strengthen Student Ownership and Progress Monitoring Teacher learning during collaborative time will focus on helping students monitor their own progress toward shared learning goals. Teacher teams will examine how learning goals, success criteria, feedback, revision, and reflection routines can help students understand where they are in their learning and what they need to do next. Teachers will build student ownership routines into Tier 1 instruction, such as self-assessment checklists, peer feedback, reflection prompts, revision protocols, and goal-setting tools. Instructional coaches will support teachers in planning opportunities for students to review selected work samples and explain how access supports, discourse, close reading, and the schoolwide writing protocol helped them demonstrate grade-level understanding.	May
Reflect on Implementation, Celebrate Student Learning, and Plan Next Steps Teacher learning during collaborative time will focus on reflecting on the impact of Key Strategy 2 and identifying what should be sustained or refined for the following school year. Teacher teams and ILT will review end-of-year student work, subgroup data, walkthrough	June

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

evidence, coaching evidence, and Teacher Collaborative Time artifacts to determine which practices had the strongest impact on equitable access to grade-level content.

Teachers will identify which access supports, co-planning routines, discourse structures, close reading supports, and writing supports helped multilingual learners, students with disabilities, and other students needing support demonstrate grade-level learning. Students will participate in a celebration of learning that displays high-quality student work produced across content areas. The celebration will highlight work that demonstrates access to grade-level content, academic language use, evidence-based thinking, written explanation, collaboration, revision, and growth over time.

ILT and instructional coaches will use the end-of-year evidence to update shared tools, revise the SCEP playbook, and identify professional learning needs for the following school year.

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	When we visit classrooms, we will be looking to see students engaging in rigorous, standards-aligned tasks that require them to reason, make sense of complex ideas, solve problems, and explain their thinking. By the first 8–10 weeks, we will look for students: - Closely reading texts, visuals, data, problems, or sources connected to grade-level learning goals. - Participating in academic discourse to explain thinking, respond to peers,		

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

	and build understanding. • Using evidence from texts, tasks, or sources to support responses. • Using the schoolwide writing protocol to explain or justify thinking in writing. • Completing exit tickets or formative checks that show reasoning, not just recall or task completion.		
Evidence of Teacher Practice Changing	When we visit classrooms, we will be looking to see teachers applying the professional learning from the first 8–10 weeks by planning and facilitating tasks that require students to do the thinking, talking, reading, and writing. By the first 8–10 weeks, we will look for teachers: • Planning cognitively demanding tasks aligned to grade-level standards and clear learning goals. • Using close reading routines to help students access complex texts, tasks, visuals, data, or sources. • Planning academic discourse routines that require students to explain, question, and respond to peers.		

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

	- Using the schoolwide writing protocol to support student explanation and justification. - Using questioning strategies that press students to explain how they know and why their thinking makes sense. - Bringing revised tasks, prompts, student work, and reflections to Teacher Collaborative Time.		
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What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Students will be actively engaged in rigorous, grade-level Tier 1 tasks that require them to reason, make sense of complex ideas, solve problems, collaborate with peers, and explain their thinking. Students will closely read texts, problems, visuals, data, and sources; participate in academic discourse; use evidence to support their thinking; communicate their reasoning through the schoolwide writing protocol; and monitor their progress toward clear learning goals. Students will demonstrate increased independence, confidence, and ownership as thinkers, speakers, writers, collaborators, and problem-solvers across content areas.	
Teachers will be...	Teachers will be designing and facilitating high-quality, equitable, and adaptive Tier 1 instruction that prioritizes student thinking over task completion. Teachers will consistently plan cognitively demanding tasks aligned to grade-level standards and clear learning goals. Teachers will use close reading, academic	

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

	discourse, purposeful questioning, and the schoolwide writing protocol to support students in reasoning, sense-making, problem-solving, collaboration, written explanation, and reflection. Teachers will use student work, formative checks, Teacher Collaborative Time, and coaching feedback to refine instruction and maintain cognitive demand for all students.	
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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	When we visit classrooms, we will be looking to see students, especially multilingual learners and students with disabilities, accessing grade-level Tier 1 instruction with appropriate supports. By the first 8–10 weeks, we will look for students: ● Engaging with grade-level texts, tasks, visuals, data, and sources. ● Understanding the learning goal and using success criteria to know what they are working toward. ● Using academic vocabulary, sentence stems, visuals, models, or other supports to participate in learning. ● Participating in academic discourse, partner		

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

	talk, and collaborative routines. • Using the schoolwide writing protocol to explain or justify thinking with support as needed. • Completing formative checks or exit tickets that show progress toward shared learning goals.		
Evidence of Teacher Practice Changing	When we visit classrooms, we will be looking to see teachers applying the professional learning from the first 8–10 weeks by planning for access before instruction begins. By the first 8–10 weeks, we will look for teachers: • Identifying shared learning goals and success criteria for upcoming lessons or units. • Identifying language demands, vocabulary demands, and possible access barriers. • Planning access supports for multilingual learners and students with disabilities without lowering grade-level expectations.		

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

	• Using close reading supports, academic discourse routines, and the schoolwide writing protocol to help students access grade-level content. • Coordinating with ENL, special education, intervention, and instructional coaching staff. • Bringing access plans, revised lessons, student work, and reflections to Teacher Collaborative Time.		
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What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Students, especially multilingual learners and students with disabilities, will be actively engaged in rigorous, grade-level Tier 1 instruction with the supports needed to access complex content and demonstrate understanding. Students will understand the learning goal, use success criteria to monitor their progress, engage with grade-level texts, tasks, visuals, data, and sources, participate in academic discourse, use academic language, collaborate with peers, and communicate their thinking through the schoolwide writing protocol. Students will demonstrate increased independence, confidence, and ownership as learners who can access grade-level content, explain their thinking, and show progress toward clear learning goals.	

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

Teachers will be...	Teachers will be consistently designing and facilitating high-quality, equitable, and adaptive Tier 1 instruction that provides access to grade-level content without lowering expectations. Teachers will align instruction to shared learning goals, identify success criteria, plan academic language and vocabulary supports, and use scaffolds that help multilingual learners and students with disabilities engage in rigorous learning. Teachers will coordinate with general education, ENL, special education, intervention, and instructional coaching colleagues to ensure students receive consistent expectations and appropriate support. Teachers will use student work, formative checks, Teacher Collaborative Time, and coaching feedback to refine instruction and strengthen access for all students.	
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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	In most of my classes, I am asked to think deeply, explain my ideas, and learn from mistakes.	5%	6%	24 %	49 %	14%	2%
26-27 Needs Assessment	In most of my classes, I am asked to think deeply, explain my ideas, and learn from mistakes.						

	Survey Question 2	SD	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.	0%	2%	15 %	57 %	21%	4%
26-27 Needs Assessment	The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information.						

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

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

Instructional Leadership Team Core Structures

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

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	Summer ILT Planning and Ongoing ILT Monitoring	☐ NEW ☐ REFINE
When and how often will this structure take place?	During the summer planning sessions, throughout the year in ILT planning meetings.	

Part 3: Schoolwide Core Structures

What does this entail?	- Establish shared goals and priorities for the SCEP key strategies. - Create a SCEP playbook with tools, templates, examples, and look-fors. - Plan professional learning for Summer Onboarding and Superintendent's Conference Days. - Develop shared resources for task design, access supports, discourse, close reading, and the schoolwide writing protocol. - Monitor walkthrough data, student work, coaching trends, and teacher collaborative time artifacts. - Adjust professional learning, coaching supports, and collaborative time agendas based on evidence.
Instructional Leadership Team Core Structure 2 (if applicable)	Teacher Collaborative Time Supported by Instructional Coaching ☐ NEW ☐ REFINE
When and how often will this structure take place?	- Teacher Collaborative Time will occur regularly throughout the 2026-27 school year. - Collaborative time will occur through department meetings, grade-level meetings, interdisciplinary meetings, or common planning time. - Instructional coaching cycles will occur throughout the year based on teacher and student needs.
What does this entail?	- Teachers will unpack the SCEP key strategies and connect them to daily classroom practice. - Teams will plan rigorous, standards-aligned Tier 1 lessons and tasks. - Teachers will identify shared learning goals, success criteria, access supports, and formative checks. - Teams will plan close reading routines, academic discourse, and use of the schoolwide writing protocol. - Teachers will analyze student work to determine whether students are thinking deeply and accessing grade-level content. - Instructional coaches will support teachers through co-planning, modeling, co-teaching, observation, feedback, and student work analysis. - Teams will adjust instruction based on evidence of student learning and teacher practice.

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified? <i>Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.</i>	The Building Level Team will evaluate Key Strategy 1 by: - Visiting classrooms and looking for evidence that students are engaging in rigorous, standards-aligned tasks that require reasoning, sense-making, problem-solving, academic discourse, and written explanation. - Reviewing lesson plans and Teacher Collaborative Time artifacts, such as revised tasks, common prompts, planning templates,
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Part 3: Schoolwide Core Structures

	student work analysis notes, reflection notes, and team meeting notes, for evidence of cognitively demanding tasks aligned to grade-level standards and clear learning goals. ● Examining student work samples, exit tickets, and formative checks to determine whether students are using evidence, explaining their thinking, justifying responses, and demonstrating deeper understanding. ● Monitoring the use of close reading, academic discourse, purposeful questioning, and the schoolwide writing protocol as connected practices that support student thinking. ● Reviewing coaching cycle trends to identify teacher needs related to task design, questioning, discourse, scaffolding, close reading, or written explanation. ● Using evidence from walkthroughs, student work, coaching cycles, and Teacher Collaborative Time to adjust professional learning, coaching supports, and ILT next steps.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable) <i>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.</i>	The Building Level Team will evaluate Key Strategy 2 by: ● Visiting classrooms and looking for evidence that multilingual learners, students with disabilities, and all students are accessing grade-level Tier 1 instruction with appropriate supports. ● Reviewing lesson plans and Teacher Collaborative Time artifacts, such as shared learning goal templates, access planning tools, co-planning notes, scaffold plans, student work analysis notes, reflection notes, and team meeting notes, for evidence of shared learning goals, success criteria, language demands, vocabulary demands, access barriers, and planned scaffolds. ● Examining student work samples, exit tickets, formative checks, subgroup data, and student reflections to determine whether students are making progress toward shared learning goals.

Part 3: Schoolwide Core Structures

	- Monitoring whether students are using academic language, evidence, discourse, and the schoolwide writing protocol to demonstrate understanding of grade-level content. - Reviewing co-planning evidence to determine whether general education, ENL, special education, intervention, and instructional coaching staff are coordinating supports before instruction. - Reviewing coaching cycle trends related to access planning, academic language supports, accommodations, co-planning, scaffold design, and student work analysis. - Using evidence from walkthroughs, student work, co-planning, coaching cycles, and Teacher Collaborative Time to adjust professional learning, coaching supports, and ILT next steps.
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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	Teachers across classes use similar expectations for what good work looks like.	2%	0%	15 %	46 %	35 %	2%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Teachers across classes use similar expectations for what good work looks like.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings.	0%	0%	17 %	60 %	23 %	0%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings.						

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent,

Part 3: Schoolwide Core Structures

equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	Implement a comprehensive MTSS process/Student Support Team and clearly defined interventions that are implemented with fidelity and monitored regularly	☐ NEW ☒ REFINE
When and how often will this structure take place?	Weekly, Wednesdays, 48 mins with follow up and check ins throughout the week	
What does this entail?	The Student Support Team will consist of teachers, admin, & support staff. Each Wednesday, they will meet to target specific students facing academic, behavioral, or social-emotional challenges to collaboratively design and monitor targeted interventions to ensure students succeed in the classroom. Although the team meets only on Wednesdays, they determine a plan of action carried out throughout the week & report back for revision & updates on Wednesdays.	
Every Student Thrives Core Structure 2 (if applicable)	Intervention class for all students in ELA and Math	☐ NEW ☒ REFINE

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	Every other day, 48 mins for ELA Every other day, 48 mins for Math
What does this entail?	Each student will have an additional 48 mins 2-3 times a week with their ELA and Math teachers. Intervention is a targeted, supplementary class designed to help all students advance towards grade-level proficiency by filling specific learning gaps in reading, writing, or math.

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	Our collaborative time helps us make sense of what high-quality instruction looks like in action.	0%	0%	21 %	52 %	23 %	4%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Our collaborative time helps us make sense of what high-quality instruction looks like in action.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Expectations for working hard and doing quality work are about the same in all my classes.	3%	9%	31 %	42 %	12 %	4%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Expectations for working hard and doing quality work are about the same in all my classes.						

Attendance Core Structures

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

Attendance Core Structures

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A routine for monitoring attendance daily and weekly , with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Weekly, Mondays 60 mins with follow up and check ins throughout the week	
What does this entail?	The Attendance Team will consist of a core of our Community School Liaison, Home School Assistants, counselors, & social workers, with teachers, admin, & support staff joining the meeting according to the students targeted. Each Monday, they will target specific students facing attendance challenges to collaboratively design and monitor targeted interventions to ensure students succeed in the classroom. Although the team meets only on Mondays, they determine a plan of action carried out throughout the week & report back for revision & updates each Monday.	
Attendance Core Structure 2 (if applicable)	Structures for keeping families informed about attendance , including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.	☐ NEW ☒ REFINE
When and how often will this	Although communication will be monthly with guardians through structured communication (newsletter, mailings about status and resources/support), resources and progress monitoring will be facilitated weekly.	

Part 3: Schoolwide Core Structures

structure take place?	• Parent communication on attendance-once a month (counselors) • Attendance newsletter-once a month (admin) • Parent Voice-once a month, last Thursday of the month (Community School Liaison) • Attendance Incentive-once a month (Home School Assistants/counselors) • Attendance check-monthly in crew class (students & crew teachers)
What does this entail?	Attendance monitoring, involving key stakeholders, throughout the month, consisting of various modalities of communication to parents/guardians & students and guardians.

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	84.9%	83.9%	81.8%	77.3%	76.6%	79.4%	80%	82.3%	78.5%
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:

- September thru February, we averaged 1-3 buses that were late arriving to school each day, up to 90 mins late. These same buses would be late picking students up for dismissal. This caused frustration, anxieties and complex impacts during the school day with attendance and effectiveness of interventions.

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	Overall, this school helps students feel supported, expected, and able to come to school regularly.	6%	8%	33 %	30 %	21 %	4%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Overall, this school helps students feel supported, expected, and able to come to school regularly.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Our school's approach to attendance helps students feel known, supported, and expected to be present.	0%	0%	21 %	47 %	28 %	4%

Part 3: Schoolwide Core Structures

26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Our school's approach to attendance helps students feel known, supported, and expected to be present.						
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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	Meetin g 3: Variati ons in Data	Meeti ng 4: Stude nt Interv iews	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
Nakia Burrows	Principal	3/3	3/27	4/21	4/28	5/11	5/11	6/24
William Hucks	Assistant Principal			4/21	4/28	5/11	5/11	6/24
Brian Cardilli	SPED Teacher		3/27	4/21	4/28			6/24
Christina Cavagnaro	SPED Teacher		3/27	4/21	4/28			
Benjamin Farley	Teacher, Bilingual		3/27	4/21				
Tonette Graham	Math Instructional Coach	3/3		4/21				6/24
Nicole Reed	ELA Instructional Coach	3/3		4/21	4/28			6/24
Emily Refici	ESOL Teacher		3/27	4/21				
Student Voice Representatives (multiple)	Students					5/11		
<i>Belair, Carey</i>			3/27	4/21	4/28	5/11	5/11	
<i>Hildreth, Rachel</i>			3/27	4/21	4/28			6/24

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.