



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Niagara Falls City School District	Henry J. Kalfas Elementary School	Pre-K - 2

Collaboratively Developed By:

The Henry J. Kalfas Elementary School SCEP Development Team:

Jenna Brick - School Social Worker
Caroline Buchman - Principal
Lisa Graff - Reading Recovery Teacher
Deborah Hicks - Grade 2 Teacher
Michelle Hudson - School Counselor
Geraldine Koch - Grade 5 Teacher
Cheryl LaBelle - Grade 4 Teacher
Amanda LaChance - PE Teacher
Mallory Leo - ELL Teacher
Chelsea Schelter - School Psychologist
Rebecca Tantillo - School Counselor

And in partnership with the staff, students, and families of Henry J. Kalfas Elementary School

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to providing a culturally relevant environment that includes intentional activities for students to practice and build social, emotional and cognitive skills.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Henry J. Kalfas Elementary School is reopening in the 2021-22 post pandemic school year with a new grade configuration (Pre-K – Grade 2) and several new faculty/staff members. The school community has persevered through the pandemic and is ready to emerge from it re-energized and re-committed to the NFCSD vision of being a world-class quality organization educating all students for life. In order to live this vision, we will commit to providing a culturally relevant environment that includes intentional activities for students to practice and build social, emotional and cognitive skills.</p> <p>What lead us to this commitment? The answer came through conducting student interviews during which they made comments such as:</p> <p>"I'm worried about coming back to school...it will be too much." "I'm worried about making new friends." "I need help making new friends." "I want to learn about Black History, LGBTQ+, and life lessons."</p> <p>When we rated ourselves on the Equity Self-Reflection, we rated ourselves low in the following practices:</p> <p>-Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.</p> <p>- Use resources written and developed by racially, culturally, and linguistically diverse perspectives.</p>

Commitment 1

-Support teachers in conducting consistent cross-curricular and culturally responsive planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning.

- Disseminate self-assessment tools and resources for educators to assess and reflect on their implicit biases.

In the article *How Learning Happens*, it is written that, “learning is contextual & relational.” We recognize that while the NFCSD curriculum is Board Approved, our committee believes in enhancing it by incorporating culturally diverse materials so that every child can see themselves reflected in curriculum and learning materials.

At H.J. Kalfas Elementary School, we believe that providing a culturally relevant environment that includes intentional activities for students to practice and build social, emotional and cognitive skills will enable students to acquire the foundational academic skills necessary for future success in school.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Increase the amount of culturally diverse curricular materials available and used at H.J. Kalfas Elementary School.	<p>Begin an exploration of the diversity represented in our Library and in classroom materials.</p> <p>Increase the breadth and availability of culturally diverse materials.</p> <p>Implement a “Book of the Month” that celebrates a different culture and/or ability levels each month. We will celebrate differences.</p> <p>Open and ongoing communication with families about the monthly activity.</p> <p>Read a new book each month and discuss in every classroom. It will be read by the classroom teacher if a guest reader is not available.</p>	<p>Focus groups will provide feedback regarding the increase in the amount and quality of culturally diverse materials in our Library and classroom materials, the communication with families, and teacher use of the “Book of the Month”.</p>	<p>Determine committee members.</p> <p>Schedule B funding for committee members.</p> <p>Funding for the purchase of culturally diverse materials.</p>

Commitment 1

	<p>Tidbits about different groups of people will be compiled for teachers to use in short “mini” lessons.</p> <p>At the end of the daily lunch periods, the NFT lunch monitor will conclude the lunch period with reading aloud to the children culturally and socially relevant stories.</p> <p>A Subcommittee will be formed to:</p> <ol style="list-style-type: none"> 1. Survey our library and classroom materials for diversity. 2. Designate topics of the month. 3. Gather age-appropriate informational tidbits for teachers to share. 4. Select and purchase books. 5. Ensure NFT lunch monitors have resources. 		
H.J. Kalfas Elementary School will provide a safe and supportive, positive learning environment for students.	<p>The Five Social and Emotional Learning (SEL) Competencies will be part of the daily routine:</p> <ol style="list-style-type: none"> 1. Self-awareness 2. Social awareness 3. Responsible decision making 	<p>Disciplinary referrals to the Dean and Principal will be minimal and a positive school climate will be demonstrated.</p>	<p>Professional Learning time for:</p> <ul style="list-style-type: none"> • “Move This World” PD • Restorative Practices

Commitment 1

	<p>4. Self-management 5. Relationship skills</p> <p>The above competencies will addressed by means of:</p> <ol style="list-style-type: none"> 1. Move this World curriculum 2. SEL Book of the Month 3. Restorative practices - including professional learning through the use of Model classrooms 4. Trauma informed practices <p>Ongoing and frequent communication with families by parents' preferred method (electronic messages, phone calls, face to face meetings) regarding SEL initiatives at H.J. Kalfas.</p> <p>A Subcommittee will:</p> <ol style="list-style-type: none"> 1. Designate SEL topics of the month 2. Select and purchase SEL books for "SEL Book of the Month". 	<p>A brief climate survey will be used for both students and teachers to measure attitude about climate at the mid-year and end of school year points.</p>	<ul style="list-style-type: none"> • Trauma Informed Practices <p>Determine committee members.</p> <p>Schedule B funding for committee members.</p> <p>Teacher and staff PD for Restorative Practices</p> <p>Climate survey</p> <p>Funding for the purchase of SEL Books of the Month</p>
<p>Increase cultural awareness among the students and faculty/staff at H.J. Kalfas Elementary School.</p>	<p>A committee will determine and lead age-appropriate activities that celebrate diversity.</p> <p>Adults (community members, staff/faculty members, older students) from various cultures will visit as guest speakers in classrooms to share their culture and experiences.</p>	<p>A minimum of one celebration a trimester will be held.</p> <p>Teachers will use an Exit Ticket to measure what students learned from the activity.</p>	<p>Determine committee members.</p> <p>Schedule B funding for committee members.</p> <p>Supplies and materials for monthly activities.</p>

Commitment 1

	Teachers will be offered training and support in building their background knowledge of multi-culturalism.	Higher engagement and fewer disciplinary referrals will occur.	Professional learning time for teachers and staff to learn about multi-culturalism.
Teachers will use Foundational Five Instructional Strategies to build students cognitive skills.	<p>The following school-wide Foundational Five practices will be implemented:</p> <ul style="list-style-type: none"> • Differentiated Instruction & Practice • Student Ownership of Learning • Student Engagement • Complex Questioning • Checking for Understanding <p>The Principal will invite teachers who demonstrate proficiency in the Foundational Five to serve as Model Classroom Teachers.</p>	Principal will conduct Walkthroughs and provide ongoing feedback via electronic form and face to face conversations.	<p>Ongoing Foundational Five training.</p> <p>Electronic feedback form for the Principal to utilize.</p> <p>Relief time for teachers to visit and learn from model classrooms.</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Have you learned about people who look like you? Have you been learning about people who look different than you?	At least 50% will answer yes to each question.
Staff Survey	I feel my school has an inclusive environment.	At least 70% will answer yes to this question.
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

The majority of student behavioral incidents will be managed through non-punitive measures.

Students will be emotionally supported and learn about SEL.

A culturally diverse environment will be apparent.

The Principal's Walkthrough Data will show use of Foundational Five strategies during instruction. Students are engaged and meeting learning targets.

Teacher collaboration will occur.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to deepening connections among Students, Staff and the Community.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We are a small city school district with teachers and staff who all live in the community. These factors lead many people to have a greater sense of familiarity and a shared history. That said, we still need to learn and grow together to increase graduation rates and break the chain of poverty in our community.</p> <p>Our Equity Self-Reflection results indicated that Henry J. Kalfas Elementary School has a warm and welcoming environment but is not yet at the Exemplary level. The COVID-19 pandemic prevented many activities that were previously held that helped build relationships and we are committed to returning to providing activities that foster connections.</p> <p>During the student interviews, many students said that they felt socially isolated and overwhelmed at the thought of returning to school five days a week in the Fall. Students indicated that strong relationships with teachers and peers would ease this transition.</p> <p>The "How Learning Happens Messaging Framework" includes the notion that learning happens through relationships. Every child needs to have strong, trusting relationship with adults and peers in order to learn and grow. At Kalfas, we agree with the idea that "Learning is Relational". The article also states that, "Relationships play a central role in a child's development; having a web of sustained and supportive human connections is crucial to every young person's well-being, learning and sense of belonging." We believe that committing to deepening relationships among students, staff and the community will result in increased student growth and achievement.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Students at H.J. Kalfas Elementary School will be scheduled on a team that consists of a K, 1 and 2 class in order to create a system that supports consistent and continual relationship building.	<p>Teachers (K, 1, 2) will have daily/weekly schedules that include time to meet in order to plan cohesive lessons and group students based on academic needs.</p> <p>Ongoing and frequent communication with families by parents' preferred method (electronic messages, phone calls, face to face meetings.)</p>	<p>Talking with students, families and teachers.</p> <p>Tracking student academic growth and social emotional well-being (Tiers/Reading groups and BASC-3 results).</p> <p>The teacher collaboration time produces deliverable outcomes. (Student achievement occurs and</p>	<p>An additional exploratory teacher is needed in order to have teacher collaborative planning time available to meet student academic growth and emotional well-being.</p> <p>A Master schedule that includes time for the teachers to meet.</p>

Commitment 2

		emotional well-being is addressed.)	
Students will have opportunities for recreational time together in multiage groups before and/or after school.	Academic enrichment and recreational clubs will be offered for students in K, 1 and 2 starting in late Fall.	Student participation will demonstrate the success of the program. Students, families and teaching staff will provide feedback.	Funding for staff, supplies, snack and bussing.
Provide opportunities for families to communicate with school staff about their students' academic and social emotional needs.	<ul style="list-style-type: none"> Sister School Celebration: On Tuesday, August 24th, from 4:00-6:00pm families will attend a Sister School Celebration at H.J. Kalfas Elementary School to learn about the new school structure and gather information from outside agencies. Open House: On Wednesday, Sept. 1 families will be invited and welcomed to meet the faculty and staff at Kalfas Magnet School. PEG – Parents sign up and participate in the 	<p>Parents attend and participation in the events.</p> <p>Teacher outreach results in deeper family connections and exchange of information about students' needs.</p>	<p>Funding for:</p> <p>Staff Food Supplies</p> <p>Outside agency participation</p>

Commitment 2

	<p>Sister School Parent Group.</p> <ul style="list-style-type: none"> • Ongoing and frequent communication with families by parents' preferred method (electronic messages, phone calls, face to face meetings.) • Teacher Office Hours and outreach will extend beyond the use of Class Dojo and Remind in order to foster two-way communication. 		
Students will have opportunities to learn over the Summer of 2022.	<ul style="list-style-type: none"> • Extended Learning Program (ELP) • ENL Summer Enrichment Camp 	Students are signed up and participate in the programs.	Funding for: Staff Materials Supplies
Form partnerships with the community and local businesses.	<p>Students, families and staff will seek ways to be of service to the local community.</p> <p>A committee to plan age-appropriate service projects.</p> <p>School Staff will partner with local businesses to collaborate on service projects and provide prizes and rewards for students who demonstrate good behavior.</p>	<p>A collaboratively planned service project takes place during the school year.</p> <p>Businesses will engage with the school by providing rewards, opportunities and</p>	Funding for supplies & materials

Commitment 2

		experiences for students.	
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My teacher cares about me. There are people in my school that I can talk to if I have a problem.	75% of the students responding will agree or strongly agree with each statement.
Staff Survey	I have been provided the training and opportunity to deepen connections among students, staff and families at Kalfas.	75% of the staff responding will agree or strongly agree with the statement.
Family Survey	I feel that I can tell my child's teacher about his or her academic and/or social/emotional needs.	75% of the families responding will agree or strongly agree with the statement.

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

The team configuration & Master schedule resulted in collaborate planning time for teachers. This time included reviewing data, planning differentiated lessons and supported student growth in Reading and Math.

Our after-school events (including clubs, celebrations, summer programs) were well attended opportunities for learning and collaboration with families.

Strong partnerships were formed in the community and service activities occurred.

Commitment 3

Commitment 4

Commitment 4



Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☐

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

☐ Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	Reading Recovery
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	The goal of each student’s Reading Recovery instruction is the development of a proficient and complex literary processing system. Approximately 20% of struggling readers in first grade will be serviced with an intensive 1:1 individualized reading program to meet this goal and achieve grade level status.

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
 - ☐ Rating: Meets WWC Standards Without Reservations
 - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
 - ☐ Rating: Top Tier
 - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
 - ☐ Rating: Model Plus
 - ☐ Rating: Model
 - ☐ Rating: Promising

☐ School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	Second Step
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Second Step is a classroom based social skills program for students designed to reduce impulsive, high risk and aggressive behaviors and increase children’s social competence and other protective factors.

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	Listed in What Works Clearinghouse
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Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Jenna Brick	School Social Worker
Caroline Buchman	Principal
Lisa Graff	Reading Recovery Teacher NFT Building Representative
Deborah Hicks	Teacher
Michelle Hudson	School Counselor
Geraldine Koch	Teacher
Cheryl LaBelle	Teacher
Amanda LaChance	Teacher
Mallory Leo	Teacher
Chelsea Schelter	School Psychologist
Rebecca Tantillo	School Counselor

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
6/2		x				
6/9	x					
6/23			x	x	x	
6/30					x	
7/1			x	x	x	
7/21					x	
7/28					x	x

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The Student Interview process informed the team's plan and formation of the two commitments. After the interviews took place, we participated in a Gallery Walk during which we discussed the students' answers and paid close attention to answers that were repeated by many students. It was through this activity that the team learned what a cross section of students thought and felt about school.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The Equity Self-Reflection also informed the team's plan and determination of commitments. At our first meeting we discussed the Self-Reflection and then as homework each member completed it. At the next meeting, we compiled the results and discussed the reasons for our answers. At a subsequent meeting, we reviewed our answers a second time and agreed to the rankings we would give to each category. This process allowed us to reflect deeply on how we are meeting (or not meeting) the needs of our students and school community.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ☐ The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☐ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.