

2025-2026 Kenmore East High School School Comprehensive Education Plan



Collaboratively Developed by: The Kenmore East High School SCEP Team and in partnership with the staff, students and families of Kenmore East High School

Team Members:

Role:

Trevor Brown	Principal
Angela Carriero	Assistant Principal
Scot LaFalce	Teacher (ELA)
Paul Arnold	Teacher (math)
Julie Fischer	Teacher (math)
Patricia Busch	Social Worker
Molly Ellen Donnellon	Clerk Typist/Attendance Clerk
Julia Borgisi	Teacher (ELA)
Debbie Thielman	Teacher (ELA)
Melissa Carrato	Instructional Support Specialist
Debbie Kopec	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 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: Use student data to evaluate the effectiveness of implementing a system of success criteria to maximize tier 1 instruction and increase teacher clarity, ensuring students understand learning goals and can achieve them through clear, measurable expectations. <ul style="list-style-type: none"> Emphasize teacher clarity by analyzing standards, expressing what students need to learn, identifying how they will know they learned it, and planning meaningful instruction and assessments. 	<input type="checkbox"/> New <input type="checkbox"/> Expand <input checked="" type="checkbox"/> Refine	<p>Performance on New York State Assessments indicates that a majority of grade 8 students in the identified subgroup are not meeting grade level expectations.</p> <p>Teachers could benefit from focused efforts on improving teacher clarity in conjunction with professional learning communities (PLCs).</p> <p>Professional learning communities could provide opportunities for teachers to develop a deeper understanding of teacher clarity in order to be more intentional around addressing areas of need resulting in higher NYS test performance.</p> <p>Student survey data revealed that only 36% feel that their lessons are “interesting.” Teacher clarity is needed to ensure that students know what they are expected to do and how to do it effectively.</p>

IMPLEMENTATION: How will we do this?

KEY STRATEGY 1: Use student data to evaluate the effectiveness of implementing a system of success criteria to maximize tier 1 instruction and increase teacher clarity, ensuring students understand learning goals and can achieve them through clear, measurable expectations.

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"> Administration and the Leadership Team will plan and implement a teacher clarity presentation, which will be shared during August 2025. This tells “why”, sets the expectation, and provides the plan and resources. 	8/26/25
<ul style="list-style-type: none"> Provide opportunities for teachers to meet to learn work throughout the year. Schedule for all the opportunities: faculty meetings (8 for 15 min), PLC meeting (3 for 2 hours), department meetings (8 for 20 min), Superintendent Conference days (Nov and March for 2 hours) Articles to read? Videos? Documents Process? 	8/26/25
<ul style="list-style-type: none"> Hold a summer retreat for department leaders for professional learning around teacher clarity and its implementation in classrooms. When? What’s the content or curriculum? Who will lead that? 	SEt a date?
<ul style="list-style-type: none"> Administration and the Leadership Team will provide a one-pager with effective teacher clarity-related strategies. 	8/26/25
<ul style="list-style-type: none"> Administration will update the staff Canvas page with tips for implementing strategies into classroom lessons 	8/26/25
<ul style="list-style-type: none"> Administration will create a monitoring tool and a learning walk schedule to measure and assess understanding of key strategies in order to provide targeted support. Design cycles of monitoring and feedback. 	8/26/25
<ul style="list-style-type: none"> Arrange for necessary support for building leadership and department heads to build capacity for teacher clarity leadership. 	8/26/25

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"> Administration will include updates in our weekly bulletin. 	10/15/2025 and ongoing
<ul style="list-style-type: none"> Administration will begin PLC meetings and begin training teachers regarding effective use of PLC time to deepen their understanding of teacher clarity. 	3 half-days to be calendared
<ul style="list-style-type: none"> Teachers will utilize PLC time to deepen their understanding of teacher clarity. Teachers will also work to develop skills needed to effectively improve teacher clarity in the classroom. 	3 half-days to be calendared
<ul style="list-style-type: none"> Include the teacher clarity professional learning in the faculty meetings. 	First faculty meeting and ongoing
<ul style="list-style-type: none"> Department heads will deliver professional learning on teacher clarity in department meetings. 	First meeting and ongoing - see schedule
<ul style="list-style-type: none"> Gather progress monitoring data through learning walks through 3 data cycles. 	Sept 22 - Oct 10 Oct 22 - Nov 7 Dec 1-19
<ul style="list-style-type: none"> Hold SCEP/Department leader meetings to monitor and gather feedback about process 	Mid Oct and mid Dec
<ul style="list-style-type: none"> Support department heads in leadership meetings around the process of teacher clarity, models, examples, resources, and using adult learning procedures. 	1st and 3rd Tuesdays on going.

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"> Department chairs will make teacher clarity a regular part of department meeting discussions and learning. Key points will be shared by department chairs at leadership meetings. 	2/1/26
<ul style="list-style-type: none"> Teachers will implement teacher clarity instructions at least once per unit per course. 	3/1/26 ? Set a soft implementation date and a hard date.
<ul style="list-style-type: none"> Administration will summarize year end feedback regarding teacher clarity. 	6/26/26
<ul style="list-style-type: none"> Hold SCEP/Department leader meetings to monitor and gather feedback about process 	Mid Feb and mid April
<ul style="list-style-type: none"> Gather progress monitoring data through learning walks through 3 data cycles. 	February, April, May

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

KEY STRATEGY 1: Teacher Clarity

	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)	Plans, Schedules, Expectations, updates to Canvas pages	Teacher Clarity Presentation created. Schedule of Learning Opportunities Teachers' needs prior to implementation	
Mid-Year Benchmark(s) (outcome data)	Track the meetings held. Feedback on learning walks. Feedback from department chairs and TSI team.	Meeting schedule has resulted in meetings held 90% teacher attendance at meetings Agendas and Feedback model - TOTD Assessing Teachers' needs during implementation Learning walk data that measures the effectiveness of professional learning Feedback provided for teachers	
End-of-the Year Targets (outcome data)	May 2026 Student, Family and Faculty Survey regarding teachers' current understanding of teacher clarity Track the meetings held. Feedback on learning walks.	Meeting schedule has resulted in meetings held 90% teacher attendance at meetings Agendas and Feedback model - TOTD Assessing Teachers' needs during implementation Learning walk data that measures the effectiveness of professional learning Feedback provided for teachers	

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: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<p>8th Grade iReady - ELA and Math</p> <p>Eighth Grade Assessments - ELA and Math</p> <p>9-12 - Common lit assessments 3 x per year</p> <p>Math - Topic Assessments - 8x per year</p> <p>Teachers will review common formative assessment (or similar) data</p>	Teacher clarity	<p>8th Grade iReady scores will improve from September 2025 data. ELA and Math - get benchmark in Sept</p> <ul style="list-style-type: none"> - Lift % of students at or above grade level by 8% on Jan '26 administration - Measure benchmark % of students at proficiency in ELA and Math, increase proficiency by 5% at midyear. <p>Increased progress on common formative assessment (or similar) data</p>	
End-of-the Year Targets	<p>Eighth Grade Assessments - ELA and Math</p> <p>9-12 - Common lit assessments 3 x per year</p> <p>Math - Topic Assessments - 8x per year ish</p> <p>Teachers will review common formative assessment (or similar) data</p>	Teacher clarity	<p>ELA and Math - get benchmark in Sept</p> <p>Lift % of students at or above grade level by 15% on June '26 administration</p> <p>Develop a progress assessment on CFAs and a plan for next steps.</p> <p>Increased progress on common formative assessment (or similar) data</p>	

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>My teachers share daily or weekly learning goals to help me stay on track.</p> <p>In the last six months, my teachers have met with me at least once to discuss my progress and ways to improve.</p>	For each unit, teachers will communicate learning goals with weekly review of said goals. Teachers will also meet with students to provide meaningful feedback and discuss progress and ways for students to improve or sustain progress.	<p>In the 2024-25 Panorama survey, 70% responded favorably when asked about daily or weekly learning goals.</p> <p>43% responded favorably when asked about teachers meeting with them to discuss progress and improvement.</p>	In the 2025-26 Panorama survey we would like to see 80% (learning goals) and 65% (progress meeting).	
Staff Survey	How relevant have your professional development opportunities been to your work?	Administration and the leadership team will effectively implement PLCs.	In the 2024-25 Panorama survey, 61% of staff said that they see relevance in their professional development opportunities.	In the 2025-26 Panorama survey we would like to see 75%.	
Family Survey	<p>On average, how well does your child work independently on learning activities at home?</p> <p>How well do you feel your child's school is preparing him/her for his/her next academic year?</p>	For each unit, teachers will communicate learning goals with weekly review of said goals. Teachers will also meet with students to provide meaningful feedback and discuss progress and ways for students to improve or sustain progress.	In 2024-25 Panorama survey, 71% of families said that the student works independently on learning activities at home. 61% of families said that the school is preparing the student for the next academic year.	In the 2025-26 Panorama survey we would like to see 85% (independence at home) and 75% (preparation for next school year).	

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: <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"> Leverage the Safe and Civil Schools Foundations 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	<p>Staff and student data indicated that students do not feel that the climate in the school is consistently positive.</p> <p>There is a need for more consistent supervision of non-instructional areas.</p> <p>There is a need to decrease the number of students arriving late to class, and there is a need to improve classroom attendance.</p> <p>There is a need to reflect on and evaluate current practices in accordance with district initiatives around attendance.</p>

IMPLEMENTATION: How will we do this?

KEY STRATEGY 1: Positive School Climate

We will support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive, with a focus on attendance and positive interactions.

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>The Safe and Civil Schools Foundation team will provide guidelines for implementation and support for the plan. Summer meeting?</p> <p>Plan for opening day presentations and professional learning</p> <ul style="list-style-type: none"> • Review changes in plans and guidelines • Establish procedures and processes for tardiness and attendance • Bulldog Pause • Establish and design hall pass system procedures and guidelines 	September 2025
Establish Whole Child Data Tracking, including implementation and use of Campus Analytics MTSS Early Warning System - MTSS Module.	September 2025
<p>Implement Infinite Campus Workflow to support attendance to:</p> <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
Develop the timeline for implementation for all parties.	September 2025
Implementation plan for the areas of focus or attention: Arrival, transitions, lunch time, bathroom use, interactions student to student, student to adult, adult to student. Schedule, topics, personnel, arrangements for teaching?	September 2025
Activate the foundations team to develop and lead the work. Create a schedule of meetings with deliverables.	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?
Implement hall pass system procedures and guidelines	October 2025
Implementation of ICW Attendance procedures and guidelines with the variety of groups: Clerical, Admin, students, families	
Utilize Infinite Campus resources to monitor and improve attendance and on time class arrival.	December 2025
Identify the elements of ICW that will be rolled out in February 2026 and September 2026. Design the rollout plans and procedures.	October 2025 - January 2026
Implement the Foundations schedule and plan for the first semester: what are the things you want to do here?	October 2025 and ongoing
Hold Foundations team meetings monthly to track interventions, impact of activities, data review, and planning for upcoming actions.	October 2025 and ongoing
Utilize Bulldog Paws to provide information and gather feedback on new processes and procedures.	

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"> With administration, the Foundations team will review data regarding attendance and on time class arrival 	February 1, 2026
<ul style="list-style-type: none"> With administration, the Foundations team will identify action steps and communicate with the staff to share data results and action steps. 	March 1, 2026
Implement hall pass system (Infinite Campus Workflow)	October 2025
Implementation of ICW Attendance procedures and guidelines with the variety of groups: Clerical, Admin, students, families	
Utilize Infinite Campus resources to monitor and improve attendance and on time class arrival.	December 2025

Identify the elements of ICW that will be rolled out in February 2026 and September 2026. Design the rollout plans and procedures.	October 2025 - January 2026
Implement the Foundations schedule and plan for first semester: what are the things you want to do here?	October 2025 and ongoing
Hold Foundations team meetings monthly to track interventions, impact of activities, data review, and planning for upcoming actions.	October 2025 and ongoing
Utilize Bulldog Paws to provide information and gather feedback on new processes and procedures.	

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

KEY STRATEGY 1: Positive School Climate

	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)	<p>The schedules, expectations, plans, presentations identified in Before 1st day of school - products?</p> <p>Data from attendance and "hall pass" system (Workflow Suite)</p> <p>Earl Warning MTSS System Data</p>	<p>Did we get the products completed that we needed?</p> <p>A starting point of how students, families and faculty feel about school climate and data to see progress.</p> <p>Design of comparative data model for tracking transition and hall use?</p>	
Mid-Year Benchmark(s) (outcome data)	<p>Meeting and activity documentation</p> <p>Data from attendance and "hall pass" system (Workflow Suite)</p>	<p>Meeting schedule has resulted in meetings held</p> <p>90% teacher attendance at meetings</p> <p>An increase in the number of students persisting towards graduation from September 2025 to June 2026, based on Early Warning System calculations</p> <p>Did we meet the objectives? Meet the deliverables?</p>	

		<p>How students, families and faculty feel about school climate at this point in the school year and data to see progress.</p> <p>Does the data capture model work? Are you getting the data you want?</p>	
<p>End-of-the Year Targets (outcome data)</p>	<p>Meeting and activity documentation</p> <p>Spring 2026 Student, Family and Faculty Surveys regarding the school climate</p> <p>Data from attendance and “hall pass” system (Workflow Suite)</p>	<p>Meeting schedule has resulted in meetings held</p> <p>90% teacher attendance at meetings</p> <p>Did we meet the objectives? Meet the deliverables?</p> <p>How students, families and faculty feel about school climate at this point in the school year and data to see progress.</p>	

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)	<p>Attendance (daily attendance, classroom attendance, and tardiness data)</p> <p>Office discipline referrals -</p> <p>Suspension rates - in school and out of school.</p>	positive school climate	<p>Attendance Rate: from 90% 2024-2025 to 91% at mid year.</p> <p>Tardiness rate decreased from month to month and compared to historical data.</p> <p>Reduced numbers of office discipline referrals from month to month.</p> <p>Reduced suspension rates Compared to similar historical timeframes.</p> <p>Increased overall classroom time</p> <p>Increase in number of students in class without cell phones and other device</p> <p>Increased student attendance within their individual academic setting throughout the school day.</p> <p>Increased progress on attendance data</p>	

End-of-the Year Targets	Attendance (daily attendance, classroom attendance, and tardiness data)	positive school climate	<p>Attendance Rate: from 90% 2024-2025 to 91% at mid year.</p> <p>Tardiness rate decreased from month to month and compared to historical data.</p> <p>Reduced numbers of office discipline referrals from month to month.</p> <p>Reduced suspension rates Compared to similar historical timeframes.</p> <p>Increased overall classroom time</p> <p>Increase in number of students in class without cell phones and other device</p> <p>Increased student attendance within their individual academic setting throughout the school day.</p> <p>Increased progress on attendance data</p>	
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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	I feel respected by other students. How often does negative or disruptive behavior occur in your school?	positive school climate	68% responded favorably that students felt respected by their peers. 63% responded favorably regarding negative or disruptive behavior.	In 2025-26 Panorama survey, 80% will respond favorably for both questions/state ments.	
Staff Survey	On most days, how enthusiastic are students about being in school?	positive school climate	22% responded favorably that students were enthusiastic about being in school.	In 2025-26 Panorama survey, we would like to see 35% responding favorably.	
Family Survey	There is a positive sense of community at my child's school. Overall, how much respect do you think the children at your child's school have for the staff?	positive school climate	76% responded favorably that there is a positive sense of community. 67% responded favorably to how much respect children have for the staff.	In 2025-26 Panorama survey, we would like to see 75% for the statement and 80% for the question.	

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.

Members of the staff and student body along with the students' families have contributed invaluable information in their survey responses. The feedback that they provided was the primary focus of our discussions, the catalyst for our interview questions, and the fundamental foundation of our decision-making. We had meaningful discussions about both what students do in school and how they feel about school, and we are committed to improving student achievement and school culture as a result.

There are a few indicators that we chose to focus on to improve our Tier 1 instructional support. In the 2024-25 Panorama survey, 70% responded favorably when asked about daily or weekly learning goals. 43% responded favorably when asked about teachers meeting with them to discuss progress and improvement. This lead us to a focus on teacher clarity in instruction.

Additionally, as we implement this plan, in the 2024-25 Panorama survey, 61% of staff said that they see relevance in their professional development opportunities. The focus and planning of our professional development must show the relevance of our training to our faculty members.

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 TSI team has determined that the strategies within this plan will result in improved subgroup performance due to the focus on highly effective instruction benefiting all students, especially those with additional need for supports. The priority of Teacher Clarity allows students to be active participants and evaluators of their own learning. The priority of Professional Learning Communities allows educators to make near real time, collaborative interventions to support subgroup needs.

Non-instructional strategies focused on improving instructional time for all students was partially a direct feedback from students through survey and interview data, indicating that students both in and out of the subgroup struggle with maximizing their instructional time.

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
Trevor Brown	Principal	3/6	3/19	3/25	3/27	4/29	5/9	5/12, 5/27
Angela Carriero	Assistant Principal	3/6	3/19	-	3/27	4/29	5/9	5/12, 5/27
Scot LaFalce	Teacher (ELA)	3/6	3/19	-	3/27	4/29	5/9	5/12, 5/27
Paul Arnold	Teacher (math)	3/6	3/19	3/25	3/27	4/29	5/9	5/12, 5/27
Julie Fischer	Teacher (math)	3/6	3/19	3/25	3/27	4/29	5/9	5/12, 5/27
Patricia Busch	Social Worker	3/6	3/19	3/25	3/27	4/29	5/9	5/12, 5/27
Molly Ellen Donnellon	Clerk Typist/Attendance Clerk	3/6	3/19	3/25	-	4/29	5/9	5/12, 5/27
Julia Borgisi	Teacher (ELA)	3/6	3/19	3/25	3/27	4/29	5/9	5/12, 5/27
Debbie Thielman	Teacher (ELA)	3/6	3/19	3/25	3/27	4/29	5/9	5/12, 5/27
Melissa Carrato	Instructional Support Specialist	3/6	-	3/25	-	4/29	5/9	5/12, 5/27
Debbie Kopec	Parent	3/6	3/19	3/25	3/27	4/29	5/9	-



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

District	School Name	Grades Served
Kenmore Town of Tonawanda UFSD	Kenmore East HS	8-12

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

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

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

Use student data to evaluate the effectiveness of implementing a system of success criteria to maximize tier 1 instruction and increase teacher clarity, ensuring students understand learning goals and can achieve them through clear, measurable expectations.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Lexia Core 5 Site ELA Intervention Licenses	Multi-Tiered Systems of Support Integrated	Code 40: Purchased Services	\$7,665.00
iReady Personalized Math Intervention Licenses	Multi-Tiered Systems of Support Integrated	Code 40: Purchased Services	\$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	Code 40: Purchased Services	\$1,218.75
Instructional Leadership Development & Support Consultant (SCEP Monitoring/Dev)	Principal Leadership Development	Code 40: Purchased Services	\$8,330.00
Angela Hanlin Consultant: Strengthen Tier 1 Instruction: Visible Learning, Teacher Clarity	Evidence Based Instructional Methods	Code 40: Purchased Services	\$10,500.00
Math Amplify Desmos Training for for Admin on Tier 1 Math Instruction	Principal Leadership Development	Code 40: Purchased Services	\$1,250.00
Purchase of services necessary for hosting professional development for Tier 1 Instruction Professional Development	Purchased Services- 40	Code 40: Purchased Services	\$2,500.00
Professional Literature: PLC, Teacher Clarity, Visible Learning to support training by Angela Hanlin	Ongoing Job Embedded Professional Development	Materials & Supplies - 45	\$380.50
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$38,290.50

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	Code 40: Purchased Services	\$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	Code 40: Purchased Services	\$5,656.33
IC Campus Analytics: MTSS Module Two Years	Multi-Tiered Systems of Support	Code 40: Purchased Services	\$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	Code 40: Purchased Services	\$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: 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**