



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2026-27

| District       | School Name                    | Grades Served |
|----------------|--------------------------------|---------------|
| Monticello CSD | George Cooke Elementary School | Grade K-2     |

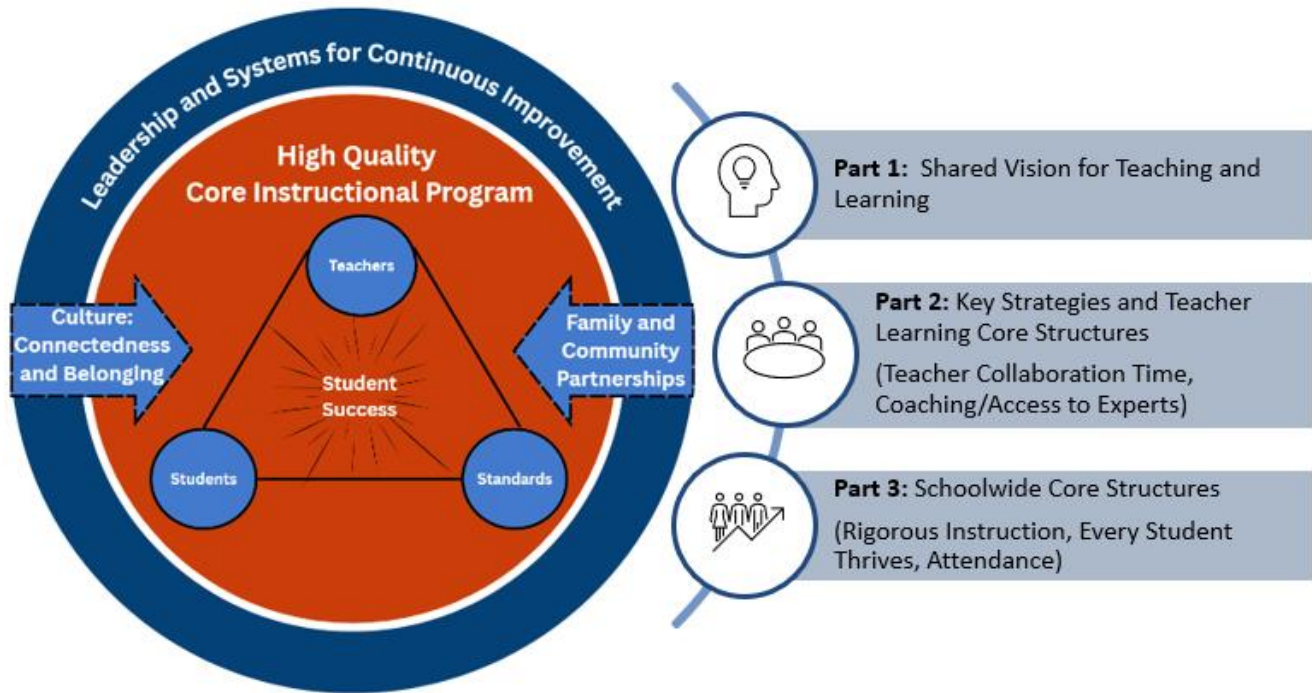
## Collaboratively Developed By:

**The Kenneth L. Rutherford (KLR) Elementary School SCEP Development Team**

**Virginia Gallet, Principal**  
**Patrick Miraglia, Assistant Principal**  
**Paige Moore, Teacher**  
**Hunter Fountain, Teacher**  
**Jennifer Ruston, Teacher**  
**Sue Rodriguez, Instructional Coach**  
**Erin Lake, Instructional Coach**  
**Amy Brockner, Director of Elementary Education**

*And in partnership with the staff and families of  
George Cooke Elementary School.*

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



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

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

|  |  |
|--|--|
| <p><b>High-Quality, Tier 1 Instruction:</b><br/> <i>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?</i></p> | <p>Every student in our district receives high-quality instruction as defined by:</p> <ul style="list-style-type: none"> <li>• Focused lessons: enhance clarity, engagement, and overall effectiveness, keeps instructional objectives in sight, ensures relevance, and guides students toward a specific goal</li> <li>• Engagement: students actively participate, ask questions, and show interest in what they’re learning. It’s about creating a lively and supportive environment where everyone is eager to explore and understand</li> <li>• Differentiation: involves adjusting to accommodate varying learning styles, interests, and readiness levels. The goal is to ensure that each student can access and engage with the material at a level that is challenging yet achievable.</li> <li>• Effective questioning: involves asking thought-provoking and scaffolded questions to promote critical thinking, encourage engagement, and assess understanding of all students</li> <li>• Checking for understanding: an ongoing process of assessing how well students are progressing towards the instructional objective(s). It involves using various techniques both formal and informal</li> </ul> <p>This definition is guided by our commitment to the four essential questions of Professional Learning Communities:</p> <ul style="list-style-type: none"> <li>• What do we want students to learn?</li> <li>• How will we know they learned it?</li> <li>• What will we do when they haven’t learned it?</li> <li>• What will we do when they’ve learned it?</li> </ul> |
|--|--|

## 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 (What are we prioritizing to improve the Instructional Core?)

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

### Teacher Learning Core Structures

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

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

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

#### Teacher Learning Core Structures

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

Effective Teacher Collaborative Time should:

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
- Ideally occur during the school day
- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

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

Part 3: Schoolwide Core Structures

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 alternative 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?                                 |
|--|--|--|
| <b>Teacher Learning Core Structure</b>                     | <b>Professional Learning Communities (PLCs)</b>  | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b>  | <ul style="list-style-type: none"> <li>• Conference Days and Half-Day Sessions (throughout the year):<br/><br/>Teachers will engage in focused, facilitated sessions to identify essential math standards and learning targets and to collaboratively design common formative assessments (CFAs) for literacy instruction.</li> <li>• Grade-Level Meetings (weekly):<br/><br/>Teams will meet weekly to support ongoing implementation of instructional practices.</li> <li>• Once per month (within the weekly meeting schedule):<br/><br/>One grade-level meeting will be designated as a cross-building collaborative session dedicated to analyzing CFAs as the primary source of evidence.</li> </ul> |  |
| <b>What does this entail?</b>                              | <p>This structure establishes that connects professional learning, assessment development, and instructional decision-making.</p> <p>During conference days and half-day sessions, teachers will:</p> <ul style="list-style-type: none"> <li>• Identify essential standards and learning targets</li> <li>• Develop common formative assessments (CFAs) aligned to already identified essential standards and learning targets</li> <li>• Clarify expectations for student understanding, including the level of reasoning and problem solving required</li> </ul> <p>During monthly cross-building collaborative meetings, teachers will:</p>   |  |

Part 3: Schoolwide Core Structures

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Use CFAs as the primary evidence source</li> <li>• Analyze student responses to:             <ul style="list-style-type: none"> <li>○ identify patterns in early literacy development, including phonemic awareness, phonics, decoding, fluency, comprehension, and written response skills</li> </ul> </li> <li>• Determine instructional next steps, including:             <ul style="list-style-type: none"> <li>○ re-teaching</li> <li>○ adjustments to tasks to increase cognitive demand</li> <li>○ supports to ensure access to grade-level learning</li> </ul> </li> </ul> <p>During other weekly grade-level meetings, teams will:</p> <ul style="list-style-type: none"> <li>• Revisit prior PLC learning</li> <li>• Monitor implementation of agreed-upon instructional practices</li> <li>• Make ongoing instructional adjustments based on student needs</li> </ul>  |  |
| <p><b>Teacher Learning Core Structure</b></p>                    | <p><b>Instructional Coaching</b></p>  | <p><input type="checkbox"/> NEW<br/><input checked="" type="checkbox"/> REFINE</p> |
| <p><b>When and how often will this structure take place?</b></p> | <ul style="list-style-type: none"> <li>• Ongoing throughout the school year:</li> </ul> <p>Instructional coaching will be embedded within existing professional learning and collaborative structures.</p> <ul style="list-style-type: none"> <li>• Monthly Faculty Meetings:</li> </ul> <p>The instructional coach will provide brief, targeted 15-minute “drive-by” professional learning sessions focused on high-leverage practices from the instructional playbook.</p> <ul style="list-style-type: none"> <li>• Grade-Level Meetings:</li> </ul> <p>The instructional coach will meet once a month with grade-level teams during a morning meeting to deepen understanding and support implementation of instructional practices introduced during faculty meetings.</p> <ul style="list-style-type: none"> <li>• Optional Individual Coaching Cycles (ongoing):</li> </ul> <p>Teachers who don’t require coaching may choose to engage in additional coaching cycles or anything on the coaching menu.</p> |  |
| <p><b>What does this entail?</b></p>                             | <p>This structure ensures that all teachers receive consistent, ongoing support in implementing the school’s instructional playbook while also providing opportunities for more individualized coaching.</p> <p>The instructional coach will:</p> <ul style="list-style-type: none"> <li>• Provide brief, targeted professional learning (“drive-by PD”) during monthly faculty meetings, focused on key elements of the instructional playbook, including focused lessons, engagement, differentiation, effective questioning, and checking for</li> </ul>   |  |

### Part 3: Schoolwide Core Structures

|  |  |
|--|--|
|  | <p>understanding, with an emphasis on promoting student reasoning and sense-making</p> <ul style="list-style-type: none"> <li>• Facilitate follow-up learning during grade-level team meetings, where teachers will:             <ul style="list-style-type: none"> <li>○ deepen understanding of the practices introduced in faculty meetings</li> <li>○ analyze how these practices show up in their own instruction</li> <li>○ collaboratively plan how to apply them in upcoming lessons</li> <li>○ discuss successes, challenges, and adjustments</li> </ul> </li> <li>• Support grade-level teams in:             <ul style="list-style-type: none"> <li>○ aligning instructional practices to cognitively demanding, grade-level tasks</li> <li>○ strengthening student engagement in thinking, discussion, and problem solving</li> <li>○ ensuring differentiation supports access without reducing rigor</li> </ul> </li> <li>• Use classroom visitations, team conversations, and student evidence to:             <ul style="list-style-type: none"> <li>○ identify trends in instructional practice</li> <li>○ provide targeted support to teams</li> <li>○ reinforce consistency across classrooms</li> </ul> </li> <li>• Offer optional individual or small-group coaching, including:             <ul style="list-style-type: none"> <li>○ co-planning</li> <li>○ modeling</li> <li>○ visitation and feedback for teachers seeking additional support in implementing the instructional playbook</li> <li>○ anything of interest to the teacher from the coaching menu</li> </ul> </li> </ul> |
|--|--|

## Implementation: Professional Learning Communities

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

### Preparing for a Successful Launch

| <b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>   | 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? |
|---|--|-----------------------------|
| Establish a clear and shared understanding of the Key Strategy to be able to communicate the identified student needs, the instructional focus for the year, and how this strategy will directly impact student outcomes.     |  | End of August 2026          |
| Develop and disseminate consistent expectations for PLC implementation, including purpose, meeting structures, frequency, required components (data analysis, instructional planning, and reflection), and expected outcomes. |  | End of August 2026          |
| Ensure all staff have access to baseline student data and priority standards so PLCs can immediately focus on high-impact instructional decisions aligned to the Key Strategy.  |  | End of August 2026          |
| Create common tools and protocols for grade level meetings (e.g., PLC agendas, data analysis templates, student work protocols) to support structured, efficient, and focused collaboration.                                  |  | End of August 2026          |
| Establish a PLC schedule and team structures in advance, ensuring protected and consistent time for collaboration is embedded into the school calendar from the first day.  |  | End of August 2026          |
| Create a plan for ongoing monitoring and support during the first 30 days of school, including leadership involvement, coaching, and opportunities to refine practices based on early implementation data.                    |  | End of August 2026          |

Part 3: Schoolwide Core Structures

| Key Strategy I  |   |
|---|---|
| KEY STRATEGY 1  | Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving. |
| <b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>  |   |
| 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?   |   |
| <b>Build Understanding:</b> Short, targeted professional learning during faculty meetings will introduce key components of the instructional playbook (focused lessons, engagement, differentiation, effective questioning, and checking for understanding). Weekly grade-level meetings, supported by the instructional coach, will deepen understanding and clarify what these practices look like in classrooms.   | When will this be in place?<br>Sept-Oct 2026  |
| <b>Apply &amp; Practice:</b> During conference days and half-day sessions, teachers will identify essential standards and develop common formative assessments (CFAs). Grade-level teams will apply playbook practices to lesson planning, focusing on increasing cognitive demand and student thinking. Coaching support will help teams strengthen questioning, differentiation, and checks for understanding.  | Nov-Dec 2026  |
| <b>Analyze &amp; Adjust:</b> During monthly cross-building meetings, teams will use CFAs as the primary evidence source to analyze student thinking and identify patterns in understanding. Grade-level teams will adjust instruction accordingly, while faculty meeting PD and coaching support will address trends and reinforce key practices.   | Jan 2027  |
| <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>   |   |
| 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?   |   |
| <b>Strengthen &amp; Refine:</b> Faculty meeting “drive-by PD” and coaching support will target areas of need identified through walkthroughs and CFA analysis (e.g., increasing student explanation, strengthening questioning, maintaining rigor through differentiation). Grade-level teams will refine lesson design and implementation of the instructional playbook, with increased attention to consistency across classrooms.  | When will this be in place?<br>Feb-March 2027   |
| <b>Deepen Practice &amp; Coherence:</b> Conference days and half-day sessions will be used to revise and strengthen essential standards, learning targets, and CFAs based on student performance. Monthly cross-building meetings will continue to use CFAs as the primary evidence source, with a focus on improving task design and ensuring students are consistently engaging in reasoning and sense-making. Coaching will support teams in embedding these practices more independently. | April-May 2027  |
| <b>Reflect &amp; Plan Forward:</b> Grade-level and cross-building teams will reflect on implementation, student outcomes, and instructional practices. Teams will identify strengths, persistent gaps, and priorities for the upcoming year, including refinements to instructional practices and CFA practices to ensure sustained focus on cognitively demanding, grade-level instruction.  | June 2027   |

**Implementation: Instructional Coaching**

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

## Part 3: Schoolwide Core Structures

| Preparing for a Successful Launch   |  |
|---|--|
| <b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>   | 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? |
| Establish a clear purpose for instructional coaching that is explicitly aligned to the school's Key Strategy, ensuring coaching is focused on improving specific instructional practices that address identified student needs. | When will this be in place?<br>End of August 2026  |
| Define and communicate the instructional coaching model, including the roles and responsibilities of coaches, the structure of coaching cycles (e.g., plan, observe, debrief), and expectations for teacher participation.      | End of August 2026   |
| Ensure coaching is directly connected to the Key Strategy and PLCs, so that coaching conversations reinforce and deepen the instructional focus emerging from collaborative team work.  | End of August 2026   |
| Develop and be prepared to communicate clear expectations that coaching is supportive and growth-oriented, fostering a culture of trust, collaboration, and continuous improvement rather than compliance or evaluation.        | End of August 2026   |
| Create a plan for intensive support during the first 30 days of school, ensuring coaches are actively engaged in classrooms, modeling instructional practices, and supporting early implementation of the Key Strategy.         | End of August 2026   |

| Key Strategy 1  |   |
|---|---|
| <b>KEY STRATEGY 1</b>   | Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving. |
| <b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>  |   |
| 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?   |
| <b>Build Understanding:</b> Short, targeted professional learning during faculty meetings will introduce key components of the instructional playbook (focused lessons, engagement, differentiation, effective questioning, and checking for understanding). Weekly grade-level meetings, supported by the instructional coach, will deepen understanding and clarify what these practices look like in classrooms. | Sept-Oct 2026   |
| <b>Apply &amp; Practice:</b> During conference days and half-day sessions, teachers will identify essential standards and develop common formative assessments (CFAs). Grade-level teams will apply playbook practices to lesson planning, focusing on increasing cognitive demand and student thinking. Coaching support will help teams strengthen questioning, differentiation, and checks for understanding.    | Nov-Dec 2026  |
| <b>Analyze &amp; Adjust:</b> During monthly cross-building meetings, teams will use CFAs as the primary evidence source to analyze student thinking and identify patterns in understanding. Grade-level teams will adjust instruction accordingly, while faculty meeting PD and coaching support will address trends and reinforce key practices.   | Jan 2027  |
| <b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>   |   |
| 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?   |
| <b>Strengthen &amp; Refine:</b> Faculty meeting "drive-by PD" and coaching support will target areas of need identified through walkthroughs and CFA analysis (e.g., increasing   | Feb-March 2027  |

Part 3: Schoolwide Core Structures

|   |                |
|---|----------------|
| student explanation, strengthening questioning, maintaining rigor through differentiation). Grade-level teams will refine lesson design and implementation of the instructional playbook, with increased attention to consistency across classrooms.  |                |
| <u>Deepen Practice &amp; Coherence:</u> Conference days and half-day sessions will be used to revise and strengthen essential standards, learning targets, and CFAs based on student performance. Monthly cross-building meetings will continue to use CFAs as the primary evidence source, with a focus on improving task design and ensuring students are consistently engaging in reasoning and sense-making. Coaching will support teams in embedding these practices more independently. | April-May 2027 |
| <u>Reflect &amp; Plan Forward:</u> Grade-level and cross-building teams will reflect on implementation, student outcomes, and instructional practices. Teams will identify strengths, persistent gaps, and priorities for the upcoming year, including refinements to instructional practices and CFA practices to ensure sustained focus on cognitively demanding, grade-level instruction.  | June 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<br>(set in advance)   | Mid-Year Indicators<br>(complete after quarter 1) | End-of-Year Indicators<br>(complete midyear) |
|---|---|---|--|
| <b>Evidence of Student Learning Improving</b> | <p>The school will examine student work and assessment data to determine whether students are demonstrating increased reasoning, sense-making, and understanding.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Common Formative Assessments (CFAs):               <ul style="list-style-type: none"> <li>○ Student responses demonstrating reasoning, explanation, and application of skills</li> <li>○ Trends in student understanding across classrooms and grade levels</li> <li>○ Increased percentage of students meeting grade-level expectations</li> </ul> </li> <li>• Student Work Samples:               <ul style="list-style-type: none"> <li>○ Writing, problem solving, and task-based responses</li> </ul> </li> </ul> |   |  |

Part 3: Schoolwide Core Structures

|   |   |  |  |
|---|---|--|--|
|   | <ul style="list-style-type: none"> <li>○ Evidence of students explaining their thinking (oral and written)</li> <li>○ Use of academic language and ability to justify responses</li> </ul>  |  |  |
| <p><b>Evidence of Teacher Practice Changing</b></p> | <p>The school will monitor shifts in instruction to ensure that classroom practices consistently support cognitive demand and student thinking. This will include:</p> <ul style="list-style-type: none"> <li>• Walkthrough Data (Cognitive Demand Snapshot Tool):             <ul style="list-style-type: none"> <li>○ Frequency of high, medium, and low cognitive demand tasks</li> <li>○ Evidence of students actively engaging in thinking (discussion, explanation)</li> <li>○ Teacher use of questioning that promotes reasoning</li> </ul> </li> <li>• Instructional Materials:             <ul style="list-style-type: none"> <li>○ Alignment to essential standards and learning targets</li> <li>○ Inclusion of tasks requiring reasoning, problem solving, and meaning-making</li> </ul> </li> <li>• PLC and Team Artifacts:             <ul style="list-style-type: none"> <li>○ Evidence of CFA development and use</li> <li>○ Notes or artifacts showing analysis of student thinking</li> <li>○ Adjustments to instruction based on student evidence</li> </ul> </li> <li>• Coaching and Team Feedback:             <ul style="list-style-type: none"> <li>○ Trends identified through coaching conversations and grade-level meetings</li> <li>○ Evidence of increased consistency in use of the best instructional practices as evidenced in the Instructional Playbook.</li> </ul> </li> </ul> |  |  |

Part 3: Schoolwide Core Structures

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

|                     | End-of-the-Year Vision<br>(set in advance)   | Mid-Year Reassessment<br>(update mid-year) |
|---------------------|--|--|
| Students will be... | <ul style="list-style-type: none"> <li>actively engaged in cognitively demanding, grade-level tasks</li> <li>explaining their thinking orally and in writing</li> <li>participating in discussions that require reasoning, sense-making, and problem solving</li> <li>using academic language to communicate understanding</li> <li>demonstrating increasing independence in applying skills and making meaning</li> </ul>   |  |
| Teachers will be... | <ul style="list-style-type: none"> <li>designing and implementing focused lessons aligned to clear learning targets</li> <li>using effective questioning and checks for understanding to promote and assess student thinking</li> <li>engaging students in tasks that require reasoning, explanation, and application, rather than completion</li> <li>differentiating instruction to ensure all students can access rigorous, grade-level work</li> <li>using student work and formative assessment evidence to adjust instruction and increase cognitive demand</li> </ul> |  |

**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 |
|-------------------------------|---|----|---|---|----|----|-----|
| <b>25-26 Needs Assessment</b> | Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings. | 0  | 2 | 7 | 21 | 3  | 0   |
| <b>26-27 Needs Assessment</b> | Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings. |    |   |   |    |    |     |

Part 3: Schoolwide Core Structures

| Survey Question 2             |  | SD | D | N | A  | SA | IDK |
|-------------------------------|--|----|---|---|----|----|-----|
| <b>25-26 Needs Assessment</b> | What I learn in professional development is reinforced through coaching and collaborative team time. | 0  | 5 | 8 | 15 | 3  | 2   |
| <b>26-27 Needs Assessment</b> | What I learn in professional development is reinforced through coaching and collaborative team time. |    |   |   |    |    |     |

### 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?<br><i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i> |   | HOW DOES THIS COMPARE TO EXISTING EFFORTS?                                 |
|---|---|--|
| Instructional Leadership  | K–2 Instructional Framework & Curriculum Coherence Monitoring Cycle | <input checked="" type="checkbox"/> NEW<br><input type="checkbox"/> REFINE |

Part 3: Schoolwide Core Structures

|  |  |  |
|--|--|--|
| <p><b>Team Core Structure 1</b></p>                              |  |  |
| <p><b>When and how often will this structure take place?</b></p> | <ul style="list-style-type: none"> <li>• September–March: Monthly BLT meetings</li> <li>• April–June: Every 2–3 weeks</li> <li>• Quarterly cross-grade (K–2) coherence reviews</li> </ul>  |  |
| <p><b>What does this entail?</b></p>                             | <p>The Building Leadership Team (Principal, instructional coach(es), and teacher leaders) will implement a phased monitoring cycle aligned to the District’s Tier 1 literacy initiative.</p> <p>The BLT will:</p> <ul style="list-style-type: none"> <li>• Monitor implementation of the K–2 instructional framework developed through consultant-supported work, including:             <ul style="list-style-type: none"> <li>○ unit pacing and sequencing</li> <li>○ alignment to essential standards</li> <li>○ integration of the Big 6 literacy skills (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) plus writing</li> </ul> </li> <li>• Review evidence of:             <ul style="list-style-type: none"> <li>○ consistent use of agreed-upon “must do/may do” resources</li> <li>○ Tier 1 instructional practices, including differentiation, re-teaching, and structured practice</li> </ul> </li> <li>• Examine instructional tasks and student-facing work to determine whether students are:             <ul style="list-style-type: none"> <li>○ engaging in reasoning and sense-making</li> <li>○ expected to explain thinking and apply literacy skills</li> </ul> </li> <li>• Identify variation across classrooms in:             <ul style="list-style-type: none"> <li>○ pacing</li> <li>○ task rigor</li> <li>○ instructional expectations</li> </ul> </li> <li>• Use findings to:             <ul style="list-style-type: none"> <li>○ determine professional learning and coaching priorities</li> <li>○ adjust instructional expectations and supports</li> <li>○ address inconsistencies in access to grade-level, rigorous instruction</li> </ul> </li> </ul> |  |

**Evaluating the Key Strategies/Instructional Priorities Identified**

|   |   |
|---|---|
| <p>What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?</p> | <p>The Building-Level Team will evaluate the implementation of the key strategy by engaging in a structured, ongoing review of instructional practice and student evidence through the Building Leadership Team (BLT) cycle.</p> <p>Specifically, the team will:</p> <ul style="list-style-type: none"> <li>• Review walkthrough data collected using the Cognitive Demand Snapshot tool to:             <ul style="list-style-type: none"> <li>○ monitor the level of cognitive demand in classroom tasks (high, medium, low)</li> <li>○ identify the extent to which students are engaged in reasoning, sense-making, and discussion</li> </ul> </li> </ul> |
|---|---|

Part 3: Schoolwide Core Structures

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>○ analyze trends in teacher practices, including questioning, differentiation, and student engagement</li> <li>• Examine patterns across classrooms and grade levels to determine:             <ul style="list-style-type: none"> <li>○ consistency in implementation of the instructional playbook</li> <li>○ variation in expectations for student thinking and task rigor</li> <li>○ areas where cognitive demand is strong or needs strengthening</li> </ul> </li> <li>• Review samples of student work and common formative assessment (CFA) results to:             <ul style="list-style-type: none"> <li>○ assess evidence of student reasoning and explanation</li> <li>○ identify patterns in student understanding</li> <li>○ determine whether students are successfully engaging in grade-level, thinking-focused tasks</li> </ul> </li> <li>• Use findings to inform action, including:             <ul style="list-style-type: none"> <li>○ identifying priorities for professional learning (faculty meetings and conference days)</li> <li>○ guiding instructional coaching support</li> <li>○ refining expectations for Tier 1 instruction and task design</li> </ul> </li> <li>• Engage in a continuous improvement cycle, meeting regularly to:             <ul style="list-style-type: none"> <li>○ monitor progress over time</li> <li>○ assess the impact of instructional shifts</li> <li>○ adjust supports to improve consistency and effectiveness across classrooms</li> </ul> </li> </ul> |
|--|--|

**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 |
|-------------------------------|--|---|----|---|---|----|----|-----|
| <b>25-26 Needs Assessment</b> | <input checked="" type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family | I am clear on the teaching practices our school wants all teachers to use consistently. | 0  | 3 | 5 | 18 | 6  | 1   |

Part 3: Schoolwide Core Structures

|                              |   |   |  |  |  |  |  |  |
|------------------------------|---|---|--|--|--|--|--|--|
| 26-27<br>Needs<br>Assessment | <input checked="" type="checkbox"/> Teacher | I am clear on the teaching practices our school wants all teachers to use consistently. |  |  |  |  |  |  |
|                              | <input type="checkbox"/> Student            |   |  |  |  |  |  |  |
|                              | <input type="checkbox"/> Family             |   |  |  |  |  |  |  |

|                              | Survey   | Survey Question 2   | SD | D | N  | A | SA | IDK |
|------------------------------|--|---|----|---|----|---|----|-----|
| 25-26<br>Needs<br>Assessment | <input checked="" type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family | Curriculum materials support challenging thinking rather than rushing through topics or focusing on coverage. | 3  | 7 | 11 | 9 | 2  | 1   |
| 26-27<br>Needs<br>Assessment | <input checked="" type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input type="checkbox"/> Family | Curriculum materials support challenging thinking rather than rushing through topics or focusing on coverage. |    |   |    |   |    |     |

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?

|  |  |  |
|--|--|--|
| <b>What structures and routines will support this in 2026-27?</b><br><i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i> |  | <b>HOW DOES THIS COMPARE TO EXISTING EFFORTS?</b>                          |
| <b>Every Student Thrives Core Structure 1</b>  | <b>Coordinated MTSS Student Identification &amp; Response System</b> | <input checked="" type="checkbox"/> NEW<br><input type="checkbox"/> REFINE |



## 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?<br><i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i> |   | HOW DOES THIS COMPARE TO EXISTING EFFORTS?                                 |
|---|---|--|
| <b>Attendance Core Structure 1</b>  | <b>Student Presence Framework: 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.</b>   | <input type="checkbox"/> NEW<br><input checked="" type="checkbox"/> REFINE |
| <b>When and how often will this structure take place?</b>   | <ul style="list-style-type: none"> <li>• Daily: Attendance will be monitored and students meeting defined attendance thresholds will be flagged for follow-up</li> <li>• Within 24–48 hours of a student reaching an attendance threshold: School staff will engage in targeted outreach to families using consistent communication routines focused on understanding the reason for absences and identifying any barriers to attendance.</li> <li>• Weekly: Building-level staff will review emerging attendance concerns to ensure timely follow-up and identify students needing additional support.</li> <li>• Monthly: The Building Leadership Team will review patterns in attendance, including trends across grade levels and groups of students, to identify barriers and adjust schoolwide practices and supports.</li> </ul> |  |
| <b>What does this entail?</b>   | <p>This structure establishes a consistent, schoolwide process for responding to attendance concerns by focusing on understanding the reasons behind absences and providing timely, supportive responses.</p> <p>The school will:</p>   |  |

### Part 3: Schoolwide Core Structures

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Use clear attendance thresholds to identify students with emerging or ongoing attendance concerns and ensure timely follow-up</li> <li>• Implement consistent outreach routines, where staff communicate with families to understand the reasons for absences, listen to concerns, and identify barriers such as health, transportation, or anxiety</li> <li>• Ensure responses are supportive and non-punitive, focusing on problem-solving and maintaining positive relationships with students and families</li> <li>• Coordinate supports across staff, aligning efforts so that responses are consistent and families receive clear, unified communication</li> <li>• Use information gathered from outreach to inform supports, including connecting students to appropriate resources and strengthening their reengagement with school</li> <li>• Review patterns in attendance data at the building level to identify trends, inconsistencies, or barriers across student groups and adjust schoolwide practices accordingly</li> </ul> |
|--|--|

#### 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 |
|----------------|-------|-----|-----|-------|-------|-------|-----|-----|-----|
| <b>2025-26</b> | 92.3% | 90% | 90% | 85.3% | 88.5% | 87.7% | 90% | 92% | 91% |
| <b>2026-27</b> |       |     |     |       |       |       |     |     |     |

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:

**Winter months: In interviews with parents of students who were chronically absent, the building administrators learned that many parents couldn't send in their children on days of delayed openings as they needed to go to work, so the children went to childcare.**

#### 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 |
|-------------------------------|--|--|----|---|---|----|----|-----|
| <b>25-26 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input checked="" type="checkbox"/> Family | Attendance concerns are handled in ways that feel supportive rather than punitive. | 2  | 1 | 9 | 22 | 8  | 3   |
| <b>26-27 Needs Assessment</b> | <input type="checkbox"/> Teacher<br><input type="checkbox"/> Student<br><input checked="" type="checkbox"/> Family | Attendance concerns are handled in ways that feel supportive rather than punitive. |    |   |   |    |    |     |



## 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.