



School Comprehensive Education Plan 2026-27

District	School Name	Grades Served
KTUFSD	Holmes Elementary	K-4

Collaboratively Developed By:

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And in partnership with the staff, students, and families of Holmes Elementary.

Part 1: Shared Understand of High-Quality Teaching and Learning

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

<p>High-Quality, Tier 1 Instruction: <i>What is the District’s definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i></p>	<p>We are a school community where teachers use clear goals, success criteria, and feedback to engage all students every day in cognitively demanding learning experiences grounded in reading, writing, speaking, and listening.</p>
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Key Strategies/Instructional Priorities

Schools collaborate with their district to identify 1-2 Key Strategies/Instructional Priorities that will strengthen the instructional core and be the focus of teacher learning for the upcoming year.

Key Strategies/Instructional Priorities should be:

- **Instructional**, not programmatic.
- **Broad enough** to apply across grades/content but **focused enough** to drive teacher learning.
- Concepts that can be explored with the Structures for **Teacher Learning**
- Connect to **Tier 1/Universal instruction**
- Stable enough to allow for **deep learning and improvement over time**, yet flexible enough to respond to emerging evidence about student needs.
- Grounded in the **instructional core**, not buzzwords, fads, or short-lived initiatives.

Examples are provided in the **SCEP Team Resource Guide** and available in the drop-down menu below.

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)

Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.

Teacher Learning Core Structures

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

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

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

Teacher Learning Core Structures

1. Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)

Effective Teacher Collaborative Time should:

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers' learning
- Ideally occur during the school day
- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
- Be connected to teachers' daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

2. Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)

Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:

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- Modeling lessons
- Co-teaching
- The Coaching Cycle
- Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those bulleted above.

Essential Question

How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction?

What structures and routines will support this in 2026-27?		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	<i>PLCs: Teacher Collaborative Time</i>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
When and how often will this structure take place?	<p style="color: #0000FF;"><i>Weekly by grade level at the designated PLC time during the school day:</i></p> <p style="color: #0000FF;"><i>K- Thursday</i></p> <p style="color: #0000FF;"><i>1- Wednesday</i></p> <p style="color: #0000FF;"><i>2- Tuesday</i></p> <p style="color: #0000FF;"><i>3- Tuesday</i></p> <p style="color: #0000FF;"><i>4- Friday</i></p> <p style="color: #0000FF;"><i>SpEd- biweekly Friday</i></p> <p style="color: #0000FF;"><i>Specials (PE, Art, Music, Library)- biweekly Friday</i></p>	
What does this entail?	<p style="color: #0000FF; font-weight: bold;">Holmes PLC Agenda Template (Example Link)</p> <ol style="list-style-type: none"> 1. Role Assignment 2. Celebrations 3. PLC Guiding Questions to explore Key Strategy #1 <ol style="list-style-type: none"> a. What do we want students to learn? b. How will we know when they've learned it? c. What will we do for those that didn't? d. What will we do for those that have? 4. Look at the data &/or use protocol to explore Key Strategy #1 <ol style="list-style-type: none"> a. What does the real-time student data tell about students' capacity related to the standard? What does that tell about the focus of design and instruction? <ol style="list-style-type: none"> i. Writing Samples- Hochman Method aligned with CKLA 	

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	<ul style="list-style-type: none"> i. Math- Data dashboard and exit tickets aligned with Math EM2 lessons and NBT focus ii. UFLI Project Read dashboard <p>5. Action Steps</p>
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What structures and routines will support this in 2026-27?		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	<i>Opportunities for Teachers to Learn with Experts (Instructional Coaches)</i>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
When and how often will this structure take place?	<u><i>Coaching for Excellence Grant (CfE)</i></u> <i>0.5 Literacy Coach, 0.5 Math Coach</i>	
What does this entail?	<p>School Participant Expectations:</p> <ul style="list-style-type: none"> ● The instructional coach’s time and responsibilities will be reserved for instructional coaching. The coach will not be utilized for “coverages” except in extreme circumstances. <ul style="list-style-type: none"> ○ Modeling ○ Coteaching ○ Coaching cycle ○ Working with groups of teachers to engage in deeper content, analyze student work, analyze classroom videos and conduct lesson studies. ● The instructional coach will not have any teaching responsibilities for the 2026-27 school year. ● A minimum of 10 teachers are committed to participating in peer coaching during the 2026-27 school year. ● The principal will collaborate with instructional coaches to ensure that their understanding of the district’s vision for high-quality instruction is aligned. ● The principal will join their instructional coach for a portion of all NYSED on-site in-person coaching sessions. ● The instructional coach will need to be actively involved with SCEP development and implementation. ● The school will complete both the “Teacher Collaborative Time” and “Access to Experts” section of the SCEP. ● Schools with more than one coach on staff: The principal and all instructional coaches in the building, <i>including those not in CFE</i>, will meet 	

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	for a portion of all NYSED on-site in-person coaching sessions to support the alignment of coaching across the building.
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Implementation

Schools will identify how they will implement their Key Strategies/Instructional Priorities through the Teacher Learning Core Structures.

Key Strategy I

KEY STRATEGY 1	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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Preparing for a Successful Launch

BEFORE THE 1ST DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?	When will this be in place?
<p><i>Summer Leadership Retreat:</i></p> <p><i>High Quality Tier 1 Instruction: Key Strategy Planning</i></p> <ul style="list-style-type: none"> ● <i>The retreat will include the opportunity for Holmes teachers and administration to model a PLC for the other school leaders.</i> ● <i>Holmes' High Quality Tier 1 Instruction will focus on:</i> <ul style="list-style-type: none"> ➤ <i>Deepening conceptual understanding alongside procedural fluency</i> <ul style="list-style-type: none"> ○ <i>A focus on NBT proficiency</i> ○ <i>Math Talks</i> ➤ <i>Ensuring regular evidence based writing</i> <ul style="list-style-type: none"> ○ <i>CRE: Claim Reasoning Evidence</i> ○ <i>Writing Revolution: Hochman Method</i> 	<i>July 2026</i>
<i>Holmes ILT summer retreat</i>	<i>August 2026</i>
<i>Design schedules for PLC meetings, faculty meetings, grade level meetings, new teacher meetings and professional learning opportunities</i>	<i>July-August 2026</i>
<i>Design the content and delivery model for each set of meetings</i> <i>-messages about non-negotiables including slides and one-pager of our priorities</i>	<i>July-August 2026</i>
<p><u>Coaching for Excellence Grant</u></p> <ul style="list-style-type: none"> ➤ <i>Professional learning</i> ➤ <i>Embedded support</i> ➤ <i>Modeling</i> ➤ <i>Relationship between CFE and PLC work</i> 	<i>June-August 2026</i>
<i>Administration will explore and select resources, supports, articles, websites, videos that support the key priorities. All will be research based and intentionally chosen.</i>	<i>June-August 2026</i>
<i>Texts for rigorous classroom libraries for every Holmes classroom will be ordered. The Literacy Coach and two Literacy Liaisons will support the teachers' understanding of and implementation of said texts.</i>	<i>July-August 2026</i>
<i>Teachers will participate in summer curriculum teams to strengthen K–4 literacy instruction, with a focus on integrating keyboarding and digital writing skills into the curriculum.</i>	<i>July-August 2026</i>

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<p><i>A Learning Walk look-fors data capture tool (to be used by ILT and administration) will be created and will include:</i></p> <ul style="list-style-type: none"> ➤ <i>Teacher Clarity components</i> ➤ <i>Release to cognitively demanding tasks</i> ➤ <i>Engagement in discourse, texts, and writing/speaking</i> 	<p>July-August 2026</p>
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<p>FIRST HALF OF THE YEAR IMPLEMENTATION</p>		<p>When will this be in place?</p>
<p>What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?</p>		
<p>First days of school professional learning for teachers:</p> <ul style="list-style-type: none"> ● <i>Holmes’ High Quality Tier 1 Instruction will focus on:</i> <ul style="list-style-type: none"> ➤ <i>Teacher Clarity components</i> ➤ <i>Release to cognitively demanding tasks</i> ➤ <i>Engagement in discourse, texts, and writing/speaking</i> <ul style="list-style-type: none"> ○ <i>Deepening conceptual understanding alongside procedural fluency</i> <ul style="list-style-type: none"> ■ <i>A focus on NBT proficiency</i> ■ <i>Math Talks</i> ○ <i>Ensuring regular evidence based writing</i> <ul style="list-style-type: none"> ■ <i>CRE: Claim Reasoning Evidence</i> ■ <i>Writing Revolution: Hochman Method</i> 	<p><i>August 31, September 1, & September 4, 2026</i></p>	
<ul style="list-style-type: none"> ● <i>Hold PLC meetings weekly (utilize assessment tools- UFLI Project Read, Lexia, Aimsweb+, Math Fact Lab)</i> ● <i>Hold the grade level meetings as scheduled</i> ● <i>Hold faculty meetings as scheduled</i> ● <i>Administration meet with Grade Level Leaders as scheduled</i> 	<p><i>September-December 2026</i></p>	
<p><i>After School Learning Opportunities for Students</i></p>	<p><i>October-December 2026</i></p>	
<p><i>Teachers will analyze Aimsweb Fall data to monitor student data against priority standards.</i></p>	<p><i>September 2026</i></p>	
<p><i>Teachers will engage in a book study centered around “The Writing Revolution 2.0”</i></p>	<p><i>September-December 2026</i></p>	
<p>SECOND HALF OF THE YEAR IMPLEMENTATION</p>		<p>When will this be in place?</p>
<p>What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?</p>		
<p><i>Superintendent Conference Days and other Professional Development will continue to address Holmes’ High Quality Tier 1 Instruction focus on:</i></p> <ul style="list-style-type: none"> ➤ <i>Teacher Clarity components</i> ➤ <i>Release to cognitively demanding tasks</i> ➤ <i>Engagement in discourse, texts, and writing/speaking</i> <ul style="list-style-type: none"> ○ <i>Deepening conceptual understanding alongside procedural fluency</i> <ul style="list-style-type: none"> ■ <i>A focus on NBT proficiency</i> ■ <i>Math Talks</i> 	<p><i>January- June 2027</i></p>	

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<ul style="list-style-type: none"> ○ <i>Ensuring regular evidence based writing</i> <ul style="list-style-type: none"> ■ <i>CRE: Claim Reasoning Evidence</i> ■ <i>Writing Revolution: Hochman Method</i> 	
<ul style="list-style-type: none"> ● <i>Hold PLC meetings weekly (utilize assessment tools- UFLI Project Read, Lexia, Aimsweb+, Math Fact Lab)</i> ● <i>Hold the grade level meetings as scheduled</i> ● <i>Hold faculty meetings as scheduled</i> ● <i>Administration meet with Grade Level Leaders as scheduled</i> 	<i>January- June 2027</i>
<i>Teachers will analyze Aimsweb Fall to Winter data to monitor student data against priority standards.</i>	<i>January 2027</i>
<i>Teachers will analyze Aimsweb Winter to Spring data to monitor student data against priority standards.</i>	<i>June 2027</i>
<i>After School Learning Opportunities for Students</i>	<i>January-April 2027</i>
<i>Teachers will engage in a book study centered around "The Writing Revolution 2.0"</i>	<i>January - June 2027</i>

Progress Monitoring

Directions: Describe the evidence you will need to collect **in the first quarter of the year** to understand the impact of the Core Structures and Key Strategy.

Use the remaining cells to identify evidence **as the year progresses**.

Key Strategy I

What evidence will we need to collect and monitor to understand **if change is taking hold**?

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	<ul style="list-style-type: none"> ● <i>NYS Assessment gr 3 and 4 data</i> ● <i>AimsWeb+</i> ● <i>Data Dashboard</i> → <i>UFLI Data</i> → <i>EM2 Math Modules & Exit Tickets</i> → <i>Regular Writing Task samples</i> 		
Evidence of Teacher Practice Changing	<ul style="list-style-type: none"> ● <i>Learning Walk Data</i> ● <i>PLC agenda minutes</i> ● <i>CfE Coaching cycle notes</i> 		

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What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	<i>Engaged every day in cognitively demanding learning experiences grounded in reading, writing, speaking, and listening.</i>	
Teachers will be...	<p><i>Using explicit instruction and specific feedback to engage all students every day in cognitively demanding learning experiences grounded in reading, writing, speaking, and listening by:</i></p> <ul style="list-style-type: none"> • <i>Setting and referring to learning intentions, success criteria and relevance throughout lessons.</i> • <i>Establishing structures and routines for high levels of student engagement, discourse and productive struggle.</i> • <i>Designing and presenting problems that are accessible to every student (low floor) but have the complexity to be extended to a high level (high ceiling).</i> 	

Survey Monitoring

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

		Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	<p>1. <i>My team regularly participates in structured protocols to improve lesson rigor, thinking, and learning outcomes.</i></p>	–	–	3%	31%	53%	13%
26-27 Needs Assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	SURVEY QUESTIONS tbd						

Survey	Survey Question 2	SD	D	N	A	SA	IDK
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

<p>25-26 Needs Assessment</p>	<p><input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family</p>	<p>2. <i>The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information.</i></p>	-	-	3%	53%	41%	3%
<p>26-27 Needs Assessment</p>	<p><input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family</p>	<p>SURVEY QUESTIONS tbd</p>						

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, student learning, and equitable access, and to refine supports so the school functions as a coherent and effective instructional system. Examples of potential structures are provided below.

Instructional Leadership Team Core Structures

- **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.
- **A curriculum monitoring routine** where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.
- **A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.
- **A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.

Planning Implications: Schools define how they will ensure consistent, rigorous instruction across classrooms by clarifying expectations, monitoring curriculum use, and supporting teacher teams to refine lessons and tasks based on evidence of student thinking.

Essential Question

How will the school ensure that all students consistently experience rigorous, standards-aligned instruction that challenges them to think deeply and supports their academic growth?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	<i>A schoolwide framework for high-quality instruction that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.</i>	X NEW <input type="checkbox"/> REFINE
When and how often will this structure take place?	<i>Monthly after school at Instructional Leadership Team Meetings, September 2026 - June 2027.</i> Instructional Leadership Team: <ul style="list-style-type: none"> ● <i>Administrators- McCarthy, Cannon,</i> 	

Part 3: Schoolwide Core Structures

	<ul style="list-style-type: none"> • <i>Teacher Leaders- Buchanan, Caruana, Fuchs, Lelito, Lis</i>
What does this entail?	<p><i>All ILT meetings will follow the agenda below:</i></p> <ol style="list-style-type: none"> 1. <i>Reflection: What have we seen since our last meeting related to what we discussed last meeting?</i> 2. <i>Professional Learning (centered on Cognitively Demanding instruction and our Holmes priorities).</i> 3. <i>Consistency and Coherence Debrief: Is student data matching what teachers are doing and reporting?</i> 4. <i>Application: What next steps should we take? What work can we do to support teacher learning?</i>

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	<ul style="list-style-type: none"> • <i>Holding regularly scheduled monitoring meetings</i> • <i>Reviewing the Data Dashboard and PLC agenda template</i> • <i>Reviewing the learning walk data</i> • <i>Gathering feedback from CfE Coaches and Grade Level Leaders</i> • <i>Reflecting against expectations and progress</i>
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Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	<ol style="list-style-type: none"> 1. <i>Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings.</i> 	–	–	6%	25%	66%	3%
26-27 Needs Assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	SURVEY QUESTIONS tbd						

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- **A systematic approach to ensuring every student is known well by at least one adult**, with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- **A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student “slips through the cracks.”
- **A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.
- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels**, identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

How will the school ensure that every student experiences consistent expectations, meaningful relationships, timely support, and access to rigorous grade-level learning?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1	A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels , identifying where students encounter conflicting messages or uneven experiences.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
When and how often will this structure take place?	<p>Our PBIS Committee will meet monthly out of the school day and over the summer to review Panorama and IC MTSS Dashboard data to assess and identify areas of success and areas of need for student understanding of school wide expectations, routines and supports across the school.</p> <p>Our CAPS (counselor, administration, psychologist, social worker, nurse) team will meet weekly during the school day to discuss student attendance, SEL concerns and attendance. The team will review Panorama and IC MTSS Dashboard data to assess and identify areas of success and areas of need. This includes matching students with mentors from our community corporate partner, Linde, who provide a student mentor program.</p> <p>Our Check-In-Check-Out committee will meet monthly out of the school day to continue to review Panorama and IC MTSS Dashboard data to connect specific students with adults for our CI/CO program.</p>	
What does this entail?	Holmes will refine our Multi-Tiered System of Supports (MTSS) to support students	

Part 3: Schoolwide Core Structures

	<p>academically, behaviorally, and socially.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ● Establish a coordinated MTSS structure with regular monthly meetings (PBIS, SEL, and Attendance teams) to review data and align supports. ● Use the MTSS dashboard (Infinite Campus) and referral data to monitor trends, identify needs, and guide decision-making. ● Maintain a school-based data team (CAPS- counselor, administrator, psychologist, social worker, nurse) to conduct monthly reviews of behavior and attendance data and track progress. ● Provide consistent academic support through the afterschool tutoring program (Holmes Beyond the Bell) Fall to Spring ● Evaluate effectiveness of interventions by tracking academic growth, attendance, and engagement. ● Expand student engagement and enhance background knowledge through enrichment opportunities such as community partnerships, guest speakers, artists, and authors to connect learning to real-world experiences such as: <ul style="list-style-type: none"> ○ Author visit(s) ○ SPCA school visits with culminating field trip ○ Local artist visits ○ Science visit (eg. Chris Johnson) ○ SEL/character based assembly ○ Restorative Practices ● Embed culturally relevant and engaging learning experiences into instruction to strengthen student motivation, connection to school and inclusivity. ● All faculty will engage in discussion and discourse around the idea of “students slipping through the cracks,” and will create a shared definition of what that means.
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Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	<i>Students seldom, if ever, slip through the cracks at this school.</i>	3%	16%	19%	31%	31%	–
26-27 Needs Assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	SURVEY QUESTIONS tbd						

Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

Attendance Core Structures

- **A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.**
- **A coordinated process for understanding the reasons behind absences**, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across student groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving student participation** and ensuring supports remain connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.

Essential Question

How will the school ensure that every student is present, supported, and connected so they can fully participate in rigorous, grade-level learning?

<p>What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i></p>	<p>HOW DOES THIS COMPARE TO EXISTING EFFORTS?</p>
<p>Attendance Core Structure 1</p>	<p>A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.</p> <p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE</p>
<p>When and how often will this structure take place?</p>	<p>Our PBIS Committee will meet monthly outside of the school day to review Panorama and IC MTSS Dashboard data to assess and identify areas of success and areas of need for student understanding of school wide expectations, routines and supports across the school. They will promote attendance and timeliness at each monthly PBIS assembly.</p> <p>Our CAPS team will meet weekly during the school day to discuss student attendance, tardies and SEL concerns. The team will review Panorama and IC MTSS Dashboard data to assess and identify areas of success and areas of need. This includes matching students with mentors from our community corporate partner, Linde, who provide a student mentor program.</p> <p>Our Check-In-Check-Out committee will meet monthly outside the school day to continue to review Panorama and IC MTSS Dashboard data to connect specific students with adults for our CI/CO program, which can be considered an attendance intervention.</p>

Part 3: Schoolwide Core Structures

	Administration will implement a quarterly review process positive recognition plan for staff attendance.
What does this entail?	<p>Promote and Support the district’s Every Day Matters Comprehensive Student Attendance Plan.</p> <ul style="list-style-type: none"> - Ensure that parents or persons in parental relation and students are informed of the District's policy and its purpose, as well as the implementation of procedures and the consequences of non-compliance. - Provide a copy of the attendance policy and any amendments thereto to faculty and staff. New staff will receive a copy upon their employment. - Include periodic reminders of the components of the Comprehensive Student Attendance Plan in administration and teacher issued newsletters and publications - Administration, social worker and counselor will consistently communicate the <i>Every Day Matters Comprehensive Student Attendance Plan</i> to staff and the ways Holmes’ addresses attendance concerns <p>Consistently apply our established districtwide expectations for tracking and responding to student absences, tardies, and re-entry to school after extended absences, so students and families experience welcoming, predictable responses across all schools.</p> <ul style="list-style-type: none"> - Ensure that all schools apply the District-approved Attendance Codes in Infinite Campus codes (AE, AU, ED, TR, etc.) consistently, with designated office staff entering codes and reasons. - Ensure that Holmes sends the warm, non-punitive <i>Nudge Letter</i> at approximately five absences, paired with a counselor or social worker call, before absenteeism becomes chronic - Establish a consistent, welcoming re-entry practice for students returning after lengthy or chronic absence — including the back-to-school letter for previously chronically absent students, a check-in with the counselor/social worker, and a plan to address barriers and recover missed work.

Attendance Monitoring

Directions: In the table below input the data you have from this current school year. Leave the table for next school year blank so that it can be updated **as the year progresses**.

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	92.96%	91.64%	91.80%	90.10%	86.84%	92.49%	90.00%	91.12%	89.64%
2026-27									

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

N/A

Part 3: Schoolwide Core Structures

Survey Monitoring

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

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	The way our school handles tardies may unintentionally discourage students who arrive late from coming to school.	6%	9%	19%	19%	28%	19%
26-27 Needs Assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family	SURVEY QUESTIONS tbd						

Our Team's Process

Background

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

Team Collaboration

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

Name	Role	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
		3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Heather McCarthy	Principal	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Katie Cannon	Assistant Principal	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	–	6/15/26
Bronwyn Buchanan	RTI Math Teacher	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Kaylan Lelito	RTI Reading Teacher	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Tracy Caruana	Special Education Teacher	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Noah Fuchs	Third Grade Teacher	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Laura Moore	Teacher Aide	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Kari Fiutak	Instructional Support Coach	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Claire Bellia	Instructional Support Coach	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Claire Bellia	Instructional Support Coach	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Kaley Vazquez Regan	Physical Education Teacher	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	6/8/26	6/15/26
Imani Grimes	Parent	3/24/26	4/14/26	4/22/26	5/6/26	–	n/a	–	–
Angel Babagana	Family Member	3/24/26	4/14/26	4/22/26	5/6/26	5/19/26	n/a	–	–

Next Steps

Sharing the Plan

By Early June: After the team has completed at least one substantive draft section of the plan (preferably the Teacher Learning Core Structures or the Schoolwide Structures), the principal should share the plan with the school's SCEP liaison, who will review the initial section and conduct SCEP Development Check-In 3.

Before the Last Day of School (2025-26): Following SCEP Development Check-In 3, the team should incorporate any feedback and proceed to complete the remainder of the plan as part of SCEP Team Meeting 6. The full plan should be sent to the liaison, who will review it and set up SCEP Development Check-In 4 to confirm the plan meets [NYSED's Minimum Expectations](#).

No Later Than the First Day of School (2026-27): By regulation, the plan must be implemented no later than the first day of school. The district (Superintendent or designee) and local Board of Education will need to have approved the plan and the plan must be posted on the district website.

Implementing the Plan (All Schools)

1. The plan should be monitored closely. Adjustments to the plan are expected based on what the school and district are learning through implementation.
2. The SCEP team will need to reconvene during the year to discuss implementation and review progress in relation to the Early Progress Indicators and Mid-Year Indicators identified.
3. The principal should plan to meet with their assigned liaison following the end of the first quarter to discuss implementation and the Early Progress Indicators and again following the end of the second quarter to discuss implementation and the Mid-Year Indicators.
4. The portions of the plan shaded gray should be filled in based on 2026-27 data throughout the year.