# School Comprehensive Education Plan

2026-27

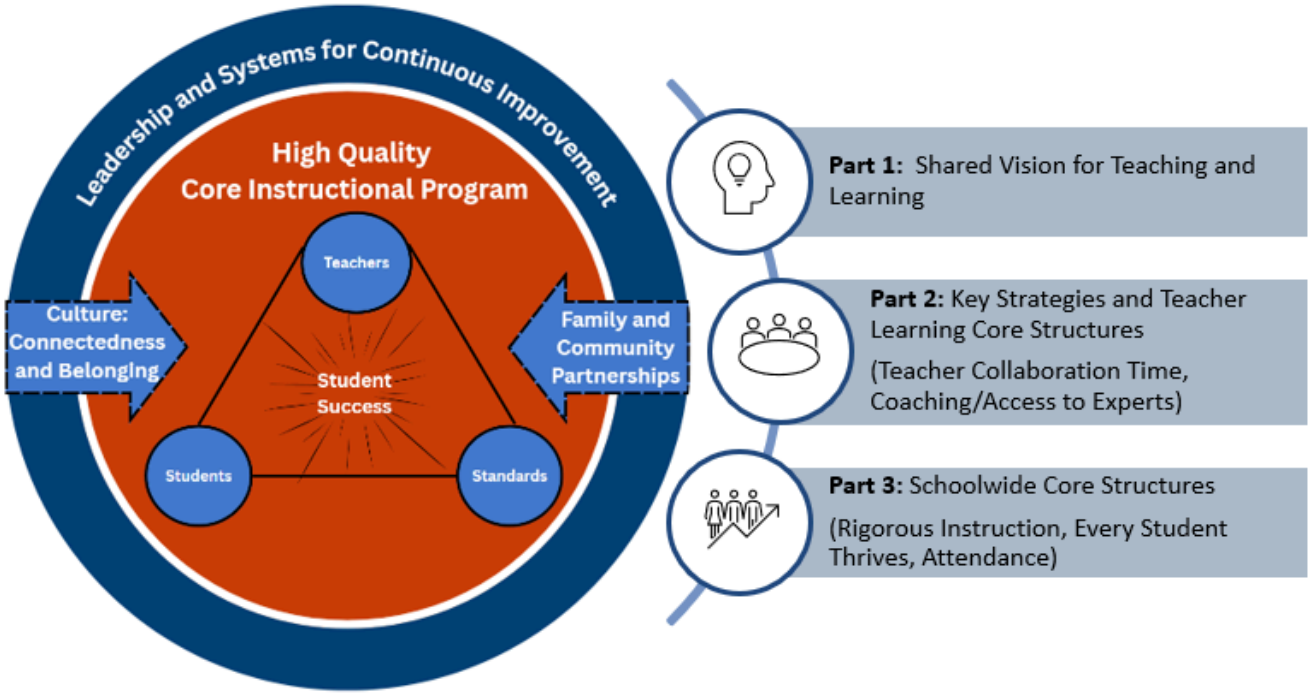
| District | School Name | Grades Served |
|---|---|---|
| Jamestown City Schools | George Washington Middle School | 5-8 |

**Collaboratively Developed By:**

**The Washington SCEP Development Team**

Timothy Anderson (Principal)
Jenny Tilaro (Assistant Principal)
Denise Pusateri (District Liaison)
Mary Maggio (Instructional Coach)
Allen Thomas (Instructional Coach)
Ashley Cruz (Gr 5 Teacher)
Krista Himes (Gr 6 Teacher)
Jack Iacuzzo (ELA Teacher)

***And in partnership with the staff, students, and families of Washington Middle School.***




## Part 1: Connecting Our Shared Understanding for Teaching and Learning

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

| | |
|---|---|
| **High-Quality, Tier 1 Instruction:** *What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?* | The district is currently working on this. Estimated development by November 2026. |

# 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.

Examples are provided in the **SCEP Team Resource Guide** and available in the drop-down menu below.

| KEY STRATEGY/INSTRUCTIONAL PRIORITY<br>(What are we prioritizing to improve the Instructional Core?) |
| --- |
| **Maintain cognitive demand** by avoiding over-scaffolding, leading questions, or telling students what to think. |
| Choose an item. |

Schools selecting “Other” should type the Key Strategy after the word “Other.”

## 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<br>■ REFINE |
| **When and how often will this structure take place?** | Instructional focus TCT - once a week<br>Grades 5-6 (2 weeks for ELA, 2 weeks for math/sci/ss per month)<br>Grades 7-8 every week | |
| **What does this entail?** | Meeting Norms<br>Notes with attendance<br>Protocol determined from teacher leadership and under the guidance of instructional coaches.<br>Planning Tier 1 instruction.<br>Use of formative assessment data to plan instruction and intervention.<br><br>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?<br>2. PROFESSIONAL LEARNING: Do some learning around the strategy together.<br>3. PRACTICE/APPLICATION OF PROFESSIONAL LEARNING: Can we try something together right now?<br>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<br>☐ REFINE |

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

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| **When and how often will this structure take place?** | Each Instructional focus TCT will be attended by either an instructional coach, curriculum coordinator, or building administrator. |
| **What does this entail?** | The coaching should prioritize modeling and co-teaching and should relate directly to the key strategy (or a component of the 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? |
| District instructional coaches will model the parts of the TCT that need to be addressed. | 9/11/26 |
| School Leadership and Tier 1 committee meet to establish expectations. | Aug 2026 |
| School Leadership and Shared Decision Making Team meet to establish expectations. | Aug 2026 |
| School Leadership Team Shares SCEP and Key Strategy with staff | Aug/Sept 2026 |
| | |
| | |

| Key Strategy 1 | |
|---|---|
| **KEY STRATEGY 1** | **Maintain cognitive demand** by avoiding over-scaffolding, leading questions, or telling students what to think. |

| **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?** |
|---|---|
| TCTs are meeting at least once a week to address priority standards and review data around the standard. | Monthly |
| TCTs are sharing best practices to provide appropriate scaffolding for all learners. | Monthly |
| Tier 1 instructional pace will be within a week of each other. | Monthly |
| TCT Learning topics by month. Determined by the Instructional Leadership Team. Potential topics include: Open and Closed questioning, when and how to scaffold, think time, task accessibility, using instructional time wisely, Just in time vs just in case scaffolds. | Monthly |
| TCT shares best practices with the entire school during monthly faculty meetings. | 10/27/26<br>12/8/26<br>1/19/27 |
| | |
| **SECOND HALF OF THE YEAR IMPLEMENTATION** | When will this be in place? |

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

| 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? | |
|---|---|
| TCTs are meeting at least once a week to address priority standards and review data around the student. | Monthly |
| TCTs are sharing best practices to provide appropriate scaffolding for all learners. | Monthly |
| Tier 1 instructional pace will be within a week of each other. | Monthly |
| | |
| TCT Learning topics by month. Determined by the Instructional Leadership Team. Potential topics include: Open and Closed questioning, when and how to scaffold, think time, task accessibility, using instructional time wisely, Just in time vs just in case scaffolds. | Monthly |

## 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** | Review of student work on the first topic of learning. | | |
| **Evidence of Teacher Practice Changing** | Learning Walks - Leadership team. Data: wait time, open/closed questions, teacher/student talk ratio. | | |

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 productive discourse. This would be evident by the amount of student talk connecting their understanding of multiple standards during open-ended questioning. | |
| **Teachers will be…** | Offering open-ended tasks for students to demonstrate their learning. These tasks will not be scaffolded or led by the teacher. | |

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

## 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** | (10) Our teacher team meetings are purposefully designed and well-facilitated to help us strengthen instruction. | 4% | 15 | 29 | 25 | 6% | 21 |
| **26-27 Needs Assessment** | | | | | | | |

| | Survey Question 2 | SD | D | N | A | SA | IDK |
|---|---|---|---|---|---|---|---|
| **25-26 Needs Assessment** | (13) Collaborative time leads to meaningful changes in instructional practice across our team. | 2% | 17 | 31 | 29 | 4% | 17 |
| **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?** *Schools should outline 1-2 of the highest-leverage structures, focusing on Tier 1 (universal) structures and routines.* | | **HOW DOES THIS COMPARE TO EXISTING EFFORTS?** |
|---|---|---|
| **Instructional Leadership Team Core Structure 1** | **A 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. | ■ NEW<br>☐ REFINE |
| **When and how often will this structure take place?** | At least once a month, meetings of the Principal, Assistant Principal, Instructional Coaches, and District Coordinator. | |

Part 3: Schoolwide Core Structures

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|---|---|---|
| **What does this entail?** | Share student work focusing on "almost" and "not yet" student work.<br>Discuss strategies used by students and teachers.<br>Learning walks to monitor use of data, wait time, types of questions, and teacher talk vs student talk.<br><br>1. REFLECTION: What have we seen since our last meeting related to what we discussed last meeting?<br>2. PROFESSIONAL LEARNING: Do some learning around Cognitively Demand instruction.<br>3. CONSISTENCY AND COHERENCE: Visit classrooms to examine cognitively demanding instruction related to previous professional learning.<br>4. DEBRIEF: What did the classroom visits tell us about what our system needs?<br>5. APPLICATION TO THE SYSTEM: What can we do with our teacher learning system based on what we saw? | |
| **Instructional Leadership Team Core Structure 2 (if applicable)** | | ☐ NEW<br>☐ REFINE |
| **When and how often will this structure take place?** | | |
| **What does this entail?** | | |

## Evaluating the Key Strategies/Instructional Priorities Identified

| | |
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| What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified? | Learning walk data connected to use of current data, wait time, open/closed questions, and teacher/student talk. |
| What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable) | |

## 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<br>☐ Student<br>☐ Family | (7) My team regularly participates in structured protocols (e.g. lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes. | 7 | 28 | 7 | 33 | 0 | 26% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **26-27 Needs Assessment** | ☐ Teacher<br>☐ Student<br>☐ Family | | | | | | | |

| | Survey | Survey Question 2 | SD | D | N | A | SA | IDK |
|---|---|---|---|---|---|---|---|---|
| **25-26 Needs Assessment** | ☐ Teacher<br>■ Student<br>☐ Family | (2) The amount of challenge in my classes feels about the same from one class to another. | 10 | 23 | 37 | 19 | 7% | 3% |
| **26-27 Needs Assessment** | ☐ Teacher<br>☐ Student<br>☐ Family | | | | | | | |

## Every Student Thrives Core Structures

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

### Every Student Thrives Core Structures

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

### Essential Question

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

| **What structures and routines will support this in 2026-27?**<br>***Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*** | | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?** |
|---|---|---|
| **Every Student Thrives Core Structure 1** | **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels,** identifying where students encounter conflicting messages or uneven experiences. | ■ NEW<br>☐ REFINE |

Part 3: Schoolwide Core Structures

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| **When and how often will this structure take place?** | Monthly faculty meetings.<br>Monthly grade-level meeting with students by the Principal and Assistant Principal.<br><br>For Behavior & Attendance focus meetings, a building administrator and/or counselor, social worker, and psychologist will attend.<br>Behavior & Attendance focus [grade level team] - twice a month | |
| **What does this entail?** | Sharing of behavior data with faculty and students.<br>Comparing behavior data across teams/content.<br>Try first strategies within classrooms.<br>Modeling of restorative practices during faculty meetings and individually as needed. | |
| **Every Student Thrives Core Structure 2 (if applicable)** | | ☐ NEW<br>☐ REFINE |
| **When and how often will this structure take place?** | | |
| **What does this entail?** | | |

## 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<br>☐ Student<br>☐ Family | (9) Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go. | 22 | 36 | 18 | 13 | 2% | 9% |
| **26-27 Needs Assessment** | ☐ Teacher<br>☐ Student<br>☐ Family | | | | | | | |

| | Survey | Survey Question 2 | SD | D | N | A | SA | IDK |
|---|---|---|---|---|---|---|---|---|
| **25-26 Needs Assessment** | ☐ Teacher<br>■ Student<br>☐ Family | (6) Expectations for working hard and doing quality work are about the same in all my classes. | 2% | 7 | 35 | 30 | 21 | 5% |
| **26-27 Needs Assessment** | ☐ Teacher<br>☐ Student<br>☐ 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?** *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.* | | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?** |
|---|---|---|
| **Attendance Core Structure 1** | **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma. | ☐ NEW<br>■ REFINE |
| **When and how often will this structure take place?** | Monthly meetings of the Attendance committee which include the principal, counselors, social workers, and the community navigator. | |
| **What does this entail?** | Examine attendance data in PowerSchool/Learning Circle/Talking Points to identify students at risk of attendance impacting learning.<br>Investigate appropriate interventions for the student and family. | |
| **Attendance Core Structure 2 (if applicable)** | | ☐ NEW<br>☐ REFINE |
| **When and how often will this structure take place?** | | |

| What does this entail? | |
|---|---|

## 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** | 92 | 91 | 90 | 88 | 87 | 86 | 86 | 86 | 86 |
| **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<br>☐ Student<br>☐ Family | (5) Attendance follow-up feels focused on understanding and removing barriers, not just on consequences. | 2% | 12 | 30 | 30 | 0% | 26 |
| **26-27 Needs Assessment** | ☐ Teacher<br>☐ Student<br>☐ Family | | | | | | | |

| | Survey | Survey Question 2 | SD | D | N | A | SA | IDK |
|---|---|---|---|---|---|---|---|---|
| **25-26 Needs Assessment** | ☐ Teacher<br>■ Student<br>☐ Family | (2) If I miss school, someone checks in to understand what's going on. | 17 | 19 | 27 | 18 | 9% | 10 |
| **26-27 Needs Assessment** | ☐ Teacher<br>☐ Student<br>☐ 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 | Orientation to School Teams | Meeting 1: Systems and Structures Self-Assessment | Meeting 2: Teacher Survey Review | Meeting 3: Variations in Data | Meeting 4: Student Interviews | Meeting 4A: Family Focus Groups (optional) | Meeting 5: Plan Writing | Meeting 6: Plan Finalization |
|---|---|---|---|---|---|---|---|---|---|
| Tim Anderson | Building Principal | 3/2 | 3/18 | 4/1 | | 5/6 | | 5/20 | 6/10 |
| Jenny Tilaro | Assistant Principal | | 3/18 | 4/1 | 4/15 | 5/6 | | 5/20 | |
| Denise Pusateri | District - STEM Coordinator | *3/2* | 3/18 | 4/1 | 4/15 | 5/6 | | 5/20 | 6/10 |
| Mary Maggio | Instructional Coach | *3/2* | 3/18 | 4/1 | 4/15 | 5/6 | | 5/20 | 6/10 |
| Allen Thomas | Instructional Coach | *3/2* | | 4/1 | 4/15 | 5/6 | | | |
| Ashley Cruz | Grade 5 Teacher | *3/2* | 3/18 | | 4/15 | 5/6 | | 5/20 | 6/10 |
| Krista Himes | Grade 6 Teacher | *3/2* | 3/18 | | | 5/6 | | 5/20 | 6/10 |
| Jack Iacuzzo | Gr 7-8 ELA | | | 4/1 | 4/15 | 5/6 | | | |
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Our Team’s Process

# 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.