



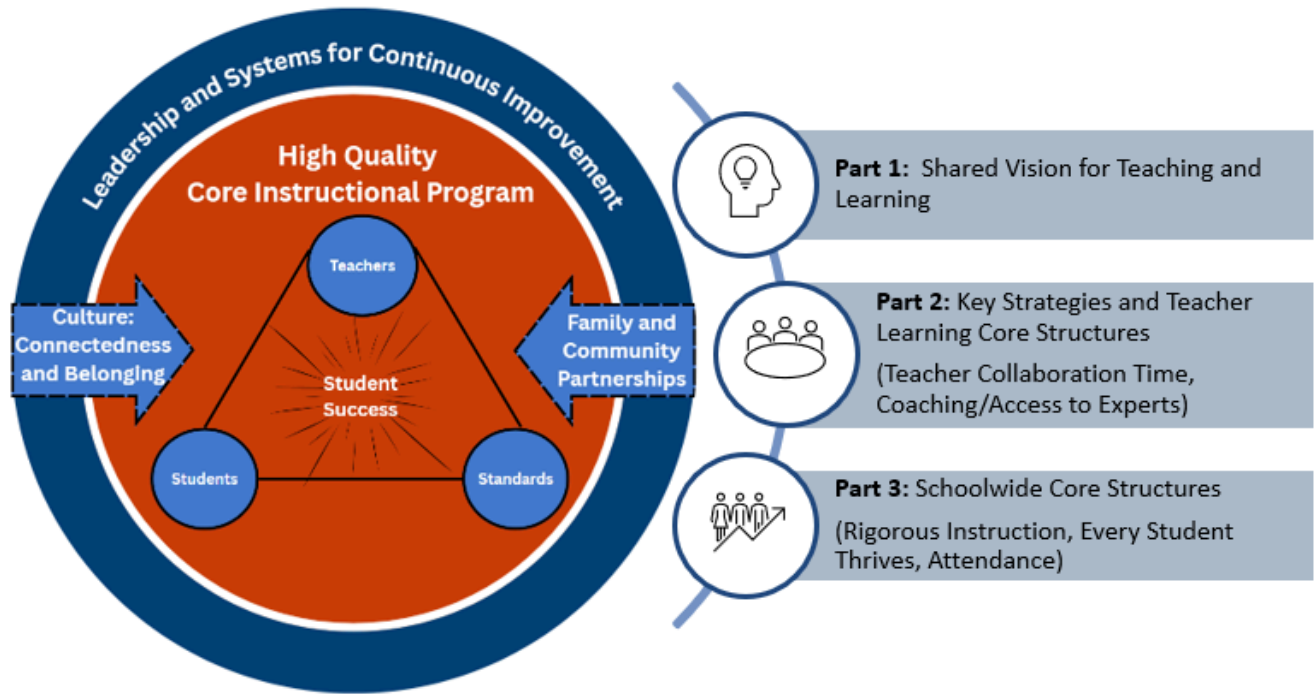
School Comprehensive Education Plan 2026-27

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

Collaboratively Developed By:

The Kenmore West SCEP Development Team and in partnership with the staff, students, and families of Kenmore West High School.

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



Part I: Connecting Our Shared Understanding for 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>
--	---

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

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.

Schools selecting “Other” should type the Key Strategy after the word “Other.”

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.

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

- 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:

- 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 TO DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	PLCs - Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REFINE
When and how often will this structure take place?	<p>A weekly collaborative planning opportunity will be provided for grade 8 and 9 teachers in the core academic disciplines, including English, mathematics, science, social studies, and special education staff. These meetings will take place on Mondays during a shared planning period.</p> <p>Teachers not included in these teams will participate in a regularly scheduled weekly meeting held during the school day.</p>	
What does this entail?	<p>Kenmore West High School will implement structured PLCs supported by scheduled common planning time for core teachers in grades 8 and 9 to strengthen Tier 1 instruction and improve student outcomes.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ● Provide a master schedule with dedicated PLC/common planning time for grades 8–9 core content teachers. ● Use PLC time to analyze student data, including NYS assessment results, and develop action plans for students not yet proficient. ● Focus PLC work on: <ol style="list-style-type: none"> a. Learning intentions, relevance, and success criteria 	

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

	<p>b. Cognitively demanding tasks c. Reading, writing, discourse, and productive struggle</p> <ul style="list-style-type: none"> ● Provide leadership-designed PD on PLC models and cognitively demanding instruction. ● Train select teachers and administrators as PLC leaders/turnkey trainers, with summer-trained staff supporting rollout to additional teams (Coaches/Department Leaders). ● Include ELA and math instructional coaches in PLC meetings to support facilitation, planning, and Tier 1 instructional coaching. ● Emphasize instructional priorities: <ul style="list-style-type: none"> ■ Teacher clarity ■ Engagement with complex texts/sources ■ Structured academic discourse and writing ● Provide math PD on <i>Building Thinking Classrooms</i> (Peter Liljedahl) to support student-centered problem solving and mathematical reasoning. ● Use coaching cycles, modeling, and feedback to support consistent implementation across teams. ● Explore the possibility of a teacher book study to support Key Strategy 1, text TBD. ● Create a Kenmore West PLC Structure using the following resource as a guide- <u>what to do</u>
--	---

Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues)	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
When and how often will this structure take place?	Teachers will be supported by an instructional coach that will meet with them in dedicated PLC time and be available for individual meetings and coaching. <i>Coaching for Excellence Grant (CfE) 0.5 Literacy Coach, 0.5 Math Coach</i>	
What does this entail?	Instructional coaches will have the following priorities: <ul style="list-style-type: none"> - Supporting teacher leading based on our vision for strong tier 1 instruction - The instructional coach’s time and responsibilities will be reserved for instructional coaching. The coach will support modeling lessons, co-teaching, coaching cycle, working with groups of teachers to engage deeper in content, analyze student work/videos, and conduct lesson studies. - Supporting teacher teams to develop a PLC model based on data driven collaboratively developed goals based on our vision for Tier 1 instruction. - 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. - Admin and coaches will meet monthly to support the coaching model. 	

Implementation

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

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?
<i>Summer Leadership Retreat: High Quality Tier 1 Instruction: Key Strategy Planning and Professional Learning Communities</i>	July 2026
Administration and the Leadership Team will provide a one-pager with effective teacher clarity-related strategies for literacy across the curriculum.	August 2026
Develop and confirm the master schedule with dedicated PLC/common planning time for grades 8–9 core content teachers and identify and structure the common planning for remaining teachers.	August 2026
Kenmore West Leadership team will establish and coordinate written expectations for the use of PLC time for all common planning teams that provides clarity on purpose, timing, tasks, etc. Include PLC Focus elements (see page 4) PLC structure - what to do	August 2026
Based on the learning from Summer Leadership Retreats, the instructional leadership team will develop training slides and models for cognitively demanding tasks. Time will be dedicated at a summer retreat for the instructional leadership team to develop the process for training the PLC leaders/turnkey trainers.	August 2026
Complete the schedule for engaging ELA and math instructional coaches in PLC meetings to support facilitation, planning, and Tier 1 instructional coaching.	August 2026
Schedule monthly meetings with Admin and CFE coaches to support and monitor the process.	August 2026
Communication plan for instructional priorities: APPR, KW Connection newsletter, faculty meetings, department chair meetings, ILT meetings, etc	August 2026
Plan for the implementation of the PD on <i>Building Thinking Classrooms</i> (Peter Liljedahl) to support student-centered problem solving and mathematical reasoning.	August 2026
Plan for the teacher book study on <i>Illustrated Guide to Teacher Clarity</i> or <i>Illustrated Guide to Visible Learning</i> .	August 2026

Key Strategy I

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

FIRST HALF OF THE YEAR IMPLEMENTATION 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?	When will this be in place?
Provide professional development on concepts of teacher clarity, cognitively demanding tasks and literacy across the curriculum in faculty meetings.	Faculty Meetings:
Hold SCEP/SDMT meetings to share implementation updates, progress monitoring, and gather feedback for plan adjustments.	Monthly
Conduct student, staff, and family surveys.	November
Teachers will use PLC time to:	All year

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

<ol style="list-style-type: none"> 1) Deepen their understanding of teacher clarity, cognitively demanding tasks and then develop the skills necessary to effectively implement it in the classroom. 2) Monitor student progress through data and assessment review (Benchmark/CFA/NYSED Assessment Data) 3) Conduct Lesson or standards studies 4) Reflect on progress and goals through team meeting minutes/protocols 	
Leverage department leaders to support teacher collaborative time (PLCs): <ol style="list-style-type: none"> 1) Department heads deliver training slides to the departments in support of PLCs 2) Department chairs manage the schedule of PLC meetings for their departments, ensuring that all teachers have a PLC team. 3) ILT and department chairs share Instructional and PLC meeting expectations, communicating plans and schedules, and clarifying tasks. 	Sept-Dec
Implement the communication structures related to instructional priorities.	Sept - Dec
Implement teacher book studies and <i>Building Thinking Classrooms</i> (Peter Liljedahl)	Sept
Admin, department heads, and coaches inventory the data indicators for monitoring improved student learning.	Sept- Dec

SECOND HALF OF THE YEAR IMPLEMENTATION	
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?	When will this be in place?
Administration will share instructional goal updates and information in the weekly staff newsletter.	Weekly
Administration and instructional coaches will continue PLC meetings and begin training teachers regarding effective use of PLC time to deepen their understanding of Key Strategy 1.	Weekly
Teachers will use weekly PLC time to deepen their understanding of teacher clarity and to develop the skills necessary to effectively implement it in the classroom.	Weekly
Hold SCEP/SDMT meetings to share implementation updates, progress monitoring, and gather feedback	Monthly
Conduct student, staff, and family surveys.	During Year

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	<i>Benchmark Data</i> <i>State Test Data</i> <i>iReady</i> <i>Common Assessments</i> <i>Data Review</i>		

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Evidence of Teacher Practice Changing	Learning Walks PLC Notes		
--	-----------------------------	--	--

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...	<ol style="list-style-type: none"> Engaged in cognitively demanding tasks that demonstrate problem solving, sense making and reasoning. Students will be listening, speaking, reading and writing with peers and teachers. Able to report via survey and student leadership/representative groups the impact of instruction. 	
Teachers will be...	<ol style="list-style-type: none"> Using learning intentions, success criteria and explicit instruction to set up structures and routines for high levels of student engagement, discourse, productive struggle, problem solving, open ended questions. Demonstrating reflection and growth via PLC model and feedback 	

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	Q2 The amount of challenge in my classes feels about the same from one class to another.	8%	44%	N/A	37%	11%	N/A
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	Q4 Teachers across classes use similar expectations for what good work looks like.	13%	64%	N/A	18%	5%	N/A
26-27 Needs Assessment							

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

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 TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	A schoolwide framework for high-quality instruction that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
When and how often will this structure take place?	Monthly (or more) at Leadership Team Meetings.	

<p>What does this entail?</p>	<p>Kenmore West High School will establish a coherent instructional leadership system to ensure consistent implementation of high-quality Tier 1 instruction and aligned Professional Learning Community (PLC) practices.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ● Define and communicate non-negotiable instructional expectations (“look-fors”) aligned to research-based practices, ensuring all staff have a shared understanding of high-quality instruction in action. ● Develop a clear leadership messaging plan to ensure expectations are consistently communicated through multiple formats and entry points (faculty meetings, PLCs, PD sessions, and coaching). ● Implement a coordinated Instructional Leadership Team structure to guide schoolwide instructional priorities, distinct from department-level meetings, focused on: <ul style="list-style-type: none"> ○ Instructional coherence and expectations ○ PLC effectiveness and progress ○ Student achievement and growth data ● Establish regular leadership routines, including: <ul style="list-style-type: none"> ○ Learning walks and classroom visits ○ Data reviews (e.g. i-Ready, student progress monitoring tools) ○ Team debriefs to identify trends, needs, and next steps ● Develop a structured system for learning walks, including a defined schedule, calibrated “look-fors,” data collection tools, and a feedback cycle to support instructional consistency and growth. ● Create a formal process for reviewing PLC effectiveness, including: <ul style="list-style-type: none"> ○ Standardized PLC meeting agendas and notes review system ○ Clear expectations/rubric for effective PLC practice ○ Leadership review cycles to monitor progress and provide targeted feedback ● Use real-time instructional and student data to evaluate progress toward goals, guide professional learning decisions, and adjust instructional support. ● Collect ongoing feedback from staff through session evaluations, PLC reflections, and “exit ticket” responses to evaluate the effectiveness of professional learning and refine delivery. ● Maintain a continuous feedback cycle in which building administration in partnership with department leaders and instructional coaches: <ul style="list-style-type: none"> ○ Monitors implementation of instructional expectations ○ Adjusts professional learning based on evidence ○ Provides consistent coaching and reinforcement
--------------------------------------	---

Part 3: Schoolwide Core Structures

	<ul style="list-style-type: none"> ○ Ensures alignment between instruction, PLC work, and schoolwide priorities
--	--

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	Review of: <ul style="list-style-type: none"> - PLC Minutes - Learning Walk Data - CFA/Benchmark Data Providing ongoing monitoring and evaluation of the structures and processes identified in Part 2. See section “What does this entail?”
--	---

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 checked="" type="checkbox"/> Student <input type="checkbox"/> Family	In most of my classes, I am asked to think deeply, explain my ideas, and learn from mistakes.	3%	14 %	N/A	65 %	18 %	N/A
26-27 Needs Assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	<input type="checkbox"/> Teacher <input checked="" type="checkbox"/> Student <input type="checkbox"/> Family	The amount of challenge in my classes feels about the same from one class to another.	11 %	37 %	N/A	44 %	8%	N/A
26-27 Needs Assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family							

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.”

Part 3: Schoolwide Core Structures

- **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 supports, 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 TO 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"/> EFINE
When and how often will this structure take place?	Our school PBIS/Foundations, Attendance SEL teams will meet monthly 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.	

Part 3: Schoolwide Core Structures

<p>What does this entail?</p>	<p>Kenmore West High School will implement a Multi-Tiered System of Supports (MTSS) to strengthen Tier 1 behavioral expectations, improve school climate, and support students academically, behaviorally, and socially.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ● Establish a coordinated MTSS structure with regular monthly meetings (PBIS/Foundations, 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 (administration and teacher leaders) to conduct monthly reviews of behavior and attendance data and track progress. ● Implement targeted responses based on data, including reteaching, restorative practices, and positive incentives to reinforce expectations. ● Ensure ongoing cycles of data review, intervention, and refinement of supports. ● Strengthen Tier 1 systems through Safe and Civil Schools practices and consistent use of proactive, restorative strategies across all settings. ● Provide consistent academic support through summer programming, credit recovery, tutoring, and targeted interventions to improve credit attainment and graduation outcomes. ● Use evidence-based instructional and intervention tools (e.g., i-Ready) and monitor student progress through PLCs and instructional teams. ● Expand student engagement through enrichment opportunities such as community partnerships, guest speakers, artists, and authors to connect learning to real-world experiences. ● Build staff capacity in culturally responsive-sustaining education (CRSE) through professional learning and collaboration. ● Engage teacher leaders in ongoing CRSE work to support equitable, student-centered instructional practices across the building. ● Select teachers will participate in training for Peer Mediation Protocols via Partners in Restorative Institute with implementation to develop in the second half of the year
--------------------------------------	---

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
--------	-------------------	----	---	---	---	----	-----

Part 3: Schoolwide Core Structures

25-26 Needs Assessment	<input type="checkbox"/> Teacher	Adults at this school treat all students fairly and believe we can all do well.	11 %	28 %	N/A	50 %	11 %	N/A
	<input checked="" type="checkbox"/> Student							
<input type="checkbox"/> Family								
26-27 Needs Assessment	<input type="checkbox"/> Teacher							
	<input type="checkbox"/> Student							
	<input type="checkbox"/> Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	<input type="checkbox"/> Teacher	When I come back after being absent, I am welcomed and helped to catch up.	9%	22 %	N/A	56 %	13 %	N/A
	<input checked="" type="checkbox"/> Student							
<input type="checkbox"/> Family								
26-27 Needs Assessment	<input type="checkbox"/> Teacher							
	<input type="checkbox"/> Student							
	<input type="checkbox"/> Family							

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?

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 TO DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	A routine for monitoring attendance daily and weekly, with clear thresholds that trigger early outreach, problem-solving, and follow-up.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REFINE
When and how often will this structure take place?	Monthly during attendance team meetings.	
What does this entail?	<p>Attendance Systems and Supports</p> <p>Kenmore West High School will use Infinite Campus Work Flow Suite, Campus Analytics (EWS), and Panorama data to monitor attendance patterns, identify students at risk, and implement timely, targeted interventions to improve student attendance and engagement.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ● Use attendance and EWS data to regularly review trends and identify 	

Part 3: Schoolwide Core Structures

	<p>students at risk for chronic absenteeism.</p> <ul style="list-style-type: none"> ● Hold ongoing attendance team meetings (administration, counselors, social workers, clerical staff, and teachers) to review data, document notes, and adjust interventions. ● Implement a tiered attendance response system aligned with district guidance, including interventions such as TIPS meetings, parent conferences, student check-ins, and support plans. ● Send quarterly “nudge” attendance letters and maintain ongoing family communication through Infinite Campus Messenger, newsletters, and school-wide updates. ● Provide clear communication of attendance expectations and resources during orientations, parent nights, and school communications. ● Support accurate and consistent use of Infinite Campus attendance codes through ongoing training and fidelity checks. ● Use hall pass and attendance tracking systems within Infinite Campus Work Flow Suite to support real-time monitoring. ● Provide re-entry supports for students returning from extended absences, including check-ins and academic recovery planning. ● Recognize and celebrate improved and positive attendance trends to reinforce engagement.
--	--

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	90.21	91.57	90.28	87.84	88.02	89.00	88.52	88.48	88.52
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:

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	The school communicates clearly with families about attendance expectations.	21.1%		18.7%	60.2%		N/A

Part 3: Schoolwide Core Structures

	<input checked="" type="checkbox"/> Family						
26-27 Needs Assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family						

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input checked="" type="checkbox"/> Family	If my child misses school, the school reaches out to understand why, not just to report the absence.	6.2%		25.6%	68.2%		N/A
26-27 Needs Assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Student <input type="checkbox"/> Family							

Our Team's Process

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
Shawn Siddall	Principal	Sept 2025	3/16/26	4/16/26	4/28/26	5/14/26	N/A	5/26/26	6/2/26
Denise Grandits	Assistant Principal	Sept 2025		4/16/26	4/28/26		N/A		6/2/26
Kelly Lambert	Assistant Principal	Sept 2025	3/16/26		4/28/26		N/A		
Kayla Cappuccio	Assistant Principal	Sept 2025							
April Owczarczak	SpEd Teacher	Sept 2025		4/16/26	4/28/26	5/14/26	N/A	5/26/26	6/2/26
Jennie Ostrowski	Math Teacher	Sept 2025			4/28/26	5/14/26	N/A	5/26/26	6/2/26
Charlie Panepinto	English Teacher	Sept 2025	3/16/26	4/16/26	4/28/26	5/14/26	N/A	5/26/26	6/2/26
Marjorie Julkowski	English Teacher	Sept 2025		4/16/26	4/28/26	5/14/26	N/A	5/26/26	6/2/26
Michelle Pohlman	Reading Teacher	Sept 2025	3/16/26	4/16/26		5/14/26	N/A	5/26/26	6/2/26
Dana Nickell	SpEd Teacher	Sept 2025	3/16/26	4/16/26	4/28/26	5/14/26	N/A	5/26/26	6/2/26
Michelle Hocking	RTI-AIS Support Specialist	Sept 2025	3/16/26	4/16/26	4/28/26	5/14/26	N/A		6/2/26
Dave Rogalski	Instructional Support Specialist - Technology	Sept 2025	3/16/26		4/28/26	5/14/26	N/A	5/26/26	6/2/26
Melissa Carrato	Instructional Support Specialist - Math	Sept 2025	3/16/26	4/16/26	4/28/26	5/14/26	N/A	5/26/26	6/2/26
Rebecca Kiel	Parent	Sept 2025	3/16/26	4/16/26	4/28/26	5/14/26	N/A	5/26/26	6/2/26
Lisa Cross	Executive Director of Secondary Education	Sept 2025	3/16/26	4/16/26	4/28/26	5/14/26	N/A	5/26/26	6/2/26

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.