New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2026-27

District	School Name	Grades Served
Niagara Falls City School District	Niagara Falls High School	9 - 12

Collaboratively Developed By:
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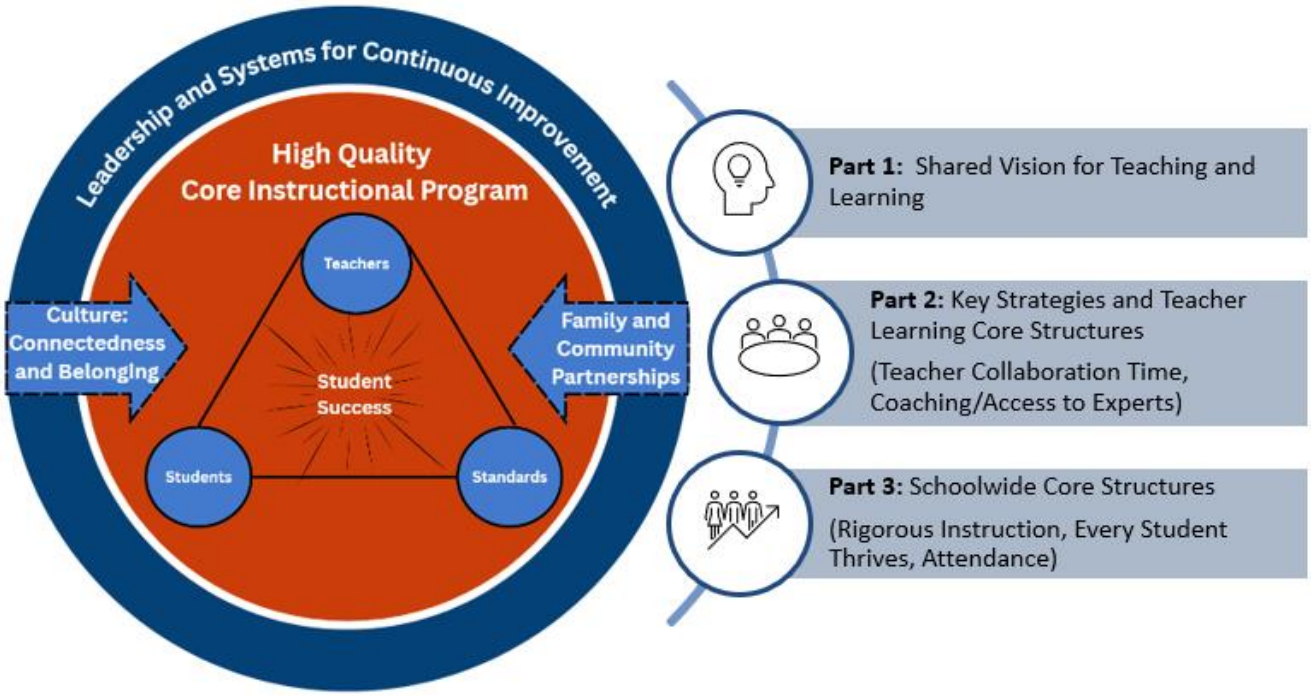

Part 1: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction: *What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	Instruction in PreK – Grade 12 classrooms is consistently aligned as we transition to the NYS Portrait of a Graduate. Students can articulate learning targets, success criteria, and how their learning connects to real-world skills and Portrait of a Graduate competencies: • Academically Prepared • Creative Innovator • Critical Thinker • Effective Communicator • Global Citizen • Reflective & Future Focused Instruction demonstrates student ownership through active engagement in discussion, reading, writing, problem solving, and collaborative learning. Students regularly engage in self-reflection to assess their learning, progress, and next steps. Teachers routinely use evidence of student learning to adjust instruction & pacing while supporting & maintaining cognitively demanding learning. Multilingual learners, students with disabilities, and historically marginalized students' cultures, experiences and needs are incorporated in every classroom. Observation, walkthrough, and coaching data show consistent implementation of equitable, student-centered, and adaptive Tier 1 instruction across all classrooms.

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

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?)
EQUITY & ACCESS: Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.

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	**Structured Teacher Collaborative Time** ***(embedded within master schedule)*** **REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B**	☐ NEW ☐ **REFINE**
When and how often will this structure take place?	Teacher Collaborative Time will occur during the school day through an alternating A-Day/B-Day master schedule that provides teachers with 38 minutes of common planning time every other day. Teacher teams will meet by department and/or course-alike groups to engage in structured collaborative and structured professional learning cycles focused on the school's instructional priorities. Additional voluntary opportunities for collaboration and professional learning will be offered through after-school PLC sessions throughout the school year.	
What does this entail?	Teacher Collaborative Time will provide educators with dedicated opportunities to work collectively to strengthen Tier 1 instruction and improve student outcomes. During these sessions, teachers will: • Will have weekly, protected time for team to unpack standards and review tasks to ensure alignment • Common planning will allow teachers to plan and pace lessons that are cognitively demanding, standards-aligned learning experiences that incorporate the district's Portrait of a Graduate competencies ○ Continue to share effective instructional practices, including collaborative strategies that support equitable access to grade-level content for all learners, including multilingual learners and students with disabilities • Pilot protocols to review student work, to better understand student thinking, and determine appropriate instructional responses with growth participants and teacher leaders.	

	• Receive differentiated support through department facilitators, instructional leaders, mentors, and colleagues serving as experts within the building.	
Teacher Learning Core Structure	**Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B**	☐ NEW ☐ **REFINE**
When and how often will this structure take place?	Opportunities for teachers to learn with experts will occur throughout the school year during common planning time, designated professional learning sessions, and after-school PLC meetings. Growth facilitators, instructional leaders, and identified teacher leaders will provide ongoing support during the school day, while partnerships with external experts (e.g., educational consultants, BOCES, and district specialists) will be strategically scheduled based on identified staff needs. Teachers will have access to expert support monthly, with additional differentiated opportunities provided for novice teachers and teams requiring targeted assistance through teacher mentorship.	
What does this entail?	This structure will provide teachers with ongoing opportunities to observe, learn from, and collaborate with instructional experts to strengthen implementation of the school's instructional priorities and improve outcomes for all students. Support will be embedded throughout the school year and may include: • **Bi-Weekly PLC support from Growth Facilitators, school administrators, instructional mentors and other teacher leaders** to guide collaborative planning, analysis of student work, and the implementation of evidence-based instructional practices aligned to school priorities; • **Monthly expert-led professional learning sessions** facilitated by district leaders, TELL Consulting, BOCES specialists, and other identified experts to deepen teacher understanding of effective instructional strategies and content-specific practices; • **Ongoing coaching cycles for targeted teachers**, including goal setting, co-planning, modeling, observation, feedback, reflection, and progress monitoring to support instructional growth and differentiated professional learning needs; • **Modeling of instructional practices and collaborative engagement strategies** that promote cognitively demanding, student-centered learning experiences; • **Opportunities for co-planning and co-teaching** to strengthen implementation of high-quality Tier 1 instruction; • Examination of New York State Regents examination blueprints, released items, and assessment materials to identify high-leverage standards, understand the cognitive demands of assessed tasks, and ensure alignment between instruction and state expectations; • Review of Regents priority standards, interim assessment results, and subgroup performance trends to identify areas of strength and opportunities for growth across content areas;	

	○ Refine or develop interim assessments (regents) or summative exam/project (non-regents)

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?
Develop and communicate a yearlong vision for the schools' priorities, including presentations outlining goals, expectations, and key initiatives for the 2026–27 school year.	Summer 2026
Finalize the master schedule to embed 38 minutes of structured Teacher Collaborative Time through an alternating A/B day schedule.	Summer 2026
Identify participants and instructional experts, including Growth Facilitators, mentors, department leaders, TELL Consulting, BOCES representatives, district personnel, and other outside partners who will support teacher learning.	Summer 2026
Establish a calendar of Teacher Learning Core Structures, including PLC meetings, expert-led professional learning sessions, coaching opportunities, and collaborative planning experiences.	Summer 2026
Create meeting (Common planning, SST, Dean, AIT, ILT) protocols, agenda templates, and goal-setting tools to ensure collaborative time remains focused on improving practice and student outcomes.	July 2026
Utilize TRC summer teaser groups and other communication opportunities to build awareness, generate excitement, and introduce staff to the instructional priorities and learning structures that will be implemented throughout the school year.	Summer 2026
Analyze historical Regents data (identify priority standards), subgroup performance trends, and New York State Regents examination blueprints to identify high-leverage standards, areas of strength, and opportunities for growth that will inform professional learning priorities.	July 2026
Prepare department-level data packets and instructional resources, including Regents trend data, released assessment materials, and identified standards of focus, to support early collaborative planning efforts.	Summer 2026
Develop a process for monitoring implementation of fidelity, participation, and the overall effectiveness of Teacher Learning Core Structures through attendance records, walkthrough data, meeting artifacts, and staff feedback.	July- August 2026
Share school launch email/newsletter that outlines school priorities to preview for staff the purpose of beginning or year PD sessions and the direction of the school year.	Late August 2026
Provide training and calibration opportunities for Growth Facilitators, department leaders, mentors, and other staff responsible for facilitating Teacher Learning Core	August 2026

Structures to ensure consistency in expectations, protocols, and support for adult learning.	
Refine walk-through tool to align to PD calendar and priorities	August 2026
Coordinate schedules and expectations with outside experts, including TELL Consulting, BOCES, and other vendors, to ensure professional learning opportunities are aligned to the school's instructional priorities.	Summer 2026
Provide professional learning and calibration opportunities for members of the Instructional Leadership Team to build capacity in instructional leadership practices, including conducting walkthroughs, analyzing student tasks, facilitating data discussions, and monitoring equitable access to cognitively demanding instruction.	Summer 2026/ Ongoing

Key Strategy 1

KEY STRATEGY 1	
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?**
Building leadership (including teacher leaders) will develop agendas, meeting plans, and protocols that prioritize the instructional needs of multilingual learners, students with disabilities, and other student groups requiring equitable access to grade-level content.	September 2026 and ongoing
Utilize Teacher Collaborative Time, duty periods, and other scheduled opportunities to reinforce the use of interim assessment data, collaborative engagement strategies, and key instructional practices that begin to support equitable access to cognitively demanding learning experiences.	Ongoing
Provide weekly PLC support from Growth Facilitators to assist teams in analyzing student work, planning standards-aligned instruction, and identifying appropriate scaffolds that maintain grade-level expectations.	Weekly
Partner with TELL Consulting, BOCES, and other experts to provide targeted professional learning focused on evidence-based practices that increase access and outcomes for multilingual learners and students with disabilities.	Monthly/ Ongoing
Utilize student feedback and interview data to better understand students' experiences with access, engagement, and support within Tier 1 instruction and use these insights to refine instructional practices.	Quarterly
Communicate regularly with staff through newsletters, snapshots, "quick bites," and other updates to provide timely information, celebrate progress, and maintain focus on the school's key strategies throughout implementation.	
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?
Include in the weekly newsletter examples of instructional practices that should be celebrated, highlighted, and share successes and challenges specifically for multilingual learners and students with disabilities.	January – June 2027
Continue facilitator meetings to monitor implementation, revisit expectations, strengthen leadership capacity, and maintain alignment with the Portrait of a Graduate competencies and school instructional priorities.	Monthly

Continue weekly PLC support from Growth Facilitators to assist teacher teams in analyzing student work, refining instructional practices, and planning equitable access to grade-level content.	Weekly
Sustain partnerships with TELL Consulting, BOCES, and other experts to provide differentiated professional learning aligned to identified staff and student needs, with an emphasis on multilingual learners and students with disabilities.	Monthly/ Ongoing
Continue coaching and consultation opportunities for targeted teachers based on walkthrough trends, student performance data, and identified professional learning needs.	Ongoing
Utilize student voice data, teacher feedback, and walkthrough evidence to assess the effectiveness of instructional practices and identify opportunities for improvement during the remainder of the school year.	Quarterly

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	• One hundred percent (100%) of courses that result in a Regents will complete a baseline analysis of Regents, interim assessment, and subgroup performance data by November 30, 2026. • One hundred percent (100%) of courses will identify 2–3 prioritized standards/competencies by November 2026. • One hundred percent (100%) of courses that result in a Regents exam will establish interim assessment progress monitoring checkpoints		

	toward identified student learning goals (prioritized standards) by November 2026 in data meetings based on IA1 results.		
Evidence of Teacher Practice Changing	• One hundred percent (100%) of teachers will participate in initial professional learning related to the schools' instructional priorities, including equitable access to rigorous, grade-level content, by November 2026. • At least 80% of PLC artifacts reviewed during Quarter 1 will demonstrate evidence of lesson planning focused on prioritized standards • Baseline walkthrough data will be collected from 100% of departments by the end of Quarter 1 to establish trends related to identified areas of priority.		
Evidence of Teacher Learning Structures being implemented	• At least 90% of scheduled Teacher Collaborative Time meetings will occur as planned during Quarter 1, as evidenced by agendas, attendance records, and meeting artifacts. • One hundred percent (100%) of departments will participate in Teacher Collaborative Time by October 2026. • At least 90% of scheduled Growth Facilitator		

	meetings will occur according to the established calendar during Quarter 1. • One hundred percent (100%) of Growth Facilitators will receive training on collaborative planning expectations, facilitation strategies, and established protocols by September 30, 2026. • At least 90% of scheduled expert-led professional learning sessions will occur as outlined in the yearlong professional learning calendar by mid-year.		
Evidence of Equitable Access Improving	• Baseline student voice data related to access, engagement, and support will be collected from at least 80% of students by mid-year. • The Building Level Team will review equitable access data, including subgroup performance, and walkthrough evidence, at least once per month during mid-year.		

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)**

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

Students will be…	Engaged in collaborative, cognitively demanding, and standards-aligned learning experiences that provide equitable access to grade-level content. Students, including multilingual learners and students with disabilities, will experience appropriate supports and scaffolds that maintain high expectations and enable them to actively participate in meaningful learning.	
Teachers will be…	Engaged in collaborative professional learning communities that strengthen instructional practice through the analysis of student work, assessment data, and standards-aligned planning. Teachers will routinely coordinate with colleagues, utilize evidence-based instructional strategies, and receive timely feedback and support through collaborative planning, coaching, and expert learning opportunities to ensure equitable access to cognitively demanding learning experiences for all students.	

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	3. (Cognitively demanding/Standards) Professional learning during staff meetings, superintendent conference days, and pull-out sessions connects to our ongoing instructional priorities.	22	40	24	9	4	
26-27 Needs Assessment	3.(Cognitively demanding/Standards) Professional learning during staff meetings, superintendent conference days, and pull-out sessions connects to our ongoing instructional priorities.						

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	7. (Curriculum) My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson	14	37	19	9	19	

	cognitively demanding, thinking, and learning outcomes.						
26-27 Needs Assessment	Curriculum) My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson cognitively demanding, thinking, and learning outcomes.						

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Cognitively demanding, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive cognitively demanding, 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 cognitively demanding and coherence.
- **A routine for monitoring equitable access to cognitively demanding 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, cognitively demanding 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 cognitively demanding, 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	**Schoolwide Instructional Data Cycle** *to ensure leaders continuously monitor and respond to evidence of instructional implementation.*	☐ **NEW** ☐ REFINE
When and how often will	The Instructional Leadership Team will meet monthly to review evidence of instructional implementation and student learning. Additional meetings will occur	

this structure take place?	following each interim assessment cycle to examine student performance trends and determine appropriate supports.	
What does this entail?	The Instructional Leadership Team will engage in a continuous improvement process by examining walkthrough evidence, interim assessment data, teacher feedback, and student voice data to identify trends related to cognitively demanding, engagement, standards alignment, and equitable access to instruction. To strengthen the team's capacity to lead this work effectively, instructional leaders will participate in ongoing professional learning focused on conducting classroom observations, analyzing instructional evidence, facilitating data conversations, calibrating expectations for high-quality Tier 1 instruction, and providing actionable feedback to teachers. Opportunities to learn with district leaders, external partners, and colleagues with instructional expertise will support the development of a shared understanding of effective instructional leadership practices. Findings from this review process will be used to determine professional learning priorities, allocate coaching support, refine instructional look-fors, and monitor the effectiveness of implemented strategies.	
Instructional Leadership Team Core Structure 2 (if applicable)	**Curriculum, Cognitive demand, and equitable access** reviews *to ensure all students have access to cognitively demanding, standards-aligned learning experiences.*	☐ **NEW** ☐ REFINE
When and how often will this structure take place?	The Instructional Leadership Team will engage in quarterly reviews of curriculum implementation and equitable access indicators through department meetings, data reviews, and leadership team discussions.	
What does this entail?	The Instructional Leadership Team will review curriculum pacing, the quality and cognitive demand of instructional tasks, student work, and subgroup performance data to identify areas of strength and opportunities for growth. Leaders will examine New York State Regents blueprints, released assessment materials, and historical performance trends to ensure instruction is aligned to grade-level standards and reflects the cognitive demands expected of students. The team will monitor whether multilingual learners and students with disabilities have equitable access to cognitively demanding learning experiences and determine appropriate support to address identified barriers.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The Building Level Team will evaluate the Equity & Access key strategy through an ongoing cycle of reviewing implementation evidence, identifying trends, and responding to emerging needs. • The team will regularly analyze walkthrough data, PLC artifacts, interim assessment results, Regents performance trends, teacher feedback, and student voice data to determine whether students are experiencing equitable access to cognitively demanding, grade-level instruction. • The Building Level Team will progress monitor the collaborative planning structures, coaching supports, and professional learning opportunities are being implemented as intended and resulting in changes in instructional practice. • The team will use this information to celebrate successes, identify barriers to implementation, determine additional supports or professional learning needs, and make adjustments to instructional priorities and action steps throughout the school year to improve outcomes for multilingual learners, students with disabilities, and other historically marginalized student groups.

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	#10- Cognitively demanding standards- The district has processes in place to understand and respond to the challenges we face in implementing its expectations.	18	41	19	8	13	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	#10- Cognitively demanding standards- The district has processes in place to understand and respond to the challenges we face in implementing its expectations.						

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 cognitively demanding.
- **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 cognitively demanding 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?**
Every Student Thrives Core Structure 1	**Refine EWIMS SST meetings to focus on a system for identifying students who are struggling with belonging or feeling marginalized**	☐ NEW ☐ **REFINE**

When and how often will this structure take place?	Bi-weekly EWIMS/SST meetings will occur throughout the school year with ongoing communication between instructional staff, school counselors(counselors and social workers), administrators, and student support personnel.	
What does this entail?	The Building Level Team will utilize EWIMS and SST structures to identify students demonstrating early warning indicators related to attendance, academic performance, behavior, and school connectedness. The team will review student data, monitor the effectiveness of interventions, assign responsibilities, and determine additional supports needed to ensure students experience a sense of belonging and remain connected to cognitively demanding learning opportunities. Findings will be used to inform teacher supports, family outreach, and adjustments to schoolwide practices.	
Every Student Thrives Core Structure 2 (if applicable)	A coordinated student voice and responsiveness routine used to gather, analyze, and act upon student feedback to strengthen belonging, engagement, and equitable access to cognitively demanding learning experiences.	☐ **NEW** ☐ REFINE
When and how often will this structure take place?	Student voice data will be collected and reviewed mid-year and end of year through student interviews, surveys, focus groups, and existing school feedback structures. The Building Level Team will analyze findings following each collection cycle to inform schoolwide decision-making.	
What does this entail?	The Building Level Team will intentionally gather and examine feedback from students to better understand their experiences related to belonging, support, engagement, and access to cognitively demanding learning opportunities. The team will identify emerging themes and disparities across student groups and use this information to strengthen relationships, improve communication, refine interventions, and adjust schoolwide practices to ensure all students feel valued, supported, and connected to their learning environment.	

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Teachers and staff notice when I'm having a hard time and try to help.	3	5	35	34	13	2
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Teachers and staff notice when I'm having a hard time and try to help.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK

Part 3: Schoolwide Core Structures

25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	The school is a place where students like me are respected and valued.	7	12	37	33	10	1
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	The school is a place where students like me are respected and valued.						

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 cognitively demanding, 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	Refine the existing Attendance Intervention Team process to establish clear routines, accountability measures, and coordinated responses to emerging attendance concerns.	☐ NEW ☐ **REFINE**
When and how often will this structure take place?	The Attendance Intervention Team will meet bi-weekly throughout the school year to review attendance data, monitor student progress, evaluate the effectiveness of interventions, and determine next steps. Attendance reports will also be reviewed weekly by designated administrators and team members to identify students demonstrating emerging attendance concerns.	
What does this entail?	The school will strengthen its existing Attendance Intervention Team by establishing clear meeting protocols, defined team roles and responsibilities, attendance thresholds that trigger intervention, and systems for monitoring follow-through and outcomes. The team will review attendance patterns, identify barriers contributing to absenteeism, assign intervention strategies, and monitor the effectiveness of support over time. Progress-monitoring tools and documentation procedures will be utilized to increase accountability and ensure timely responses to attendance concerns. The team will also analyze attendance trends across grade	

	levels and student groups to identify inequities and inform schoolwide prevention efforts while ensuring students remain connected to cognitively demanding learning opportunities.	
Attendance Core Structure 2 (if applicable)	A coordinated attendance, engagement, and belonging routine that establishes consistent expectations, strengthens partnerships with students and families, and promotes a school environment where all students feel connected, supported, and motivated to attend regularly.	☐ NEW ☐ REFINE
When and how often will this structure take place?	Attendance expectations, engagement activities, and family communication efforts will occur throughout the school year. Building-level attendance, engagement, and belonging data will be reviewed monthly by the Building Level Team. Student and family feedback related to school connectedness and attendance barriers will be gathered and analyzed quarterly through surveys, interviews, conferences, and other established feedback structures.	
What does this entail?	The school will establish consistent attendance messaging and communication practices that reinforce the importance of regular attendance while fostering a welcoming and inclusive school environment. The Building Level Team will intentionally partner with students and families to identify and address barriers to attendance and strengthen students' sense of belonging and connection to school. This routine will include: • Clear and consistent communication of attendance expectations and available supports to students and families; • Relationship-building opportunities that ensure students are known well by at least one adult within the school community; • Recognition and celebration of positive attendance patterns, improvements in attendance, and student engagement; • Ongoing collection and review of student and family feedback regarding school climate, belonging, and barriers to attendance; • Collaboration with school staff to connect students to extracurricular activities, mentoring opportunities, and other experiences that foster engagement and school connectedness; • Analysis of attendance patterns across grade levels and student groups to identify disparities and inform equitable responses and prevention efforts; • Use of findings to refine schoolwide practices, strengthen partnerships with families, and ensure all students experience the support, engagement, and sense of belonging necessary to fully participate in cognitively demanding learning opportunities.	

Attendance Monitoring

Directions: In the table below input the data you have from this current school year. Leave the table for next school year blank so that it can be updated **as the year progresses**.

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	88%	85%	83.9%	82.9%	81.9%	81%	80.6%	80.6%	80.2%

2026-27									

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

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Our school's approach to attendance helps students feel known, supported, and expected to be present.	0	15	28	38	9	8
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Our school's approach to attendance helps students feel known, supported, and expected to be present.						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.	13	23	9	33	13	9
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.						

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
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*		*4/17*	*5/2 5/9 5/16*
Ed Ventry	Administrator	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11	6/2 6/8 6/11 6/15	6/22
Chrisheena Hill	Administrator	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11	6/2 6/8 6/11 6/15	6/22
Katie Popovice	Administrator	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11		6/22
Meredith Anthony	Teacher	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11	6/2 6/8 6/11 6/15	6/22
Amy Chiarella	Teacher	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11	6/2 6/8 6/11 6/15	6/22
Bobby Daniels	Teaching Assistant	4/21		5/13	5/19	4/30 - 5/19	5/11		6/22
Rosamond Donald	Teacher	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11		6/22
Fredia Cowart	Dean of Students	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11	6/2 6/8 6/11 6/15	6/22
Julianna Jacoby-Patronski	Counselor	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11		6/22

Our Team's Process

Colleen Pascuzzi	Teacher	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11		6/22
Sparkle Yates	Teacher	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11		6/22
Marlo Sterns	Parent	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11		6/22
Victoria Sterns	Student	4/21	4/30	5/13	5/19	4/30 - 5/19	5/11		6/22

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.