



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Gaskill School Comprehensive Education Plan 2026-27

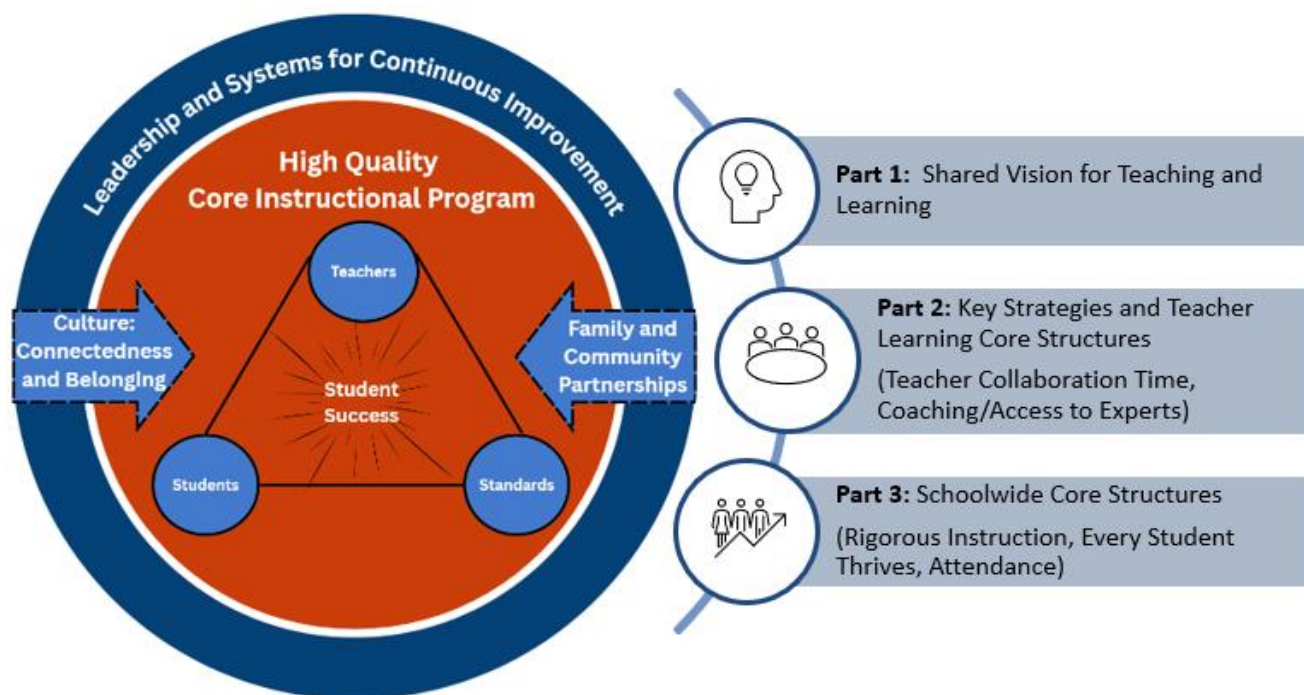
District	School Name	Grades Served
Niagara Falls City School District	Gaskill Preparatory	7 & 8

Collaboratively Developed By:

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And in partnership with the staff, students, and families of Gaskill Preparatory

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



Part I: 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: <i>What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	High-Quality, Tier 1 Instruction: <i>What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i> 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,
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Part 1: Shared Understand of High-Quality Teaching and Learning

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

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.

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

- 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	☐ REFINE
When and how often will this structure take place?	Collaborative time will occur in the following ways with the instructional coach: 1. Monthly faculty meetings 2. Coaching opportunities at least three times a month	
What does this entail?	Four components expected across settings: 1. REFLECTION/Debrief: What did we try between last time and this time related to the strategy? What worked/didn't work and why? What did we learn? 2. PROFESSIONAL LEARNING: Let's do some learning around the strategy together. 3. PRACTICE/APPLICATION OF PROFESSIONAL LEARNING: Can we try something together right now? 4. APPLICATION IN THE UPCOMING MONTH: What will we try individually and collectively between now and the next time related to the strategy? The coaching opportunities entail a menu of modeling, co-teaching, co-planning, collecting and debriefing data, examining student work and or being a thought partner on professional development provided in faculty meetings based off the	

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

	key strategy. It will follow the same process stated above for the monthly faculty meetings.	
Teacher Learning Core Structure	Opportunities for teachers to learn with experts both in the building and consultants will occur at least three times a month.	☐ ☐ REFINE
When and how often will this structure take place?	These structures with consultants and or embedded school experts will occur at least monthly and at least bi-weekly with the instructional coach.	
What does this entail?	The instructional coach and experts will have the following priorities: - Supporting teacher learning on the school's Key Strategy with teams of teachers through the Teacher Collaborative Time structure. - Modeling lessons and Co-teaching lessons organized around the school's key strategy and connected to the topics explored during the Teacher Collaborative Time. - Digging deeper into application of professional development and analysis of student work, videos and lesson studies to improve classroom learning - Supporting teachers in a Coaching Cycle around a collaboratively developed goal related to the school's key strategy.	

Implementation

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

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?		When will this be in place?
The instructional coach will run a book study with the instructional ambassadors on <u>Building Thinking Classrooms</u> by Peter Liljedahl for them to turnkey strategies during the year.		July-August
ELA Vertical Alignment led by the instructional coach with a focus on building thinking classrooms strategies.		July-August
Vocabulary Collaboration with leadership, faculty stakeholders including the ELA department chair to define school-wide vocabulary policy and develop classroom look-fors that bridge building thinking classrooms practices.		July-August
The Leadership Team will integrate current school-wide strategies into building thinking classroom's 14 strategies to present at the opening of the school conference day and integrate into the walk through.		July-August

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

The instructional coach will develop professional development for the start of the year's conference day, faculty meeting and first cluster and department meetings of the year.	July-August
The instructional coach will meet with department chairs to develop writing commitments based off our current school-wide Step Up to Writing strategies to integrate into building thinking classrooms and vocabulary policy.	July-August
The instructional coach will meet with the instructional ambassadors to design Saturday Academies on building thinking classrooms.	July-August

Key Strategy I

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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?
The instructional coach will design a cognitively rich thinking task to deliver professional development with the goal of introducing building thinking classrooms strategies and how our school community will learn and apply them.	August 31st
Leadership will present at the opening of the school faculty meeting the walk-through tool including look-fors for building thinking tasks.	September 1st
Instructional coaches will explore “what makes a task cognitively demanding?” and the difference between rich tasks and procedural activities at department meetings.	September
Instructional coaches will explore the importance of launching a task in the first five minutes of the lesson in teacher collaborative times, and support teachers with successful task launch through coaching.	September
Instructional coaches will unpack the design principles for cognitively demanding tasks at cluster level team meetings.	September
The instructional coach and experts will model low-floor, high-ceiling cognitively demanding tasks in each classroom.	September
The SCEP will meet debrief and reflect on the start of the year.	End of September
At the October faculty meeting, the instructional coach will deliver professional development on how, when, and where thinking tasks are given in a classroom including school-wide classroom look-fors while Building a Culture Where Thinking Is Public with learning walls.	October
The instructional coach will model how, when and where to give thinking prompts in department meetings.	October
Explicit Vocabulary Instruction (EVI) training for faculty and staff on our November 3rd conference day with alignment to building thinking classroom practices.	November 3rd
In November and December, the instructional coach will deliver professional development on how we answer questions in a thinking classroom including school-wide classroom look-fors.	November and December
Instructional coach will discuss stop-thinking vs. keep thinking questions in grade level meetings and support teachers with incorporating these strategies into upcoming tasks.	November
The instructional coach will provide mini coaching cycles as a follow-up to the EVI training and support of vocabulary instruction within building thinking classrooms.	November-January
The instructional ambassadors will provide teachers with the opportunity to observe their classrooms and ask questions following the Peer Reflection Takeaway (PRT) protocol with the instructional coach.	September - January

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

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?
The SCEP will meet to debrief and reflect on the year to determine what building thinking classroom practices would be appropriate for the rest of the year: *Forming collaborative groups *How we use hints and suggestions *How students take notes *How we use formative assessments *What homework looks like *How we arrange furniture *What we choose to evaluate *Where students work *How we foster autonomy *How we consolidate	January
Instructional Ambassadors will provide teachers with the opportunity to observe their classrooms and ask questions following the Peer Reflection Takeaway protocol with the instructional coach on our key strategy.	January-May

Progress Monitoring

Directions: Describe the evidence you will need to collect **in the first quarter of the year** to understand the impact of the Core Structures and Key Strategy.

Use the remaining cells to identify evidence **as the year progresses**.

Key Strategy I

What evidence will we need to collect and monitor to understand **if change is taking hold**?

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	Students are problem solving, recording their failures and what they are trying next and when getting stuck applying their knowledge in different ways while not getting frustrated.		
Evidence of Teacher Practice Changing	Students will be engaged in cognitively demanding tasks in the first five minutes of class.		

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

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

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	Teachers at our school regularly seek out one another for ideas and support to strengthen instruction.	0%	0%	19%	49%	19%	
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	I engage in inquiry and reflection routines (e.g., peer observation, lesson study, short-cycle tests of change) to improve my practice	0%	0%	19%	53%	15%	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? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A schoolwide framework for high-quality instruction that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	☐ ☐ REFINE
When and how often will this structure take place?	This will occur bi-weekly during walk throughs.	

Part 3: Schoolwide Core Structures

What does this entail?	Components expected in ILT meeting: 1. Reflection – What has been introduced and/or tried since our last meeting? What does the data imply, what are we doing well, what needs to be discussed. 2. Professional Learning – Learning around rigorous instruction and building thinking classrooms. Sharing out walkthrough information given at monthly staff meetings. 3. Consistency and Coherence- Instructional Coach sharing pictures, and data through email/weekly updates/ monthly staff meeting professional development. The grows and glows of the building within high-quality instruction and a building thinking classroom. Using an internal needs assessment and debriefs to determine the needs of teachers which will link to professional developments. These will then be incorporated into the look-fors for the building thinking classroom. Walk through data will be collected weekly with specific look-fors. 4. Debrief- ILT to collect data, debrief, and share with staff. What have we learned that needs to be adjusted? 5. Application to the System- How do we create professional development/ coaching cycles around the areas we need to continue to grow in? A needs assessment being given to staff to reflect on their teaching practices, and what they need to build upon. This assessment will include a question of the familiarity of practices that will be used.
Instructional Leadership Team Core Structure 2 (if applicable)	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. ☐ NEW
When and how often will this structure take place?	ILT will debrief afterward monthly department meetings.
What does this entail?	Overall, improved staff communication and shared planning time. 1. INSTRUCTIONAL FOCUS ANCHOR: How are we monitoring equitable access to rigorous learning across settings? 2. MONITORING EQUITABLE ACCESS: What is currently working, and what needs improvement? 3. CLASSROOM EVIDENCE: What are students actually experiencing from classroom to classroom? How is this data collected? 4. IMPLEMENTATION GAP ANALYSIS: Where is the gap between what we want to see and what we are seeing? 5. DECISION CYCLE: What do we stop, start, or adjust? 6. ILT LEARNING CYCLE: What do we need to learn to better lead this work? 7. ACTION COMMITMENTS: How will we reinforce rigorous learning next?

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	- Walk through data of each classroom and the look-fors of a building thinking classroom - Reviewing teacher reflections to pivot professional development if necessary
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Part 3: Schoolwide Core Structures

What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	- Review and reflect on department meeting data to build capacity to do the work
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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	The amount of challenges in my classes feels about the same from one class to another.	7%	23%	31%	27%	8%	4%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	If you polled a dozen or so colleagues and administrators in our building, we would all define high-quality instruction in very similar terms.	0	11%	27%	39%	11%	0
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.

Part 3: Schoolwide Core Structures

- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

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

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	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.”	☐ Refined
When and how often will this structure take place?	The MTSS committee will meet bi-weekly in conjunction with Tier 1, Tier 2 and Tier 3 teams.	
What does this entail?	Protocol for MTSS Committee and Tier 1, Tier 2 and Tier 3 teams: Data Collection: Teachers will collect data on-line using the intervention support documents. Reflection: Are there any identifiable individuals or groups of students who need added academic, social emotional or attendance support after analyzing the intervention support document? Problem Solving: What interventions or incentives are needed to overcome barriers for individuals or groups of students? This data will also guide decision making for the student celebration committee as well as the restorative practices committee and will be implemented throughout the school year. Action Plan: The team will meet with teachers to discuss roles and get feedback to finalize the plan by emailing the final copy. Documentation: Teachers and members of the team will document and reflect on the data in our computer system at each meeting to monitor and adjust as necessary.	

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
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Part 3: Schoolwide Core Structures

25-26 Needs Assessment	☐ Teacher	There is at least one adult at school who really knows me and cares about how I'm doing.	6%	5%	20%	28%	37%	4%
	☐ Student							
	☐ Family							
	Teacher	Students like my child are understood and supported at this school	6%	6%	14%	49%	18%	6%
	Student							
	Family							
26-27 Needs Assessment	☐							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher	Our school regularly reviews student feedback, progress data, and participation patterns to ensure all students are well served.	0%	0%	14%	59%	16%	
	☐ Student							
	☐ Family							
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? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A system for analyzing attendance patterns across student groups , grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.	☐ REFINE
When and how often will this structure take place?	The process below will be followed every Friday during shared collaborative time.	
What does this entail?	The Attendance Task Force is composed of a coordinator, data lead, a family outreach lead, and an interventionalist that follow the below protocol: 1. Disaggregate data to be monitored in our on-line Excel Early Warning System 2. Identify Root Causes doing a Barrier Analysis in our online form 3. Match Tiered Interventions (MTSS Approach) in form 4. Adjust practices and support that are causing inequities	

Part 3: Schoolwide Core Structures

	- Create an action plan including teachers and student support staff on each grade level in our online form - Document in the Early Warning System - Implement the plan - Monitor and adjust as necessary in online form and discuss at meeting This process begins in the summer with our student support services team meeting with elementary schools to determine high-need students to visit over the summer.
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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	90.2	89.6	89.2	88.3	87.7	87.5	87.1	87	86.6
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:

During the months of January and February, there were several storms resulting in days off and a State of Emergency.

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	I know who to go to when I am concerned about a student's attendance.	0	0	14	52	25	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

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.

[illegible]

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.