



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2026-2027

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

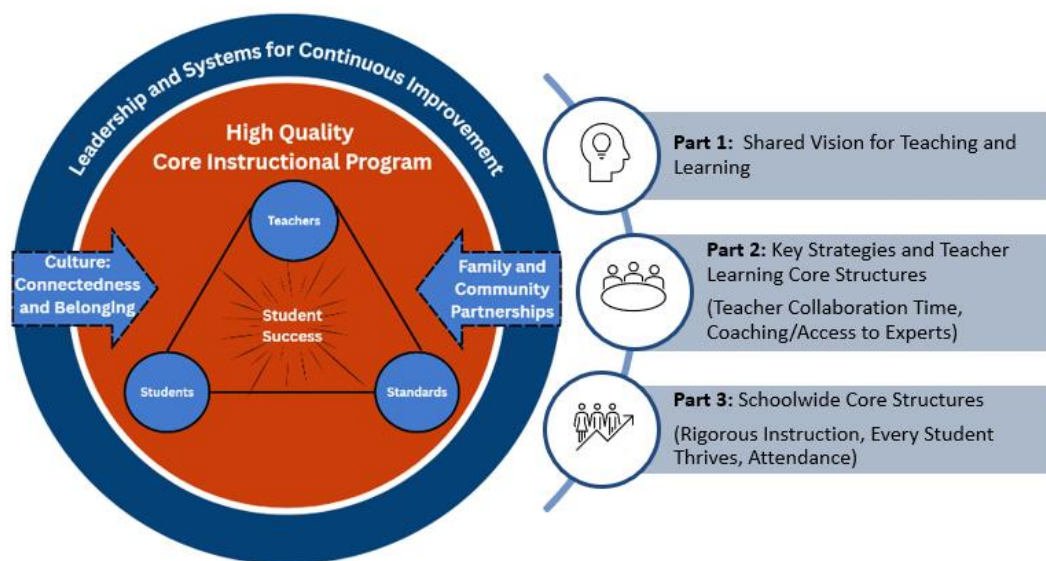
Collaboratively Developed By:

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In partnership with the staff, students, and families at LaSalle Preparatory 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. Multi-lingual 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.

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 by strengthening the consistency and rigor of Tier 1 instruction through collaborative teacher learning, common expectations, and regular analysis of student work.

Establish consistent schoolwide systems that ensure that all students experience belonging, support, and equitable access to grade-level content and academic/behavioral support, by coordinating with colleagues and aligning instruction to shared learning goals.

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	☐ NEW ☒ REFINE
When and how often will this structure take place?	Teacher collaborative teams will meet weekly for common planning and professional learning during the Academic Support Period (ASP) while co-teaching partners will meet daily for common planning throughout the 2026-2027 school year. Team meetings will be facilitated by administrators, instructional coaches, and/or the teacher team. Collaborative work will be aligned to the school's instructional priorities and district walkthrough "look fors", to be monitored through agendas, meeting notes, and implementation artifacts.	
What does this entail?	Collaborative meetings will focus on improving Tier 1 instruction through: • Identification of content area priority standards and student learning needs • Analysis of student work and formative assessment data • Development of common instructional expectations and success criteria • Planning rigorous, standards-aligned learning experiences • Sharing effective instructional strategies and best practices • Reviewing student outcomes and determining instructional responses This structure addresses survey and self-assessment findings indicating a need for increased collaboration, student work analysis, instructional calibration, and consistent expectations across classrooms. The goal is to ensure all students experience rigorous, high-quality instruction regardless of teacher or team.	

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

Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts	☐ NEW ☒ REFINE
When and how often will this structure take place?	Throughout the 2026-2027 school year, teachers will participate in meaningful monthly professional learning opportunities based on teacher identified needs and building/district priorities and facilitated by instructional coaches, district specialists, administrators, department chairs and teacher leaders. Opportunities will include faculty meetings, superintendent conference days, walkthrough feedback, peer observations, coaching cycles, and collaborative learning walks.	
What does this entail?	Professional learning opportunities will provide teachers with support in implementing the school's shared vision for high-quality instruction through: • Modeling of evidence-based instructional practices • Coaching and feedback cycles • Peer observations and administrative walkthroughs • Learning focused on learning targets, success criteria, student discourse, and formative assessment • Analysis of student work to strengthen instructional decision-making • Sharing successful practices across teams and content areas These opportunities will strengthen instructional consistency, build teacher capacity, and create a shared understanding of rigorous, standards-aligned instruction across the school. Professional learning will be directly connected to team collaboration to ensure that learning is reinforced through classroom implementation and ongoing reflection.	

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?
Finalize and communicate LaSalle Preparatory School's shared vision for high-quality Tier 1 instruction, including expectations for rigorous tasks, student discourse, learning targets, success criteria, and formative assessment practices.	August 2026 Conference Days
Establish teacher collaborative team structures, meeting calendars/schedules, facilitators, norms, agendas, and protocols for student work analysis and instructional planning.	August 2026
Train administrators, instructional coaches, and department chairs on collaborative inquiry protocols, student work analysis processes, and facilitation strategies.	August 2026
Develop and communicate instructional "look-fors" aligned to the school's instructional priorities to be used during walkthroughs, coaching conversations, and classroom observations.	August 2026
Revisit and reinforce schoolwide systems for reviewing attendance, behavior, academic progress, and student intervention, including roles, responsibilities, and communication protocols among teachers, counselors, administrators, and support staff.	August 2026

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

Facilitate access to baseline academic, attendance, behavior, and survey data and identify progress-monitoring measures that collaborative teams will review throughout the school year.	August 2026
Provide professional learning on building classroom belonging, consistent expectations, restorative practices, and strategies for increasing student engagement and cognitive demand.	August 2026 Conference Days
Communicate schoolwide instructional expectations, attendance expectations, and student support structures to staff, students, and families.	August - September 2026

Key Strategy I

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving by strengthening the consistency and rigor of Tier 1 instruction through collaborative teacher learning, common instructional expectations, and regular analysis of student work.
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?
Collaborative teams establish norms (team), identify priority standards (department), and develop a shared understanding of rigorous, standards-aligned instruction aligned to the school's instructional vision.	September 2026
Teachers participate in professional learning focused on cognitively demanding tasks, student discourse, problem-solving, and evidence-based instructional practices that promote reasoning and sense-making.	September- October 2026
Department teams analyze baseline student work and assessment data (iReady/AIMSweb) to identify strengths and instructional needs.	September- October 2026
Teachers develop and implement common expectations and instructional routines that promote consistency across classrooms.	October 2026
Administrators conduct formal walkthroughs while the Instructional Coach and Department Chairs support practices focused on evidence of rigorous student thinking, engagement, and use of common instructional practices.	October 2026 and ongoing
Department teams engage in regular student work analysis protocols to calibrate expectations for proficiency and determine instructional responses.	October 2026- January 2027
Teachers participate in peer observations, demonstration lessons, learning walks, and coaching cycles focused on implementing cognitively demanding tasks and increasing student reasoning.	November 2026- January 2027
Teams and departments review formative assessment and benchmark data to monitor implementation and adjust instruction.	Quarterly beginning November 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?
Department teams refine instructional practices based on student performance data, classroom observations, and student work analysis.	February 2027
Teachers engage in deeper analysis of student reasoning, written responses, and problem-solving performance to strengthen rigor and instructional alignment.	February-March 2027
Learning walks will monitor the consistency of instructional expectations, student engagement, and implementation of agreed-upon instructional practices across classrooms.	February-June 2027
Department and teacher teams identify successful instructional practices and share exemplars of student work and effective lessons across grade levels and departments.	March-April 2027
Coaches and administrators provide targeted feedback and differentiated support based on implementation and student outcome data.	Ongoing February-June 2027

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

Teams/departments evaluate progress toward academic goals using benchmark assessments, state assessment data, and formative assessments.	Spring 2027
Staff reflect on implementation outcomes and identify refinements to collaborative structures, instructional practices, and professional learning priorities for 2027-2028.	May-June 2027
School leadership and collaborative teams review end-of-year evidence to determine the impact of strategies on rigor, consistency, and student achievement.	June 2027

Key Strategy 2

KEY STRATEGY 2	Establish consistent schoolwide systems that ensure that all students experience belonging, support, and equitable access to grade-level content and academic/behavioral support, 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?
Establish and communicate schoolwide expectations for student behavior, engagement, attendance, and academic support to ensure consistency across classrooms, teams, and grade levels.	September 2026
Implement regular interdisciplinary team meetings focused on reviewing student attendance, behavior, academic progress, and social-emotional needs to coordinate support plans across classrooms.	September 2026 and ongoing
Develop a common process for identifying students in need of academic, behavioral, attendance, or social-emotional support and assigning interventions.	September 2026
Provide professional learning on relationship-building, restorative practices, trauma-informed strategies, culturally responsive practices, and fostering student belonging.	September-October 2026
Create structures for sharing student support information among teachers, counselors, administrators, and support staff while maintaining confidentiality and compliance requirements.	October 2026
Implement a trusted-adult initiative to ensure every student has a meaningful connection with at least one adult in the building.	October 2026
Review attendance, discipline, and student survey data monthly to identify students and groups requiring additional support.	Monthly beginning October 2026

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

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?		
Monitor implementation of schoolwide expectations and support systems through student, family, and staff feedback as well as attendance and behavioral data.		February 2027 and ongoing
Refine intervention and support processes based on student outcomes, survey feedback, and team recommendations.		February-March 2027
Continue monthly review of attendance, behavior, academic, and engagement data to identify trends and ensure timely support for students.		February-June 2027
Expand student voice opportunities through surveys, focus groups, advisory activities, and leadership opportunities to strengthen belonging and engagement.		February-June 2027
Facilitate collaborative discussions among staff to identify barriers to student success and coordinate schoolwide responses.		Ongoing
Conduct mid-year and end-of-year reviews of student support systems to determine effectiveness and identify students who may require additional transition support.		March and June 2027
Develop recommendations for strengthening student support, attendance, belonging, and communication systems for the 2027-2028 school year.		May-June 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 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	Student work samples demonstrate increased opportunities for reasoning, problem-solving, written explanation, and academic discourse. Baseline benchmark assessment data collected (iReady/AIMSweb).		
Evidence of Teacher Practice Changing	Collaborative teams meet regularly and utilize student work analysis protocols. Walk-through data shows increasing implementation of learning targets, checks for understanding, and student engagement/discourse.		

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

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...	Students will consistently engage in rigorous, standards-aligned learning experiences that require reasoning, problem-solving, discussion, and application of knowledge. Students will be able to explain their thinking, justify their responses using evidence, and demonstrate growth toward proficiency on grade-level standards. Students will experience consistent expectations and high-quality instruction across classrooms and content areas.	
Teachers will be...	Teachers will collaboratively analyze student work, use assessment data to inform instruction, and consistently implement agreed-upon instructional practices aligned to the school's vision for rigorous Tier 1 instruction. Teachers will use common expectations, learning targets, success criteria, and evidence-based instructional strategies to ensure all students have access to challenging grade-level learning experiences.	

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	Attendance, behavior, engagement, and academic baseline data established. Students identified for intervention/support receive appropriate services. Student survey baseline data regarding belonging, support, and trusted adults is reviewed.		
Evidence of Teacher Practice Changing	Staff consistently implement schoolwide expectations and intervention referral processes. Student support meetings occur and intervention plans are documented. Communication protocols between teachers, counselors, and support staff are established.		

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

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...	Students will feel known, supported, connected, and valued within the school community. Students will understand school expectations, have access to trusted adults, and experience consistent academic and behavioral support regardless of classroom or grade level. Students will attend school regularly, engage in learning, and demonstrate a stronger sense of belonging and ownership of their educational experience.	
Teachers will be...	Teachers will work collaboratively with peers, counselors, administrators, and support staff to identify student needs, coordinate interventions, and monitor progress. Teachers will consistently implement schoolwide expectations, contribute to student support planning, and use data to ensure all students receive equitable access to rigorous learning and appropriate support.	

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 practices across our team.	18%	21%		32%		
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	S A	IDK
25-26 Needs Assessment	Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.	27%		23%	27%		
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, standard-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 support, 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 support 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 support 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	Instructional Leadership Team Learning Walk and Data Review Cycle	☐ NEW ☒ REFINE
When and how often will this structure take place?	The Instructional Leadership Team (administrators, instructional coaches, counselors, and teacher leaders) will meet monthly throughout the 2026-2027 school year. Monthly classroom learning walks will be conducted across all grade levels and content areas. Following each learning walk cycle, the team will review student work samples, formative assessment data, benchmark data, attendance data, and survey results to identify trends and determine next steps for professional learning and instructional support.	

Part 3: Schoolwide Core Structures

What does this entail?	The Instructional Leadership Team will: • Monitor implementation of the school's shared vision for rigorous, standards-aligned instruction. • Conduct classroom learning walks using agreed-upon instructional priorities. • Collect evidence of student reasoning, problem-solving, academic discourse, engagement, and cognitive demand. • Review student work samples to calibrate expectations for proficiency and rigor across classrooms and grade levels. • Analyze academic, attendance, and survey data to identify trends and areas requiring additional support. • Provide feedback to departments and collaborative teacher teams regarding implementation strengths and opportunities for growth. • Identify professional learning needs and coordinate coaching and support. • Monitor progress toward SCEP implementation and student outcome goals. This structure responds directly to stakeholder feedback, identifying inconsistency in instructional expectations, rigor, and classroom experiences. Students reported different levels of challenge and expectations across classrooms, while families expressed concerns regarding consistency of instruction and learning experiences. Teachers identified the need for stronger instructional feedback, greater calibration of expectations, and a clearer understanding of what high-quality instruction looks like in practice. This structure creates a systematic process for monitoring implementation, providing feedback, and ensuring	
Instructional Leadership Team Core Structure 2	Student Teacher Action Response Team	☐ NEW ☒ REFINE
When and how often will this structure take place?	The Student Teacher Action Response Team (START) will meet biweekly throughout the 2026-2027 school year. Meetings will include administrators, counselors, social workers, instructional leaders, special education staff, and teacher representatives. The team will review student academic, attendance, behavioral, and engagement data and monitor the effectiveness of schoolwide and student specific support systems.	
What does this entail?	The team will: • Review attendance, behavior, academic, and engagement data to identify students requiring additional support. • Monitor implementation of schoolwide academic and behavioral expectations. • Coordinate interventions across classrooms, teams, and support providers. • Review trends related to attendance, discipline, student belonging, and academic performance. • Identify students who may lack strong adult connections or who are at risk of disengagement. • Review student, family, and staff feedback to inform decision-making. • Monitor equitable access to grade-level instruction, interventions, and support services. • Recommend adjustments to intervention plans, support systems, and resource allocation. This structure responds directly to data indicating concerns regarding inconsistent student support, communication, and expectations across classrooms and teams. Staff identified inconsistent support systems and communication between counselors and teachers as	

Part 3: Schoolwide Core Structures

	areas needing improvement. Teachers reported concerns that students may slip through the cracks and expressed a need for stronger coordination of support services. Students and families identified inconsistent experiences related to support, belonging, fairness, and access to help. This structure creates a coordinated process for identifying student needs, monitoring interventions, improving communication, and ensuring all students receive equitable access to academic and behavioral support.
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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?

The Building Level Team will evaluate the implementation and effectiveness of this strategy through monthly reviews of classroom learning walk data, collaborative team meeting artifacts, student work samples, formative assessment results, and teacher feedback. The team will monitor evidence of common instructional expectations, including the use of learning targets, success criteria, student discourse, cognitively demanding tasks, and standards-aligned instruction.

The Building Level Team will:

- Review monthly learning walk data to monitor implementation of common instructional practices.
- Analyze student work samples to assess rigor, reasoning, problem-solving, and proficiency.
- Review collaborative team agendas, protocols, and action plans to ensure teams are engaged in meaningful instructional inquiry.
- Monitor formative and state assessment data to identify trends in student achievement and growth.
- Review teacher survey feedback regarding collaboration, instructional support, and professional learning.
- Identify areas requiring additional coaching, professional learning, or instructional support.
- Evaluate progress toward SCEP implementation and student outcome goals and adjust as needed.

What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified?

The Building Level Team will evaluate implementation and effectiveness of this strategy through regular reviews of attendance, behavior, academic, engagement, and survey data. The team will monitor the consistency of schoolwide support systems, intervention processes, and student access to academic and behavioral supports.

The Building Level Team will:

- Regularly review attendance, chronic absenteeism, behavior, and academic performance data.
- Monitor implementation of schoolwide expectations, intervention, and student support processes.
- Review stakeholder survey data related to belonging, support, safety, and connectedness.
- Analyze intervention data to ensure students receive timely and coordinated support.
- Monitor participation in student support meetings and implementation of intervention plans.
- Review evidence of communication and collaboration among teachers, counselors, social workers, administrators, and support staff.
- Monitor data related to trusted adult connections, student engagement, and school climate.
- Evaluate progress toward attendance, belonging, and student support goals and recommend adjustments to systems and practices as needed.

Survey Monitoring

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

Part 3: Schoolwide Core Structures

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher	Students seldom, if ever, slip through the cracks at this school.	23%	42%				
26-27 Needs Assessment	☐ Teacher							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Student	Teachers and staff notice when I am having a hard time and try to help.	4%	10%	33%	34%	15%	3%
26-27 Needs Assessment	☐ Student							

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student support is 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 the 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 support, and increase belonging.

Essential Question

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

What structures and routines will support this in 2026-27?

Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.

HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?

Part 3: Schoolwide Core Structures

Every Student Thrives Core Structure 1	Instructional Leadership Team Learning Walk and Data Review Cycle	☐ NEW ☒ REFINE
When and how often will this structure take place?	The Instructional Leadership Team (administrators, instructional coach, department and teacher leaders) will meet monthly throughout the 2026-2027 school year. The team will conduct monthly learning walks, review student work samples, analyze academic and survey data, and monitor implementation of the school's instructional priorities. Findings will be shared with departments and collaborative teacher teams to inform professional learning and instructional decision-making.	
What does this entail?	What does this entail? The Instructional Leadership Team will: • Monitor implementation of the school's vision for rigorous, standards-aligned instruction. • Conduct classroom learning walks using common instructional look-fors. • Collect evidence related to student reasoning, problem-solving, discourse, engagement, and cognitive demand. • Review student work samples to calibrate expectations for proficiency and rigor. • Analyze formative assessment, benchmark, attendance, and survey data. • Identify trends, strengths, and areas requiring additional support. • Provide feedback to collaborative teacher teams. • Recommend professional learning and coaching support based on observed needs. • Monitor progress toward SCEP goals and adjust implementation plans as needed. The Learning Walk and Data Review Cycle provides a systematic process for monitoring implementation of the school's instructional vision, calibrating expectations across classrooms, collecting evidence of rigorous student learning, and using data to inform professional learning and coaching. This structure directly addresses stakeholder concerns regarding inconsistency in instructional experiences and helps ensure all students have access to rigorous, standards-aligned instruction.	
Every Student Thrives Core Structure 2	Student Teacher Action Response Team	☐ NEW ☒ REFINE
When and how often will this structure take place?	The Student Teacher Action Response Team (START) will meet biweekly throughout the school year. Meetings will include administrators, counselors, social workers, instructional leaders, and teacher representatives.	
What does this entail?	The team will: • Review attendance, behavior, academic, and engagement data. • Monitor students identified as at-risk for academic failure or chronic absenteeism. • Ensure interventions are coordinated across classrooms and support providers. • Identify students who may lack strong adult connections in school. • Monitor implementation of schoolwide expectations and support systems. • Review student, family, and staff feedback. • Recommend adjustments to intervention plans and support structures. • Ensure equitable access to rigorous grade-level instruction and support for all students.	

Part 3: Schoolwide Core Structures

	The STAR Team creates a coordinated system for reviewing academic, attendance, behavioral, and engagement data; identifying students in need of support; ensuring interventions are aligned across staff members; monitoring implementation of support systems; and addressing barriers that may prevent students from fully participating in rigorous grade-level learning. This structure directly supports the school's goal of ensuring every student is known, supported, connected, and provided equitable access to learning opportunities.
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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	S A	IDK
25-26 Needs Assessment	☐ Teacher	When we notice inequities in outcomes or access our team works together to identify root causes and adjust our support.			19%	35%		
26-27 Needs Assessment	☐ Teacher							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Family	The expectations from adults seem consistent across classrooms.		8%	14%	44%	17%	13%
26-27 Needs Assessment	☐ 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, support, 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	Attendance Review and Student Success Team	☐ NEW ☐ REFINE X
When and how often will this structure take place?	The Attendance Review and Student Success Team will meet biweekly throughout the 2026-2027 school year. Team members will include administrators, counselors and social worker. Attendance data will be reviewed regularly, with additional reviews conducted following marking periods and benchmark assessment cycles.	
What does this entail?	The team will: • Monitor attendance, tardiness, chronic absenteeism, and patterns of school avoidance. • Identify students demonstrating attendance concerns before they become chronic. • Review academic, behavioral, and social-emotional factors contributing to attendance concerns. • Coordinate communication among teachers, counselors, administrators, and families. • Develop individualized attendance support plans when needed. • Monitor intervention effectiveness and adjust support accordingly. • Ensure students returning from absences receive academic and social-emotional support.	

Part 3: Schoolwide Core Structures

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	☐ Family	Attendance concerns are handled in ways that feel supportive rather than punitive.		12%	23%	20%	15%	23%
26-27 Needs Assessment	☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher	Our school's approach to attendance helps students feel known, supported, and expected to be present.			35%	23%	19%	
26-27 Needs Assessment	☐ Teacher							

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.

Name	Role	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Group	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Juliana Duncan	ELA Teacher	5/20	5/20	5/27	6/10			6/17	6/24
Kaitlyn Grande	ESL Teacher	5/20	5/20	5/27	6/10	6/15			
Laura Kish	ELA Co-teacher	5/20	5/20	5/27	6/10	6/15		6/17	6/24
Carrie Roeser	Math Co-teacher	5/20	5/20	5/27	6/10	6/15		6/17	
Dominick Teoli	PE Teacher	5/20	5/20	5/27	6/10			6/17	6/24
Italo Baldassarre	Principal	5/20	5/20	5/27	6/10	6/15	6/17	6/17	6/24
Marlo Sterns	Parent						6/17		
Brianne Bellavia	Parent						6/17		
Raquel Satarian	Parent						6/17		
Michele Paterson	Parent						6/17		

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.