



New York State
EDUCATION DEPARTMENT
 Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-2026

District	School Name	Grades Served
Niagara Falls City School District	LaSalle Preparatory School	7 & 8

Collaboratively Developed By:	
The LaSalle Preparatory School SCEP Development Team	
Italo Baldassarre, Principal Brianne Bellavia, Parent Julianna Duncan, ELA Teacher Maria Fiore, Instructional Coach Noelle Gaetano, Dean of Students Kaitlyn Grande, ENL Teacher Matthew Laurrie, ELA Teacher Julie McIntyre, Spanish Teacher	Julia Meyers, Math Teacher Jolene Nearhood, Special Education Teacher Michelle Patterson, Parent Carrie Roeser, Math Teacher Katharine Sirianni-Morock, Social Worker Marlo Stearns, Parent Danielle Zona, Assistant Principal
<i>In partnership with the staff, students, and families of LaSalle Preparatory School.</i>	

Evidence-Based Intervention

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	X
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	
Professional Learning Communities	X
Restorative Practices	X

Learning as a Team

Student Interviews

Describe how the Student Interview process informed the team's plan...

The SCEP Team examined survey data to identify themes in the creation of questioning priorities. Student interview questions were developed to probe student perceptions in the areas of Social Emotional Learning, School Attendance, Academic Achievement, Inclusiveness & Respect for Diversity. Staff interviewers conducted group discussions with representative students (grade, gender, ethnicity and program). Group discussions culminated in individual student interviews. Interviewers followed up on the scripted questions to elicit complex responses. Responses were noted and compiled by the SCEP Team in a summary report. The full planning team used the Summary Report in the development of the SCEP.

Instructional Key Strategies for Improvement

Key Strategies

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence.
Restructured Academic Intervention Services (AIS)	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Clear and specific AIS protocols do not currently exist. Growth in Math & ELA has not met grade level or subgroup projections. The percentage of students in need of Tier III intervention has remained static with 71% of students in Math 8 scoring at Level 1 on the NYS Math Assessment. Students have reported that course work is neither interesting or challenging.
Co-Teaching Special Education Services	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	APPR, Walk-through & teacher anecdotal data suggests that the observed levels of teacher preparation, instructional collaboration & student engagement have been insufficient. The percentage of students in Grade 7 with an IEP who have met their NWEA growth targets has remained static (ELA) & decreased (-12% Math). The percentage of students in Grade 8 with an IEP who have met their NWEA growth targets in Math has also decreased (-18% Math).
Professional Learning Community Data Analysis	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The analysis of summative & formative data has not been regular or systematic. Protocols for data analysis are required to properly inform instruction, develop Common Formative Assessments (CFA) & support the effective implementation of new AIS & Co-teaching Models.

Implementation

How will we do this?

KEY STRATEGY 1		Restructuring Academic Intervention Services (AIS)
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
		When will this be in place?
Identify dedicated AIS Teachers for Math & ELA		August 1
Analyze data (NWEA, AIMSweb, NYS Assessment) to identify students in need of AIS		September 1
Select programs, materials and progress monitoring tools with Central Office support		September 1
Establish progress monitoring protocols		September 1
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Establish PBIS incentives for AIS students		October 1
Conduct AIS classroom walk-throughs & provide teacher feedback		October 1
Conduct professional development training in support of data informed Tier I instruction		December 1
Facilitate collaboration between AIS and Co-teachers in support of differentiation		December 1
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Administer mid-year benchmark and progress monitoring assessments (NWEA/AIMSweb)		February 1
Compile, analyze and share progress monitoring data		February 1
Facilitate AIS model/program evaluation		June 1
Compile, analyze and share progress monitoring data		July 1

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. What are our next steps?
Early Progress Milestones (Implementation/outcome data)	Walkthrough Data	Observed evidence of high engagement & differentiated instruction in 95% of observed AIS lessons	
Mid-Year Benchmark(s) (Outcome data)	Progress Monitoring & Mid-year Formative Assessment Data	5% increase in the number of AIS students meeting their mid-year growth targets (Math/ELA)	
End-of-the Year Targets (Outcome data)	Year-end Formative & Summative Assessment Data	- 5% increase in the number of AIS students meeting their year-end growth targets (Math/ELA) - 5% increase in school-wide proficiency on the NYS Math & ELA Assessments	

KEY STRATEGY 2		Co-teaching Special Education Services	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Identify co-teaching pairs & schedule common planning time			July 1
Set expectations for collaboration, accommodation & differentiation			September 1
Provide professional development in support of the model			September 1
Identify & schedule student participants			September 1
Provide summer collaborative time for teachers to develop rituals & routines			September 1
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Conduct co-teaching classroom walk-throughs & provide teacher feedback			October 1
Observe teacher artifacts of co-planning			October 1
Establish student, teacher & parent co-teaching satisfaction surveys (mid-year & year-end)			December 1
SECOND HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Administer mid-year benchmark and progress monitoring assessments (NWEA/AIMSweb)			January 1
Compile, analyze and share mid-year benchmark/progress monitoring data			February 1
Facilitate mid-year & year end student, teacher & parent co-teaching satisfaction surveys			February 1
Compile, analyze and share year-end achievement, progress monitoring & survey data			June 1

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. What are our next steps?
Early Progress Milestones (Implementation/outcome data)	Walkthrough Data	Observed evidence of high engagement & differentiated instruction in 95% of observed co-teaching classrooms	
Mid-Year Benchmark(s) (Outcome data)	Progress Monitoring & Mid-year Formative Assessment Data	5% increase in the number of IEP students meeting their mid-year growth targets (Math/ELA)	
End-of-the Year Targets (Outcome data)	Year-end Formative & Summative Assessment Data	- 5% increase in the number of IEP students meeting their year-end growth targets (Math/ELA) - 5% increase in school-wide IEP student proficiency on the NYS Math & ELA Assessments -5% increase of reported student, teacher & parent satisfaction on the co-teaching surveys	

KEY STRATEGY 3		Professional Learning Community Data Analysis	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Select department chairs (Math, ELA, Social Studies, Science & Special Education)			August 1
Create The Team & Department Meeting Calendars			August 1
Schedule Grade 7 teacher shadowing in Grade 6 classrooms at the LPS feeder schools			September 1
Establish Data Team protocols for data analysis & looking at student work			September 1
Plan for the development of a new school vision/mission			September 1
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Provide professional development in support of data analysis & looking at student work			October 1
Conduct professional development training in support of data informed Tier I instruction			November 1
Establish data informed Common Formative Assessment targets for each department			November 1
Facilitate status communication to all stakeholders on mid-year formative & summative data			January 1
Conduct stakeholder focus group discussions in support of a new school vision/mission			January 1
SECOND HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Administer mid-year benchmark and progress monitoring assessments (NWEA/AIMSweb)			January 1
Compile, analyze and share mid-year CFA, benchmark & progress monitoring data			February 1
Develop stakeholder consensus in support of the new school vision/mission			February 1
Compile, analyze and share year-end CFA, achievement & progress monitoring data			May 1
Facilitate status communication to all stakeholders on year-end formative & summative data			June 25

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i>
Early Progress Milestones (Implementation/outcome data)	Walkthrough Data	Observed evidence of high engagement & differentiated instruction in 95% of observed AIS lessons	
Mid-Year Benchmark(s) (Outcome data)	Progress Monitoring & Mid-year Formative Assessment Data	5% increase in the number of students meeting their grade level mid-year growth targets (Math/ELA)	
End-of-the Year Targets (Outcome data)	Year-end Formative & Summative Assessment Data	- 5% increase in the number of students meeting their grade level year-end growth targets (Math/ELA) - 5% increase in school-wide proficiency on the NYS Math & ELA Assessments	

Academic Performance Targets

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (Mid-year)
Mid-Year Benchmark(s)	Progress Monitoring & Mid-year Formative Assessment Data (NWEA, AIMSweb)	Restructured AIS Implementation of Co-Teaching Special Education Services Professional Learning Community Data Analysis	5% increase in the number of students meeting their grade level mid-year growth targets (Math/ELA)	
End-of-the Year Targets	Year-end Formative & Summative Assessment Data (NWEA, AIMSweb, NYS Assessments)	Restructured AIS Implementation of Co-Teaching Special Education Services Professional Learning Community Data Analysis	- 5% increase in the number of students meeting their grade level year-end growth targets (Math/ELA) - 5% increase in school-wide proficiency on the NYS Math & ELA Assessments	

Spring Survey Targets

These spring survey responses will give us helpful feedback about our progress with our Instructional Key Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (% agree or strongly agree)	Desired response (% agree or strongly agree)	What we ended up seeing: (Spring)
Student Survey	C06. Our school curriculum work is challenging T21. Classes are interesting & keep my attention T19. My teachers ask questions that make me think.	Co-Teaching Special Education Services	36.1%	50%	
		Professional Learning	32.5%	50%	
		Community Data Analysis	61.3%	70%	
Staff Survey	C35. We work together across grade levels and content areas in order to provide an integrated approach to student learning. T59. We have an effective RTI program which provides targeted assistance for students in need.	Restructured AIS	48.8%	60%	
		Co-Teaching Special Education Services Professional Learning Community Data Analysis	52.6%	60%	
Family Survey	L06. Our school leaders share data & information about student results with families. C16. Training is provided to families in understanding student performance & test results.	Professional Learning Community Data Analysis	69%	80%	
			49.6%	60%	

Non-Instructional Key Strategies for Improvement

Key Strategies

What are we doing? Why are we doing this?

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence.
Character Education – Implementation of Positive Behavior Interventions & Supports (PBIS)	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Develop & implement a comprehensive PBIS Character Education initiative to include revision of the Student of the Month Program. Create & display artifacts throughout the building to define appropriate behavior and reinforce Monthly Character Traits.
Building Relationships – Increased Stakeholder Communication	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Only 36.1% of families report that teachers reach out to them while 49.6% of parents report that training has been provided in understanding student performance & test results. To enhance communication among all stakeholders, staff members will be provided a menu of communication options & events will be scheduled to increase opportunities for teacher-family interaction.

Implementation

(How will we do this?)

KEY STRATEGY 1 Implementation of Positive Behavior Supports (Character Education)	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION	What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
	When will this be in place?
PBIS behavior expectations & monthly character traits identified	September 1
PBIS behavior & trait definition artifacts created and posted	September 1
Staff & Student of the Month procedures & forms created	September 1
PBIS roll-out presentations developed for all stakeholders	September 1
PBIS morning announcement procedures & artifacts created	September 1
FIRST HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
Present roll-out presentations to all stakeholders	October 1
Implement & monitor daily PBIS announcements & Staff/Student of the Month activities	October 1
Obtain stakeholder survey feedback on the PBIS & Student of the Month Programs	November 1
Conduct discipline data review	January 1
SECOND HALF OF THE YEAR IMPLEMENTATION	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Obtain stakeholder survey feedback on the PBIS & Student of the Month Programs	June 25
Conduct discipline data review	June 25

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. What are our next steps?
Early Progress Milestones (Implementation/outcome data)	Team & teacher participation in Student of the Month activities Observable PBIS artifacts in classrooms and common areas	Daily PBIS messaging in AM Announcements Observable PBIS artifacts in 100% of classrooms	
Mid-Year Benchmark(s) (Outcome data)	Students, Staff & Family Surveys	- 5% Increase in the percentage of students who report greater peer responsibility & respect - 5% Increase in the percentage of staff that student behavior does not interfere with instruction Only - 5% increase in the percentage of families reporting that teachers reach out & training has been provided in understanding student performance & test results	
End-of-the Year Targets (Outcome data)	Students, Staff & Family Surveys	- 10% Increase in the percentage of students who report greater peer responsibility & respect - 10% Increase in the percentage of staff that student behavior does not interfere with instruction - 10% increase in the percentage of families reporting that teachers reach out & training has been provided in understanding student performance & test results	

KEY STRATEGY 2		Building Relationships - Increased Stakeholder Communication
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
		When will this be in place?
Hold Open House prior to the opening of school to introduce families to the school		September 1
Create a family welcome brochure, translated into multiple languages		September 1
Provide training and teacher access to communication platforms and instructions for appropriate use		September 1
Facilitate teacher planning of family engagement events at the school and at community sites		October 1
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Monitor the implementation and delivery of PBIS themed morning announcements		October 1
Schedule & plan two (2) parent-teacher conference nights		October 1
Host at least one (1) curriculum or theme-based family engagement event in the community		December 1
Obtain & report stakeholder survey feedback on family engagement activities		January 1
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Monitor the implementation and delivery of PBIS themed morning announcements		June 1
Host at least one (1) additional family engagement event at the school and in the community		June 1
Obtain & report stakeholder survey feedback on family engagement activities		June 1

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (Implementation/outcome data)	Reported Staff & Family Engagement	50% family attendance at Open House	
Mid-Year Benchmark(s) (Outcome data)	Students, Staff & Family Surveys Reported Staff & Family Engagement	- 5% Increase in the percentage of students who report greater peer responsibility & respect - 5% Increase in the percentage of staff that student behavior does not interfere with instruction Only - 5% increase in the percentage of families reporting that teachers reach out & training has been provided in understanding student performance & test results	
End-of-the Year Targets (Outcome data)	Students, Staff & Family Surveys Reported Staff & Family Engagement	- 10% Increase in the percentage of students who report greater peer responsibility & respect - 10% Increase in the percentage of staff that student behavior does not interfere with instruction - 10% increase in the percentage of families reporting that teachers reach out & training has been provided in understanding student performance & test results	

Non-Academic Performance Targets

Mid-Year Benchmarks and End-Of-The-Year Targets

Successful implementation of these strategies will allow us to reach the following benchmarks & end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Student Discipline Data	Character Education – Implementation of Positive Behavior Interventions & Supports (PBS)	5% decrease in the total number of out of school student suspensions	

End-of-the Year Targets	Student Discipline Data	Character Education – Implementation of Positive Behavior Interventions & Supports (PBS)	10% decrease in the total number of out of school student suspensions	
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Spring Survey Targets

These Spring survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	CD28. Students in our school take responsibility for their actions	Character Education – Implementation of Positive Behavior Interventions & Supports (PBIS)	27.6%	37%	
	RC12. Students treat each other with respect	Building Relationships – Increased Stakeholder Communication	27.2%	37%	
Staff Survey	CD28. Students in our school take responsibility for their actions	Character Education – Implementation of Positive Behavior Interventions & Supports (PBIS)	23.8%	34%	
Family Survey	T28. I receive notes/calls and/or other feedback from my child's teachers	Building Relationships – Increased Stakeholder Communication	48.8%	60%	
	C16. Training is provided to families in understanding student performance and test results		49.6%	60%	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)" This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
6. Writing the Plan

Team Collaboration

Name	Role	Orientation to School Teams	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Italo Baldassarre, Principal	<i>Principal</i>	6/2	7/2	7/2	7/8	6/2-6/25	7/8	7/8
Brianne Bellavia	<i>Parent</i>	--	--	--	7/8	--	7/8	7/8
Julianna Duncan, Teacher	<i>ELA Teacher</i>	6/2	7/2	7/2	7/8	6/2-6/25	7/8	7/8
Maria Fiore, Inst. Coach	<i>Instructional Coach</i>	6/2	7/2	7/2	7/8	6/2-6/25	7/8	7/8
Noelle Gaetano, Dean	<i>Dean of Students</i>	6/2	7/2	7/2	--	6/2-6/25	--	--
Kaitlyn Grande, Teacher	<i>ENL Teacher</i>	6/2	7/2	7/2	7/8	6/2-6/25	7/8	7/8
Matthew Laurrie, Teacher	<i>ELA Teacher</i>	6/2	7/2	7/2	7/8	6/2-6/25	7/8	7/8
Julie McIntyre, Teacher	<i>Spanish Teacher</i>	6/2	7/2	7/2	7/8	6/2-6/25	7/8	7/8
Julia Meyers, Teacher	Math Teacher	6/2	7/2	7/2	7/8	6/2-6/25	7/8	7/8
Jolene Nearhood, Teacher	Special Education Teacher	6/2	7/2	7/2	7/8	6/2-6/25	7/8	7/8
Michelle Patterson	Parent	--	7/2	7/2	7/8	--	7/8	7/8
Carrie Roeser	Math Teacher	6/2	7/2	7/2	7/8	6/2-6/25	7/8	7/8
Katherine Sirianni-Morock	Social Worker	6/2	7/2	7/2	--	6/2-6/25	--	--
Marlo Stearns	Parent	--	7/2	7/2	7/8	--	7/8	7/8
Danielle Zona	Assistant Principal	--	7/2	7/2	7/8	--	7/8	7/8