



School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Rochester City School District	The Flower City School No. 54	PreK-6

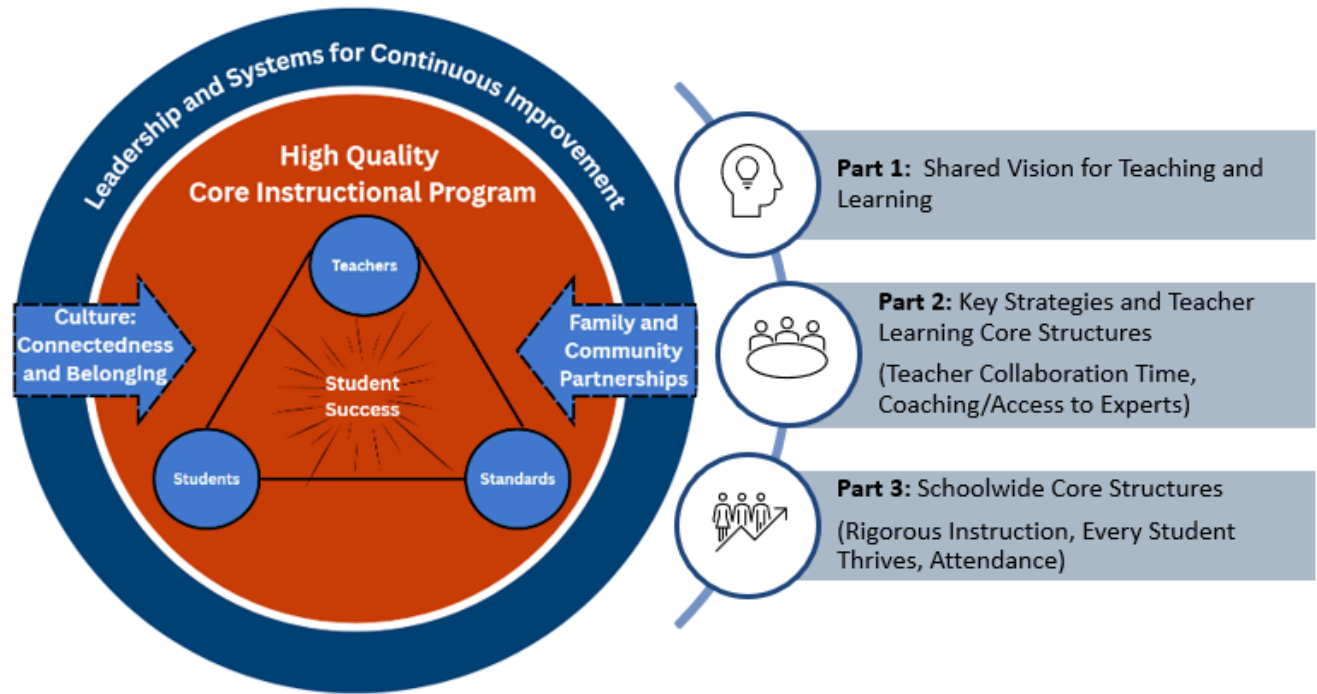
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And in partnership with the staff, students, and families of FLOWER CITY SCHOOL 54.

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 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?	PLT time 1x week Grade- Level Planning period One hour PLC one time per month to complete the PLC protocol outlined by RCSD	
What does this entail?	Meeting with all grade-levels weekly, varying agenda depending on needs During collaborative time, teams may: • Evaluate all student tasks to ensure they actively require: ○ Deep Thinking: Explaining, justifying, and problem-solving. ○ Productive Struggle: Giving students the space to grapple with challenging concepts. • Collaboratively plan for the core instructional program (Tier 1) with a focus on equitable access to rigorous, grade-level content for every student, systematic application of temporary instructional scaffolds, and flexible grouping based on learner readiness and need. • Teachers will meet independently with a PLC facilitator, during grade level time, to gather and organize data and artifacts to bring to the one hour PLC that teachers will attend per the PLC Protocol. • During the Visible Learning Common Challenge Protocol, an educational framework designed by educational researcher John Hattie in collaboration with Corwin,	

teachers will use an "If we [do this action], then we expect [this student outcome]" framework to identify learning hurdles and select evidence-based solutions together.

Common Challenge Protocol for PLCs:

1. **Define the Challenge (Analyze):** Pinpoint exactly where students are struggling by looking at both quantitative and qualitative data.
 2. **Explore Interventions:** Select high-impact instructional strategies to address the challenge.
 3. **Implement & Make Practice Visible:** Execute the chosen strategy and bring evidence of the results back to the PLC.
 4. **Evaluate & Iterate:** Reflect on the impact and refine the strategy.
- Reflect on Visible Learning practices (based on Fisher and Frey's work) by using teacher clarity, feedback, and student ownership to answer three big questions: Where am I going? How am I going? Where to next?
 - **PLC Protocol**
 - During PLC time, the following structure will occur during the once a month, one hour PLC: [PLC Protocol](#)
1. **Analyze Evidence (Where are we now?)**
 - Review student learning, instructional, and implementation evidence aligned to the priority.
 - Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting.
 - Ground discussion in evidence and identify questions or wonderings.
 2. **Reflect and Learn (What are we learning?)**
 - Determine what is working, what is not working, and why.
 - Build shared understanding through professional learning, research, protocols, or examination of effective practices.
 - Connect learning to the identified instructional priority.
 3. **Plan and Apply (What will we try?)**
 - Identify specific instructional strategies, practices, or actions to implement.
 - Establish individual and collective commitments.
 - Coordinate supports, coaching, co-planning, and collaboration needed for implementation.
 4. **Monitor Impact (How will we know?)**
 - Collect evidence of implementation and student impact.
 - Monitor progress toward team goals.
 - Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.

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

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?	Once a month RCSD I-Ready math Weekly at PLC Meetings At least 5 walkthroughs per week 3-4 Teachers per coaching cycle (with administration and instructional coach) If teachers choose math, the instructional coach would use the coach-to-coach theory	
What does this entail?	Unpack priority standards and identify the level of rigor required by the standard. Grade-level planning with I-Ready team Grade level planning vertically 2x's per year Coaching cycles with administration based on requested tiered support from teachers	

Implementation: School Specific

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?
Share out with grade levels via summer bulletin that this strategy will be about coaching, walkthroughs, and teacher learning.		July 2026
Establish a shared understanding of cognitively demanding tasks and what rigorous student discourse, reasoning, and problem-solving should look like across content areas for the Campus Leadership Team.		July 2026
Staff builds understanding and set expectations by planning the schoolwide look-fors from the June meeting (i.e. manipulatives, centers, etc.) and creating a look-for checklist aligned to Visible Learning practices and student interview feedback.		August 2026
Create a classroom walkthrough tiered support model to support teachers based on the following: Tier 1: Universal Instructional Design (Core) - The Focus: The primary classroom instructional methods effectively engage and meet the learning needs of the vast majority of students (80% or more). Tier 2: Targeted Instructional Adjustments - The Focus: Supporting students who are not yet successfully accessing the core curriculum. - Teacher Support: The teacher receives targeted professional development or instructional coaching to bridge these gaps. Tier 3: Intensive Instructional Redesign - The Focus: Tailoring the daily learning experience to deeply match the diverse academic needs of the classroom. - Teacher Support: The teacher receives direct, hands-on support, including: Embedded co-planning sessions.		August 2026

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

Side-by-side instructional modeling to pilot new teaching methods.	
Staff will be introduced to Teacher W.I.N.	
Create a coaching calendar for the administration team and instructional coach for Level 2 and Level 3 students in classrooms based on walkthrough results.	August 2026
Introduce the district key strategies during Summer Institute and opening day professional learning sessions and look-fors checklist.	August 2026
Create the rolling agenda for PLCs that will follow the collaborative learning structures each month: Week 1: One hour PLC protocol using the PLC Protocol Week 2: Data Analysis (Utilize mandatory RCSD data gathering resources, assessment data, and make adjustments as needed) Week 3: Planning with Priority Standards (creating learning intentions and success criteria) Week 4: Teacher Learning (Success Criteria: What are we thinking, learning, and doing to improve our practice?)	August 2026
During the summer institute, focus on writing progressions and standards to create a unit map for each grade level - ensuring equitable access to grade level content	August 2026

Key Strategy I

District 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	When will this be in place?
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?	
Launch the school-wide strategy by establishing clear expectations for teachers to facilitate student-led discourse, requiring students to make their reasoning, justification, and productive struggle visible through peer-to-peer talk (strategy focus on speaking).	September 2026
Begin Weekly PLC/Teacher Collaborative Time one time per week with administration and instructional coach present.	September 2026
Explicitly define expectations for the "Three Big Questions": Provide clear frameworks and examples showing how teachers should be able to state exactly <i>what</i> students are learning, <i>why</i> they are learning it, and <i>what success looks like</i> (learning intentions and success criteria) during any instructional task.	September 2026
Coaching cycles begin with administration for teachers who identify areas of instructional needs that they want to work on. Utilize student data (i-Ready, common assessments, and student work samples) to identify trends and instructional next steps.	October-November 2026
At an afterschool meeting, conduct a session to analyze student work and adjust instruction for quarter one: Facilitate student work analysis protocol to examine evidence of reasoning, sense-making, and problem-solving.	November 2026
Conduct an instructional round to gather direct evidence of student reasoning, sense-making, and problem-solving; focused entirely on scripting what students are saying and doing, giving us clear data on how they are processing the cognitive demand:	December 2026

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

1. The Focus (Pre-Round): Observers align on a single lens: looking at the task and the students, not evaluating the teacher.	
2. The Observation (During): Teams spend 10–15 minutes scripting objective evidence of student thinking, peer discussion, and how students handle problem-solving.	
3. The PLC Reflection (After): Teams use PLC time to analyze school-wide trends (e.g., "Discussion was high, but task rigor was low") and collaboratively plan instructional next steps.	
Implement a feedback and coaching cycle where teachers reflect on how the strategy impacted their practice and collaboratively request targeted support based on their specific professional learning needs.	January 2027
Use PLCs to review mid year student data (from I Ready and middle of year Common Formative Assessments) and identify strengths and areas of need in reasoning and problem-solving.	January 2027
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?
Feedback Cycle for students: Incorporate student self-assessments at the end of lessons by asking students to identify their needed tier of support using three guiding questions: • "I've got this and can work independently" (Tier 1) • "I understand the main idea but need a little help getting started" (Tier 2) • "I am completely stuck and need a lot of help to move forward" (Tier 3)	January 2027
Provide a professional development session on creating rigorous tasks that encourage multiple ways of thinking and solving problems.	February 2027
Teachers collaboratively plan and implement a schoolwide problem-solving week with rich tasks and opportunities for students to explain their thinking using Break-out EDU or March Mathness Theme	March 2027
Key Strategy 2	
KEY STRATEGY 2	Ensure equitable access to grade-level content , especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals

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?
Use a grade level meeting to launch our strategy that staff will collaboratively design writing standards-based learning goals and progressions to ensure equitable access to grade-level content.	September 2026
Include in the first staff bulletin a <i>Strategy Spotlight: Talk Before Text!</i> . This spotlight will explain that our focus this year is on engaging students in cognitively demanding tasks and raising the bar for writing: <i>If a student can't say it, they can't write it.</i>	September 2026

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

Launch a school-based Professional Development series that ties our two core strategies together: Student Discourse (Cognitive Demand) and Writing Progressions (Equitable Access) for staff who choose to participate one time per month over the course of the year.	September 2026
Host vertical team meetings to create a shared writing planning template that includes grade-level standards, language supports, accommodations, writing scaffolds, and opportunities for discussion and feedback.	September 2026
Launch the feedback loop with writing during PLC (Week 4): Discuss the importance of writing and conferencing. Use material from the new program to assist with roll out of the program and increase writing conferences and student scores on writing assignments. Also, to improve technology use at all grade levels, students who have conferenced must then type their writing.	October 2026
Establish walkthrough look-fors focused on students using a visible tool (like a rubric, checklist, or writing progression) to draft or self-assess their writing.	October 2026
Conduct classroom walkthroughs focused on writing standards, scaffolds, and student engagement.	November 2026
Build a shared resource bank of writing supports, including sentence stems, graphic organizers, mentor texts, exemplars, vocabulary supports, and conferencing tools.	December 2026
The Instructional Leadership Team will conduct a data session to analyze growth, comparing student writing samples and walkthrough data from September to December	December 2026
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Schedule peer observations and lab classroom opportunities focused on inclusive writing instruction, student feedback, and collaborative teaching structures.	January 2027
Facilitate a PLC where teachers who participated in lab classrooms share one high-leverage feedback strategy they plan to immediately clone in their own rooms.	January 2027
Implement coaching cycles focused on writing instruction, conferencing practices, differentiation, and maintaining grade-level expectations for all students.	February 2027
Utilize mid-cycle coaching data to identify school-wide trends in student conferencing, using the staff bulletin to spotlight effective differentiation techniques.	March 2027
Create a bridging document and conduct vertical team meetings to align writing expectations, supports, and instructional practices across grade levels.	April 2027
Conduct a final end-of-year data dive, evaluating cumulative student writing portfolios against the year-long goals to measure the net impact	May 2027

Progress Monitoring

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

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

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

Evidence of Student Learning Improving	At least 80% of students interviewed during classroom walkthroughs will be able to clearly explain what they are learning. At least 60% of students interviewed during walkthroughs will be able to explain why they are learning the content or skill. At least 60% of students interviewed during walkthroughs will be able to describe how they know they are successful using Learning Intentions, Success Criteria, feedback, or examples of their work.		
Evidence of Teacher Practice Changing	In at least 70% of walkthroughs, instructional evidence shows teachers utilizing active learning strategies and designing tasks that require students to engage in collaborative problem-solving. Walkthrough data demonstrates that in at least 75% of classrooms, teachers explicitly reference Learning Intentions and Success Criteria (LISC) during instruction and utilize formative prompts to check that students can articulate the "three big questions."		

What is our end-of-the-year vision for this Key Strategy?

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

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	Able to clearly explain: • What they are learning • Why they are learning it • How they know they are successful	
Teachers will be...	Engage in collaborative PLC cycles focused on instructional planning, reflection, and continuous improvement of teaching practices. Analyze student data, walkthrough feedback, and coaching support to make instructional adjustments and refine classroom practices.	

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	Student writing portfolios show measurable movement of Writing Progressions from September to May.		
Evidence of Teacher Practice Changing	Walkthrough data from writing blocks demonstrates that in at least 80% of unannounced visits, teachers are explicitly embedding writing progressions, rubrics, or student checklists into their instruction, modeling their use to guide student self-assessment and goal-setting. Review of student writing samples shows evidence of "Just-in-Time"		

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

	scaffolding (targeted support provided during the task) rather than "Just-in-Case" over-scaffolding (pre-loading students with answers before they begin).		
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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...	Learning in classrooms will have shifted from teacher-led instruction to audible student reasoning.	
Teachers will be...	Teachers will no longer be seen circulating the room for behavior management or answering random questions. Instead, teachers will be seated for focused, 1-on-1 or small-group writing conferences, providing real-time feedback aligned directly to the student's self-assessed writing progression level.	

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	Collaborative time leads to meaningful changes in instructional practice across our team.	0	11.5%	19.2%	57.7%	3.8%	7.7%
26-27 Needs Assessment							

	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	7.7%	34.6%	42.3%	11.5%	3.8%
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

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

Instructional Leadership Team Core Structures

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

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

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A curriculum monitoring routine where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Weekly Admin Micro-Checks Monthly Admin Macro-Reviews Quarterly Admin Planning (4 times per year, once per quarter)	

Part 3: Schoolwide Core Structures

What does this entail?	Weekly Admin Micro-Check - The Admin team would conduct a 30-minute collaborative walkthrough focusing on one specific grade level. The team would look at the immediate task quality (<i>e.g., using Tier 1 vocabulary use of rubrics that help thinking, sharing student thinking about loud, and 3 reads strategy</i>) on student desks and check if classrooms are within 1–2 days of the pacing guide. Bi-weekly Instructional Artifact Review - The CLT (Campus Leadership Team) will collect 3–5 current instructional tasks from targeted grade levels/subject areas. During the bi-weekly meeting, the team will use a rubric (such as Webb’s Depth of Knowledge) to analyze the cognitive lift of the task compared to the rigor demanded by the state standard. - The team will use this data to coach teachers and plan training on how to increase the rigor of their assignments. Monthly Admin Macro-Review - The Admin Team will look at the data collected from the weekly checks. The team sits down with lesson plans, digital curriculum analytics, and gradebook data to identify wider trends. Quarterly Admin Planning - The Campus Leadership Team reviews school-wide alignment data in collaboration with input from the School-Based Planning Team (SBPT) and other stakeholders who contribute to professional learning decisions. This process values teacher and community expertise as essential components of continuous improvement. By analyzing both quantitative data and stakeholder feedback, the team identifies strengths, areas for growth, and emerging needs to inform professional development priorities, coaching cycles, and vertical team alignment for the upcoming quarter.
Instructional Leadership Team Core Structure 2 (if applicable)	A schoolwide inquiry cycle where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation. ☐ NEW ☐ REFINE
When and how often will this structure take place?	Quarterly (4 Times a Year): October, January, March, and June. Each quarterly cycle will take place over a 3-week window during our leadership team meetings
What does this entail?	The quarterly 3-week cycle will include: Week 1: Study Evidence of the writing standards Week 2: Identify Trends Week 3: Make Decisions - PD Shift to plan next week’s PLC - Coaching Allocation

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The Campus Leadership Team will use the Weekly Admin Micro-Checks to script student discourse and the Monthly Admin Macro-Reviews to analyze task quality trends. We will triangulate walkthrough data with the Quarterly Inquiry Cycle findings to determine
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Part 3: Schoolwide Core Structures

	if changes in instructional practice are leading to increased student reasoning.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The Campus Leadership Team will monitor equitable access by reviewing student writing samples during our quarterly data dives and checking the alignment of writing scaffolds across grade levels during vertical team meetings. We will evaluate effectiveness by measuring progress in student writing portfolios against the established writing progressions.

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 in our school use the adopted curriculum as intended, making thoughtful adjustments when appropriate to meet student needs.	7.7 %	15.4 %	19.2 %	38.5 %	11.5 %	7.7 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information.	0	7.7 %	34.6 %	42.3 %	11.5 %	3.8 %
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 coordinated student support identification process with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”	☐ NEW ☐ REFINE
When and how often will this structure take place?	• Provide specific “look-fors” each week or monthly, keeping track of individual teacher/student progress • Bi-weekly data flags	
What does this entail?	Data tracking Lesson plan “tracking” Expert supports/resources	
Every Student Thrives Core Structure 2 (if applicable)	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.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Weekly-to address inconsistencies (PLC time) Quarterly for deep dive Feedback and Coaching Review Panorama dropping below 90% attendance, missing 3 consecutive assignments, or receiving 2 behavioral referrals. SEL referral before PS referral (excluding serious behaviors)? School will establish the following process: • SEL Team will reintroduce paper-versions of SEL Referrals to supplement the online referral system. • SEL Team will input handwritten referrals to the online system. SEL Team acknowledges receipt of the referrals and provides intervention response. • Review the checkoff list for teachers to use for behavior before a referral is submitted	

Part 3: Schoolwide Core Structures

What does this entail?	Admin/Coaches Classroom walkthroughs Routines Common language Grade-level meetings Student surveys
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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 in our school know students as individuals and use that knowledge when planning and executing instruction.	0	7.7 %	30.8 %	38.5 %	11.5 %	11.5 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	When a student needs additional support, staff work together so that efforts are aligned rather than separate or duplicative.	7.7 %	7.7 %	19.2 %	50 %	7.7 %	7.7 %
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	How will the school ensure that every student is present, supported, and connected so they can fully participate in rigorous, grade-level learning?	☐ NEW ☐ REFINE
When and how often will this structure take place?	Attendance Celebrations monthly Family Newsletter(school and classroom) Seesaw Robo calls Postcards/Phone calls Weekly meetings Phone calls 1x a week Parent Liaison support- home visits Community reach outs	
What does this entail?	Outreach one per week: • Uninterrupted time will be built into the schedule • A designated staff member reviews the morning attendance data. For any student on the "chronic absence watch list" who is absent, an immediate, supportive phone call or text is made to the family • Gather classroom info from classroom teachers(possibly creating a running	

Part 3: Schoolwide Core Structures

	classroom list/grade-level - Classroom Teachers will complete tracker sheets to monitor student attendance. The attendance team only looks at students who are 85% absenteeism or more. Having classroom teachers monitor will ensure effective communication Attendance Team Meetings - The team reviews the week's cumulative attendance data, looking specifically for students who hit the 10% absence threshold.
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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%	88%	93%	81%	80%	80%	82%	84%	82%
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	When one of my students has attendance concerns, it is expected that we learn from adults who have previously worked with the student and, when appropriate, from the family.	7.7 %	3.8 %	38.5 %	34.6 %	0	15.4 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	Attendance follow-up feels focused on understanding and removing barriers, not just on consequences.	3.8 %	3.8 %	38.5 %	23.1 %	11.5 %	19.2 %
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orientat ion to School Teams	Meeting 1: Systems and Structur es Self-Ass essment	Meeting 2: Teacher Survey Review	Mee ting 3: Vari ations in Data	Meeting 4: Student Intervie ws	Mee ting 4A: Fami ly Focu s Grou ps (opti onal)	Meeting 5: Plan Writing	Meeting 6: Plan Finalizat ion
		3/3	3/13	3/26	5/1	5/19	4/16, 5/19	5/29, 6/3, 6/5	
Demitria Lawton-Greggs	Principal	x	x	x	x	x	x	x	
Stacey Sookram	Assistant Principal		x	x	x	x	x	x	
Shannon O Brien	Grade 1 Teacher		x	x	x	x	x	x	
Erin Lansdowne	Grade 2 Teacher		x	x	x	x	x	x	
Lynn Clemons	PE Teacher			x	x		x	x	
Jamie Hearn	Social Work	x	x	x	x	x	x	x	
Zachary Arenz	Music Teacher	x	x	x	x	x	x	x	
Mark Wylie	Instructional Coach	x	x	x	x	x	x	x	
Terri Hilbert	Intervention Teacher		x	x	x	x	x		
Monique Shade	Parent					x			
Shakeem Lewis	Parent		x		x			x	
Megan Gamble	Counselor							x	
Carrie Wright	Grade K Teacher							x	
Caterina Leone-Mannino	RCSD Support Liaison	x	x	x	x	x	x		

Next Steps

Sharing the Plan

By Early June: After the team has completed at least one substantive draft section of the plan (preferably the Teacher Learning Core Structures or the Schoolwide Structures), the principal should share the plan with the school's SCEP liaison, who will review the initial section and conduct SCEP Development Check-In 3.

Before the Last Day of School (2025-26): Following SCEP Development Check-In 3, the team should incorporate any feedback and proceed to complete the remainder of the plan as part of SCEP Team Meeting 6. The full plan should be sent to the liaison, who will review it and set up SCEP Development Check-In 4 to confirm the plan meets [NYSED's Minimum Expectations](#).

No Later Than the First Day of School (2026-27): By regulation, the plan must be implemented no later than the first day of school. The district (Superintendent or designee) and local Board of Education will need to have approved the plan and the plan must be posted on the district website.

Implementing the Plan (All Schools)

1. The plan should be monitored closely. Adjustments to the plan are expected based on what the school and district are learning through implementation.
2. The SCEP team will need to reconvene during the year to discuss implementation and review progress in relation to the Early Progress Indicators and Mid-Year Indicators identified.
3. The principal should plan to meet with their assigned liaison following the end of the first quarter to discuss implementation and the Early Progress Indicators and again following the end of the second quarter to discuss implementation and the Mid-Year Indicators.
4. The portions of the plan shaded gray should be filled in based on 2026-27 data throughout the year.