



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	Helen Barrett Montgomery School No. 50	PreK-6

Collaboratively Developed By:

The **Helen Barrett Montgomery School 50** SCEP Development Team

Principal: Lakisha Taylor

Assistant Principal 4-6: Lynda Mortis

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Instructional Coach 3-6: Stacey Dawson

Instructional Coach PreK-2: Lisa Peers

Intervention/Prevention: Tracy Steimle

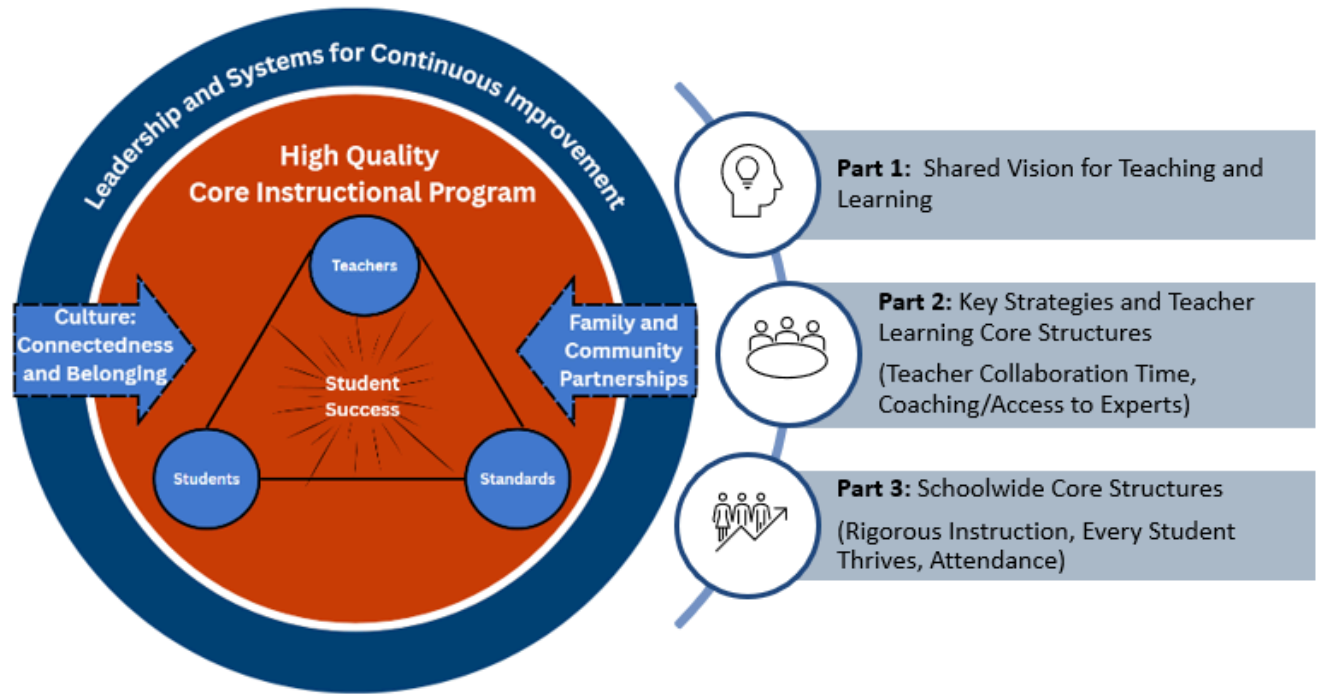
Intervention/Prevention: Kelly Simbari

ELL New Comer: Gina Jutzin

SEL Coach/Counselor: Justin Johnson

*And in partnership with the staff, students, and families of **Helen Barrett Montgomery School No. 50.***

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



Part I: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction:

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

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

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

Key Strategies/Instructional Priorities

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

Key Strategies/Instructional Priorities should be:

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

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

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

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

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

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

Effective Teacher Collaborative Time should:

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

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

- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

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

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

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

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

Essential Question

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

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?	Frequency: Weekly for 30 minutes on Wednesdays Facilitation: Led by district-trained Instructional Coaches District Support: District staff will facilitate at least one session per month Administrative Oversight: School administration will participate and facilitate as needed	
What does this entail?	This structured protocol will be implemented on a bi-weekly basis, rotating topics and/or content areas to align with current instructional needs. Staff learning will focus on the following: Analyze, Reflect, Learn, & Plan -Week 1 • Reflection & Data Analysis: Review the implementation of previous high-quality instructional strategies previously implemented, analyzing student artifacts and data to determine what worked, what didn't, and why.	

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

	• Targeted Professional Learning: Engage in collaborative, research-based professional learning focused on advancing high-quality instructional practices. -Week 2 • Collaborative Practice & Application: Co-design, model, or practice the new instructional strategy in real-time during the session. • Action Planning & Implementation: Commit to specific, measurable individual and collective instructional actions to execute in the upcoming week.	
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?	Grade-Level Collaborative Planning: • Structure: One full release day per quarter per grade level. • Attendance: All general education classroom teachers, special education teachers, ENL teachers, and Teaching Assistants (TAs) assigned to that grade level will attend concurrently to ensure cohesive instructional planning. Department-Specific Collaborative Planning (Per Quarter): • Exploratory/Specials Staff: Will receive one half-day release period per quarter for department-specific alignment. • ENL Department: Will receive one full-day release period per quarter to collaborate exclusively on language acquisition strategies and compliance. • Special Education Department: Will receive one additional half-day release period per quarter, facilitated by the building Assistant Director (AD) of Special Education, to focus on specialized instruction and IEP alignment.	
What does this entail?	Facilitated by district-trained Instructional Coaches, these Job-Embedded Planning Days will prioritize the following high-quality instructional practices: • Unpacking the Standards: Teams will deconstruct state standards into clear learning targets and success criteria to ensure daily lessons are aligned to the appropriate depth of knowledge. • Backwards Design for Upcoming Units: Teachers will utilize the Backwards Design framework to map out upcoming units, beginning with the end-of-unit	

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

	assessments to ensure purposeful, aligned daily instruction. • Modeling Lessons and Key Strategies/Protocols: Instructional Coaches will model research-based high-quality instructional protocols, allowing teachers to experience, practice, and refine strategies before classroom implementation. • Aligning Instruction to SCEP Strategies: Teams will explicitly connect weekly lesson plans to the specific evidence-based strategies outlined in the school's SCEP to ensure school-wide instructional coherence. • Data Analysis: Staff will analyze formative and summative data to identify achievement gaps, measure strategy effectiveness, and plan targeted re-teaching or intervention blocks. • Calibrating Student Work Expectations: Teachers will analyze student artifacts collectively to build a shared, rigorous understanding of what high-quality student work looks like and establish grading calibration using rubrics. • Defining High-Quality Instruction: Teams will engage in collaborative visioning and look-for discussions to establish a unified, objective definition of what high-quality teaching looks like in every classroom.	
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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?
Some staff will attend the HBM Summer Camp, consisting of differentiated sessions focused on best practices that support every educator using shared, high-leverage strategies so that all students experience a seamless, predictable, and rigorous learning environment.		Aug 2026
Instructional Coaches and administration plan for the weekly 30-minute collaborative time protocol and high-quality instructional practices.		Aug 2026
Instructional Coaches will participate in specialized district professional development focused on districtwide strategic priorities and content-specific		July-Aug 2026

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curriculum. to deepen expertise and ensure leadership is fully equipped to provide targeted, high-leverage instructional support, system calibration, and curriculum alignment for all teachers and staff from Day 1.	
Coaches and Administration collaborate to build the quarterly Instructional Focus Calendar and calibrate look-fors for administrative walkthroughs.	Aug 2026

Key Strategy I

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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FIRST HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Instructional coaches and administration plan for and provide teacher learning during PLCs to establish a shared definition of cognitive demand and analyze existing student tasks have a vertically aligned building and a baseline so teachers understand where and why current lessons may be inadvertently doing the heavy lifting instead of the students. September through October will focus on foundations and identifying cognitively demanding tasks. ● Establish the Framework: Teachers look at student work to differentiate between low-demand and high-demand tasks ● Professional Learning: Instructional coach or department expert models how to turn a low-demand task into a high-demand, open-ended task that requires reasoning. ● Task Audit Collaborative Cycles: During PLCs look at upcoming lesson plans and analyze the main tasks. Teams collaboratively adjust one task to ensure it requires high-level sense-making.	September - October
Instructional coaches and administration plan for and support teachers during PLCs and work release days to shift from changing tasks on paper to changing how teachers facilitate the task in the classroom to ensure the cognitive demand remains. November through December will focus on deep implementation and student discourse through teacher practice. ● Facilitation and Questioning: Teachers look at upcoming lessons/units to intentionally plan incorporation of teacher moves (scaffolds, wait time, question stems, turn-and-talks, etc.) to solicit productive struggle and discourse. ● Observation and Reflection: Teachers plan a time to record students working on cognitively demanding tasks for approximately 5 mins.	November - December

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During PLCs the videos will be reviewed and teachers collaboratively look for evidence of student reasoning and sense-making using a standardized protocol. ● Analyzing Student Artifacts: Teams bring student portfolios that include cognitively demanding tasks where they focus on looking at trends to help plan for the second half of the school year using the Needs Assessment protocol.	
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?
The administrative team will conduct walkthroughs and student data to analyze with the SLT to monitor progress on key strategies and make adjustments if needed.	January - May
Instructional coaches and administration will use the data analysis to plan for the remaining PLCs where the focus shifts from teachers delivering the task to the students owning the thinking through analyzing and making adjustments to real-time student misconceptions. January through March will focus on student autonomy and formative response action to support students in taking on the heavy lifting in the classroom. ● Deep Dive: Teachers will study how students talk to each other during discourse opportunities within the classroom, and collect data using a co-created data tracker. During PLCs the instructional coaches will facilitate data chats and then use the findings to plan for and facilitate professional learning focused on productive-struggle protocols to incorporate peer-to-peer discourse where students rely on reasoning. ● Planning to Reacting Shift: During PLCs, teachers look at upcoming lessons to intentionally create anticipatory sets to prepare just-in-time questions (teacher moves) as a way to guide students out of confusion and get to the AHA! Moment. ● Data and Work Analysis: During PLCs, teams will look at student portfolios, especially historically academically emerging subgroups, to explicitly look to see if the gap is closing and make adjustments to scaffolds as needed.	January - March
Instructional coaches and administration will plan for and design a student self-assessment to support students being self-directed problem-solvers. April through June will focus on Student Self-Assessing and Practice to support students becoming independent learners and ensuring this process becomes a part of the school culture.	April - June

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

- **Metacognition and Self-Assessment:** During PLCs teams design student-facing rubrics or reflection logs for their growth portfolios and then share student samples to measure growth on student persistence.
- **Vertical Alignment:** During PLCs teams look at different grade-levels' student portfolio samples or student discourse recordings to observe vertical progression of cognitive demand, specifically students' reasoning.
- **Reflection:** During final PLCs teams compile their findings throughout the year to create a library of resources to put into practice the following school year in relation to cognitively demanding tasks. Additionally, teams will design a look-for guide to help with onboarding new teachers, and analyze EOY data on SCEP goal completion.

Key Strategy 2

KEY STRATEGY 2

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

FIRST HALF OF THE YEAR IMPLEMENTATION

What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?

When will this be in place?

Building-based PLE Co-Teaching with Multi-Lingual Learners

This PLE opportunity will be a book study format where participants will take a deep dive into instructional silos to foster collaborative culture to transform teacher relationships into partnerships where there are shared responsibilities.

August - Jan

Instructional coaches and administration will support teachers to unpack curriculum units, specifically utilizing the ELL and SPED supports within the curriculum, to intentionally plan for co-teaching approaches.

September through October will focus on shared ownership to ensure gen ed and specialist teachers have a structured time and data to align grade-level goals.

- **Establishing a Co-Teaching Structure:** Plan for protected time during PLCs dedicated to co-teaching teams to identify non-negotiable grade-level learning goals to support planning how to scaffold core standards rather than over modifying.
- **Learner Profile Workshop:** ENL or SPED expert to facilitate a collaborative review of IEP goals, accommodations, and language proficiency to create learner profiles for portfolios to identify where language or learning barriers intersect with upcoming grade-level content.

September - October

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

● Universal Design Cycle: Teams use PLCs or work release days to co-plan by analyzing upcoming lessons to ensure there are multiple means of representation so all students can access the same grade-level text or task.	
Instructional coaches and administration will plan for and facilitate a shift from alignment on paper to embedding high-leverage, specialized instructional strategies into daily instruction. November through December will focus on integration and language-rich scaffolding to ensure subgroups have access to the same grade-level content as their peers. ● Integrating Language and Content Objectives: Teams move deeper into co-planning by adding language/access objectives for both SWD and ELL students specifically. ● Co-Teaching Model Calibration: Teams will intentionally plan how both teachers will move about the room to move away from the one-teach, one-assist co-teaching model to maximize targeted scaffolding. ● Look-Fors and Artifact Review: Teams bring student artifacts, specifically from a time where co-teaching was happening, to review work through a strict equity lens and use their findings to map out the second half of the year.	November - 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?
The administrative team will conduct walkthroughs and student data to analyze with the SLT to monitor progress on key strategies and make adjustments if needed.	January - May
Instructional coaches and administration will plan for and facilitate shifts from providing accommodations to monitoring real-time data and adjusting small group instruction and gradually releasing scaffolds to eliminate dependence. January through March will focus on data responsiveness and fading scaffolds out to ensure students do not become overly dependent so they start to take ownership of their learning. ● Data Drive Small Group Planning: During PLCs or work release days, teams will analyze MOY data, specifically with SWD and ELLs in mind, to design flexible, short-term groups and plan for targeted mini-lesson to address precise gaps. ● Scaffold Fading Coaching: Instructional coaches work with grade-level teams on the concept of scaffold gradual release of supports in place, moving students towards independence.	January - March

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● Student-Facing Progress Trackers: Co-teachers collaborate to create clear, student-friendly visual IEP goals and language proficiency trackers for milestones where students look at their own data to understand their accommodations and voice what supports they need to tackle grade-level tasks.	
Instructional coaches and administrators will plan for and support teachers to empower students to advocate for their own learning needs and embed the co-planning practice into the schools culture. April through June will focus on student self-advocacy and sustainability to foster student ownership of their learning and standardizing co-teaching practices. ● Student Self-Advocacy: Grade-level teams will design and share student reflection protocols where ELLs and SWDs identify why a task is challenging and what tools they can use to complete the task without teacher prompting. ● Equity Artifact Review: Co-teaching teams look at different grade-level portfolios, specifically SWDs and ELLs, to ensure accommodations and language supports used in one grade level align with expectations in the next grade level. ● Equity Playbook and Scheduling Reflections: Co-teaching teams will compile their successful scaffolded lesson plans, language objectives, and small group structures, as well as reflect on the stars and steps experienced throughout the school year, specific to co-planning protected time.	April - June

Progress Monitoring

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

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

Key Strategy I

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

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Fidelity Checks using walk-through protocols where students are actively engaged in academic discourse and productive struggle		

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

Evidence of Teacher Practice Changing	During walkthroughs, evidence of teachers facilitating the discourse and providing those opportunities for productive struggle.		
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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...	Engaged in peer-to-peer discussions where they explain their thinking and are engaging in a way where their discussions are enhancing their learning; show 10% growth on the grade-level assessments	
Teachers will be...	Facilitators of peer-to-peer discussions shown through teacher moves and be able to give timely and actionable feedback; show 15% growth in their quarterly goal	

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	Students will be seen during walkthroughs, interacting with grade level material with/without scaffolds and actively engaged protocols facilitating productive-struggle and discourse		
Evidence of Teacher Practice Changing	Evidence of implementation of scaffolds and		

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

	language objectives built into lessons and co-teaching taking place during tier 1 instruction.		
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What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Interacting with grade-level material with scaffolds removed or tapered and 15% growth will be seen on grade level content within their portfolios and unit assessments.	
Teachers will be...	Able to remove or taper scaffolding and/or accommodations within their instruction, as well as show 15% growth within their quarterly goals.	

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 ☒ Teacher ☐ Student ☐ Family	Our team meetings stay focused on improving teaching and learning, not just on logistics or compliance tasks.	(2) 3.5%	(16) 28.1%	(13) 22.8%	(16) 28.1%	(4) 7%	(6) 10.5%
26-27 Needs Assessment							

	Survey Question 2	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.	(3) 5.3%	(12) 21.1%	(15) 26.3%	(16) 28.1%	(5) 8.8%	(6) 10.5%

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

26-27 Needs Assessment							
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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?

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Design a rubric (for example, SAM) ILT and SMART goals
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	Reflects on the walk-through data and SMART goals

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	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.	(1) 1.8%	(10) 17.5%	(18) 31.6%	(20) 35.1%	(5) 8.8%	(3) 5.3%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	My schoolwork challenges me in a good way.	(16) 6.3%	(18) 7.1%	(49) 19.3%	(97) 38.2%	(67) 26.4%	(7) 2.8%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult**, with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels**, identifying where students encounter conflicting messages or uneven experiences.

Part 3: Schoolwide Core Structures

- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	• A routine for monitoring whether students receiving additional support continue to engage with grade-level content, ensuring intervention does not replace rigor.	☒ NEW ☐ REFINE
When and how often will this structure take place?	The Strategic Leadership Team (SLT) will dedicate 60 minutes of meeting time once per quarter to execute this comprehensive data-monitoring and alignment structure.	
What does this entail?	Artifacts to Bring: Aggregate walkthrough data (focused on intervention vs. core instruction), and a randomized selection of student portfolios for students receiving Tier 2/Tier 3 support. • Walkthrough Data Synthesis ◦ Action: The SLT reviews aggregate classroom walkthrough data collected over the quarter. ◦ Focus: Analyze the data gathered during instructional walkthroughs to evaluate student engagement and scheduling. • The Quality Check ◦ Action: The team conducts a blind review of the collected student portfolios for those receiving additional support. ◦ Look Fors: Evidence of student engagement with rigorous, grade-level materials. Observations will specifically monitor for tiered levels of instructional scaffolding, evidence of productive struggle, and high-leverage peer-to-peer collaborative interactions. • Relationship & Support Triangulation	

Part 3: Schoolwide Core Structures

	○ Action: Cross-reference the walkthrough and portfolio trends against student progress data to ensure timely support are actually closing gaps without creating a "parallel, lower-track curriculum." ○ Focus: Verify that the intervention matches the student's diagnostic needs and that meaningful feedback is being documented in their portfolios. ● Responsive Action Planning ○ Action: Formulate a targeted 30-day course correction plan. ○ Focus: Identify specific classrooms or grade levels requiring coaching cycles on scaffolding techniques, or adjust master schedules to strictly protect student access to core grade-level instruction.
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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	Adults at this school treat all students fairly and believe we can all do well.	(24) 9.4%	(36) 14.2%	(32) 12.6%	(85) 33.5%	(70) 27.6%	(7) 2.8%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Students seldom, if ever, slip through the cracks at this school.	(9) 15.8%	(25) 43.9%	(12) 21.1%	(7) 12.3%	0	(4) 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 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?	The Attendance Team will utilize its bi-weekly meeting cycle to implement this routine, ensuring systematic evaluation of student attendance data and support structures.	
What does this entail?	Data Synthesis & System Audit • Action: Review bi-weekly aggregate attendance reports to identify schoolwide, grade-level, or classroom-specific trends and variance. • Fidelity Check: Audit PowerSchool "Attend Action" logs to ensure all student contacts are being documented consistently by staff. Tiered Problem-Solving & Barrier Identification	

Part 3: Schoolwide Core Structures

	- Action: Discuss students currently Chronically Absent and create a monitoring plan in Panorama - Focus: Cross-reference attendance data with academic performance metrics. Discuss possible root causes and ensure the student is maintaining a meaningful connection to a staff member. Coordinating Timely Supports - Action: Assign specific, scaffolded interventions to remove identified barriers. Communication & Follow-Up - Action: Update action steps and team assignments. Ensure the next steps discussed during the meeting are immediately logged into Attend Action so all stakeholders servicing the student are aligned.
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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**.

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	88.1%	89.8%	88.9%	85.4%	85.6%	86.8%	85.4%	88.4%	84.2%
2026-27									

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

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	If I miss school, someone checks in to understand what's going on.	(31) 12.2%	(30) 11.8%	(42) 16.5%	(82) 32.3%	(53) 20.9%	(16) 6.3%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Part 3: Schoolwide Core Structures

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.	(3) 5.3%	(10) 17.5%	(15) 26.3%	(12) 21.1%	(5) 8.8%	(12) 21.1%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Mee ting 3: Varia tions in Data	Meeting 4: Student Intervie ws	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
Lakisha Taylor	Building Principal	3/3	4/24	5/8	5/15	5/22	6/17	6/23
Felicia Drysdale	Assistant Principal PreK-2		4/24	5/8	5/15	5/22	6/17	6/23
Lynda Mortis	Assistant Principal 3-6		4/24	5/8	5/15	5/22	6/17	6/23
Stacey Dawson	Instructional Coach 3-6	3/3	4/24	5/8	5/15	5/22	6/17	6/23
Lisa Peers	Instructional Coach PreK-2	3/3	4/24	5/8	5/15	5/22	6/17	6/23
Kelly Simbari	Intervention/Prevention		4/24	5/8	5/15	5/22	6/17	6/23
Justin Johnson	Counselor		4/24	5/8	5/15	5/22	6/17	6/23
Gina Jutzin	ELL Teacher		4/24	5/8	5/15	5/22	6/17	6/23
Amy Alkiewicz	Office of Innovation	3/3	4/24	5/8	5/15	5/22	6/17	6/23

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.