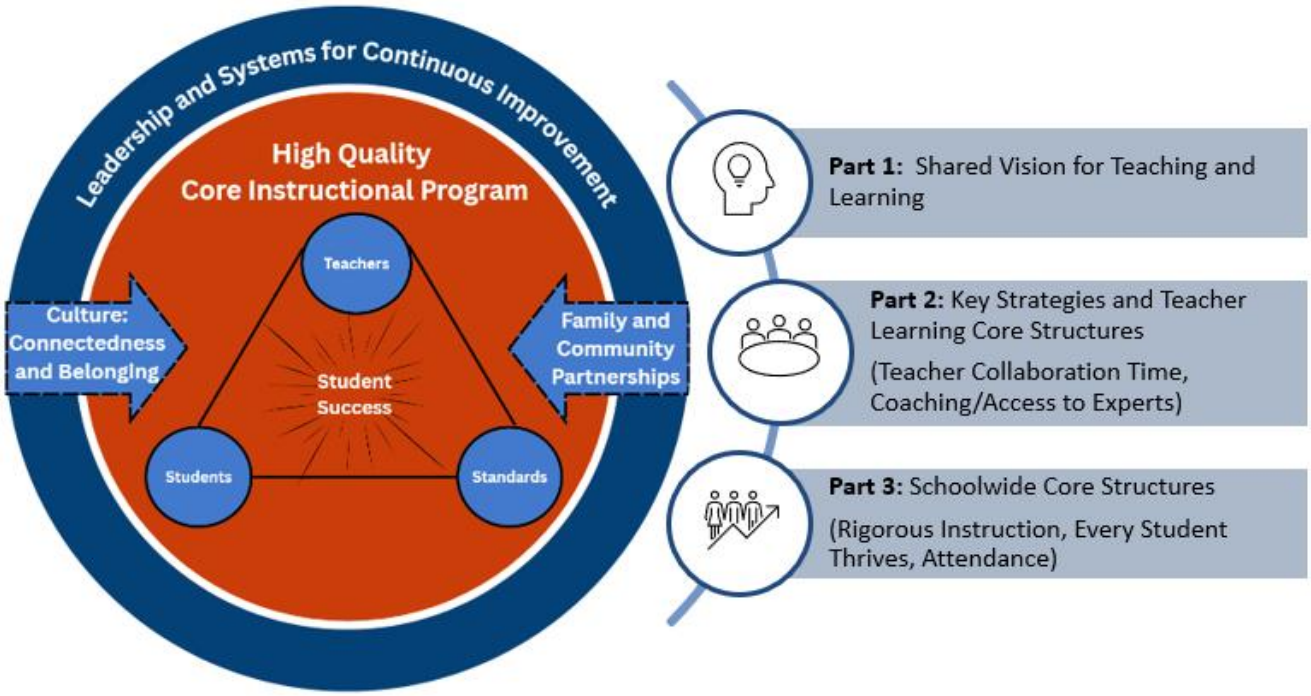
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New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2026-27

District	School Name	Grades Served
Waterloo CSD	LaFayette Intermediate School	3-5

Collaboratively Developed By:
The LaFayette Intermediate SCEP Development Team **Teachers:** Beth Bruni Kristen O'Connell Erica Krenz Heather Buck Ali Estes Brittany Pallo Lauren Rubino Sydney Haust Jason Bullis Ashley Foster **School Psychologist:** Susan Davis **School Counselor:** Catherine Rieck **Administrators:** Shelli Tam (Director of PPS) Alexandra Brown (Dean) Molly Lahr (Principal) ***And in partnership with the staff, students, and families of*** **LaFayette Intermediate.**



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 vision for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	*At Waterloo Central School District, high-quality Tier 1 instruction is the foundation of academic success and ensures all students experience rigorous, engaging, and equitable learning every day. Instruction is standards-aligned, relationship-centered, and responsive to student needs through ongoing assessment, adaptive instruction, and differentiated support without reducing rigor. Classrooms emphasize active learning, critical thinking, collaboration, and culturally responsive practices that support and empower learners. Educators utilize PLC and MTSS processes to continuously refine instruction and improve student outcomes. Our classrooms should look purposeful and engaging while feeling inclusive, supportive, and focused on growth for every student.*

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?)
Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse.

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
   - Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.

- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

2. **Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)**
   Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:
   - Modeling lessons
   - Co-teaching
   - The Coaching Cycle
   - Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

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

Essential Question

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

What structures and routines will support this in 2026-27?		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Teacher Learning Core Structure	**Teacher Collaborative Time**	☐ NEW ☐ REFINE
When and how often will this structure take place?	Weekly – Details Linked Here	
What does this entail?	Structured monthly professional collaboration meetings focused on continuous improvement of teaching and learning across Waterloo Central School District. As outlined in the Waterloo CSD Monthly Meetings Guidance Document, faculty, grade-level, department, and curriculum teams engage in recurring Professional Learning Team (PLT) processes that include academic, attendance, and behavior data review; development of Tier 1 and Tier 2 intervention plans; progress monitoring; curriculum alignment work; and collaborative planning for small-group instruction and enrichment opportunities. During the 2026–2027 school year, the district aims to intentionally shift both the agenda and overall energy of these meetings toward deeper conversations around curriculum, instruction, and student learning outcomes. Feedback from district leadership and staff identified a need to begin this work earlier in the school year, beginning in October 2026 rather than prioritizing "Safe Schools" compliance training during initial collaboration structures. As part of this shift, the school wants to explore operational adjustments to create more meaningful instructional collaboration time, including: • Reimagining the existing 35-minute morning "Safe Schools" training structure to better support instructional priorities and professional learning;	

	• Exploring the use of double/double specials scheduling models to provide dedicated time for "Safe Schools" completion outside of core instructional collaboration blocks. ○ Teams also utilize Panorama Education processes, common formative assessment data protocols, and NYSED-aligned instructional resources to support data-driven decision making, vertical alignment, and high-quality Tier 1 instruction. Meeting agendas and minutes are maintained and shared with building administration to ensure accountability and consistency across schools.	
Teacher Learning Core Structure	**Opportunities for Teachers to Learn with Experts**	☐ NEW ☐ REFINE
When and how often will this structure take place?	PLT: Data Reflection meetings will take place on a weekly rotating basis throughout the 2026–2027 school year to build consistency and create ongoing instructional feedback loops across content areas. • One week will focus on Math • One week will focus on ELA During each PLT cycle, teams will engage in the "Data Reflection Coaching" process centered on instructional strategies, student learning trends, and next instructional steps. The Instructional Coach (ELA) and Principal/Grade-Level Chairs (Math) will organize and facilitate conversations using assessment data from Panorama and SchoolTool to identify trends, determine instructional implications, and support collaborative problem-solving. Teachers will also complete a reflective process connected to a shared instructional strategy, including: • What did you do? • How did it go? • What adjustments may be needed next? The purpose of the recurring weekly structure is to create protected, consistent opportunities for staff to analyze student learning, refine instruction, and strengthen Tier 1 instructional practices across the school year.	
What does this entail?	• Weekly rotating PLT structure with alternating Math and ELA focus areas to build consistency across instructional practices • Collaborative review of assessment data from Panorama, SchoolTool, formative assessments, and curriculum-based measures • Identification of instructional trends, student needs, and priority standards requiring reteaching or enrichment • "Now What?" coaching conversations focused on instructional responses and actionable next steps rather than only reviewing data • Development and monitoring of Tier 1 instructional adjustments, intervention strategies, and small-group supports • Teacher self-reflection connected to a shared instructional strategy, including implementation, outcomes, and needed adjustments • Ongoing collaboration between Instructional Coaches, Principals, and Grade-Level Chairs to support instructional alignment and accountability • Use of shared data protocols and reflection tools to strengthen vertical alignment and instructional decision-making across teams	

	• Beginning in the 2026–2027 school year, the school would also like to intentionally leverage the monthly SPED BOCES Instructional Coach to support instructional problem-solving, intervention alignment, and strategies connected to diverse learner needs within the PLT process

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?
Revisit and refine the process for the data folders from the SY25-26	5/25 and 6/12
Prioritize professional development around the instructional strategies that can be in place to support learning and shared language across the school	Calendar Finalized by 8/15/26
Strategize on who does not have a "trusted" staff in the building and how do we message this intentionally to students and families	Survey Completed by 6/24/26
Auditing the current practices at PLTs • Identify the trends and misconceptions	6/24/26
Re-norm and model the PLT structures.	9/1/26
Inventory of the current modifications and implications of those modifications for students • This will impact the dialogue and strategies discussed in future PLTs and CSE's	Finalize by 8/15/26
Research and visit other districts outside of Waterloo who are seeing academic gains around their SPED program • Influence of poverty on academics	Scheduled by 9/1/26

Key Strategy 1

KEY STRATEGY 1	Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse.

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?**
Communicate and clarify new district expectations and options which protect instructional collaboration time	7/2026
Determine the meeting cadence with the SPED BOCES Instructional Coach to support instructional problem-solving, inclusive practices, and intervention alignment within PLTs	8/2026
Prioritize professional development focused on shared instructional strategies, common language, and high-quality Tier 1 instructional practices across classrooms	8/15/26-12/18/26
Strategize intentionally around students who may not yet have a "trusted adult" within the building and develop communication plans for students and families	9/8/26
Audit and model PLT structures, agendas, and implementation practices across buildings to identify strengths, inconsistencies, and gaps while establishing clear expectations for data reflection protocols, instructional dialogue, and collaborative planning processes.	9/1/26-12/18/26

Identify trends, misconceptions, and instructional gaps through data reflection conversations and common assessment review	9/1/26-12/18/26
Review the data folder process established during the 2025–2026 school year to strengthen consistency and instructional use	12/2/26
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	When will this be in place?
Utilize findings from the modifications/accommodations inventory to deepen future PLT conversations around instructional strategies, intervention planning, and student support	2/22/26
Continue weekly rotating Math and ELA PLT cycles focused on instructional reflection, progress monitoring, and "Now What?" instructional responses	Ongoing
Leverage the monthly SPED BOCES Coach to support instructional problem-solving, inclusive practices, and intervention alignment within PLTs	Ongoing
Facilitate ongoing conversations around the influence of poverty on academics, student engagement, attendance, and instructional access	Ongoing
Monitor implementation fidelity of revised PLT structures and instructional practices through administrative walkthroughs, reflection protocols, and coaching conversations	Ongoing
Reflect on the district-wide and school-wide systems and shared expectations based on staff feedback, student outcome trends, and instructional data collected throughout the year	6/15/26

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 1

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	Participating in collaborative discussions with peers and demonstrating initial evidence of growth in written expression Identifying and monitoring personal learning goals based on insights and reflection from the 2025–2026 school year data folders		
Evidence of Teacher Practice Changing	Modeling and reinforcing consistent group norms across all classrooms Increasing structured opportunities for student		

	discussion, collaboration, and academic discourse Supporting ongoing teacher self-reflection aligned to key instructional strategies and classroom practices		

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…	Explaining their thinking by articulating how they applied an instructional strategy and comparing their approach to a peer's strategy Collaborating with peers to strengthen accountability, engagement, and shared problem-solving Engaging in academic dialogue to support reasoning and translate thinking into written expression Consistently utilizing and applying academic vocabulary during discussion and written responses Modeling and reinforcing group norms, including appropriate voice volume, participation roles, and collaborative expectations	
Teachers will be…	Facilitating shared discussions with minimal teacher prompting through structures such as paraphrase/passport and jigsaw protocols Creating intentional opportunities for student discourse and fostering meaningful classroom conversations Modeling effective discussion strategies, academic dialogue, and collaborative thinking processes for students Observing and supporting students as they independently engage in productive conversations with peers	

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	(Learning, #4) What I learn in professional development is reinforced through coaching and collaborative team time.	0%	26%	30%	37%	1%	6%
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	(Curriculum, #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.	0%	19%	37%	30%	1%	0%
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 TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Instructional Leadership Team Core Structure 1	**A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.	NEW REFINE
When and how often will this structure take place?	Monthly Instructional Leadership Team inquiry meetings will be established by each building principal during Summer 2026, leveraging existing leadership and teacher structures already in place within the building.	

What does this entail?	– Building principals will identify teacher representatives and inquiry team members who will consistently participate in the inquiry cycle and instructional review process. – Schools will identify alternate facilitators and leadership support to ensure continuity and sustainability of meetings when primary leaders are unavailable. – Agendas, evidence, and supporting materials will be shared at least one week in advance to maximize preparedness and productive dialogue. Calendar reminders and communication structures will be established to support consistency. – The district will identify and implement consistent meeting protocols to ensure inquiry meetings are purposeful, action-oriented, and focused on instructional impact, implementation trends, and next steps.	
Instructional Leadership Team Core Structure 2 (if applicable)	**A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.	NEW REFINE
When and how often will this structure take place?	This coherence-monitoring structure will primarily be developed and refined during Summer 2026 to establish aligned instructional priorities and reduce competing initiatives prior to the start of the school year.	
What does this entail?	• A SWOT analysis will be completed to identify current strengths, challenges, opportunities, and barriers impacting instructional coherence and staff capacity. • During Spring 2026, district leadership will review and analyze the list of competing priorities previously collected by WEA to identify areas of overload, duplication, and conflicting expectations across staff responsibilities. • Leadership teams will utilize this process to identify and remove low-value initiatives, streamline communication, and ensure staff remain focused on essential instructional priorities and student learning outcomes. • At the end of the 2026–2027 school year, teachers will participate in a reflection and/or survey process to provide feedback on the effectiveness, clarity, and impact of the coherence-monitoring structure and overall implementation plan.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Establish and communicate a calendar of non-negotiable meeting dates, agendas, and instructional priorities to ensure consistency and alignment across the school year. Utilize the SWOT analysis process to identify essential instructional priorities, determine areas of focus, and guide strategic next steps for implementation and support.

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.

Part 3: Schoolwide Core Structures

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Curriculum, #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.	1%	19%	37%	30%	0%	13%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Curriculum, #2) My schoolwork challenges me in a good way.	3%	8%	28%	34%	23%	3%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

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

Every Student Thrives Core Structures

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

Part 3: Schoolwide Core Structures

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?**
Every Student Thrives Core Structure 1	**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.	☐ NEW ☐ REFINE

When and how often will this structure take place?	• Identify staff members including those who work across grade levels and settings who have established, positive relationships and strong connection points with individual students.
	• Refine student survey questions to intentionally measure indicators connected to belonging, alienation, and student connectedness, including perceptions of:
	  ○ classroom environment,
	  ○ peer relationships,
	  ○ and relationships with teachers and staff.
	• Provide students with opportunities to respond verbally and/or nonverbally to a brief series of reflection and connection questions in developmentally appropriate ways.
	• Implement the student connection check-in process approximately three times per year during specials or other designated support blocks, with the process designed to take only a few minutes per student.
	• Utilize collected data to identify students who may lack strong connection points within the school community and develop intentional follow-up supports and relationship-building strategies.	

What does this entail?	• Requires approximately four staff members to facilitate and monitor the process effectively across grade levels and student groups. • Requires ongoing analysis of student response data collected digitally through Microsoft Forms to identify trends, connection gaps, and areas requiring follow-up support. • Data trends and findings will be reviewed collaboratively during PLTs to inform relationship-building strategies, student supports, and instructional decision-making.	
Every Student Thrives Core Structure 2 (if applicable)	**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.	☐ NEW ☐ REFINE
When and how often will this structure take place?	• This structure will take place approximately three times per year, aligned to trimester/report card periods, to proactively monitor student experiences and connection points throughout the school year. • Students will complete a brief survey three times annually to identify indicators related to belonging, exclusion, marginalization, and overall school connectedness. • Survey data will be analyzed collaboratively by designated staff teams to identify trends, individual student concerns, and potential areas requiring additional support or intervention. • Following each survey cycle, teams will develop responsive action plans and follow-up strategies to ensure students experiencing signs of alienation or exclusion are intentionally supported and connected within the school community.	
What does this entail?	• During IST meetings, teams will utilize student survey data and identified trends to inform collaborative dialogue, prioritize concerns, and guide next-step decision-making.	

	• Teams will intentionally unpack potential root causes contributing to student experiences of alienation, exclusion, or disconnection prior to developing intervention or support plans. • Staff will identify individualized monitoring and support strategies for students requiring additional connection points, including structures such as "Check-In/Check-Out" with a trusted adult or mentor within the building. • Teams will establish clear progress-monitoring responsibilities, follow-up timelines, and communication plans to ensure accountability and consistency of support. • Schools will intentionally communicate with students and families regarding support structures and connection plans through strategies such as family letters, teacher conferences, and ongoing relationship-building conversations. • Existing communication opportunities, including December 2026 and March 2027 teacher conferences, may be leveraged to strengthen family partnership, provide updates, and reinforce student support plans.

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Thrives, #9) Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.	0%	26%	19%	33%	19%	3%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Thrives, #6) The expectations from adults seem consistent across classrooms.	0%	3%	17%	51%	17%	12%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

Attendance Core Structures

- **A routine for monitoring attendance daily and weekly**, with clear thresholds that trigger early outreach, problem-solving, and follow-up.
- **A coordinated process for understanding the reasons behind absences**, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across student groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving student participation** and ensuring supports remain connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.

Essential Question

How will the school ensure that every student is present, supported, and connected so they can fully participate in rigorous, grade-level learning?

What structures and routines will support this in 2026-27? *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 ☐ REFINE
When and how often will this structure take place?	• This attendance support structure will operate on an ongoing basis throughout the school year and will activate as emerging attendance concerns are identified. • Student attendance data will be monitored regularly to ensure timely, proactive intervention before patterns become chronic or stigmatizing.	

What does this entail?	• Establish clear district and/or building-level thresholds for identifying emerging attendance concerns and determining when intervention supports should begin.
	• Define staff roles, responsibilities, and communication protocols to ensure clarity around:
	  ○ who is monitoring attendance data
	  ○ who is responsible for outreach and intervention
	  ○ and how information and updates will be shared across teams.
	• Develop tiered intervention responses focused on early support, relationship-building, and reducing barriers to attendance.
	• Utilize attendance data collaboratively to identify trends, monitor progress, and adjust support strategies as needed.
	
	Additional considerations:	

	• Explore classroom-based attendance tracking routines (e.g., student morning work trackers or goal-setting reflections) to increase student ownership, awareness, and accountability around attendance habits. • Ensure attendance of conversations and interventions remain supportive, proactive, and non-stigmatizing for students and families.

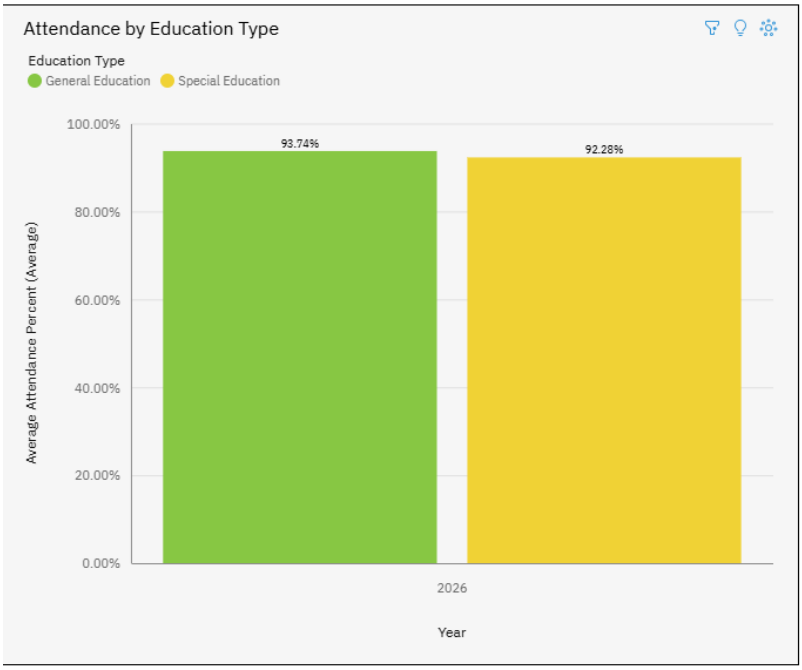
Attendance Monitoring

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	95.4%	95.0%	92.9%	92.4%	93.6%	93.4%	92.0%	93.7%	94.1%
2026-27									

General Education vs. Special Education Attendance Percentages



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

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Attendance, #2): I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.	0%	0%	0%	44%	0%	0%

26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	(Attendance, #6) Adults at this school help deal with things that make it hard to come to school.	0%	0%	0%	24%	23%	0%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	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
Molly Lahr	Principal	4/9/26	4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	5/29
Lucy Kaempffe/Kelly Freiheit	EE Consultants	4/9/26							5/29
Christine Taylor	ASI	4/9/26							5/29
Beth Bruni	5th Grade Teacher		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Kristen O'Connell	4th Grade Teacher		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Erica Krenz	Special Education Teacher		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Heather Buck	Reading Teacher		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Ali Estes	Math Intervention		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Brittany Pallo	Math Intervention		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Lauren Rubino	Music Teacher		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	

Our Team's Process

Sydney Haust	3rd Grade Teacher		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Jason Bullis	Special Education		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Ashley Foster	Special Education		4/13/26	4/23/26	5/7	5/11 5/13	N/A	N/A	
Susan Davis	Special Education		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Catherine Rieck	School Counselor		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Alexandra Brown	Dean of Students		4/13/26	4/23/26	5/7	5/11 5/13	N/A	5/19	
Shelli Tam	Director of PPS		4/13/26						

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.