



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
Niagara Falls City School District	Henry J. Kalfas Primary School	PreK-2

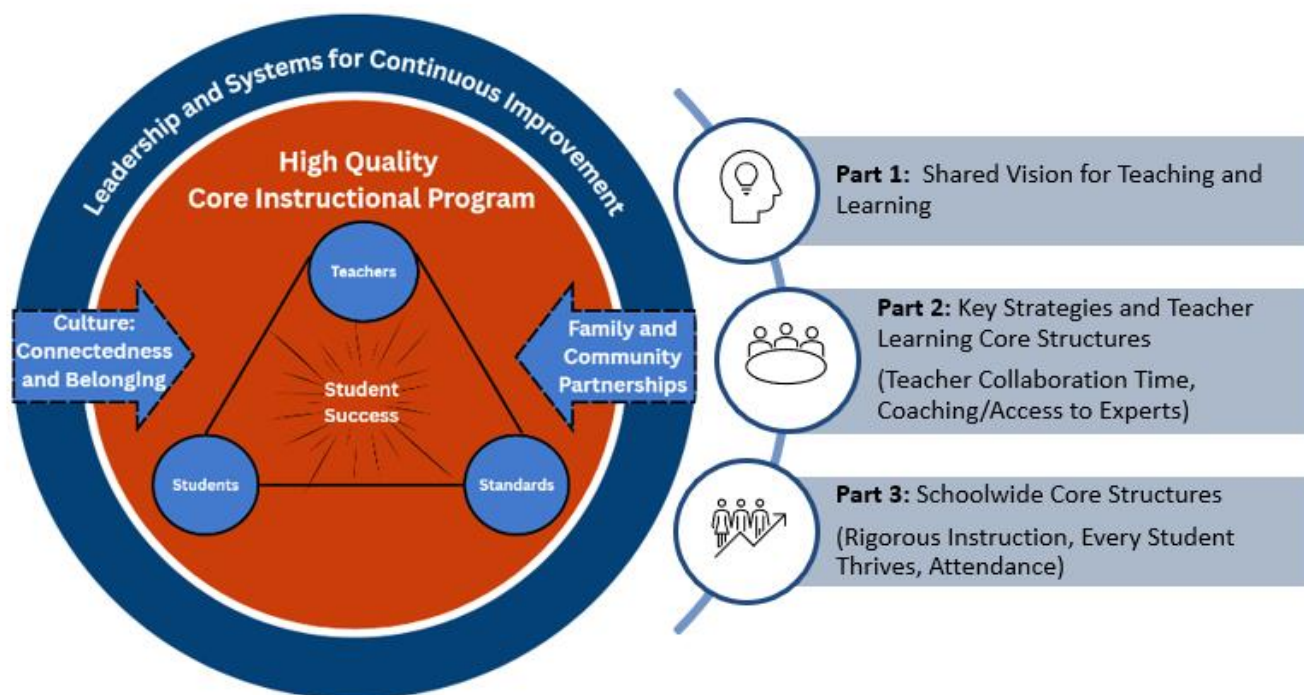
Collaboratively Developed By:

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And in partnership with the staff, students, and families of Henry J. Kalfas Primary 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?)
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.
Incorporate quick formative checks during instruction to understand student thinking in real time and adjust instruction responsively.

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 EFFORTS? EXISTING
Teacher Learning Core Structure	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	• Monthly department and faculty meetings • Grade level meetings – bi-weekly • District professional development opportunities offered online, weekends, and summer • Book studies – ongoing	
What does this entail?	• Teachers will be given an overview of professional development and grade level meetings • Teacher collaboration to improve student performance and aligned instruction • Review student work and student data (i.e., data dashboard) • Plan book review • Book studies lead by instructional coach	
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?		
What does this entail?		

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?
Review end of year data (i.e., data dashboard) to create classroom lists with teacher input and students will be strategically placed to meet their diverse needs		6/2026
Revise Excel template on Data Dashboard		7/2026
Meet to ensure teacher schedules reflect optimal time for small group Tier 1 instruction, PEP intervention, Math AIS, and collaboration		8/2026
Schedule grade level meetings for the year to share with teachers at the beginning of the year faculty meeting		8/2026
Create a plan to highlight student attendance (i.e., monthly celebration)		8/2026
Restructure START meetings to include classroom teachers in referring students to START to offer insight on academic concerns		8/2026
Create a bulletin board ("Showing Up and Shining") for monthly celebrations. Board will highlight students who are most improved, perfect attendance, and "showed up and glowed up" each month		8/2026

Key Strategy I

KEY STRATEGY 1	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.	
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?
Review initial diagnostic assessments (i.e., AimswebPlus Benchmark, NWEA, iReady) to identify students at risk		9/2026
Continue to increase Tier 2 PEP intervention groups from three days per week for 40 minutes (120 minutes) to five days per week for 30 minutes (150 minutes)		10/2026
Continue to increase Tier 2 Math AIS groups from two days per week for 40 minutes (80 minutes) to three days per week for 30 minutes (90 minutes)		10/2026
Review student data to target and group students for afterschool high quality tutoring		Ongoing
Hold initial grade level meetings for data review and support teachers with delivery of curriculum		9/2026
Teacher plan book collection		Ongoing
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 mid-year diagnostic assessment data (i.e., AimswebPlus Benchmark, NWEA, iReady)		1/2027
Review and modify after school programming to strategically group students based on needs		1/2027
Continue to have monthly grade level meetings for data review and support teachers with delivery of curriculum		1/2027
Teacher plan book collection		Ongoing

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

Key Strategy 2

KEY STRATEGY 2	Incorporate quick formative checks during instruction to understand student thinking in real time and adjust instruction responsively.	
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
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?		
Provide resources for formative assessment to teachers during whole group and small group instruction		9/2026
Provide coaching support on what formative assessment looks like in the classroom		9/2026
Hold initial grade level meetings to support teachers with delivery of formative assessment		9/2026
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
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?		
Continue to hold grade level meetings to support teachers with delivery of formative assessment		Ongoing
Continue to provide coaching support on what formative assessment looks like in the classroom		Ongoing

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: 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.

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	• Data Dashboard • AimswebPlus Benchmarking • NWEA • iReady Diagnostic • Wonders Diagnostic Assessments • Student work samples		
Evidence of Teacher Practice Changing	• Feedback from walkthrough data • Feedback from observation data		

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...	able to access high quality grade level content and instruction throughout the 2026/2027 school year	
Teachers will be...	supported on delivering high quality, aligned instruction while collaborating with their grade level colleagues	

Key Strategy 2: Incorporate quick formative checks during instruction to understand student thinking in real time and adjust instruction responsively.

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	- Student work samples - Formative checks - Student assessments - Talking to students during walkthroughs		
Evidence of Teacher Practice Changing	- Feedback from students during walkthroughs - Evidence of lessons and instruction being adjusted and revised (i.e., small groups, plan book) - Feedback from walkthrough and observation data		

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...	sharing their thinking during lessons	
Teachers will be...	checking for understanding and adjusting instruction responsively	

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

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

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	My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.	< 4	< 4	4	11	5	0
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Students seldom, if ever, slip through the cracks at this school.	0	11	5	4	2	1
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?	• Bi-weekly leadership team walkthroughs • Emails and other communication sharing criteria/look-fors – as needed	

Part 3: Schoolwide Core Structures

What does this entail?	Teachers will understand exactly what leadership team is looking for in instructional practices	
Instructional Leadership Team Core Structure 2 (if applicable)	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.	☐ NEW ☒ REFINE
When and how often will this structure take place?	- Bi-weekly grade level meetings - Monthly faculty meetings - Monthly plan book collection by administration - Daily common grade level planning - Substitute release time – as needed	
What does this entail?	- Bi-weekly meetings with instructional coaches to deliver strategies for aligned instruction - Principal review of plan books with criteria sheet - Scheduling grade-level meetings for the 2026/2027 school year - Utilizing unassigned substitutes by administration and instructional coaches to meet with teachers – as needed	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	- Give all teachers access to grade-level curriculum (Foundations, iReady, Wonders) - Conduct classroom observations and walkthroughs - Provide time for teachers to collaborate - Provide communication to all families (in home language, if necessary) - Collect plan books
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	- Conduct walkthroughs - Provide professional development opportunities - Conduct student check-ins

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 teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction.	<4	<4	5	9	10	0
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Part 3: Schoolwide Core Structures

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☐ Family							
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

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

Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult**, with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels**, identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

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

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.”	☐ NEW ☐ REFINE
When and how often will this	• START (Student Teacher Action Response Team) meetings – monthly • Data team meetings – 3x/year	

Part 3: Schoolwide Core Structures

structure take place?		
What does this entail?	• Reviewing and revising how students are referred to START • Additional support in classrooms – varies • Professional development focusing on intervention • Professional development focusing on classroom support • Professional development focusing on Tier 1 instruction	
Every Student Thrives Core Structure 2 (if applicable)		☐ NEW ☐ REFINE
When and how often will this structure take place?		
What does this entail?		

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	When we notice inequities in outcomes or access, our team works together to identify root causes and adjust our support.	0	0	3	14	7	1
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ 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 routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☐ NEW ☒ REFINE
When and how often will this structure take place?	• Daily outreach to families with at risk students • Attendance Team – meet 2x/month • Truancy officer – as needed • Student check-ins during lunch - as needed • District check-ins – monthly	
What does this entail?	• Phone calls/verbal communication • Home visits • Written correspondence • Bilingual translation • Truancy officer • EveryDay Labs to identify students with chronic absenteeism • MTSS meetings and resources • Programs to promote SEL (i.e., Move this World, Quaver)	
Attendance Core Structure 2 (if applicable)	A routine for monitoring whether attendance interventions are improving student participation and ensuring supports remain connected to academic expectations and belonging.	☐ NEW ☒ REFINE

Part 3: Schoolwide Core Structures

When and how often will this structure take place?	• Student assemblies – bi-monthly • Meetings to discuss eligible students – bi-weekly • Parent communication – as needed • Parent phone calls to celebrate students – as needed
What does this entail?	• Assembly to celebrate student attendance improvement • Printing and filling out student certificates • Assembling bulletin board to be displayed year round • Seeking donations for student rewards • Sunshine costume/mascot

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	92.5%	90.7%	89.8%	89.1%	88.1%	87.7%	87.0%	87.3%	87.3%
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:

- September: transportation issues, immunizations
- October: transportation issues, homelessness, immunizations
- November: transportation issues, homelessness
- December: transportation issues, homelessness
- January: transportation issues, homelessness, significant winter storm/cold
- February: transportation issues, homelessness, significant winter storm/cold
- March: transportation issues, homelessness
- April: significant weather, homelessness
- May: homelessness

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 way our school handles tardies may unintentionally discourage students who arrive late from coming to school that day.	<4	<4	5	9	3	<4
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Part 3: Schoolwide Core Structures

	Survey	Survey Question 2	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.	<4	<4	1	15	9	<4
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.