



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Niagara Falls City School District	Harry F Abate Elementary School	2-6

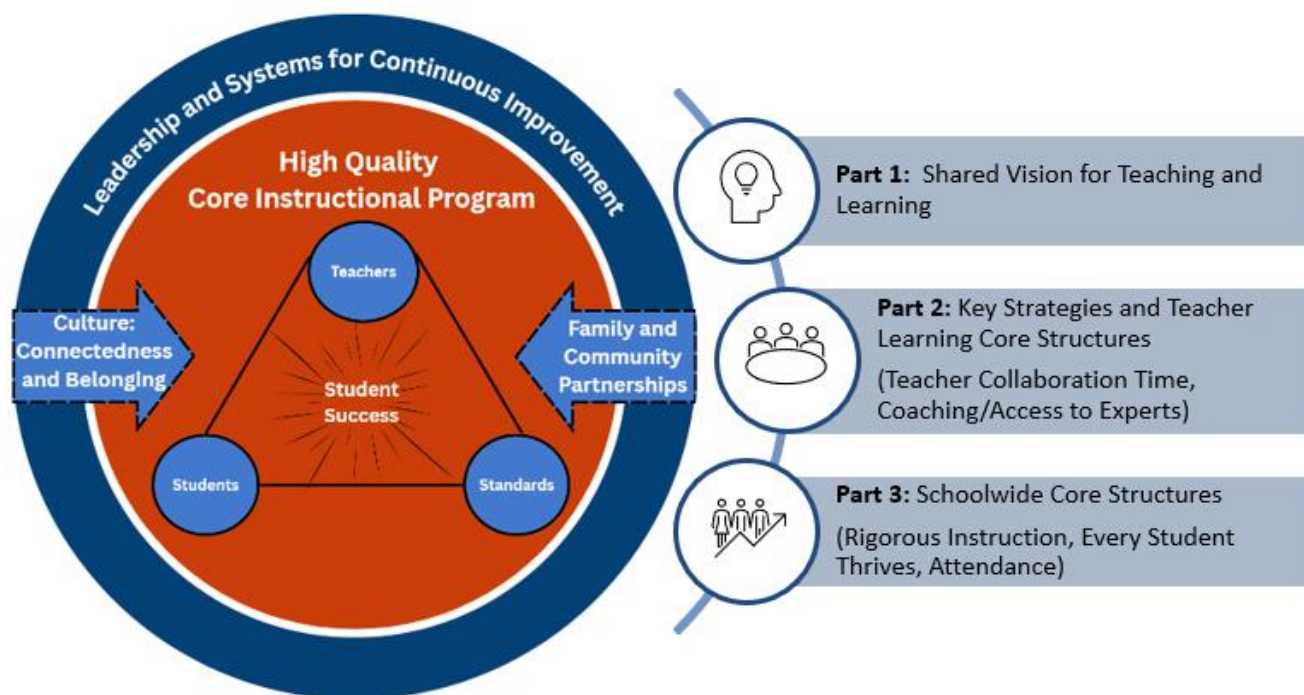
Collaboratively Developed By:

The Harry F Abate Elementary School SCEP Development Team

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And in partnership with the staff, students, and families of Harry F Abate Elementary School.

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>	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.
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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?)
MATH: Deepen conceptual understanding alongside procedural fluency.
ELA: Increase academic vocabulary and language use across content areas.

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.

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

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	Deepen conceptual understanding alongside procedural fluency.	☐ NEW ☐ REFINE
When and how often will this structure take place?	The school will implement bimonthly Common Planning Time (CPT) within its master schedule to ensure consistent and equitable collaboration among grade-level teams. During these structured sessions, teachers will engage in collaborative inquiry aligned with SCEP priorities, focusing on reflecting on instruction, analyzing student data, developing targeted support strategies, and creating enrichment opportunities. This ongoing process promotes data-driven instruction, strengthens teaching practices, and supports improved student outcomes.	
What does this entail?	Bimonthly teacher collaborative sessions are structured and goal-oriented, focusing on improving instruction and student outcomes. Teachers work together to unpack and align curriculum to New York State standards, analyze student data to identify learning needs, and design responsive, standards-based lessons. They share best practices, co-create lessons, and use differentiation to support all learners. These sessions also emphasize implementing key school strategies, such as reteaching, scaffolding, and enrichment, while engaging in continuous cycles of reflection and adjustment based on student results. This collaborative approach promotes data-driven decision-making, instructional consistency, and shared accountability, ultimately strengthening teaching practices and improving student achievement.	

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

Teacher Learning Core Structure	Increase academic vocabulary and language use across content areas.	☐ NEW ☒ REFINE
When and how often will this structure take place?	Teachers engage with instructional coaches and leaders through monthly department meetings that provide structured learning opportunities, including modeling, co-planning, co-teaching, and targeted professional development. Additional, on-demand support is available to address specific instructional needs, ensuring guidance is timely, relevant, and responsive to classroom challenges	
What does this entail?	This structure provides a data-driven approach to instruction that focuses on improving teaching and student outcomes. Teachers analyze various sources of student data—such as assessments and classroom performance—to identify trends, strengths, and learning gaps, which then guide instructional priorities. Based on this analysis, teachers design targeted, responsive lessons and units that both address learning gaps and promote mastery of grade-level standards. Throughout the process, instructional coaches and Lead Teachers provide ongoing support, including lesson modeling, aligned professional development, and collaborative planning to ensure strong, standards-aligned instruction. Teachers also work collaboratively to ensure coherence across units and standards, allowing them to anticipate student needs. A key element of the framework is differentiated instruction, where teachers use data to create skill-based groups, provide scaffolding for struggling students, and offer enrichment for advanced learners.	

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?
Introduction to staff regarding Teacher Learning Core Structures such as Mindset/Building Culture Change Amongst Teachers: Collective teacher efficacy is the belief that working together on a regular basis and sharing what you learned has a lot of benefits and can make a difference not only for the students, but teachers as well. The community can grow when teachers learn from one another, solve problems together, and see the impact of their efforts over time. Work with grade level teams will include developing common classroom practices and expectations	8/2026

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

Sharing SCEP plan with staff members to ensure everyone knows and understands the common goal.	8/2026
Provide teachers with collaborative time to review prior year data and create groupings prior to the school year.	8/2026
Master schedule will be shared with teachers and established collaborative time with teams and coaches identified in advance of the school year.	08/2026
A committee will be formed with the assistance of the district Tech Integrator to design a Digital Data Wall to capture all required/requested data in a seamless, organized fashion.	July/August 2026
Form a committee for “consistency of expectations and experience” to create PD agendas, walk-through expectations, schedules and processes for quality grade level meetings.	July/August 2026

Key Strategy 1

KEY STRATEGY 1	
MATH: Deepen conceptual understanding alongside procedural fluency.	
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?
Modeled professional development targeted towards implementation of whole group and transition to small group instruction during an instructional block.	9/2026
Conduct unit studies according to pacing guide before implementation of lessons. Expert content can be shared before collaborative time so that teachers can view and come to meeting with purposeful questions, insights, or ideas.	10/2026
Examining progression of concepts before current grade to understand how to re-teach struggling learners, differentiation of grade level strategies, and following grade for enrichment/growth of high-level students.	10/2026
Explore implementation of different strategies, the use of manipulatives, interactive tutorials, small group differentiation resources more in-depth.	10/2026
Administer and Analyze data from Fall assessments (i-ready, Wonders, Aimsweb)	10/2026
Restructure small group instruction and explore/develop activities to implement.	11/2026
More dialogue with Math AIS on ways to better support students.	11/2026
Instructional coaches/experts will provide math strategy instruction to teachers to build capacity; PD on math routines; PD on instructional groupings and facilitating small groups in the classroom and other topics as decided by summer committee.	September 2026
Data Dashboard/data wall will begin after i-Ready Informs, AIMSweb.	October/November 2026
Data chats – sets goals, revisit goals, check progress – SMART Goals established	September/October 2026
Monthly grade level meetings will analyze data from i-Ready and Math AIS to adjust instruction and groupings of students	October 2026
Instructional coaches – assist teachers to form groups using “prerequisite skills” from i-Ready Inform assessment. Model small group/differentiated instruction in classrooms.	October/November 2026
Instructional coaches deliver PD/model lessons on tools teachers use to increase conceptual understanding leading to fluency	September/October 2026
Instructional coaches deliver PD on discourse/vocabulary use in math, ELA, science and social studies.	October 2026
Math Fact Fluency practice routines established & progress monitoring begins monthly.	October 2026
Walk-throughs begin to ensure consistency in implementation.	October 2026
High-quality differentiated tutoring will begin after school hours to reinforce skills and remediate skill deficits. Transportation will be requested.	October 2026-December 2026

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?
Review data from diagnostic and make adjustments to groupings- look for trends among grade levels.	1/2027
Collaboratively work on identifying key state assessment questions based on student data and last year's state assessment data. Use Think Tech to support this.	2/2027
Continued collaboration on data analysis and regrouping of students based on needs.	3/2027
Second round of data chats, goal setting, Data Dashboard updates	December 2026/January 2027
Instructional coaches deliver PD on increasing students' use of academic language.	December 2026
Instructional groupings/intervention adjustments for students as needed (based on data in Dashboard)	December 2026/2027
Data based groupings will begin for second half of the year after school programming to target emerging skills deficits in students.	January 2027-ongoing
Key Strategy 2	
KEY STRATEGY 2	ELA: Increase academic vocabulary and language use across content areas.
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?
Analyze i-ready diagnostic data	10/2026
Examining of Wonders diagnostic placement and Diagnostic Assessment kit for beginning of the year screening and group placement.	9/2026
Use the Critchlow Verbal Language Scale to assess vocabulary skills. (Wonders)	9/2026
Independent/silent reading each day.	9/2026-ongoing, daily
Word of the day on morning announcements.	9/2026-ongoing, daily
Monthly guest readers in pods.	9/2026-ongoing-monthly
Implement school wide reading campaign.	9/2026-ongoing
Daily read aloud in each grade.	9/2026- ongoing, daily
High-quality, differentiated tutoring will begin after school hours to reinforce skills and remediate skill deficits. Transportation will be requested.	10/2026-12/2026
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?
Review data from diagnostic and make adjustments to groupings- look for trends among grade levels.	1/2027

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

Collaboratively work on identifying key state assessment questions based on student data and last year's state assessment data. Use Think Tech to support this.	2/2027
Continued collaboration on data analysis and regrouping of students based on needs.	3/2027
Data based groupings will begin for second half of the year after school programming to target emerging skills deficits in students.	1/2027-4/2027

Progress Monitoring

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

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

Key Strategy 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	District Assessment Data Improvement in i-Ready Inform increases in students' fact fluency via progress monitoring		
Evidence of Teacher Practice Changing	Administrator "look fors"; Walk-through look-fors; data wall/ data dashboard accessed and updated		

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...	Reaching target growth for ELA and Math in the iReady benchmark assessments	
Teachers will be...	More collaborative and data driven in academic planning	

Key Strategy 2

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	District Assessment Data		
Evidence of Teacher Practice Changing	Administrator "look fors"		

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

	End-of-the-Year Vision	Mid-Year Reassessment
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

	(set in advance)	(update mid-year)
Students will be...	Fluent in using strategies to efficiently, accurately, and flexibly solve math problems.	
Teachers will be...	Consistently developing skills to differentiate learning so students can develop and use of a variety of strategies to solve math problems efficiently.	

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	Collaborative time leads to meaningful changes in instructional practice across our team.	0%	0%	21%	33%	26%	0%
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	The teaching practices I am working to strengthen are the same ones my colleagues are working on to strengthen.	0%	0%	35%	30%	19%	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.	☐ NEW ☐ REFINE
When and how often will this structure take place?	This framework ensures consistent, schoolwide implementation of high-quality instruction across all departments and grade levels, promoting coherence, equity, and shared expectations. School leaders define clear instructional “look-fors” and reinforce them through ongoing communication.	

Part 3: Schoolwide Core Structures

	Teachers engage in monthly collaborative meetings to reflect on instructional practices, align expectations, and strengthen consistency across classrooms. Additionally, trimester instructional walk-throughs are conducted to monitor implementation and provide feedback. These are scheduled in advance to ensure transparency and accountability. Overall, the framework creates a structured cycle of collaboration, monitoring, and feedback that supports continuous improvement and sustained instructional focus throughout the school year.
What does this entail?	This strategy establishes a schoolwide, coherent framework for high-quality Tier 1 instruction, consistently reinforced by the Leadership Team through clear expectations (“look-fors”), aligned messaging, and ongoing monitoring. It emphasizes strong, standards-aligned instruction with fidelity to district curricula. The Leadership Team uses Trimester walkthroughs and structured data analysis cycles to evaluate and improve instruction. These walkthroughs, supported by district and i-Ready tools, are calibrated among administrators to ensure consistent interpretation and reliable feedback. Instructional monitoring incorporates multiple sources of evidence, including classroom observations, lesson plans, student work, assessment data, and digital platforms, providing a comprehensive view of teaching and learning. Walkthroughs focus on key indicators of effective instruction, such as: • Standards-aligned learning targets • Explicit instruction and academic vocabulary • Active student engagement • Student use of academic language • Ongoing checks for understanding Overall, this approach creates a continuous, data-driven improvement cycle, ensuring aligned, rigorous instruction and supporting targeted feedback, professional learning, and improved student outcomes across the school.
Instructional Leadership Team Core	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

Part 3: Schoolwide Core Structures

Structure 2 (if applicable)		
When and how often will this structure take place?	This framework establishes a consistent, schoolwide inquiry cycle to strengthen instructional practices through shared accountability and alignment. The cycle provides regular opportunities for the Leadership Team and teachers to analyze evidence, identify trends, and make informed decisions about supports, professional development, and resources. The inquiry process occurs monthly in department meetings and bi-monthly during common planning time meetings, creating a structured space for collaboration and reflection. During these meetings, staff review data, examine instructional practices, and determine next steps to improve Tier 1 instruction. Overall, the model promotes continuous improvement, timely instructional adjustments, cross-classroom consistency, and a shared responsibility for student success throughout the school year.	
What does this entail?	This strategy outlines a comprehensive, schoolwide inquiry cycle focused on continuously improving Tier 1 instruction through systematic analysis of instructional practices and student performance data. The Leadership Team uses evidence to identify trends, guide professional development, and allocate resources to enhance teaching and learning. The framework emphasizes structured instructional routines (such as bell work and the Developmental Accountability Process, or DAP) to ensure consistency, monitor engagement, and provide measurable evidence of instructional implementation. A triangulated data approach is used, combining walkthrough observations with multiple student data sources (e.g., i-Ready, AimsWeb, benchmark assessments, and classroom data) to inform decision-making and ensure a comprehensive understanding of both instruction and outcomes. Collaboration is central, with structured meetings at multiple levels: • Department meetings analyze assessment trends and instructional gaps • Grade-level teams monitor student progress and adjust instruction • PLC opportunities focus on strengthening instructional practices The DAP process, conducted three times yearly (fall, winter, spring), supports deeper analysis of student growth, instructional effectiveness, and priority skill areas such as academic vocabulary and foundational skills.	

Part 3: Schoolwide Core Structures

	Ongoing progress monitoring ensures that instruction is adjusted based on student growth data, maintaining responsiveness to student needs. Overall, this approach creates a cohesive, data-driven system for continuous improvement, strengthening instruction, ensuring alignment to expectations, supporting targeted professional learning, and ultimately improving student outcomes across the school.
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Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	This approach ensures a comprehensive evaluation of student performance and instruction by analyzing data at the individual, grade, and cohort levels. This allows the building-level team to track growth over time, identify trends in both conceptual understanding and procedural skills, and maintain consistent instructional expectations across classrooms. Multiple data sources—such as benchmark assessments, formative assessments, and progress monitoring tools—are reviewed collaboratively during team meetings to ensure instruction is aligned and responsive. This supports both vertical and horizontal coherence in student learning. In addition, the Instructional Leadership Team evaluates teaching practices through calibrated walkthroughs, focusing on strategies that promote deep understanding and skill development, including student reasoning, use of models, and checks for understanding. By triangulating walkthrough data with student performance data, the school gains a well-rounded view of instructional effectiveness, enabling targeted improvements in both teaching and learning outcomes.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	This strategy outlines a structured, ongoing process for evaluating the effectiveness of the schoolwide inquiry cycle through evidence collection, data analysis, and reflective decision-making. The building-level leadership team actively monitors both

Part 3: Schoolwide Core Structures

	implementation fidelity and its impact on instruction and student outcomes. The team uses multiple sources of evidence, including walkthrough data and student performance metrics (i-Ready, AimsWeb, assessments, and classroom data), to identify patterns in instruction, engagement, and student progress. These data are reviewed regularly during monthly leadership and department meetings to assess growth in key areas such as vocabulary, reading, and math skills. Evaluation also includes monitoring collaborative structures (department meetings and PLCs) to ensure teams are effectively using data to adjust instruction and improve practices. A key component is the DAP process, conducted three times yearly, which provides structured opportunities to analyze growth, identify trends, and evaluate the effectiveness and consistency of Tier 1 instruction. The Leadership Team also ensures that data-driven decisions lead to actionable changes, including instructional adjustments and targeted professional development. Overall, success is measured by: • Increased consistency in Tier 1 instruction • Improved student performance and growth • Stronger use of academic language • Sustained, collaborative, data-driven practices This ongoing cycle ensures continuous improvement and measurable gains in teaching and learning across the school.
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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.

Part 3: Schoolwide Core Structures

	Survey	Survey Question 1	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	When I need help, my teachers give me support that makes things easier to understand without doing the work for me.	3%	4%	17%	28%	44%	3%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.	0%	0%	21%	52%	19%	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.
- **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.

Part 3: Schoolwide Core Structures

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 schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels, identifying where students encounter conflicting messages or uneven experiences. ☐ NEW ☒ REFINE
When and how often will this structure take place?	In summer 2026, a committee will create a comprehensive plan for professional development, including schedules, agendas, and clear instructional “look-for” expectations to promote consistency. Throughout the school year, monthly faculty meetings will communicate expectations, routines, and supports to ensure alignment across grade-level teams. Department meetings (held up to monthly) will focus on reviewing walkthrough data, analyzing findings, and refining instructional plans to maintain consistency across classrooms. When inconsistencies arise, additional targeted collaboration—through department meetings or common planning time—will occur, sometimes bi-monthly, to address concerns, ensure alignment with expectations, and support continuous improvement in instructional practices.
What does this entail?	Teachers will participate in ongoing professional learning communities (PLCs) to strengthen instructional practices and pedagogy. These sessions focus on key areas such as maximizing instructional time, implementing curriculum with fidelity, behavior management, improving academic language and student discourse, and strengthening both conceptual understanding and procedural fluency—particularly in math and ELA. Additional focus areas include data-driven practices, such as setting SMART goals, conducting data discussions, and understanding learning progressions across grade levels. To ensure consistency, Trimester walkthroughs are conducted using a shared rubric aligned to these priorities. Teachers receive timely feedback from administrators, allowing them to analyze results and make prompt instructional adjustments.

Part 3: Schoolwide Core Structures

Every Student Thrives Core Structure 2 (if applicable)	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.”	☐ NEW ☐ REFINE
When and how often will this structure take place?	A digital data wall template will be developed in summer 2026 and introduced at the start of the school year. It will be regularly used during grade-level and department meetings to track student performance. The data wall will be updated after key assessments and used to provide an at-a-glance view of student progress, helping inform instructional decisions and monitor movement between academic levels. At the end of the year, data walls will be analyzed to support decisions such as class placement, ensuring continued alignment between student needs and instruction	
What does this entail?	A digital data walls will serve as a centralized, real-time system for identifying and supporting student needs across academic, behavioral, and attendance areas. The data wall will be on a shared platform to promote shared responsibility, early identification of concerns, and timely intervention, ensuring that every student is monitored and supported. The data wall will be accessible to all teachers and provide an at-a-glance view of student performance while maintaining confidentiality. It will be regularly used during bimonthly grade-level meetings and weekly START meetings to guide collaborative problem-solving and intervention planning. The data wall will be developed in summer 2026 and introduced at the start of the school year. The data wall will be updated at least three times annually (after each trimester) and as needed based on assessments. It will track student progress, movement between academic levels, and supports instructional decision-making. At the end of the year, data from the wall will be used to inform reports, cumulative records, and planning for the following year, ensuring continuity and alignment in student 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.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher	Teacher Learning “Collaborative time leads to meaningful changes in instructional practice across our team.”	0%	0%	21%	33%	26%	0%

Part 3: Schoolwide Core Structures

	☐ Student ☐ Family							
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	We have structured routines that allow me to discuss students I share with other teachers.	0%	0%	13%	38%	30%	0%
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	Daily attendance monitoring and family communication	☐ NEW ☐ REFINE
When and how often will this structure take place?	Attendance will be monitored daily and through structured monthly reviews to ensure consistent student participation. Each day, staff will review attendance reports and quickly follow up with families after the first absence to support early intervention. In addition, a monthly Attendance Committee will analyze schoolwide and subgroup data to identify concerning patterns and develop targeted intervention plans. Overall, this approach combines immediate daily action with ongoing, data-driven planning to improve attendance and support student success.	
What does this entail?	This initiative outlines a comprehensive, multi-tiered approach to improving student attendance through consistent monitoring, proactive communication, and targeted, data-driven interventions. Staff track attendance daily to identify concerns early and respond quickly.	

Part 3: Schoolwide Core Structures

	Following absences, the school engages in active family outreach using multiple methods to understand barriers, provide support, and reinforce the importance of attendance. A structured attendance protocol ensures consistent, step-by-step responses, with interventions increasing based on student need. Supports may include mentorship, check-ins, counseling, basic needs assistance, community resources, and individualized attendance plans, along with incentives and programs designed to improve engagement, such as after-school and experiential learning opportunities. The Attendance Committee regularly reviews data to identify at-risk students, monitor intervention effectiveness, and adjust strategies as needed. To build a strong attendance culture, the school sets and communicates clear goals, reinforces expectations through daily messaging, and integrates attendance awareness into classroom routines and school-wide activities.	
Attendance Core Structure 2 (if applicable)	School-wide attendance recognition	☐ NEW ☐ REFINE
When and how often will this structure take place?	Monthly recognition with quarterly celebrations. Additionally, individualized celebrations will occur according to a student's intervention plan.	
What does this entail?	This initiative focuses on building a positive school-wide culture that promotes strong attendance through recognition and reinforcement. Students with good or improving attendance are acknowledged through certificates, announcements, and celebrations to motivate consistent participation. Clear attendance goals are established and communicated to students, staff, and families through ongoing messaging and visible reminders, ensuring shared understanding and commitment. The Attendance Committee leads these efforts by organizing recognition activities, coordinating celebrations, and partnering with community organizations to provide incentives. Overall, the approach fosters a supportive and motivating environment that encourages regular attendance and celebrates student success.	

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
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Part 3: Schoolwide Core Structures

2025-26	93.1%	92.6%	91.7%	91.9%	90.2%	89.9%	89.4%	89.5%	89.4%
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	ID K
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	I know who to go to when I am concerned about a student's attendance	38%	55%	0%	0%	0%	0%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	ID K
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family	Our school's approach to attendance helps students feel known, supported, and expected to be present.	0%	0%	0%	55%	28%	0%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

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.

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]

Our Team's Process

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.