2025-2026
Kenmore West High School
School Comprehensive Education Plan

Collaboratively Developed by: The Kenmore West SCEP Team and in partnership

with the staff, students and families of Kenmore West

Team Members:	Role:
Dean Johnson	Principal
Kayla Cappuccio	Assistant Principal
Kelly Lambert	Assistant Principal
Denise Grandits	Assistant Principal
Charlie Panepinto	English Teacher
April Owczarczak	Special Education Teacher
Tricia Gallagher	Support Staff
Marjorie Julkowski	English Teacher
Jennie Ostrowski	Math Teacher
Michelle Pohlman	English Teacher
Jackie Blonski	Math Teacher
Rebecca Kiel	Parent
Emily Kraft	Parent

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

Implement a system of success criteria that makes it clear to the students what is to be learned and practiced in the instructional setting and what it looks like for the students to achieve success. Emphasize teacher clarity.

📄 *Strategy Implementation Planning*

Key Strategy *What activities, or Action Steps will we pursue to address our FOCUS AREA(s)?*	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. *Consider both data trends observed and survey responses* *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.*

Key Strategy 1:
 	
IUse 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.
● Emphasize teacher clarity by:
  ○ crafting learning intentions and success criteria
  ○ co-constructing learning intentions and success criteria with learners.
  ○ sharing learning and progress between students and teachers.
  ○ creating opportunities for students to respond (i.e. formative assessment).
  ○ providing effective feedback on and for learning.
	☑ New
	☐ Expand
	☑ Refine
		Performance on New York State Assessments indicates that a majority of grade 8 students are not meeting grade-level expectations.
		● In 2023-2024, 81% of the identified subgroup scored a level 1 or 2 on the ELA 8 assessment.
		● In 2023-2024, 62% of the all students subgroup scored a level 1 or 2 on the ELA 8 assessment.
		
		● In 2023-2024, 80% of the identified subgroup scored a level 1 or 2 on the Math 8 assessment.
		● In 2023-2024, 60% of the all students subgroup scored a level 1 or 2 on the Math 8 assessment.

All students

Table 3.1	Grade	% L1 ELA	% L 2 ELA	% L 3 ELA	% L 4 ELA	% L1 Math	% L 2 Math	% L 3 Math	% L 4 Math
23-24	8	28%	34%	25%	13%	33%	27%	31%	9%
HMS 22-23	7	28%	28%	31%	13%	13%	21%	48%	18%
HMS 21-22	6	26%	24%	26%	24%	31%	30%	27%	13%

Subgroup

	Grade	% L1 ELA	% L 2 ELA	% L 3 ELA	% L 4 ELA	% L1 Math	% L 2 Math	% L 3 Math	% L 4 Math
23-24	8	57%	24%	19%	0%	67%	13%	20%	0%
HMS 22-23	7	47%	27%	27%	0%	31%	31%	31%	8%
HMS 21-22	6	35%	35%	24%	6%	36%	57%	7%	0%

Performance on New York State Regents Examinations:
Level 1 = 0-54
Level 2 = 55-64

Level 3 = 65-74
Level 4 = 75-84
Level 5 = 85-100

ALGEBRA - Identified Subgroup:

Year	L 1 Algebra 1	L2 Algebra 1	Below Proficiency	L 3 Agebra 1	L 4 Algebra 1	L 5 Algebra 1
21-22	23%	37%	60%	27%	13%	0%
22-23	22%	9%	31%	65%	4%	0%
23-24	17%	17%	34%	44%	17%	2%

ALGEBRA - All Students:

Year	L 1 Algebra 1	L2 Algebra 1	Below Proficiency	L 3 Agebra 1	L 4 Algebra 1	L 5 Algebra 1
21-22	13%	17%	30%	41%	19%	10%
22-23	7%	11%	18%	49%	19%	14%
23-24	7%	14%	21%	39%	32%	9%

ENGLISH - Identified Subgroup:

Year	L 1 ELA	L2 ELA	Below Proficiency	L 3 ELA	L 4 ELA	L 5 ELA
21-22	16%	16%	32%	29%	16%	23%
22-23	20%	15%	35%	25%	15%	25%
23-24	25%	5%	30%	35%	15%	20%

ENGLISH - All Students:

Year	L 1 ELA	L2 ELA	Below Proficiency	L 3 ELA	L 4 ELA	L 5 ELA
21-22	9%	6%	15%	21%	16%	48%
22-23	8%	8%	16%	20%	14%	49%
23-24	8%	6%	14%	19%	23%	44%

LIVING ENVIRONMENT - Identified Subgroup:

Year	L 1 Liv Env	L 2 Liv Env	Below Proficiency	L 3 Liv Env	L 4 Liv Env	L 5 Liv Env
21-22	27%	17%	44%	43%	13%	
22-23	46%	25%	71%	29%	0%	
23-24	33%	28%	61%	30%	10%	

LIVING ENVIRONMENT - All Students

Year	L 1 Liv Env	L2 Liv Env	Below Proficiency	L 3 Liv Env	L 4 Liv Env	L 5 Liv Env
21-22	8%	12%	20%	56%	24%	
22-23	18%	12%	30%	49%	21%	
23-24	17%	14%	31%	45%	23%	

GLOBAL STUDIES - Identified Subgroup:

Year	L 1 Global	L 2 Global	Below Proficiency	L 3 Global	L 4 Global	L 5 Global
21-22	17%	34%	51%	28%	15%	6%
22-23	29%	29%	58%	24%	19%	0%
23-24	22%	26%	48%	39%	9%	4%

GLOBAL STUDIES - All Students:

Year	L 1 Global	L 2 Global	Below Proficiency	L 3 Global	L 4 Global	L 5 Global
21-22	11%	13%	24%	38%	19%	18%
22-23	14%	13%	27%	40%	18%	15%
23-24	12%	14%	26%	36%	16%	22%

US HISTORY - Identified Subgroup:

Year	L 1 US History	L 2 US History	Below Proficiency	L 3 US History	L 4 US History	L 5 US History
21-22	Exempt	Exempt	-%	Exempt	Exempt	Exempt
22-23	14%	29%	43%	38%	19%	0%
23-24	18%	29%	47%	35%	18%	0%

US HISTORY - All Students:

Year	L 1 US History	L 2 US History	Below Proficiency	L 3 US History	L 4 US History	L 5 US History
21-22	Exempt	Exempt	-%	Exempt	Exempt	Exempt
22-23	6%	14%	20%	36%	24%	20%
23-24	10%	10%	20%	37%	30%	14%

Geometry -All students

Year	L 1 Geometry	L 2 Geometry	Below Proficiency	L 3 Geometry	L 4 Geometry	L 5 Geometry
21-22	15%	16%	31%	45%	16%	9%
22-23	13%	16%	19%	45%	16%	10%
23-24	8%	12%	20%	52%	15%	13%

Geometry- Identified Subgroup:

Year	L 1 Geometry	L 2 Geometry	Below Proficiency	L 3 Geometry	L 4 Geometry	L 5 Geometry
21-22	33%	7%	40%	47%	13%	0%
22-23	33%	33%	66%	33%	0%	0%
23-24	--%	--%	--%	--%	--%	--%

Staff & student survey data revealed that our school needs to provide stronger support and professional development to teachers as it relates to Tier 1 instruction.

School Engagement:
- My teacher set high expectations for learning for all students. (85%)
- My teachers connect what I'm learning to real life situations or future careers. (61%)

Rigorous Expectations:
- My teachers share daily or weekly learning goals to help me stay on track. (75%)
- In the last 6 months, my teachers have met with me at least once to discuss my progress and ways to improve. (44%)
- When I struggle with a topic or learning new information, my teachers provide different ways to help me understand. (76%)

Student Interview Data:

Think of your favorite class. What do you like about that class? What is done in that class that makes you feel successful? (LEARNING)
- Global - I like learning about history - Mr. ….. - Makes you want to learn.
  There are never days off - we are always learning - makes learning fun and engaging.
- My favorite class is Global- What makes it great is the Teacher who is teaching it. How she carries the class, runs it, structures of the class. A mix of direct instruction and then independent work time. When teachers talk and instruct the entire class period, you see the students put their head down and get bored.
- Living environment "Miss …. is a very good teacher and explains things so I can understand it more."
- I like that I get to be creative with technology. She gives criticism when completing projects and is helpful. She asks for the students feedback on what happens in her class to improve. She gives me confidence.
- Social Studies - Mrs. …… - She explains everything and helps us to remember, environment is quiet and calm.

How often do you feel challenged academically? In which subjects are you most challenged? Least challenged? Why? (LEARNING)
- "Four out of five classes are challenging" "My hardest subjects this year are Science, Math, ELA and Art. Social studies is my easiest. Science is my hardest because the work is done in packets and you have to do it independently. I get distracted because the teacher does not help. She is more hands off and not involved."
- I feel like there are a couple of classes where sometimes I feel academically changed. But most times I feel like its pretty easy and I just cruise through the work. Being challenged more would benefit me. I get bored with the pacing in my classes, feels like we are moving at a much slower pace than we should. Sometimes behavior slows the class down, sometimes the reason for the slower pace is that she is trying to make sure that everyone is proficient before moving on and I pick up on things pretty quick.

| | | Sometimes it's not that hard, sometimes I don't want to do it but I tell myself I can. The science packets get annoying when I have to do it for HW. The math packets can be overwhelming, but I get help from my study hall teacher, Mrs. …. All my classes feel easy. The most challenging one would be science, least challenging is ELA. Ela is easier because I have also been really good at it. **How do you feel about yourself as a reader/student?   (LEARNING)** Middler of the road student. I am just here, I do not put as much effort in as I could. I am not sure why I do not put effort because I do what I can to get by. I kinda think I am a good reader, I sometimes read outside of school but not alot. I feel average" As a student I do fine. As a reader I don't think I'm that good because I have to take my time to understand it. When I am reading I will read and re-read until I understand. I don't read outside of school. I have to be hooked into a book to read it. I feel like a positive student. I have made changes this year and have been doing all my homework for all of 3rd quarter. I do not read often and will skim through when I need to read. I do not feel like I understand what I am reading for my school work 55% of the time. I think it is because I do not have an interest in what I am reading. I feel like I could be a better student. My life outside of school stops me from really pushing myself to become a better student. |

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?**
● Administration will attend the July retreat on visible learning, led by national literacy expert, Angie Hanlin.	7/21-23/25
● One administration and two teachers will participate in a PLC book study.	Summer 2025
● Administration will develop a teacher clarity presentation for the school leadership team and an instructional road map.	7/29-8/8/25
● Administration will be trained by the district's consultant on the instructional goal/strategy: teacher clarity and literacy across the curriculum.	8/12/25

● Develop the professional development plan and calendar for the 2025-2026 school year:
   ○ Faculty Meetings
   ○ PLC Meetings
   ○ School Leadership Team Meetings
   ○ Department Meetings
   ○ Superintendent Conference Days (Nov and March for 2 hours)
	7/29-8/20/25

● Administration and the Leadership Team will provide a one-pager with effective teacher clarity-related strategies for literacy across the curriculum.	7/29-8/8/25
● Administration will update the staff Canvas page with tips for implementing strategies into classroom lessons.	8/26/2025
● Administration will work with the consultant to 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
● Update the survey to include questions that assess teacher clarity and literacy skill building skills	8/20/25

● Design a CFA audit for grades 8, 9, and 10. What is being used? What could be used? How do people use them now? What do assessments look like? Alignment to standards	8/20/25

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?**
● Administration will share instructional goal updates and information in the weekly staff newsletter.	Weekly
● Consultant to provide turnkey training to the Administrative Team and School Leadership Team on how to build effective PLC's to deepen their understanding of teacher clarity.	1X per month PLC Meetings @ 2:35 3 half-days to be calendared
● Teachers will use PLC time to deepen their understanding of teacher clarity and to develop the skills necessary to effectively implement it in the classroom.	3 half-days to be calendared

● Consultant turnkey training for the School Leadership Team on concepts of teacher clarity and literacy across the curriculum.
  ○ Gather feedback on implementation.
  ○ Summarize the previous month's professional development.
  ○ Examine from a whole school perspective.
  ○ Introduce the next month's professional development.
	September; October; November; December

● Administrators and Department Leaders will deliver professional development on teacher clarity and literacy across the curriculum.	Department Meetings: September; October; November; December
● Provide professional development on concepts of teacher clarity and literacy across the curriculum in faculty meetings.	Faculty Meetings: September; October; November; December

● Consultant will train and support the administrative team on implementing effective learning walks using the look-for tool designed to monitor plan implementation.
  ○ Teacher clarity concepts
  ○ Literacy across the curriculum
	September-January

● Hold SCEP/SDMT meetings to share implementation updates, progress monitoring, and gather feedback for plan adjustments.	Monthly
● Conduct student, staff, and family surveys.	November
● Conduct the CFA audit for grades 8, 9, and 10. What is being used? What could be used? How do people use them now? What do assessments look like? Alignment to Standards. Using consultant support, develop a CFA design plan to begin in 2nd semester.	November-January

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?**
● Administration will share instructional goal updates and information in the weekly staff newsletter.	Weekly
● Administration will continue 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
● Teachers will use PLC time to deepen their understanding of teacher clarity and to develop the skills necessary to effectively implement it in the classroom.	3 half-days to be calendared
● Consultant to provide turnkey training to the Department Leaders on concepts of teacher clarity and literacy across the curriculum. 　○ Gather feedback on implementation. 　○ Summarize previous month's professional development. 　○ Examine from a whole school perspective. 　○ Introduce next month's professional development.	February; March; April; and May.
● Department Leaders will deliver professional development on teacher clarity and literacy across the curriculum.	Department Meetings: February; March; April; and May.
● Provide professional development on concepts of teacher clarity and literacy across the curriculum in faculty meetings.	February; March; April; and May.
● Continue to implement learning walks using the look-for tool designed to monitor plan implementation. 　○ Teacher clarity concepts 　○ Literacy across the curriculum	February-May
● Hold SCEP/SDMT meetings to share implementation updates, progress monitoring, and gather feedback.	Monthly
● Ongoing leadership learning and support to build capacity around teacher clarity and literacy with consultant support.	February-May
● Conduct student, staff, and family surveys.	March

●	Design the CFA plan for grades 8, 9, and 10. What is being used? What could be used? How do people use them now? What do assessments look like? Alignment to Standards. Using consultant support, develop a CFA plan beginning in 2nd semester. For implementation Sept 2026.		February-March

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

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.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. *What are our next steps?* *complete when reviewing data*
Early Progress Milestones (implementation/outcome data)	Learning Walk data will be collected to analyze baseline and early progress data. Before school year artifacts: ● Teacher clarity presentation for the school leadership team ● Instructional road map for school leadership team ● Professional development plan and calendar for the 2025-2026 school year ● One-pager with effective teacher clarity-related strategies aligned to literacy across the curriculum ● Staff Canvas page that includes tips for implementing teacher clarity-related strategies into classroom lessons ● Learning Walk monitoring tool and schedule to measure and assess understanding of key strategies ● Updated survey to include questions that assess teacher clarity and literacy skill building. ● CFA audit for grades 8, 9, and 10	Evidence of teacher clarity strategies and Teachers' literacy across the curriculum. Completed plans and documents: ● Teacher clarity presentation ● Instructional Road Map ● School leadership team training on the instructional goal/strategy: teacher clarity and literacy across the curriculum. ● Development plan and calendar	

Mid-Year Benchmark(s) (outcome data)	Learning walk data will be collected to analyze mid-year benchmark and progress data. Monitor the professional development plan: ● Instructional road map ● School Leadership Team Meetings ● Department Meetings ● Faculty Meetings ● SCEP/SDMT Meetings ● Principal Council Meetings ● Report on your learning walks	Evidence of teacher clarity strategies and Teachers' literacy across the curriculum. Attendance at sessions and meetings Evidence of meeting schedule, meeting notes, agendas Feedback from Learning Walks Panorama Survey - January/February	
End-of-the Year Targets (outcome data)	Learning Walk data will be collected to analyze end-of-year progress data. Monitor the professional development plan: ● School Leadership Team Meetings ● Department Meetings ● Faculty Meetings ● SCEP/SDMT Meetings ● Principal Council Meetings Report on your Learning Walks	Teachers' needs after implementation Panorama Survey Feedback from Learning Walks	

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)	Teachers will review common formative assessment (or similar) data with department members.
	
	● iReady
	● ELA
	● Algebra
	● Geometry
	● Living Environment
	
	Gradebook Data:
	● BOE Policy
	● Gradebook Analysis:
	  ○ 0-50
	  ○ 50-64
	  ○ 65-84
	  ○ 85-100
		Professional development on teacher clarity.	Increased progress on common formative assessment (or similar) and summative assessment data.	

End-of-the Year Targets	Teachers will review common formative assessment (or similar) and summative assessment data with department members. ● Grade 8 Testing ● Regents Exams	Strategy 1: Teacher clarity	A 5% or greater increase in proficiency rates for ELA 8 (All Students/Identified Subgroup): ● ELA 8 (Identified Subgroup) 19% →24% ● ELA 8 (All Students) 38% →43%	

	● AP/IB Exams		A 5% or greater increase in proficiency rates for Math 8 (All Students/Identified Subgroup):
			● Math 8 (Identified Subgroup) 20% →25%
			● Math 8 (All Students) 40% →45%
			
			A 5% or greater increase in proficiency rates for the following June 2026 Regents Examinations (All Students/Identified Subgroup):
			● Algebra
			  ○ Subgroup: 66%→71%
			  ○ All Students: 79%→84%
			● Living Environment/ Biology
			  ○ Subgroup: 40%→45%
			  ○ All Students: 68%→73%
			● English
			  ○ Subgroup: 70%→75%
			  ○ All Students: 86%→91%
			● Global 10
			  ○ Subgroup: 52%→57%
			  ○ All Students: 74%→79%
			● U.S. History
			  ○ Subgroup: 53%→58%
			  ○ All Students: 80%→85%	

SURVEY RESULTS

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

	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	**School Engagement:** ● My teacher set high expectations for learning for all students. (85%). ● My teachers connect what I'm learning to real life situations or future careers (61%). **Rigorous Expectations:** ● My teachers share daily or weekly learning goals to help me stay on track. (75%). ● In the last 6 months, my teachers have met with me at least once to discuss my progress and ways to improve (44%). ● When I struggle with a topic or learning new information, my teachers provide	Implement a system of success criteria that makes it clear to the students what is to be learned and practiced in the instructional setting and what it looks like for the students to achieve success. Emphasize teacher clarity.	**School Engagement:** ● My teacher set high expectations for learning for all students. (85%). ● My teachers connect what I'm learning to real life situations or future careers (61%). **Rigorous Expectations:** ● My teachers share daily or weekly learning goals to help me stay on track. (75%). ● In the last 6 months, my teachers have met with me at least once to discuss my progress and ways to improve (44%). ● When I struggle with a topic or learning new information, my teachers provide	**School Engagement:** ● My teacher set high expectations for learning for all students. (90%). ● My teachers connect what I'm learning to real life situations or future careers (75%). **Rigorous Expectations:** ● My teachers share daily or weekly learning goals to help me stay on track. (85%). ● In the last 6 months, my teachers have met with me at least once to discuss my progress and ways to improve (75%). ● When I struggle with a topic or learning new information, my teachers provide	

			different ways to help me understand. (76%). ● In the last 6 months, my teachers have met with me at least once to discuss my progress and ways to improve. (44%)		different ways to help me understand. (76%) ● In the last 6 months, my teachers have met with me at least once to discuss my progress and ways to improve. (44%)	different ways to help me understand. (85%) ● In the last 6 months, my teachers have met with me at least once to discuss my progress and ways to improve. (75%)	
Staff Survey	How relevant have your professional development opportunities been to your work?	High effective size instructional practice/teacher clarity	In the 2024-25 Panorama survey, 58% 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	On average, how well does your child work independently on learning activities at home? How well do you feel your child's school is preparing him/her for his/her next academic year?	High effective size instructional practice/teacher clarity	In 2024-25 Panorama survey, 73% of families said that the student works independently on learning activities at home. 64% 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 80% (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?

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

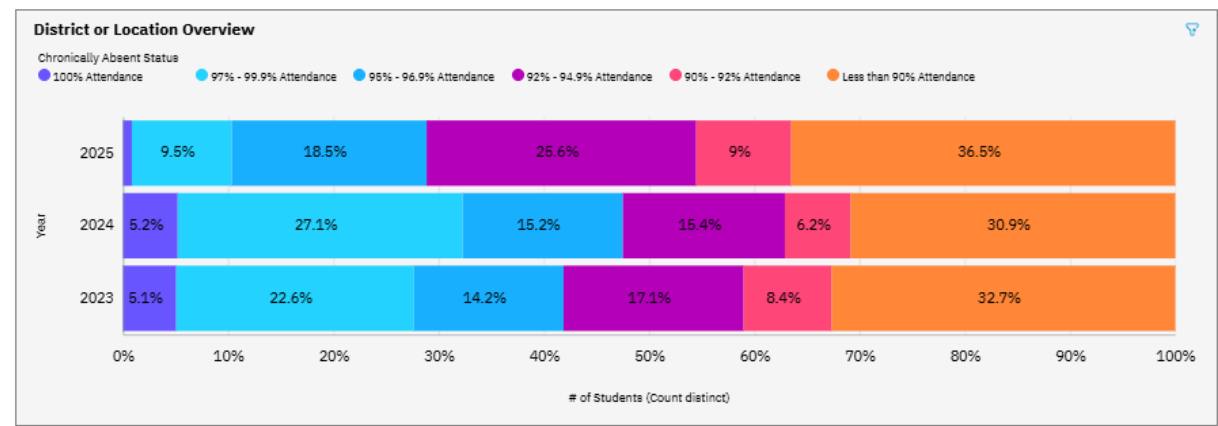| Key Strategy	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: WHAT DID WE LEARN FROM OUR NEEDS ASSESSMENT/DATA ANALYSIS OR RESULTS OF PREVIOUS YEARS RESULTS, that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. *Consider both data trends observed and survey responses.* *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.*
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. ○ Continue Foundations prosocial behavior initiatives in common spaces as well as arrival, transitions, and dismissal. ○ Continue SELIT initiative with updates to Blue Devil Connections days. ○ Leverage the Safe and Civil Schools Foundations guidelines ○ Implement Infinite Campus Workflow Suite to: ○ *Improvement management of non-instructional areas.* ○ *Improve classroom attendance and student arrival on time.*	☐ **New** ☑ **Expand** ☐ **Refine**	Staff & student survey data revealed that our school needs to provide stronger support and professional development to teachers as it relates to Tier 1 instruction. **Relationships and Support:** ● My teachers would be concerned if I walked into class upset. (51%) ● My teachers are respectful towards me. (79%) **School Climate:** ● How often does negative or disruptive student behavior occur in your school? (60%) ● I feel respected by other students. (66%) ● At my school, students are teased or picked on about their cultural background, sexual orientation, race or religion. (62%) ● Students are disrespectful towards teachers at your school (46%). ● Students are disrespectful towards other students at my school (34%). ● Students at my school are taught to recognize, prevent, and stand up against bullying and harassment (75%). ● I feel physically and emotionally safe in my school environment (77%). **Student Interview Data:** **How safe do you feel at school? What things make you safe? What things make you feel unsafe? (CULTURE/CLIMATE)** ● Yes, I feel safe. I have a bunch of friends and great teachers that make me feel safe. I feel comfortable anywhere in the school. ● Yes, I feel safe. The opengate, the teachers. There are alot of adults here and that makes it feel safe.A big building with a lot of doors, but I feel like students would not open the door to let people in the building. Nothing really makes me feel unsafe. ● "I feel safe. I like having the metal detectors. Nothing makes me feel unsafe."

○ *Provide families with an online option to report student absences and to request early pickup.*		● Yes, but when there are fights, I feel unsafe. Limiting people in the bathroom makes me feel better about using them. ● "I do not get into fights at school so I feel safe. If there were a fight, someone is always around" ● I feel somewhat safe, I do not have a lot of people who do not like me. I can see how people feel unsafe when they are involved in a lot of conflict. Counseling Office, I know if I have any problem I can go there and they help me figure it out. I feel unsafe at lunch when adults do not intervene when there is a fight. The lack of respect towards adults from students makes me feel unsafe. ● "I feel pretty safe at school. There is no one at school to hurt me." ● 50/50 ...I'm not always feeling safe around people. ● I feel safe. What makes me feel safe is that I know that I have teachers/adults that I can speak to about issues. When the big fights happen, it makes me nervous to be here. ● I feel safe here at Kenmore West.. My only fear here would be a school shooting, and he is here to help. ● Nothing makes me feel unsafe. ● Yes, I feel safe at school. I make myself feel safe here. Nobody is worried about me really so I keep to myself and make myself feel safe. ● "I feel safe at school around my friends. I kind of feel that teachers would be able to help and make you feel safe" "I really do not like to talk to my teachers at all" ● "The metal detectors make me feel safe. Carrying sports bags makes it time consuming to get searched." ● I feel safe at school because of my teachers and classes. Nothing makes me feel unsafe. ● I feel safe at school because there are so many adults and we are protected. I feel unsafe if I can't call 911 because I have to have my phone away. ● 20/10 ...I feel safe ...nothing scary about this neighborhood. ● I feel pretty safe. Nothing that has happened here that makes me feel unsafe. It happens so much that I am just used to it. Fights happen because there's an issue between two people so they are involved. I am not involved so I know I won't get hurt. ● "I feel safe all the time" "I feel safe when my friends and brother are around" ● Yes I feel safe. Nobody here harasses me - The fights here happen independently and it doesn't turn into more fights.

Chronic Attendance Trend Data:

District or Location Overview

Chronically Absent Status
● 100% Attendance ● 97% - 99.9% Attendance ● 95% - 96.9% Attendance ● 92% - 94.9% Attendance ● 90% - 92% Attendance ● Less than 90% Attendance

Year						
2025	9.5%	18.5%	25.6%	9%		36.5%
2024	5.2%	27.1%	15.2%	15.4%	6.2%	30.9%
2023	5.1%	22.6%	14.2%	17.1%	8.4%	32.7%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

# of Students (Count distinct)

Suspension Trend Data:

Kenmore West High School	Suspensions 2022-2023	Suspensions 2023-2024	Suspensions 2024-2025
September	46	15	22
October	64	25	46
November	36	23	37
December	42	17	39
January	17	18	19
February	27	30	26
March	14	39	28
April	3	35	24
May	11	54	19
June	7	10	24
Total	267	266	284

Number of Students Involved In Physical Altercations Trend Data:

Kenmore West High School	Physical Aggression/ Confrontation 2022-2023	Physical Aggression/ Confrontation 2023-2024	Fighting 2024-2025
September	5	9	9
October	16	15	6
November	12	4	14
December	13	3	12
January	10	13	6
February	27	16	11
March	13	22	17
April	0	11	12
May	12	8	0
June	5	2	17
Total	113	103	104

Discipline Referrals Trend Data for Common Areas (Hallways and Cafeteria)

Location	2022-2023	2023-2024	2024-2025
Hallway/Stairway	452	802	563
Cafeteria	415	367	250
Total	867	1169	813

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** 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 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?**
● Develop Foundations committee. ● Create Foundations initiative training plan and calendar. ● Develop Foundations Common Areas Observation form.	September 2025
● Develop SELIT committee. ● Create Blue Devil Connections structure and framework. ● Develop Blue Devil Connections day topics and events calendar.	September 2025
● Develop a staff training and intervention program for tier 1, 2, and 3 levels. (Foundations Initiatives) ● Develop a comprehensive staff training for tier 1 behavior management planning and interventions.	September 2025

● Integrate Campus Analytics MTSS suite by establishing guidelines and procedures for all involved parties.
   ○ MTSS committee members
   ○ Teachers
   ○ Clerical
	September 2025

Implement Infinite Campus Workflow to support attendance to:
   ○ 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

● Identify Restorative Interventions, procedures and guidelines supporting Tier 2 and 3 levels.
   ○ Alternatives to suspension
   ○ Suspension reduction
   ○ Post-suspension support and reintegration procedures
	September 2025

FIRST HALF OF THE SCHOOL YEAR IMPLEMENTATION 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 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?**

● Train staff on 2025-2026 Foundations initiatives:
    ○ Active Supervision Training for Common Areas
    ○ Cafeteria Crew Team
    ○ Hallway Neighborhoods and Emergency Response Protocol (Arrival, transitions, and dismissal)
    ○ Hallway transition time + 3 sweeps
	September 2025

● The Foundations Common Areas Observation form will be used to evaluate strengths and areas for improvement. Make adjustments as determined.	October 2025
● Share Blue Devil Connections structure and framework with staff. ● Share Blue Devil Connections day topics and events calendar with staff.	September 2025
● Evaluate the strengths and areas for improvement of the Blue Devil Connection structure and topics using the Panorama Survey.	December 2025
● Train staff on the use of WorkFlow Suite. ● Analyze results of Workflow suite attendance tracking	September 2025
● Train staff on Restorative Tier 1-3 Intervention Plan. ● Train staff on procedures for reintegration to the classroom or school community after class/school removal.	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: - Cafeteria Crew Team - Hallway Neighborhoods and Emergency Response Protocol - Hallway transition time + 3 sweeps - Arrival and dismissal procedures	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. *What are our next steps?* *complete when reviewing data*
Early Progress Milestones (implementation/out come data)	● Attendance Data ● Discipline Data ● Panorama Data ● Workflow Suite Data	● Completed plans, schedules, trainings, and preparation.	
Mid-Year Benchmark(s) (outcome data)	● Attendance Data ● Discipline Data ● Panorama Data ● Workflow Suite Data	● A 10% or greater reduction in chronic absenteeism (37%→27%) ● Higher level of parent engagement, and communication with use of Workflow Suite Monitoring and implementation during plan implementation time period ● A reduction in physical altercations and safety violations ● A reduction in truancy from class with implementation of Workflow Suite Monitoring ● A 10% or greater reduction in suspensions based on incidents occurring in unstructured settings	
End-of-the Year Targets (outcome data)	● Attendance Data ● Discipline Data ● Panorama Data ● Workflow Suite Data	● A 10% or greater reduction in chronic absenteeism (37%→27%) ● Higher level of parent engagement, and communication with use of Workflow Suite Monitoring and implementation during plan implementation time period ● A reduction in physical altercations and safety violations ● A reduction in truancy from class with implementation of Workflow Suite Monitoring	

| | | | | A 10% or greater reduction of suspensions based on incidents occurring in unstructured settings | |

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: *(complete when reviewing mid-year data)*

Mid-Year Benchmark(s)	- Attendance Data - Discipline Data - Panorama Data - Workflow Suite Data - Early Warning System (Campus Analytics MTSS)	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.
		○ Continue Foundations prosocial behavior initiatives in common spaces as well as arrival, transitions, and dismissal.
		○ Continue SELIT initiative with updates to Blue Devil Connections days.
		○ Leverage the Safe and Civil Schools Foundations guidelines
		○ Implement Infinite Campus Workflow Suite to:
		  ○ *Improvement management of non-instructional areas*
		  ○ *Improve classroom attendance and student arrival on time*
			- Improved student attendance. - A 10% or greater reduction in chronic absenteeism (37%→27%). - A reduction in physical altercations. - A 15% or greater reduction in physical altercations compared to 2024-2025 (52→44 incidents). - A reduction of discipline referrals in common areas (hallways and cafeteria). - A 15% or greater reduction in discipline referrals	

25

		○ *Provide families with an online option to report student absences and to request early pickup.*	compared to 2024-2025 (813→691 incidents).	

End-of-the-Year Targets	● Attendance Data
	● Discipline Data
	● Panorama Data
	● Workflow Suite Data
	● Early Warning System (Campus Analytics MTSS)
		Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.
		○ Continue Foundations prosocial behavior initiatives in common spaces as well as arrival, transitions, and dismissal.
		○ Continue SELIT initiative with updates to Blue Devil Connections days.
		○ Leverage the Safe and Civil Schools Foundations guidelines
		○ Implement Infinite Campus Workflow Suite to:
		  ○ *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.*
			● Improved student attendance.
			  ○ A 10% or greater reduction in chronic absenteeism (37%→27%).
			● A reduction in physical altercations.
			  ○ A 15% or greater reduction in physical altercations compared to 2024-2025 (104→88 incidents).
			● A reduction of discipline referrals in common areas (hallways and cafeteria).
			  ○ A 15% or greater reduction in discipline referrals compared to 2024-2025 (813→691 incidents).	

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	**School Climate:** ● How often does negative or disruptive student behavior occur in your school? (60%) ● I feel respected by other students. (66%) ● At my school, students are teased or picked on about their cultural background, sexual orientation, race or religion. (62%) ● Students are disrespectful towards teachers at your school. (46%) ● Students are disrespectful towards other students at my school. (34%) ● Students at my school are taught to recognize, prevent, and stand up against bullying and harassment. (75%) ● I feel physically and emotionally safe in my school environment. (77%)	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive. ○ Continue Foundations prosocial behavior initiatives in common spaces as well as arrival, transitions, and dismissal. ○ Continue SELIT initiative with updates to Blue Devil Connections days. ○ Leverage the Safe and Civil Schools Foundations guidelines. ○ Implement Infinite Campus Workflow Suite to: 　○ *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.*	How often does negative or disruptive student behavior occur in your school? (60%) I feel respected by other students. (66%) At my school, students are teased or picked on about their cultural background, sexual orientation, race or religion. (62%) Students are disrespectful towards teachers at your school. (46%) Students are disrespectful towards other	How often does negative or disruptive student behavior occur in your school? (80%) I feel respected by other students. (80%) At my school, students are teased or picked on about their cultural background, sexual orientation, race or religion. (80%) Students are disrespectful towards teachers at your school. (75%) Students are disrespectful towards other	

			students at my school. (34%) Students at my school are taught to recognize, prevent, and stand up against bullying and harassment. (75%) I feel physically and emotionally safe in my school environment. (77%)	students at my school. (75%) Students at my school are taught to recognize, prevent, and stand up against bullying and harassment. (85%) I feel physically and emotionally safe in my school environment. (85%)	
Staff Survey	On most days, how enthusiastic are students about being in school? (19%)	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	On most days, how enthusiastic are students about being in school? (19%)	On most days, how enthusiastic are students about being in school? (80%)	
Family Survey	Overall, how much respect do you think the children at your child's school have for the staff? (55%) There is a positive sense of community at my child's school. (68%)	Support the development and maintenance of a positive school climate, creating a place where students want to be, want to learn, and can thrive.	Overall, how much respect do you think the children at your child's school have for the staff? (55%) There is a positive sense of community at my child's school. (68%)	Overall, how much respect do you think the children at your child's school have for the staff? (80%) There is a positive sense of community at my child's school. (80%)	

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.

- **The student and staff survey data provided important perception information to inform our instructional and non-instructional goals.**
  - **Staff & student survey data revealed that our school needs to provide stronger support and professional development to teachers as it relates to Tier 1 instruction.**

    School Engagement:
    - My teacher set high expectations for learning for all students. (85%)
    - My teachers connect what I'm learning to real life situations or future careers. (61%)

    Rigorous Expectations:
    - My teachers share daily or weekly learning goals to help me stay on track. (75%)
    - In the last 6 months, my teachers have met with me at least once to discuss my progress and ways to improve. (44%)
    - When I struggle with a topic or learning new information, my teachers provide different ways to help me understand. (76%)
- **Student interviews allowed our team to dive deeper into some of the survey perceptions about school culture, safety, community, learning, and life.**
- **Performance on New York State Assessments indicates that a majority of grade 8 students are not meeting grade-level expectations.**
  - In 2023-2024, 81% of the identified subgroup scored a level 1 or 2 on the ELA 8 assessment.
  - In 2023-2024, 62% of the all students subgroup scored a level 1 or 2 on the ELA 8 assessment.
  - In 2023-2024, 80% of the identified subgroup scored a level 1 or 2 on the Math 8 assessment.
  - In 2023-2024, 60% of the all students subgroup scored a level 1 or 2 on the Math 8 assessment.

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.**
Complete the reflective prompt above in this space. ● **Performance on New York State Assessments indicates that a majority of grade 8 students in the identified subgroup are not meeting grade-level expectations.** 　○ In 2023-2024, 81% of the identified subgroup scored a level 1 or 2 on the ELA 8 assessment. 　○ In 2023-2024, 80% of the identified subgroup scored a level 1 or 2 on the Math 8 assessment. ● The instructional strategies were developed using NYSED State-Supported Evidence-Based Strategies. We selected the instructional strategy of Teacher Clarity/Assessment Criteria because this strategy is considered highly effective and most closely aligned to our needs assessment data (survey, interviews, and NYSED testing results).

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
Dean Johnson	Principal	3/6	3/27	4/8	4/22	4/29	5/6	5/13, 6/3
Kayla Cappuccio	Assistant Principal	-	3/27	4/8	4/22	4/29	5/6	5/13, 6/3
Kelly Lambert	Assistant Principal	3/6	3/27	4/8	4/22	4/29	5/6	5/13, 6/3
Denise Grandits	Assistant Principal	-	3/27	4/8	4/22	4/29	5/6	5/13, 6/3
Rebecca Kiel	Parent	3/6	3/27	4/8	4/22	4/29	-	5/13, 6/3
Emily Kraft	Parent	-	3/27	4/8	-	4/29	-	-
Charlie Panepinto	English Teacher	3/6	3/27	4/8	4/22	4/29	-	5/13, 6/3
April Owczarczak	Special Education Teacher	-	3/27	4/8	4/22	4/29	5/6	5/13, 6/3
Tricia Gallagher	Support Staff	3/6	-	-	-	4/29	-	5/13, 6/3
Marjorie Julkowski	English Teacher	3/6	3/27	4/8	4/22	4/29	-	5/13, 6/3
Jacquelyn Blonski	Math Teacher	3/6	-	4/8	4/22	-	-	5/13, 6/3
Jennie Ostrowski	Math Teacher	3/6	-	4/8	4/22	4/29	-	5/13, 6/3
Michelle Pohlman	English Teacher	3/6	3/27	4/8	4/22	4/29	-	5/13, 6/3
Rachel Weiss	Math Teacher	3/6	-	-	-	-	-	-

School Comprehensive Education Plan
School Improvement Grant Expenditure Plan
2025-26

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

SCEP APPENDIX - 4 - FOR TSI SCHOOLS

School-Level SIG Expenditure Plan

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

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	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**
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**
Math Amplify Desmos Training for for Admin on Tier 1 Math Instruction	Principal Leadership Development	Purchased Services - 40	**$1,250.00**
Purchase of services necessary for hosting professional development for Tier 1 Instruction Professional Development	Purchased Services- 40	Purchased Services - 40	**$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 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**
Employe 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**
Employe Benefits		Code 80: Employee Benefits	**$1001.50**

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