

2025-2026

Herbert Hoover Middle School

School Comprehensive Education Plan



Collaboratively Developed by: The Hoover Middle School SCEP Team and in partnership
with the staff, students and families of Hoover Middle School

Team Members:

Role:

Elaine Thomas	Principal
Michelle Jaros	Assistant Principal
Christina Zona	Assistant Principal
Kristen Konkel-Lenz	Parent
MaryBeth Carter	Parent
Allison Glenn	Teacher, RtI Liaison
Michelle Yemma	Teacher, Math; Department Chair
Joanne Rice	Teacher, Special Education
Jeff Kleismit	Teacher, ELA; Department Chair
Alex Marcinelli	Teacher, Grade 5 (ELA/Social Studies)
Samantha DeMart	Parent

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 YEAR'S 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: Implement high-effect-size instructional strategies (Teacher Clarity) to maximize tier 1 instructional success and student achievement with priority NYS Learning Standards.	<input type="checkbox"/> New <input type="checkbox"/> Expand <input checked="" type="checkbox"/> Refine	<p>A focus on teacher clarity refines the initial work on student engagement by supporting student access to skills and content, allowing for successful cognitive engagement and practice of standards.</p> <p>HMS students, regardless of subgroup, underperform in the region on both ELA and Math. Students are not meeting the proficiency levels of a 3 or 4 on state assessments. Data Variation Data</p> <p>Student interviews did not show any trends indicating a rationale for low performance. Students were content and believed that the school community was successful. The results were supportive of diversity and meeting student needs. Student Interview</p> <p>Panorama survey data revealed that HMS outperformed the Ken-Ton District in all but two sub-categories, and showed measurable increases in favorable responses on student, staff and family surveys.</p> <p>Reference: Staff Panorama survey two-year comparative Survey Data</p> <p>We will refine our practices by starting to implement these strategies at the beginning of September.</p>
Key Strategy 2: Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment, and intervention.	<input type="checkbox"/> New <input type="checkbox"/> Expand <input checked="" type="checkbox"/> Refine	<p>Our focus on the assessment will allow us to improve tier 1 instruction based on student needs. It will also allow us to track and monitor achievement in real time and with multiple assessment tools.</p> <p>HMS students, regardless of subgroup, underperform in the region on both ELA and Math. Students are not meeting the proficiency levels of a 3 or 4 on state assessments. Data Variation Data</p>

IMPLEMENTATION: How will we do this?

KEY STRATEGY 1:

Implement high-effect-size instructional strategies (Teacher Clarity) to maximize tier 1 instructional success and student achievement with priority NYS Learning Standards.

- Crafting learning intentions and success criteria.
- Co-constructing learning intentions and success criteria with learners.
- Creating opportunities for students to respond (i.e. formative assessment).
- Providing effective feedback on and for learning.
- Sharing learning and progress between students and teachers.

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?
Create a teacher professional development calendar for the year (faculty meeting topics, PLC schedule, etc.)	August 15, 2025
Update the Instructional Road Map	August 15, 2025
One-stop shop for PD & Road Map- scaffolding the PD and map	
Faculty Communication- newsletter/emails - first month's	August 15, 2025
CFA Assessment Document completed	August 15, 2025
Engage a team in summer Hattie Visible Learning training and plan for a turnkey rollout	August 6 & August 8, 2025 August 28, 2025
Plan the opening day session and first two faculty meetings addressing the instructional road map.	August 15, 2025
Plan August conference day - 2 hours	August 1, 2025
Plan the first 2 department meetings	August 15, 2025

PLC Chairs attend PLC Training	August 1, 2025
Plan for the first two department head trainings	August 15, 2025
Plan for learning walks - Cycles, process, look fors, data capture, feedback dates	August 15, 2025
Meeting Documentation plan - notes, attendance, agendas	August 15, 2025
Design a ticket-out-the-door for the training feedback survey	August 15, 2025
Attend Angie Hanlin Retreat -	July 21-23, 2025
Schedule and Plan for PLC Chair support	August 15, 2025

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?
Hold planned faculty meetings and Opening Day Session and include the designed professional learning on teacher clarity.	Starting in September and ongoing.
Plan for early release day in October - 2 hour session?	September 25, 2025 October 1, 2025
Hold early release day professional learning	
Document professional learning meetings: capture agendas, attendance, and notes	Starting in September and ongoing.
Perform 2 learning walk cycles focused on look fors, capture data, and provide feedback to teachers.	October 17, 2025 December 12, 2025
Publish 3 or more update newsletters with links and information about the look fors/instructional roadmap per month.	Starting in September and ongoing
Hold 5 Department meetings that provide clarification, support and professional learning around teacher clarity.	Starting in September and ongoing

Hold 5 Department Head meetings that provide clarification, support and professional learning around teacher clarity.	Starting in September and ongoing
Building leaders participate in 6 Leadership Development sessions to support SCEP project and implementation.	Starting in September and ongoing
Capture data from training TOTD Feedback form to inform SCEP team of progress.	Starting in September and ongoing

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?
Hold planned faculty meetings and Opening Day Session and include the designed professional learning on teacher clarity.	February and ongoing.
Plan for early release day in October - 2 hour session? Hold early release day professional learning	September 25, 2025 October 1, 2025
Document professional learning meetings: capture agendas, attendance, and notes	February and ongoing.
Perform 2 learning walk cycles focused on look fors, capture data, and provide feedback to teachers.	October 17, 2025 December 12, 2025
Publish 3 or more update newsletters with links and information about the look fors/instructional roadmap per month.	February and ongoing
Hold 5 Department meetings that provide clarification, support and professional learning around teacher clarity.	February and ongoing
Hold 5 Department Head meetings that provide clarification, support and professional learning around teacher clarity.	February and ongoing
Building leaders participate in 6 Leadership Development sessions to support SCEP project and implementation.	February and ongoing
Capture data from training TOTD Feedback form to inform SCEP team of progress.	February and ongoing

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

KEY STRATEGY 1: Implement high-effect-size instructional strategies (Teacher Clarity) to maximize tier 1 instructional success and student achievement with priority NYS Learning Standards.

	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)	Schedule set, PD plan, meeting dates, teams meeting, and Hattie training turnkeyed	Are we prepared? List the deliverables that have been completed. Did we complete the plans, schedules, and arrangements identified?	
Mid-Year Benchmark(s) (outcome data)	Learning walk data Meeting agendas Meeting attendance	Meeting the planned learning walk cycles Assessing learning walk data to determine effectiveness of interventions (PD) Planned meetings are being held Teachers are attending the meetings	
End-of-the Year Targets (outcome data)	Learning walk data (to see the effectiveness of our interventions) Meeting agendas Meeting attendance	Meeting the planned learning walk cycles Assessing learning walk data to determine effectiveness of interventions (PD) Planned meetings are being held Teachers are attending the meetings	

IMPLEMENTATION: How will we do this?

KEY STRATEGY 2:

Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment and intervention.

BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION KEY STRATEGY 2

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">• CFA Assessment Document completed with standard alignment & calendared CFA dates	August 22, 2025
<ul style="list-style-type: none">• PLC meeting Calendar with topics set (2 x per month)	August 22, 2025
<ul style="list-style-type: none">• Plan for Grade level PLC chair training. Plan for support for any member unable to attend.<ul style="list-style-type: none">◦ Aug. 6th (11am-2pm) Aug. 8th (8:30-11:30am)	August 22, 2025
<ul style="list-style-type: none">• Develop expectations and protocols for PLC meetings.	August 22, 2025
<ul style="list-style-type: none">• Grade Level PLC Chair support meeting plan, schedule and agendas	August 22, 2025

FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 2

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">• Provide ongoing support and guidance to Grade Level PLC Chairs at regular meetings	Starting September and ongoing
<ul style="list-style-type: none">• PLC- monitor pacing and keep in alignment with colleagues	Monthly
<ul style="list-style-type: none">• Calibration and examine rubrics with state assessment standards	Monthly
<ul style="list-style-type: none">• Hold PLC meetings - 2 x per month	Starting September and ongoing

<ul style="list-style-type: none"> Design and implement CFA Intervention plan - which students are identified by CFAs as underperforming and what is the intervention to be provided? 	December 12, 2025
<ul style="list-style-type: none"> Design and implement Instructional Change plan - What changes to instruction do we need to make in order to improve student achievement? CFA data will inform lesson planning and assessment criteria (standardized) <ul style="list-style-type: none"> Example Math weekly reviews Essay style - ie, persuasive, argumentative, enduring issues 	December 12, 2025
<ul style="list-style-type: none"> Design and implement assessments aligned with NYS Assessments <ul style="list-style-type: none"> Use of released questions Aligned with power standards 	December 12, 2025

SECOND HALF OF THE SCHOOL YEAR IMPLEMENTATION KEY STRATEGY 2

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"> Hold PLC meetings - 2 x per month 	February 2, 2026 and ongoing
<ul style="list-style-type: none"> Assessment alignment to State Assessment <ul style="list-style-type: none"> Use of released questions Aligned with power standards 	Monthly
<ul style="list-style-type: none"> Rubric Calibration with state assessment standards 	Monthly
<ul style="list-style-type: none"> Continue CFA Intervention plan - which students are identified by CFAs as underperforming and what is the intervention to be provided? 	February 2, 2026 and ongoing
<ul style="list-style-type: none"> Continue Instructional Change plan - What changes to instruction do we need to make in order to improve student achievement? Lesson Planning and adjustments based on CFA data 	February 2, 2026 and ongoing

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

KEY STRATEGY 2:

Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment, and intervention.

	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)	CFA Schedule and assessments PLC expectations and protocols PLC Meeting Calendar	Schedules Expectation documents Calendar and plans	
Mid-Year Benchmark(s) (outcome data)	Meeting notes Agendas Attendance Intervention plans Instructional Change plan	Meetings have been held Meetings have been planned and intentionally designed Teachers are identifying students in need of support and planning how to provide that support Teachers have identified specific changes to instructional models and methods.	
End-of-the Year Targets (outcome data)	Meeting notes, Agendas Attendance Intervention plans Instructional Change plan	Meetings have been held Meetings have been planned and intentionally designed Teachers are identifying students in need of support and planning how to provide that support Teachers have identified specific changes to instructional models and methods.	

ACADEMIC PERFORMANCE TARGETS

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

We believe that 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: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> • CFA data • ELA and Math i-Ready benchmark data 	<p>Key Strategy 1: Implement high effect size instructional strategies (teacher clarity) to maximize Tier 1 instructional success and student achievement with priority NYS Learning Standards</p> <p>Key Strategy 2: Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment and intervention.</p>	<p>Mid-year proficiency on CFAs is X% (TBD) - established baseline in ELA, Math, Science, and SS</p> <p>An increase in ELA and Math proficiency, by 10% in the i-Ready results for proficiency from the September benchmark to January</p> <p>To be completed following Sept '25 baseline assessment</p> <p>By Grade level</p> <p>ELA</p> <p>5th __ % to __% on grade level?</p> <p>6th __ % to __%</p> <p>7th __ % to __%</p> <p>Math</p> <p>5th __ % to __%</p> <p>6th __ % to __%</p> <p>7th __ % to __%</p>	

<p>End-of-the Year Targets</p>	<p>CFA data</p> <p>ELA and Math I-ready benchmark data</p> <p>State Assessment Data</p>	<p>Key Strategy 1: Implement high effect size instructional strategies (teacher clarity) to maximize Tier 1 instructional success and student achievement with priority NYS Learning Standards</p> <p>Key Strategy 2: Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment and intervention.</p>	<p>End of year proficiency on CFAs is X% (TBD) - increased our rate by 10% in ELA, Math, Science, and SS</p> <p>Increased in ELA and math proficiency, by 20% in the i-Ready results for proficiency from the September benchmark to June</p> <p>To be completed following Sept '25 baseline assessment By Grade level</p> <p>ELA</p> <p>5th __ % to __%</p> <p>6th __ % to __%</p> <p>7th __ % to __%</p> <p>Math</p> <p>5th __ % to __%</p> <p>6th __ % to __%</p> <p>7th __ % to __%</p> <p>An increase in our proficiency rates on the ELA, Math, and Science assessments.</p> <p>By Grade level</p> <p>ELA</p> <p>5th __ % to __%</p> <p>6th __ % to __%</p> <p>7th __ % to __%</p> <p>Math</p> <p>5th __ % to __%</p> <p>6th __ % to __%</p> <p>7th __ % to __%</p>	
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SURVEY RESULTS

We believe these survey responses will give us helpful feedback about our progress with our 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	<p>One question connected to your two strategies:</p> <p>Do my teachers share daily or weekly learning goals to help me stay on track?</p>	<p>Key Strategy 1: Implement high effect size instructional strategies (teacher clarity) to maximize Tier 1 instructional success and student achievement with priority NYS Learning Standards</p> <p>Key Strategy 2: Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment and intervention.</p>	Current 90%	Desired 95%	
Staff Survey	<p>One question connected to your two strategies</p> <p>How relevant have your professional development opportunities been to your work?</p>	<p>Key Strategy 1: Implement high effect size instructional strategies (teacher clarity) to maximize Tier 1 instructional success and student achievement with priority NYS Learning Standards</p> <p>Key Strategy 2: Analyze real-time student assessment data to inform and</p>	Current 71%	Desired 75 %	

		modify tier 1 instruction, assessment and intervention.			
Family Survey	<p>One question connected to your two strategies</p> <p>On average, how well does your child work independently on learning activities at home?</p>	<p>Key Strategy 1: Implement high effect size instructional strategies (teacher clarity) to maximize Tier 1 instructional success and student achievement with priority NYS Learning Standards</p> <p>Key Strategy 2: Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment and intervention.</p>	Current 73%	Desired 75%	

My teachers share daily or weekly learning goals to help me stay on track. **43% responded usually, 47% responded always, 90% in favor**

How relevant have your professional development opportunities been to your work? **43% quite relevant, 29% extremely relevant, 71% in favor**

On average, how well does your child work independently on learning activities at home? **43% quite well, 30% extremely well, 73% in favor**

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**.

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: <ul style="list-style-type: none"> Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive. <ul style="list-style-type: none"> Continue Foundations' prosocial behavior initiatives in common spaces and arrival, transitions, and dismissal. Continue the SELIT initiative with updates on Dragon Discovery Days and periodic incentive activities. Leverage the Safe and Civil Schools Foundation's guidelines Implement Infinite Campus Workflow to: <ul style="list-style-type: none"> improvement management of non-instructional areas improve classroom attendance and student arrival on time Provide families with an online option to report student absences and to request early pickup. 	<input type="checkbox"/> New <input type="checkbox"/> Expand <input checked="" type="checkbox"/> Refine	Staff & student survey data revealed that our school needs to provide stronger support and professional development to teachers regarding Tier 1 instruction.

IMPLEMENTATION: How will we do this?

KEY STRATEGY 1: Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.

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?
<ul style="list-style-type: none"> Develop Foundations committee. Create the Foundations initiative training plan and calendar. 	September 2025
<ul style="list-style-type: none"> Develop the SELIT committee. Create Dragon Discovery Day and Incentive events structure and framework. Develop Dragon Discovery Day topics and events calendar. 	September 2025
<ul style="list-style-type: none"> Establish universal policy and procedures for Electronics/Cell Phones during the school day. Develop a staff training and intervention program for tier 1, 2, and 3 level response. 	September 2025
<ul style="list-style-type: none"> Establish Whole Child Data Tracking, including implementation and use of Campus Analytics MTSS Early Warning System - MTSS Module. Identify Restorative Interventions at Tier 1, 2, and 3 levels 	September 2025
Implement Infinite Campus Workflow to support attendance to: <ul style="list-style-type: none"> Improve 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

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"> Train staff on 2025-2026 Foundations initiatives: <ul style="list-style-type: none"> Active Supervision Training for Common Areas Cafeteria Protocols Arrival and dismissal procedures 	September 2025

○ Opengate implementation plan	
● The Foundations Common Areas Observation form will be used to evaluate strengths and areas for improvement. Make adjustments as determined.	October 2025
● Share Dragon Discovery Days structure and framework with staff. ● Share Dragon Discovery Days topics and events calendar with staff.	September 2025
● Evaluate the strengths and areas for improvement of the Dragon Discovery Days structure and topics	November 2025
● Train staff on the universal policy and procedures for Electronics/Cell Phones during the school day. ● Train staff on the cellphone intervention program for tier 1, 2, and 3 level response.	September 2025
● Train staff on the use of WorkFlow Suite.	September 2025

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?
● Monitor school discipline data and adjust to improve the following procedures: <ul style="list-style-type: none"> ○ Active Supervision Training for Common Areas ○ Cafeteria Protocols ○ Arrival and dismissal procedures ○ Opengate implementation plan 	February 2026
● Monitor school and class attendance data using Infinite Campus WorkFlow Suite to adjust attendance interventions.	February - May 2026
● Monitor suspension recidivism to assess reintegration procedures after class/school removal.	February - May 2026

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

KEY STRATEGY 1: Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.

	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/out come data)	<ul style="list-style-type: none"> • Attendance Data • Discipline Data • Panorama Data • Workflow Suite Data 	<ul style="list-style-type: none"> • Completed plans, schedules, trainings, and preparations. 	
Mid-Year Benchmark(s) (outcome data)	<ul style="list-style-type: none"> • Attendance Data • Discipline Data • Panorama Data • Workflow Suite Data 	<ul style="list-style-type: none"> • Improved student attendance. • Reduction in disrespectful interactions. • Reduction of discipline in common areas (hallways and cafeteria). 	
End-of-the Year Targets (outcome data)	<ul style="list-style-type: none"> • Attendance Data • Discipline Data • Panorama Data • Workflow Suite Data 	<ul style="list-style-type: none"> • Improved student attendance. • Reduction in physical altercations. • Reduction of discipline in common areas (hallways and cafeteria). 	

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)	<ul style="list-style-type: none"> • Attendance Data • Discipline Data • Panorama Data • Workflow Suite Data 	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	<ul style="list-style-type: none"> • Improved student attendance. • Reduction in physical altercations. • Reduction of discipline in common areas (hallways and cafeteria). 	
End-of-the Year Targets	<ul style="list-style-type: none"> • Attendance Data • Discipline Data • Panorama Data • Workflow Suite Data 	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	<ul style="list-style-type: none"> • Improved student attendance. • Reduction in physical altercations. • Reduction of discipline in common areas (hallways and cafeteria). 	

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: <i>(complete once Spring survey 2026 results are available)</i>
Student Survey	How often does negative or disruptive student behavior occur in your school	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	56%	75%	
Staff Survey	How respectful are students in their interactions with each other	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	62%	75%	
Family Survey	How comfortable is your child in asking for help from school adults	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	53%	70%	

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.

Complete the reflective prompt above in this space.

Based on survey data and listening sessions with students, staff and families, anecdotal information gathered showed that all stakeholders feel our school community is a welcoming, well-organized place where people feel valued and supported. However, our scholastic data shows that students are underperforming as compared to regional performance data. Our plan is focused on strengthening Tier 1 instruction and using Common Formative Assessment to inform instruction and assessment for all groups, as the data also showed no correlation with the subgroup.

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.

Data from interviews:

Interviews revealed students felt supported and connected to the school community.

Assessment Data:

Their [NYS Assessment scores](#), however, as reflected in the All Students subgroup as well, show we have the greatest number of students at Levels 1 and 2, and very few at Levels 3 and 4.

Educational research shows that using evidence-based instructional methods, like a focus on teacher clarity, improves all students' achievement while improving the achievement of underperforming students the most.

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
Elaine Thomas	Principal		3/19	5/16	5/19	5/27	5/28	5/30, 6/9
Michelle Jaros	Assistant Principal		3/19	5/16	5/19	5/27	5/28	5/30, 6/9
Christina Zona	Assistant Principal		3/19	5/16	-	5/27	5/28	5/30, 6/9
Kristen Konkell-Lenz	Parent		3/19	5/16	5/19	5/27	5/28	5/30, 6/9
MaryBeth Carter	Parent		3/19	5/16	5/19	5/27	5/28	-
Allison Glenn	Teacher, Rtl Liaison		-	5/16	5/19	5/27	5/28	5/30, 6/9
Michelle Yemma	Teacher, Math; Department Chair		3/19	5/16	5/19	5/27	5/28	5/30, 6/9
Joanne Rice	Teacher, Special Education		3/19	5/16	5/19	5/27	5/28	5/30, 6/9
Jeff Kleismit	Teacher, ELA; Department Chair		3/19	5/16	5/19	5/27	5/28	5/30, 6/9
Alex Marcinelli	Teacher, Grade 5 (ELA/Social Studies)		3/19	5/16	5/19	5/27	-	5/30, 6/9
Samantha DeMart	Parent		3/19	5/16	5/19	-	5/28	-



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

District	School Name	Grades Served
Kenmore Town of Tonawanda UFSD	Herbert Hoover Middle School	5-7

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

Implement high-effect-size instructional strategies (Teacher Clarity) to maximize tier 1 instructional success and student achievement with priority NYS Learning Standards.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Instructional Leadership Development & Support Consultant (SCEP Monitoring/Dev)	Principal Leadership Development	Purchased Services - 40	\$8,330.00
Angela Hanlin Consultant: Strengthen Tier 1 Instruction: Visible Learning, Teacher Clarity	Evidence Based Instructional Methods	Purchased Services - 40	\$10,500.00
Amplify: Training Science of Reading	Evidence Based Instructional Methods	Purchased Services - 40	\$8,000.00

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY \$26,830.00

INSTRUCTIONAL KEY STRATEGY 2

Analyze real-time student assessment data to inform and modify tier 1 instruction, assessment and intervention.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Lexia Core 5 Site ELA Intervention Licenses	Multi-Tiered Systems of Support Integrated	Purchased Services - 40	\$7,665.00
iReady Personalized Math Intervention Licenses	Multi-Tiered Systems of Support Integrated	Purchased Services - 40	\$5,265.00
PLC Professional Book Study with teams of KenTon Teachers: Data Analysis protocols & Implementation	Ongoing Job Embedded Professional Development	Professional Salaries - 15	\$1,181.25
High Quality Instructional Materials	Problematic: Tier 1 Assessments & Data Driven Instruction	Purchased Services - 40	\$1,218.75
Professional Literature: PLC, Teacher Clarity, Visible Learning to support training by Angela Hanlin	Ongoing Job Embedded Professional Development	Supplies & Materials - 45	\$380.50

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY \$15, 710.50

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1

Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
PBIS Behavioral Foundations Training	Multi-Tiered Systems of Support Integrated	Purchased Services - 40	\$16,000.00
PBIS Behavioral Foundations Team Planning Meetings	Multi-Tiered Systems of Support Integrated	Professional Salaries - 15	\$1,610.00
Attendance IC Workflow Suite	Multi-Tiered Systems of Support Integrated	Purchased Services - 40	\$5,656.33
IC Campus Analytics: MTSS Module Two Years	Multi-Tiered Systems of Support	Purchased Services - 40	\$4,172
Infinite Campus Hardware for IC Workflow Suite	Code 20 Equipment	Equipment - 20	\$4,854.50
Wilbert Green Implicit Bias Training	Ongoing Job-Embedded Professional Development	Purchased Services - 40	\$1,312.50

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY \$33,605.33

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: 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 2026-27 PLAN DEVELOPMENT \$4,244.50