



# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Niagara Falls City School District	H.J. Kalfas Elementary School	PreK 3 – Grade 2

## Collaboratively Developed By:

**The Henry J. Kalfas Elementary School SCEP Development Team:**

**Theodore Adams – School of Social Work, University at Buffalo**

**Jenna Brick – School Social Worker**

**Carrie Buchman – Principal**

**Cashe Clifford - Parent**

**Allen Cowart – Dean of Students**

**Viteal Cramer-Williams- Parent**

**Aitza Del Valle- Parent**

**Lisa Graff – Teacher, Reading Recovery**

**Mallory Leo – Teacher, ELL & Parent**

**Chelsea Schelter – School Psychologist**

**Rebecca Tantillo – School Counselor**

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

## COMMITMENT I

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	We commit to strengthening and deepening connections among the Staff, Students and Community.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>How does this Commitment fit into what we envision for the school?</li> <li>How does this Commitment relate to what we heard when listening to others?</li> <li>How does this Commitment connect to what we observed through analysis?</li> </ul>	Our Team envisions Kalfas Elementary School as a place where all Students, Staff & Families feel seen, heard, respected, and valued. By strengthening our connections with our Stakeholders, the SCEP Team believes that our feedback from these groups will remain positive or show improvement. The Team also believes that this positivity will lead to increased family involvement in school activities and ultimately improve student attendance and academic progress.

### Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	Attendance Data	Decreased chronic absenteeism rates (18 days or more). Less than 60% chronically absent	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	"I like school." "I feel safe at school." "My teachers value (care) about me." "I have friends." "My friends value (care) about me." "I feel safe on the way to school."	For each question, 85% agree	
<b>Staff Survey</b>	"My employer cares about my well-being." "My colleagues support me." "I am proud to work at Kalfas." "I am committed to working at Kalfas."	For each question, 85% agree or strongly agree	

Commitment 1

	"I feel safe and secure in the school building."		
<b>Family Survey</b>	"I am satisfied with my child's school." "Teacher/Staff regularly communicated with me." "I had the opportunity to share ideas, concerns and goals for my child." "Kalfas had events for me and my family to attend."	For each question, 75% agree or strongly agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	Student Attendance Data	Decreased chronic absenteeism rates (9 days or more). Less than 60% chronically absent.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
<b>Student Data</b>	Attendance Data	Decreased chronic absenteeism rates (4 days or more). Less than 60% chronically absent.	
<b>Adult/Schoolwide Behaviors and Practices</b>	Survey Administered during November Staff Meeting	85% of Staff will respond positively to a seven-question survey regarding employee engagement and satisfaction.	
<b>Student Behaviors and Practices</b>	BESS BASC Data	Less than 10% extremely elevated Less than 20% elevated	

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>School Climate and Culture activities will be scheduled.</b>	<p>Student of the Month Celebrations will be implemented.</p> <p>Staff Member of the Month Celebrations will be implemented.</p> <p>Family engagement activities will be implemented.</p> <p>Student-led activities will be planned such as the School Store, Hallway Helpers, etc.</p>	<p>A Team is needed to plan &amp; carry out these activities.</p> <p>Funding is needed for supplies such as awards and refreshments.</p>
<b>Social Emotional Learning activities will be scheduled.</b>	<p>Move This World Refresher Training &amp; classroom implementation</p> <p>BESS BASC-3 Refresher Training &amp; classroom implementation</p> <p>Quaver Refresher Training &amp; classroom implementation</p> <p>ITTIC Refresher Training &amp; implementation</p> <p>Districtwide Social Worker and BEST Self will meet with small groups and identified individual students.</p>	<p>PD Days will need to be identified and time will be needed to schedule trainings.</p> <p>Individuals such as UB ITTIC- Ted Adams, Jenna Brick and Rebecca Tantillo can facilitate trainings.</p>
<b>Diversity, Equity, Inclusion &amp; Accessibility (DEIA) activities will be scheduled.</b>	<p>Educational &amp; celebratory activities will be planned to teach and celebrate the Kalfas community about a variety of people.</p>	<p>A DEIA Team is needed to plan &amp; carry out these activities.</p> <p>Funding will be needed for supplies such as books and materials.</p> <p>Funding to visit local sites. Funding for assemblies/special guest.</p>

## COMMITMENT 2

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	We commit to strengthening our delivery of a cohesive, engaging and relevant curriculum.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>How does this Commitment fit into what we envision for the school?</li> <li>How does this Commitment relate to what we heard when listening to others?</li> <li>How does this Commitment connect to what we observed through analysis?</li> </ul>	The SCEP Team's vision for H.J. Kalfas Elementary School includes instruction that engages students through cohesive and relevant curriculum. The Team recognizes that our school data shows that while academic growth is present, achievement levels can be improved upon. By interviewing students, the Team learned that they enjoy project-based work, activities that include movement, hands on activities, field trips, and learning from one another. Our Staff surveys showed the Team that "Teachers and students work together as partners in learning" and "Teachers actively use data to differentiate instruction." Our SCEP Team analyzed the PLC Survey of Teachers/Staff, the PLC Family Survey, student interview responses, student attendance data & student academic data to determine this Commitment.

### Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
<b>End-Of-The-Year Goals</b>	NWEA Reading and Math Data Instructional Reading Level Data (GRA)	Student academic growth is demonstrated.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	"I made academic growth this year." "My reading level has gone up." "My math fluency has improved."	75% of students will agree or strongly agree with the three statements.	
<b>Staff Survey</b>	My students have demonstrated reading growth. My students have demonstrated Math growth.	90% of teachers will agree or strongly agree with the two statements.	

### Evidence-Based Intervention

<b>Family Survey</b>	My child's reading level has improved. My child's math fluency has improved.	75% of families surveyed will agree or strongly agree with the two statements.	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	GRA NWEA (Math & ELA) AimsWeb Foundations Unit Tests	Class averages show an increase from September to June on GRA; students show growth on other assessments; students moving out of Tier 3	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
<b>Student Data</b>	GRA results, AimsWeb Data Points, Math benchmark results	We hope to see that all students have been assessed, data has been reviewed, differentiated learning groups have been established & interventions changed, if necessary.	

## Evidence-Based Intervention

<b>Adult/Schoolwide Behaviors and Practices</b>	<p>Develop a math specific benchmark to administer in the fall containing criteria that will be assessed for report cards to show growth and identify groupings based on skills.</p> <p>Grade Level meetings will be held to review guided reading and math data development plans to support student growth.</p>	<p>This will show what math skills students are lacking.</p> <p>During grade level meetings, we hope to see students acquiring skills and showing growth. This will impact their groups and skills needed.</p> <p>Teachers will use this analysis to inform their instruction.</p>	
<b>Student Behaviors and Practices</b>	<p>NWEA &amp; GRA</p>	<p>Students will set learning goals for reading and math. Students will meet their goals.</p>	

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>All ELA Curriculum (Fountas and Pinnell, Literacy Footprints) is delivered with fidelity.</b></p>	<ul style="list-style-type: none"> <li>-Half time ELA Instructional coach to implement and support Fountas and Pinnell.</li> <li>-Continue data driven grouping and ongoing data-analysis for guided reading.</li> <li>-Students change classrooms to meet their diverse needs and to get targeted, focused Instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-Common planning time for grade level teacher to collaborate on the learning of new curriculum.</li> <li>-Targeted department meetings to analyze results and ensure</li> </ul>

# Evidence-Based Intervention

		differentiation is in place.
<b>Foundations Curriculum is delivered with fidelity.</b>	<ul style="list-style-type: none"> <li>-Summer trainings will be offered to strengthen implementation and execution of Foundations.</li> <li>-Develop a demonstration classroom where teachers can visit the classroom to see an exemplar lesson. Frequently review Unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>-Substitute coverage for teachers to observe model lessons.</li> <li>-Foundations Captain designated</li> <li>-Common planning time within grade level to improve and collaborate on the delivery and results of the program</li> </ul>
<b>Foundational Five Engagement strategies are implemented.</b>	<ul style="list-style-type: none"> <li>-Learning Targets: Continue to incorporate this in all areas of learning.</li> <li>-Guided Reading-Continue to differentiate and utilize data to regroup students based on need.</li> <li>-Support teachers with their guided reading grouping and scheduling.</li> <li>-Protocol Captains roll out specific targeted protocols to teams. Teams then share with their grade level to collaborate and reflect. Be prepared to share at Dept. Meetings.</li> <li>-Continue our partnership with PLC Associates and work with grade levels to roll out age-appropriate protocols and increase hands on learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>-Sub coverage or schedule B for coaches/reading recovery staff and classroom teacher to meet and group students/create strategic schedules after benchmarking</li> <li>-6 days of in-district support from PLC</li> </ul>
<b>Student Math performance will improve.</b>	<ul style="list-style-type: none"> <li>-Develop a grade level Math specific skill summary that helps to form differentiated groups and will be used as a baseline for growth.</li> <li>-Math AIS block: Based on NWEA scores, students who fall within the Tier 2 category will receive Math Intervention Services (AIS). During this time, Tier 2 students will meet with an Interventionist twice per week for 40 minutes to build number sense and reasoning, and algebraic operational thinking using the Bridges Intervention Program. Remaining students will meet with classroom teacher in a small group setting based on their areas of need of development. Students are engaged in</li> </ul>	<ul style="list-style-type: none"> <li>-Substitutes coverage for teachers to meet with math coaches to group students by skill to develop and execute meaningful and differentiated math activities.</li> <li>-Grade level meetings to work together on creation of criteria for growth as well as to analyze the data and group students accordingly.</li> </ul>



## Evidence-Based Intervention

	learning centers/stations which focus on a specific skill or concept. Math workshop model for Tier 1 instruction will be implemented. Whole class math activities such as Math and Movement Mats will be incorporated to reinforce number sense, in addition to recognizing the need for physical activity.	
<b>Academically based engagement events will be planned &amp; implemented</b>	Teachers/staff will plan and host hands-on interactive Math and ELA activities that include families. Example: Kindergarten night at Kalfas where parents and students participate in Math activities.	Funding to support the planning and implementation of hands-on activities.

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	

## ☐ 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	

### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## 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 "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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
Theodore Adams	Consultant
Jenna Brick	School Social Worker
Carrie Buchman	Principal
Cashe Clifford	Parent
Allen Cowart	Dean
Viteal Cramer-Williams	Parent
Aitza Del Valle	Parent
Lisa Graff	Teacher, Reading Recovery
Mallory Leo	Teacher, ENL
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. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

## 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	<b>Envision:</b> Exploring the Vision, Values and Aspirations for the school	<b>Analyze:</b> Internal and External Data	<b>Analyze:</b> Survey Data	<b>Analyze:</b> Completing and Discussing the Tenet 1 Inventory	<b>Listen:</b> Interviewing Students	<b>Putting it all Together:</b> Completing the SCEP Planning Document	Writing the Plan
5/17/23	X						
5/24/23	X	X					
5/31/23				X	X		
6/8/23			X	X	X	X	X
6/15/23						X	X
6/21/23						X	X

## Learning As A Team

### Directions

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

### Student Interviews

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

The Team chose to interview individual students 1:1 due to the age of the students (Primary age) and the belief that we would obtain more accurate answers in a small setting. The Team reviewed the questions from the guidance document and each member selected their top three questions. We tallied the selections and the top three questions were chosen, along with a warm up question that the team felt was needed. We discussed the guidance document's recommendation that older students (2<sup>nd</sup> graders) participate and felt that Kalfas Elementary School had students in 1<sup>st</sup> grade that could provide thoughtful responses. The Team selected slightly more than 30 students to interview so that we had about 10% of our student population involved. The Team took a week to interview each of the students and record their responses in a MicroSoft Team document. We reviewed the students responses as a Team and reflected on the common themes that resulted from the answers the children provided. We used the common themes and ideas as a means to include student voice in our Commitments.

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
  - b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
  - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
  - a. Ensure that the plan is implemented no later than the first day of school.
  - b. Monitor implementation closely and adjust as needed.
  - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
  - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.