

2025-2026

Holmes Elementary School

Kenmore-Tonawanda Union Free School District
School Comprehensive Education Plan



Collaboratively Developed by: The Holmes Elementary School SCEP Team and in partnership with the staff, students and families of Holmes Elementary School.

Team Members:

Role:

Heather McCarthy, Ed.D.	Principal
Kathryn Cannon	Assistant Principal
Bronwyn Buchanan	Math RTI Teacher
Tracy Caruana	Special Education Teacher/ Grade 3 Dept Chair
Noah Fuchs	Grade 3 Teacher
Kaylan Lelito	Reading RTI Teacher/ Reading Dept. Chair
Laura Moore	Classroom Aide/ KTSEA Member
Kaley Vazquez - Regan	Physical Education Teacher
Imani Grimes	Parent
Angelique Babagana	Family Member
Andrew Rudd	Consultant

Instructional Key Strategies for Improvement: What are we doing? Why are we doing this?

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

Key Strategy <i>What activities, or Action Steps will we pursue to address our FOCUS AREA(s)?</i>	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: WHAT DID WE LEARN FROM OUR NEEDS ASSESSMENT/DATA ANALYSIS OR RESULTS OF PREVIOUS YEARS RESULTS, that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and survey responses</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Key Strategy 1: Analyze real-time student assessment data to inform tier 1 instruction.	<input checked="" type="checkbox"/> New <input type="checkbox"/> Expand <input type="checkbox"/> Refine	Performance on New York State Assessments indicates that a majority of grade 3 and 4 students are not meeting grade level expectations <ul style="list-style-type: none"> • 2023-2024 NYS Gr. 3 ELA 27% proficiency • 2023-2024 NYS Gr. 4 ELA 13% proficiency • 2023-2024 NYS Gr. 3 Math 25% proficiency • 2023-2024 NYS Gr. 4 Math 9% proficiency Professional learning communities will focus efforts on data-driven instruction in Math and ELA for tier 1 differentiated, small group instruction AND tier 1 whole group instruction. When surveyed "How helpful are your colleagues' ideas for improving your work?" Holmes' staff answered 90% favorably, indicating evidence for a need for more time for professional collaboration.
Key Strategy 2: Implement high effect size, research based instructional strategy of <i>teacher clarity</i> to maximize tier 1 instructional success and student achievement.	<input checked="" type="checkbox"/> New <input type="checkbox"/> Expand <input type="checkbox"/> Refine	Performance on New York State Assessments indicates that a majority of grade 3 and 4 students are not meeting grade level expectations <ul style="list-style-type: none"> • 2023-2024 NYS Gr. 3 ELA 27% proficiency • 2023-2024 NYS Gr. 4 ELA 13% proficiency • 2023-2024 NYS Gr. 3 Math 25% proficiency • 2023-2024 NYS Gr. 4 Math 9% proficiency Professional Learning Communities will provide teachers with dedicated time to learn, implement, discuss and refine the research based instructional strategies that will impact student success. Professional Learning Communities will also provide teachers with the dedicated time to collect, review and analyze student data to then adjust their instruction in response to the data, using the aforementioned research based instructional strategies.

IMPLEMENTATION: How will we do this?

KEY STRATEGY 1: Analyze real-time student assessment data to inform tier 1 instruction.

BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION KEY STRATEGY 1

What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
<ul style="list-style-type: none">• Ensure grade level leaders have the district provided prioritized scope and sequence for use of materials that includes plans and strategies for supporting success with standards based instruction.<ul style="list-style-type: none">◦ Leverage the calendar, units and standards to plan to teach 75% of the curriculum year 1	By August 15, 2025
<ul style="list-style-type: none">• Confirm the district provided assessment alignment that details the connections among the standards, materials, and CF assessments and calendar. Prepare for building rollout and clarification.	By August 15, 2025
<ul style="list-style-type: none">• Develop the calendar of support and intervention for students	By August 15, 2025
<ul style="list-style-type: none">• Create a structured and strategic Holmes Professional Learning Communities Plan that includes:<ul style="list-style-type: none">◦ Expectations, protocols, schedules, role rotations◦ Grades K, 1, 2, 3, 4, Special Areas, Reading RTI, Math RTI and CAPS◦ Priority Standards for ELA- R1, R2, R3, R4, W1, W2◦ Priority Standards for Math in each grade level◦ Support personnel within the building and district◦ Utilize the 3 PLC questions as the guiding questions for Holmes instruction at PLC meetings:<ul style="list-style-type: none">■ What is it we want students to learn?■ How will we know if they have learned it?■ What will we do if they haven't learned it?<ul style="list-style-type: none">• This is what to teach,• This is what and how to assess,• This is how we look at results of instruction• We learn about kids and our own teaching.	By August 15, 2025
<ul style="list-style-type: none">• Plan the Superintendent Conference Days for Holmes' Teachers to Unpack ELA and Math Priority Standards	By August 15, 2025
<ul style="list-style-type: none">• Ensure grades K-4 utilize High Quality Instructional Materials, particularly for ELA and Math<ul style="list-style-type: none">◦ UFLI K-2◦ CKLA K-4◦ EM2 K-4	July 1, 2025

FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION
KEY STRATEGY 1

Analyze real-time student assessment data to inform tier 1 instruction.

What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> Communicate updated Holmes Mission & Vision to all stakeholders 	By September 5, 2025
<ul style="list-style-type: none"> District RTI Leader facilitates Tier 1 PLC with each grade level and RTI <ul style="list-style-type: none"> Roll out the Data Dashboard Model the Data Meeting process 	September 17, 2025
<ul style="list-style-type: none"> Tier 2 & 3 PLC/DAT meetings with Math and Reading RTI Utilize PLC/DAT data to inform After School Sessions 	September 18, 2025 Then every 6-8 weeks according to the District RTI schedule
<ul style="list-style-type: none"> Teachers are backwards planning during PLC's, using the assessments for instructional decisions. <ul style="list-style-type: none"> How does each assessment align to our priority standards? How will we capture the data for the assessments? 	Bi weekly beginning week of September 14, 2025
<ul style="list-style-type: none"> Communicate the PLC plan and schedule to all teachers 	By August 28, 2025 - Ongoing Communication
<ul style="list-style-type: none"> Schedule PLC Fall and Late Winter PLC Release Time for each grade level team 	By August 28, 2025
<ul style="list-style-type: none"> Build teacher capacity by prioritizing their needs for targeted instructional support or data analysis support in PLC's and other collaborative time <ul style="list-style-type: none"> This support should consist of coaching or PD from the district This support should be ongoing 	Beginning August 26, 2025
<ul style="list-style-type: none"> Develop with PLCs a monitoring device that provides ongoing information about effectiveness of the process. 	October - December 2025
<ul style="list-style-type: none"> Develop plan to support grades 3 and 4 in following the Math and ELA scope and sequence leading up to NYS state assessments, along with priority standards 	November - January 2025

SECOND HALF OF THE SCHOOL YEAR IMPLEMENTATION
KEY STRATEGY 1

Analyze real-time student assessment data to inform tier 1 instruction.

What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> Ensure that new teacher learning is backed by ongoing coaching and support by the district 	February 2026- ongoing
<ul style="list-style-type: none"> Monitor each PLC for effectiveness and support as necessary using an instrument developed by PLCs. 	February 2026- ongoing
<ul style="list-style-type: none"> Determine the needs of Tier 2 and 3 students schedules and groupings, and establish clear tier 1 instructional plans to support those students in initial instruction. Adjust RTI Tier 2 and 3 schedules and groupings, including After School Sessions, based on data 	February 2026- ongoing
<ul style="list-style-type: none"> Support grades 3 and 4 in following the Math and ELA scope and sequence leading up to NYS state assessments, along with priority standards 	January 2026 to May 2026
<ul style="list-style-type: none"> All PLCs analyze Aimsweb Fall to Winter data to monitor student growth against priority standards. All PLCs analyze Aimsweb Fall to Winter to Spring Aimsweb data 	September 2025, January 2026, May 2026

PROGRESS MONITORING: How will we measure progress and impact for this strategy?

KEY STRATEGY 1: Analyze real-time student assessment data to inform tier 1 instruction.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/out come data)	PLC Agenda- PLC Minutes - Data Dashboards-	-Indications that teams meet weekly and follow the agenda -Indications that protocols are followed -Completed and up-to-date Data Dashboards for ELA and Math	
Mid-Year Benchmark(s)	PLC Agenda- PLC Minutes -		

(outcome data)	<p>Data Dashboards-</p> <p>PLC Monitoring Device-</p>	<p>-Indications that teams meet weekly and follow the agenda</p> <p>-Indications that protocols are followed</p> <p>-Completed and up-to-date Data Dashboards for ELA and Math</p> <p>-PLC's are centered around the questions: What is it we want students to learn? What is it we want students to learn? How will we know if they have learned it? What will we do if they haven't learned it?</p> <p>Teachers are collaborating according to the "3C's model."</p>	
<p>End-of-the Year Targets (outcome data)</p>	<p>PLC Agenda- PLC Minutes - Data Dashboards-</p> <p>PLC Monitoring Device-</p>	<p>-Indications that teams meet weekly and follow the agenda</p> <p>-Indications that protocols are followed</p> <p>-Completed and up-to-date Data Dashboards for ELA and Math</p> <p>-Student Progress in UFLI, ELA and Math</p> <p>-PLC's are centered around the questions: What is it we want students to learn? What is it we want students to learn? How will we know if they have learned it? What will we do if they haven't learned it? Teachers are collaborating according to the "3C's model."</p>	

IMPLEMENTATION: How will we do this?

KEY STRATEGY 2: Implement high effect size, research based instructional strategy of *teacher clarity* to maximize tier 1 instructional success and student achievement.

BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION KEY STRATEGY 2

Implement high effect size, research based instructional strategy of *teacher clarity* to maximize tier 1 instructional success and student achievement.

What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
• Develop schedule for TC learning sessions - before school (8:15 -8:55) on 1st and 3rd Wednesdays	By August 15, 2025
• Create a structured and strategic Holmes teacher clarity professional learning plan that includes: <ul style="list-style-type: none">○ Expectations, protocols, schedules○ Topics and scope and sequence.	By August 15, 2025
• Create Grade Level Leader descriptions that support teacher clarity and professional learning plan.	By August 30, 2025
• Appoint Grade Level Leaders who will facilitate this work.	By August 30, 2025
• Design the Grade Level Leader training sessions and supports: materials and articles	By August 30, 2025
• Hold the Grade Level Leader retreat.	By August 30, 2025
• Develop Grade Level Leader meeting schedule for the year.	By August 30, 2025
• Develop the Instructional Look Fors along with learning walk schedule and cycles.	By August 30, 2025
• Develop the plan for messaging Instructional Look fors in Faculty meetings.	By August 30, 2025
• Design a simple professional learning feedback exit ticket to track participant perception of professional learning.	By August 30, 2025

FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION
KEY STRATEGY 2

Implement high effect size, research based instructional strategy of *teacher clarity* to maximize tier 1 instructional success and student achievement.

What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> Meet with grade level leaders monthly to develop and plan their grade level meeting content and delivery. 	September 2025 and ongoing
<ul style="list-style-type: none"> Hold the grade level meetings, starting to have GLL deliver TC content as scheduled. 	September 2025 and ongoing
<ul style="list-style-type: none"> Structure Faculty Meetings to emphasize the intentional design and instructional expectations for Teacher Clarity. 	September 2025 and ongoing
<ul style="list-style-type: none"> Follow the learning walk schedule to capture data about the impact of professional learning. Provide feedback to faculty. 	September 2025 and ongoing

SECOND HALF OF THE SCHOOL YEAR IMPLEMENTATION
KEY STRATEGY 2

Implement high effect size, research based instructional strategy of *teacher clarity* to maximize tier 1 instructional success and student achievement.

What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> Meet with grade level leaders monthly to develop and plan their grade level meeting content and delivery. 	February 2026 and ongoing
<ul style="list-style-type: none"> Hold the grade level meetings, starting to have GLL deliver TC content as scheduled. 	February 2026 and ongoing
<ul style="list-style-type: none"> Structure Faculty Meetings to emphasize the intentional design and instructional expectations for Teacher Clarity. 	February 2026 and ongoing
<ul style="list-style-type: none"> Follow the learning walk schedule to capture data about the impact of professional learning. Provide feedback to faculty. 	February 2026 and ongoing

PROGRESS MONITORING: How will we measure progress and impact for this strategy?

KEY STRATEGY 2: Implement high effect size, research based instructional strategy of *teacher clarity* to maximize tier 1 instructional success and student achievement.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> <i>complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Schedules Plans Expectations	Teacher Clarity Learning session schedule Professional learning plan GLL Job Descriptions Scope and sequence Instructional look fors	<i>complete when reviewing data</i>
Mid-Year Benchmark(s) (outcome data)	Agendas - Attendance Sheets- Learning walk data and feedback- Professional learning feedback-	Sessions are planned and designed effectively. Regular attendance Professional learning is impacting instruction Professional learning is effective for teachers	<i>complete when reviewing data</i>
End-of-the Year Targets (outcome data)	Agendas - Attendance Sheets- Learning walk data and feedback- Professional learning feedback-	Sessions are planned and designed effectively. Regular attendance Professional learning is impacting instruction Professional learning is effective for teachers	<i>complete when reviewing data</i>

ACADEMIC PERFORMANCE TARGETS

MID-YEAR AND END-OF-THE-YEAR TARGETS

We believe successful implementation of these instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Aims Web <ul style="list-style-type: none"> Fall administration <ul style="list-style-type: none"> Baseline info Winter administration <ul style="list-style-type: none"> Increase in the % age of students identified as low risk 	<ol style="list-style-type: none"> Analyze real-time student assessment data Teacher Clarity 	Aims Web <ul style="list-style-type: none"> 100% of students assessed with accurate and reliable results. A 3% increase in the percentage of students identified as <i>low risk</i> by Aimsweb in ELA. A 3% increase in the percentage of students identified as <i>low risk</i> by Aimsweb in Math. <p>ADD WHEN WE HAVE IT!</p> <p>K - from ___ % Low Risk (LR) to ___ % LR</p> <p>1- from ___ % LR to ___ % LR</p> <p>2 - from ___ % LR to ___ % LR</p> <p>3 - from ___ % LR to ___ % LR</p> <p>4- from ___ % LR to ___ % LR</p> <p>Math-</p> <p>K - from ___ % Low Risk (LR) to ___ % LR</p> <p>1- from ___ % LR to ___ % LR</p> <p>2 - from ___ % LR to ___ % LR</p> <p>3 - from ___ % LR to ___ % LR</p> <p>4- from ___ % LR to ___ % LR</p>	

	UFLI 80% of students mastering weekly lessons as assessed in a 5 day cycle. EM2 Module Assessments		UFLI 80% of students mastering weekly lessons as assessed in a 5 day cycle and monitored via a spreadsheet / dashboard. EM2 80% of students mastering modules according to scope and sequence as monitored through spreadsheet / dashboard.	
End-of-the Year Targets	AimsWeb <ul style="list-style-type: none"> Spring administration <ul style="list-style-type: none"> Increase in the %age of students identified as low risk 	1. Analyze real-time student assessment data 2. Teacher Clarity	<ul style="list-style-type: none"> 100% of students assessed with accurate and reliable results. A 6% increase in the percentage of students identified as <i>low risk</i> by Aimsweb in ELA. A 6% increase in the percentage of students identified as <i>low risk</i> by Aimsweb in Math. <p>ELA-</p> <p>K - from ___% Low Risk (LR) to ___% LR</p> <p>1- from ___% LR to ___% LR</p> <p>2 - from ___% LR to ___% LR</p> <p>3 - from ___% LR to ___% LR</p> <p>4- from ___% LR to ___% LR</p> <p>Math-</p> <p>K - from ___% Low Risk (LR) to ___% LR</p> <p>1- from ___% LR to ___% LR</p> <p>2 - from ___% LR to ___% LR</p> <p>3 - from ___% LR to ___% LR</p> <p>4- from ___% LR to ___% LR</p>	

	<p>UFLI 80% of students mastering weekly lessons as assessed in 5 day cycle.</p> <p>EM2 Module Assessments</p> <p>CKLA (Add this in year 2)</p>		<p>UFLI 80% of students mastering weekly lessons as assessed in a 5 day cycle and monitored via a spreadsheet / dashboard.</p> <p>EM2 80% of students mastering modules according to scope and sequence as monitored through spreadsheet / dashboard.</p>	
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Non-Instructional Key Strategies for Improvement: What are we doing? Why are we doing this?

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies**.

DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.

Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

Key Strategy	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: WHAT DID WE LEARN FROM OUR NEEDS ASSESSMENT/DATA ANALYSIS OR RESULTS OF PREVIOUS YEARS RESULTS, that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and survey responses</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Key Strategy 1: Establish stronger connections with students and families to decrease chronic absenteeism and increase student positive social and emotional engagement with school using a MTSS framework.	<input type="checkbox"/> New <input checked="" type="checkbox"/> Expand <input type="checkbox"/> Refine	<p>After reviewing the school survey, 65% of students responded favorably when asked “Are you excited about going to school everyday?” and 78% of students responded favorably when presented with the statement “My school is a happy place to be.”</p> <p>31 % of families responded favorably when asked “In the last 6 months, how often have you been with a parent group(s) at your child’s school?”</p> <p>Attendance Data -</p> <ul style="list-style-type: none"> Chronic Absenteeism as of Spring 2025 total chronic absenteeism is at 50%. <ul style="list-style-type: none"> 1st and 2nd grade, both at 44% chronic absenteeism 3rd grade 40% chronic absenteeism 4th 49% chronic absenteeism, Kindergarten is 51% chronic absenteeism with Targeted Subgroup 67% chronic absenteeism

IMPLEMENTATION: How will we do this?

KEY STRATEGY 1: Establish stronger connections with students and families to decrease chronic absenteeism and increase student positive social and emotional engagement with school using a MTSS framework.

BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION KEY STRATEGY 1

What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
<p>Create Attendance Committee</p> <ul style="list-style-type: none"> ○ Welcome and new student team including 4th grade leaders ○ School attendance expectations ○ Transportation resources ○ Key contact people (nurse, counselor, attendance mentor) ○ Incentives and attendance supports ○ Special activities on days before breaks, ½ days ○ Open House Committee to encourage family participation at open house ○ Plan field trips on Mondays and Fridays ○ Whole building activities/events on half days as well as Mondays/Fridays ○ Work with PTA to establish more full day activities that occur during the school day in order to help increase attendance ○ Be proactive with newly enrolled students with prior chronic absenteeism 	By August 25, 2025
<p>Implement Infinite Campus Workflow to support attendance to:</p> <ul style="list-style-type: none"> ○ improvement management of student daily attendance and parent daily notifications ○ improve classroom attendance and student arrival on time ○ Provide families with an online option to report student absences and to request early pickup. ○ Provide automated early morning notifications to targeted families to ensure timely arrival to bus stop 	September 2025
<ul style="list-style-type: none"> ● Panorama Behavior Referral Data 	November 2025, February 2026 and May 2026

FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 1	
What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> Analyze tier 2 and 3 attendance interventions 	Every other month
<ul style="list-style-type: none"> Add more members to the attendance committee 	August 2025
<ul style="list-style-type: none"> Progress monitor our list of students who require attendance interventions 	Monthly
SECOND HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 1	
What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
<ul style="list-style-type: none"> Progress monitor meetings 	Monthly
<ul style="list-style-type: none"> Grade level meetings with students 	March 2026

PROGRESS MONITORING: How will we measure progress and impact for this strategy?

KEY STRATEGY 1: Improve attendance and behavior

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> <i>complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Attendance Reports in IC Panorama data	We hope to reduce the chronic absenteeism rate among our targeted subgroup. Our goal is to decrease by 5-10% within one academic year. Progress monitor at least quarterly.	
Mid-Year Benchmark(s) (outcome data)	Attendance team meetings to disaggregate the data by grade, race, SPED and ELL status	Decrease the number of suspensions by 20%	
End-of-the Year Targets (outcome data)		Decrease by 5-10%	

NON-INSTRUCTIONAL PERFORMANCE TARGETS

MID-YEAR AND END-OF-THE-YEAR TARGETS

We believe successful implementation of these non-instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Major discipline referrals Attendance reports	Proactive interventions & Increase Family Engagement	A decrease in chronic absenteeism by 5% A decrease in suspensions by 20%	
End-of-the Year Targets	Major discipline referrals Attendance reports	Proactive interventions & Increase Family Engagement		

NON-INSTRUCTIONAL SURVEY RESULTS

We believe these survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey 2026 results are available)
Student Survey	Are you excited about going to school everyday	Establish stronger connections with students and families to decrease chronic absenteeism and increase student positive social and emotional engagement with school.	65%	75%	
Staff Survey	When you face challenges with particular students, how supportive are families?	Establish stronger connections with students and families to decrease chronic absenteeism and increase student positive social and emotional engagement with school.	42%	65%	
Family Survey	In the last 6 months, how often have you been with a parent group(s) at your child's school?	Establish stronger connections with students and families to decrease chronic absenteeism and increase student positive social and emotional engagement with school.	31%	50%	

SCEP APPENDIX - 1 - FOR ALL SCHOOLS

Listening, Leading, Learning: Feedback on School Environment Experiences from students, staff and families

Describe how the feedback from each stakeholder group has informed the team's plan.

Student Survey Summary

- Strong Positives:
 - 90%+ feel included, respected by teachers, and supported by school leaders.
 - 88%+ feel happy, safe, and encouraged to do their best.
 - High favorability on learning expectations and academic support.
- Areas to Improve:
 - Only 65% feel comfortable asking for help.
 - 31% report disruptive behavior in the cafeteria/hallway.
 - Need to improve kindness skills and cultural inclusion.

Family Survey Summary

- Strong Positives:
 - 97–99% feel communication is strong and school is a good fit.
 - High trust in teachers and support for learning.
 - Positive perceptions of safety, climate, and community.
- Areas to Improve:
 - 38% not involved in parent groups.
 - Interest in more structured welcome/support for new families.

Staff Survey Summary

- Strong Positives:
 - 100% feel respected, included, and supported by colleagues/admin.
 - 87%+ positive about work environment and school safety.
 - Optimism for future improvement is high.
- Areas to Improve:
 - Ongoing reflection on respectful language and safety practices.
 - More engagement in professional learning and collaboration structures.

SCEP APPENDIX - 2 - FOR TSI SCHOOLS ONLY

Listening, Leading, Learning: Feedback on School Environment Experiences from students, staff and families

SUBGROUP SPOTLIGHT: Describe how the team has determined that the strategies within this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

The team has determined that the strategies of :

1. Analyze real-time student assessment data to inform tier 1 instruction
and
2. Implement high effect size, research based instructional strategy of *teacher clarity* to maximize tier 1 instructional success and student achievement

are likely to result in improved subgroup performance for the subgroup for which the school has been identified [Black/African American students] by ensuring ALL teachers are engaging in data driven decision making to directly inform their Tier 1 instruction which will directly impact these students throughout the school day.

SCEP APPENDIX - 3 -

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
 - [Activity 1: Analyze: Data Variation Identification](#)
 - [Activity 2: Analyze: Data Variation Share and Explore](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
 - Following *Activity 1: Analyze Data Variation Identification*
 - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the resources gathered at [Visible Learning](#), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2025-26 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created [the SCEP Rubric](#) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

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 rest of 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 (required for new TSI)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Heather McCarthy, Ed.D.	Principal	3/6	3/25	3/25	3/27	4/1	4/3, 4/11,	4/28, 5/5
Kathryn Cannon	Assistant Principal	3/6	-	-	3/27	—	4/3, 4/11,	4/28, 5/5
Bronwyn Buchanan	Math RTI Teacher	3/6	3/25	3/25	3/27	4/1	4/3, 4/11,	4/28, 5/5
Tracy Caruana	Special Education Teacher/ Grade 3 Dept Chair	3/6	3/25	3/25	3/27	4/1	4/3, 4/11,	4/28, 5/5
Noah Fuchs	Grade 3 Teacher	3/6	3/25	3/25	3/27	4/1	4/3, 4/11,	4/28, 5/5
Kaylan Lelito	Reading RTI Teacher/ Reading Dept. Chair	3/6	3/25	3/25	3/27	—	4/3, 4/11,	4/28, 5/5
Laura Moore	Classroom Aide/ KTSEA Member	3/6	3/25	3/25	3/27	4/1	4/3, 4/11,	4/28, 5/5
Kaley Vazquez - Regan	Physical Education Teacher	3/6	3/25	3/25	3/27	4/1	4/3, 4/11,	4/28, 5/5
Imani Grimes	Parent	3/6	3/25	3/25	3/27	—	-	-
Angelique Babagana	Family Member	3/6	3/25	3/25	3/27	—	4/3, 4/11,	4/28, 5/5



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

District	School Name	Grades Served
Kenmore Town of Tonawanda UFSD	Holmes Elementary School	K-4

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an [evidence-based intervention](#). To assist with this, the Department has identified 16 [State-Supported Evidence-Based Interventions](#), that if implemented in accordance to the parameters provided, fulfill this criteria.

1. Align High School and College Courses to Increase Post-Secondary Transition Outcomes
2. Community Schools
3. Elementary School Looping
4. Establish an Early Warning Intervention and Monitoring System
5. Evidence-Based Instructional Methods
6. Expanding access to high-quality Out-of-School-Time programs
7. High-Quality Instructional Materials
8. High-Quality Tutoring
9. Incoming Student Induction Programs and Summer Bridge Programs
10. Instructional Coaching
11. Middle School Flexible Scheduling
12. Multi-Tiered System of Supports – Integrated (MTSS-I)
13. Ongoing Job-Embedded Professional Development
14. Principal Leadership Development
15. Professional Learning Communities
16. Restorative Practices

In the Column labeled “Evidence-Based Intervention Category” enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter “Other.”

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

Budget Code

In the "Budget Code" category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

Code 15: Professional Salaries

Code 16: Support Staff Salaries

Code 20: Equipment

Code 40: Purchased Services

Code 45: Supplies and Materials

Code 46: Travel

Code 49: BOCES Services

SCEP APPENDIX - 4 - FOR TSI SCHOOLS

School-Level SIG Expenditure Plan

Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the “Full Cost” column the first time the expense appears.

Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1

Holmes: Analyze real-time student assessment data to inform tier 1 instruction.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Lexia Core 5 Site License	Multi-Tiered Systems of Support	Purchased Services: CODE 40	\$7,665
Instructional Leadership Development & Support Consultant (SCEP Monitoring/Dev)	Principal Leadership Development	Purchased Services: CODE 40	\$8,330
Professional Literature: PLC, Teacher Clarity, Visible Learning to support training by Angela Hanlin	Ongoing Job Embedded Professional Development	Supplies and Materials: CODE 45	\$380.50
Strengthen Tier 1 Instruction: Project Read Decodable Software	High Quality Instructional Materials	Purchased Services: CODE 40	\$2,500
Strengthen Tier 1 Instruction: Project Reading AI Software For Small Group	High Quality Instructional Materials	Purchased Services: CODE 40	\$2,625
After School Tutoring to Support Students in Identified subgroups	High Quality Tutoring	Professional Salary: CODE 15	\$7,740

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY \$29,240.50

INSTRUCTIONAL KEY STRATEGY 2

Holmes: Implement high effect size, research based instructional strategy of *teacher clarity* to maximize tier 1 instructional success and student achievement.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Angela Hanlin Consultant: Strengthen Tier 1 Instruction: Visible Learning, Teacher Clarity	Evidence Based Instructional Methods	Purchased Services: CODE 40	\$10,500
Amplify: CKLA Training Science of Reading	Evidence Based Instructional Methods	Purchased Services: CODE 40	\$24,000

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY \$34,500.00

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1

Establish stronger connections with students and families to decrease chronic absenteeism and increase student positive social and emotional engagement with school.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
PBIS Team Support Meetings (Summer)	Multi-Tiered Systems of Support Integrated	Professional Salary: CODE 15	\$1,610
Attendance IC Workflow Suite	Multi-Tiered Systems of Support Integrated	Purchased Services: CODE 40	\$5,656.33
IC Campus Analytics: MTSS Module Two Years	Multi-Tiered Systems of Support	Purchased Services: CODE 40	\$4,172.00
Wilbert Green Implicit Bias Training	Ongoing Job-Embedded Professional Development	Purchased Services: CODE 40	\$1,312.50

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY \$12,750.83

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher Pay: Improvement Plan Mtgs	Plan Monitoring	CODE 15: Professional Salary	\$3,000
Support Staff Pay: Improvement Plan Mtgs	Plan Monitoring	CODE 16: Support Staff Salaries	\$243
Employee Benefits	Plan Monitoring	Code 80: Employee Benefits	\$1001.50

TOTAL AMOUNT FOR PLAN MONITORING \$4,244.50

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher Pay: SCEP Development	Plan Development	CODE 15: Professional Salary	\$3,000
Support Staff Pay: SCEP Development	Plan Development	CODE 16: Support Staff Salaries	\$243
Employee Benefits		Code 80: Employee Benefits	\$1001.50

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT \$4,244.50