New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2026-27

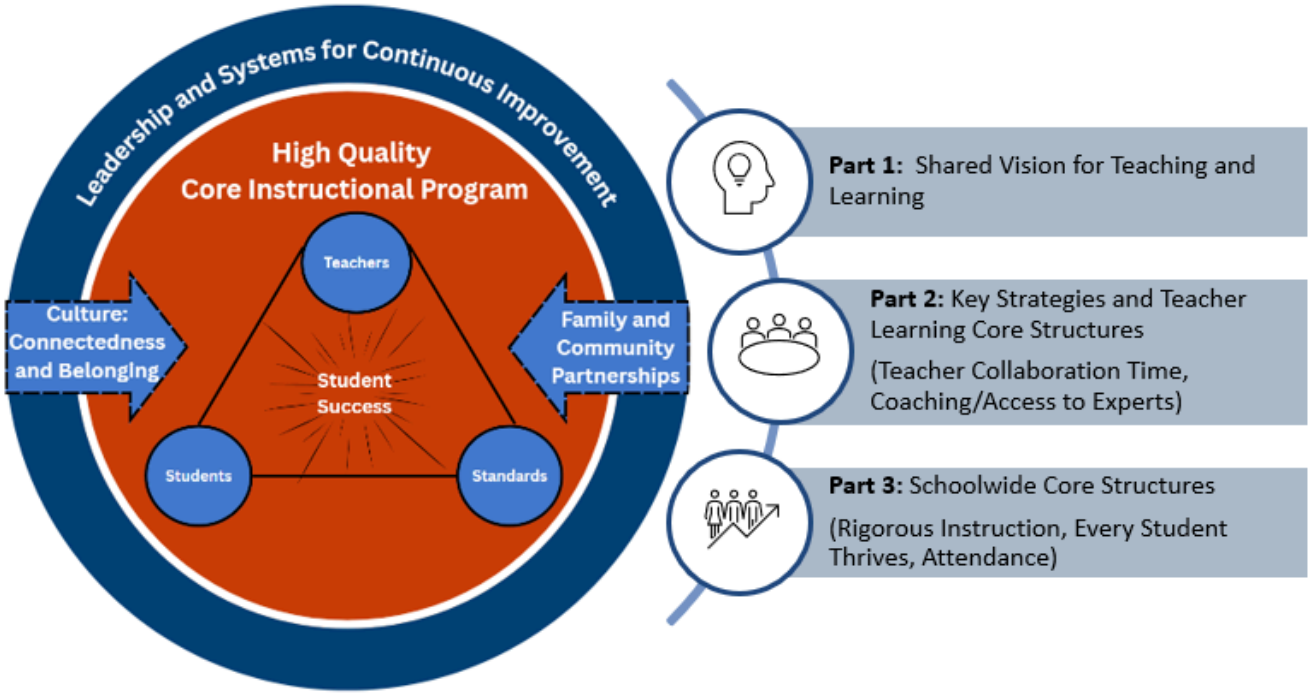
District	School Name	Grades Served
Half Hollow Hills	West Hollow Middle School	6-8

Collaboratively Developed By:

The West Hollow Middle School SCEP Development Team

Allison Beyersdorf, Principal, West Hollow
Roberto Trigosso, Asst. Principal West Hollow
Lori Campbell, Director of World Language and ENL
Cathy Lyons, Paraprofessional
Dawn Giamalvo, Teacher
Keren Schnaider, Teacher
Angela Giosis, Teacher
Courtney Freer, Teacher
Jeannine Mulligan, Teacher

And in partnership with the staff, students, and families of West Hollow Middle School.



Part 1: Connecting Our Shared Understanding for Teaching and Learning

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

High-Quality, Tier 1 Instruction: *What is the District's definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?*	The District defines high-quality, equitable, and adaptive Tier 1 instruction as standards-aligned core instruction that provides all students with access to meaningful, engaging, and appropriately challenging learning experiences within the general education classroom. Tier 1 instruction reflects the District's instructional priorities by ensuring that learning is purposeful, student-centered, and responsive to student needs. In every classroom, students should: ● Understand the purpose of their learning and how it connects to standards and real-world application. ● Engage in learning experiences that promote true understanding through discussion, collaboration, problem-solving, and active participation. ● Receive purposeful feedback and opportunities to reflect, revise, and grow as learners. ● Experience instruction that is adaptive and responsive, with teachers using assessment, observation, and student performance data to adjust supports, pacing, grouping, and instructional approaches as needed. ● Have equitable access to grade-level instruction through appropriate scaffolds, differentiation, and inclusive practices that support diverse learning needs.

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?)
Purpose in the Pursuit of Learning - Teachers and students share a clear understanding of why they are learning something and how it connects to larger goals. Lesson goals are standards-aligned, rooted in the District curriculum, and focus on what students will know, understand, and be able to do—not just for the lesson or unit, but for application in new contexts.
Learning Activities and Experiences That Lead to True Understanding - Teachers design engaging, student-centered activities that invite students to investigate big ideas, practice essential skills, and apply their learning in meaningful ways. Lessons move beyond the transmission of information toward deeper understanding, reasoning, and problem-solving.

Schools selecting “Other” should type the Key Strategy after the word “Other.”

Teacher Learning Core Structures

Schools will support teaching the Instructional Key Strategies/Instructional Priorities through coherent, sustained structures for adult learning that are collaborative, reflective, and directly tied to classroom practice.

The Teacher Learning Core Structures will be a primary driver of strengthening skills related to the 1-2 Key Strategies/Instructional Priorities identified above.

All schools are required to outline their structure for Teacher Collaborative Time. Schools in CSI-B will also be required to outline their structures to ensure teachers have opportunities to learn with experts. For other schools, this is optional. Guidance on effective practices for both can be found below.

Teacher Learning Core Structures

1. **Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)**
   Effective Teacher Collaborative Time should:
   - Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
   - Ideally occur during the school day
   - Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
   - 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 DOES THIS COMPARE TO EXISTING EFFORTS?**
Teacher Learning Core Structure	**Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B**	☐ NEW X REFINE
When and how often will this structure take place?	The district provides consistent collaboration. Teachers meet weekly or bi-weekly, depending on the course. Schools must structure time for cross-grade and cross-department collaboration.	
What does this entail?	During this time, the instructional priorities are focusing on several core questions: 1. What do we want students to learn? 2. How will we know if they learned it? 3. How will we respond when some students do not learn it? 4. How will we extend learning for students who are already proficient?	

	Teachers bring common formative assessments, student work samples, and lesson plans to the table to analyze what is working and where instruction needs to adapt related to the New York State Standards. Teachers often learn best from watching their peers navigate the exact same instructional priorities. • Instructional Rounds: Non-evaluative, structured "learning walks" where small groups of teachers visit colleagues' classrooms for 15–20 minutes to observe a specific instructional priority in action. • Debrief Sessions: Immediately following the walkthroughs, teachers debrief to discuss what they observed, what worked, and how they can adapt those strategies into their own practice.	
Teacher Learning Core Structure	**Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B**	☐ NEW X 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?
Leadership alignment: Introduce the two key strategies to the Leadership Team and Central Office Staff.	August 2026
Create the Mastery Exemplars: The Instructional Leadership Team will look at district curriculum and build exemplars of what the key strategies will look like in practice.	August 2026
Review the observation protocol: Including look-for tools and examples utilizing the key strategies.	August 2026
During Conference Day, review Priority 1: Guide teachers to move away from simply writing an objective on the board to articulate the why students are learning.	September 2026
During Conference Day, review Priority 2: Guide teachers to move away from teacher-led instruction. Provide support to staff to reinforce the use of open-ended inquiry prompts.	September 2026

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

Key Strategy 1	
KEY STRATEGY 1	**Purpose in the Pursuit of Learning** - teachers and students share a clear understanding of why they are learning something and how it connects to larger goals. Lesson goals are standards-aligned, rooted in the District curriculum, and focus on what students will know, understand, and be able to do—not just for the lesson or unit, but for application in new contexts.

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?**
During faculty meetings, teachers will collaborate and review the key strategy.	1x/month
Teachers will select from a professional development course offering schedule to enhance their pedagogical tool kit.	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?
Work in PLC groups to discuss the look-fors and best practices related to the purpose in the pursuit of learning.	January 2027
Teachers will continue to attend professional development course offerings to refine their practice.	ongoing

Key Strategy 2	
KEY STRATEGY 2	**Learning Activities and Experiences That Lead to True Understanding -** Teachers design engaging, student-centered activities that invite students to investigate big ideas, practice essential skills, and apply their learning in meaningful ways. Lessons move beyond the transmission of information toward deeper understanding, reasoning, and problem-solving.

FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	**When will this be in place?**
During staff development, teachers will engage in ongoing discussions related to designing student-centered activities. Teachers share and present their best practices.	November 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?
During staff development, part of the conference day will provide teachers with designated times to share and learn from each other specifically related to student-centered activities.	March 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	Reviewing Report Cards and NYS assessment data.		
Evidence of Teacher Practice Changing	Classroom walk-throughs, informal and formal observations.		

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…	More independent and active in their learning.	
Teachers will be…	Able to create more opportunities for student-centered lessons in Middle School courses.	

REMOVE THE SECOND KEY STRATEGY IF THE SCHOOL ONLY HAS IDENTIFIED ONE.

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	Reviewing Report Cards and NYS assessment data.		
Evidence of Teacher Practice Changing	Classroom walk-throughs, informal and formal observations.		

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…	More independent and active in their learning.	
Teachers will be…	Able to create more opportunities for student-centered lessons in Middle School courses.	

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	We regularly review student work and classroom practice together to ensure that instruction aligns with our shared expectations for rigor and depth of learning.		25 %	50 %		25%	
26-27 Needs Assessment							

	Survey Question 2	**SD**	**D**	**N**	**A**	**SA**	**IDK**
25-26 Needs Assessment	Teacher team meetings are well structured, purposeful, and focused on improving student learning rather than logistics or compliance.		25 %		75 %		
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? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**
Instructional Leadership Team Core Structure 1	**A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.	☐ NEW X REFINE
When and how often will this structure take place?	While planning for the upcoming school year, analysis of course placement, teacher assignment and student grouping will be discussed collaboratively among all stakeholders including teachers, counselors and support staff. Quarterly, placement will be reviewed to ensure students are receiving support for their academic growth. The quality of tasks used across settings will be observed formally, informally and during walk throughs.	

What does this entail?	This entails team meetings, data analysis and progress monitoring quarterly. This also entails collaborative discussions about placement and quality of tasks.	
Instructional Leadership Team Core Structure 2 (if applicable)	A schoolwide framework for high-quality instruction that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	☐ NEW X REFINE
When and how often will this structure take place?	The instructional priorities for the district will be reviewed, refined and reinforced at all of the faculty meetings and department meetings. The faculty meets with the leadership team two times a month.	
What does this entail?	Instructional priorities will be distributed to all staff at the start of the school year. It will be displayed multiple ways for all stakeholders to review and utilize throughout the academic year. It will be part of the observation process discussion for all teachers.	

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	During staff development times, ongoing discussions related to monitoring equitable access to rigorous learning. If necessary, course placement can be modified and student groupings can be altered. The quality of tasks used across settings can be updated during curriculum writing.
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The leadership team meets with all teachers for a formal observation and an informal observation during the school year. This evaluation will help determine if the Key Strategy is being addressed.

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 X Student ☐ Family	My classes are about equally challenging.	26 %	34 %	14 %	17 %	5%	5%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher X Student ☐ Family	Teachers use similar expectations for what good work looks like.	4%	12 %	18 %	44 %	17 %	6%
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? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW DOES THIS COMPARE TO EXISTING EFFORTS?**
Every Student Thrives Core Structure 1	**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.	☐ NEW X REFINE
When and how often will this structure take place?	Guidance Counselors plan small group meetings with all students. Throughout the year, students are scheduled to meet individually with the counselors. The advisory program meets daily and for an extended period each month.	
What does this entail?	During the small group meetings, ongoing conversations occur surrounding academics, school involvement and social concerns. The advisory program provides a low stress environment for students to connect with other students and faculty through guided activities.	
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 X REFINE

When and how often will this structure take place?	This will take place every five weeks. Guidance counselors will review data and connect with students. They will reach out to teachers and parents to discuss support options when necessary.	
What does this entail?	This entails progress monitoring and review of quarterly grades for all academic classes.	

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 X Student ☐ Family	There is at least one adult at school who knows me well and cares about me.	4%	6%	11 %	28 %	39 %	12%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher X Student ☐ Family	Feeling connected to teachers, classmates or activities makes me want to come to school.	5%	7%	19 %	33 %	33 %	3%
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? *Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.*		**HOW DOES THIS COMPARE TO EXISTING EFFORTS?**
Attendance Core Structure 1	**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.	☐ NEW X REFINE
When and how often will this structure take place?	Families are informed daily about attendance. The parent portal that the district subscribes to automatically notifies families of any absence.	
What does this entail?	Communication is ongoing with the parent portal. If recurring absences become a concern, the teacher and guidance office will provide additional outreach to the family.	
Attendance Core Structure 2 (if applicable)	A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.	☐ NEW X REFINE
When and how often will this structure take place?	The attendance clerical will supply weekly attendance concerns to the grade level administrator. Upon review, this information will be shared with the guidance counselor, school nurse, and social worker to be addressed.	

What does this entail?	This entails letters home, parental meetings, phone conversations, and preparing a plan of action to support a positive change in attending school.

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	96.49 %	95.92 %	94.23 %	90.78 %	94.60 %	92.19 %	93.04 %	93.29 %	93.06 %
2026-27									

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

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher X Student ☐ Family	Adults at this school notice when I am absent.	2%	4%	20 %	31 %	31 %	11%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher X Student ☐ Family	Adults help students overcome challenges that make it hard to come to school.	6%	7%	24 %	32 %	15 %	15%
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Background

All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team." The "Our Team's Process" section outlines how we worked together to develop our plan.

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the remaining columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*		*4/17*	*5/2 5/9 5/16*
Allison Beyersdorf	Principal	10/24/25	11/21/25	5/6/26	5/19/26	6/3/26	6/8/26	6/15/26	6/18/26
Roberto Trigosso	Asst. Principal		11/21/25	5/6/26				6/15/26	
Lori Campbell	Director of World Language and ENL	10/24/25	11/21/25	5/6/26	5/19/26	6/3/26	6/8/26	6/15/26	6/18/26
Cathy Lyons	Paraprofessional		11/21/25	5/6/26	5/19/26	6/3/26	6/8/26	6/15/26	
Dawn Giamalvo	Teacher		11/21/25	5/6/26	5/19/26	6/3/26	6/8/26	6/15/26	
Jeannine Mulligan	Teacher		11/21/25	5/6/26	5/19/26	6/3/26	6/8/26	6/15/26	
Courtney Freer	Teacher		11/21/25	5/6/26	5/19/26	6/3/26	6/8/26	6/15/26	
Angela Giosis	Teacher		11/21/25	5/6/26	5/19/26	6/3/26	6/8/26	6/15/26	
Keren Schnaider	Teacher		11/21/25	5/6/26	5/19/26	6/3/26	6/8/26	6/15/26	

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.