



School Comprehensive Education Plan 2024-25

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

Collaboratively Developed By:

The Henry J. Kalfas SCEP Development Team

- Carrie Buchman-Principal
- Cashe Clifford – Parent
- Kiameisha Edwards - Parent
- Lisa Graff-Reading Recovery Teacher
- Michelle Hudson-Dean of Students
- Mallory Leo-ENL Teacher
- Chelsea Schelter-School Psychologist
- Rebecca Tantillo-School Counselor

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

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.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

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 an intervention from the **State-Supported Evidence Based Interventions** 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 Intervention X

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

Evidence-Based Intervention Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment Two: We commit to strengthening the use of student data to differentiate the delivery of a cohesive, engaging curriculum to attain student growth and achievement.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The evidence-based intervention of utilizing Professional Learning Communities directly connects to our second commitment as it promotes the practice of collecting and analyzing data. Data analysis is the key component of each of our implementation steps for all key strategies within this commitment. The joined explicit focus on student learning between our plan and the usage of PLCs makes this a critical intervention for our school to utilize.

Clearinghouse-Identified

If “X’ is marked above, provide responses to the prompts below to identify the intervention, 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 Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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 intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Commitment # 1 –We commit to strengthening and deepening connections among the Staff, Students and Community.</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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Kalfas Elementary School is envisioned as a place of support and empowerment. Supporting the staff when needed, empowering students to take on challenges and involving families in their childrens’ learning journey will lead to a deepened sense of belonging to the Kalfas community. By strengthening our connections with our stakeholders, the SCEP team believes that our feedback from these groups will remain positive and show improvement, ultimately leading to a deepened sense of belonging to the Kalfas community. The team also believes that this positivity will lead to increased involvement in school and school activities and ultimately improve student attendance and academic progress. Our student, staff and family surveys indicated a readiness and acceptance for a learning environment that includes family engagement. This commitment connects to the data analysis of student attendance and family engagement.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>School climate, culture activities, and Diversity, Equity, Inclusion and Accessibility events will be scheduled.</p>	<p> <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>While we currently offer a variety of activities, family engagement opportunities and culturally diverse learning experiences, attendance is historically low. We will try to increase attendance at these events to build a more united school community. The staff, student and family</p>

Commitment 1

		surveys provided data that suggests the need for a stronger home and school connection.
Social Emotional Learning activities will be refreshed, reviewed and executed for all classroom teachers.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The BESS-BASC 3 data demonstrated there is a significant number of students in need of social emotional support. Other indicators that suggest a need for more social emotional support are chronic absenteeism, student disciplinary referrals and counseling referrals.
Decrease chronic absenteeism.	NEW EXPAND REFINE	H.J. Kalfas' NYSED Attendance Accountability Report data shows that 78.6 % of the school population is chronically absent which we believe leads to gaps in academic achievement as well as social emotional development delays.

Implementation

KEY STRATEGY 1	School climate, culture activities, and Diversity, Equity, Inclusion and Accessibility events will be scheduled.
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
	When will this be in place?
School/ community events will be planned by a committee, including: 1. Student, Staff member and Teacher of the Month Celebration will be implemented 5 times a year. Celebrations will be held bi-monthly in October, December, February, April, and June with correlating character traits established by the Counseling Center. 2. Family engagement activities will be implemented (Family Game Night, Cultural events, etc.) A committee will be established to plan and execute events to encourage the attendance and participation of various subgroups in addition to the whole school. 3. Open House/Community Resource Night to be held on August 29, 2024. The Counseling Department will solicit and secure various community resources to share with families in addition to families having the opportunity to meet their child's teacher. 4. Student-led activities will be planned to promote a sense of leadership, ownership and empowerment (cafeteria helpers, daily announcement helpers, hallway helpers, etc.) 5. Fun Day, Winter celebration, Cultural Days will be planned by a volunteer committee of staff members and parents to maintain and enhance a positive school climate while encompassing hands on learning to achieve a specific learning target.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Diversity, Equity, Inclusion & Accessibility (DEIA) activities will be scheduled. Develop activities that highlight the importance of fostering an environment that respects and celebrates differences among students, staff, and families ensuring fair opportunities and support for all.	by EPM by MYB
Create an Onboarding Process (aka "Welcome Wagon) for newcomers students and families that includes a screening for skillset, welcoming families and gathering any social emotional needs.	by EPM by MYB

Commitment 1

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Committee members to plan and carry out these activities. Funding is needed for supplies such as awards and refreshments.	

KEY STRATEGY 2	Social Emotional Learning activities will be refreshed, reviewed and executed for all classroom teachers.	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Existing SEL resources will be continually revisited to promote consistent use of researched based strategies such as: Move This World refresher, Tier 1 & Tier 2 Quaver implementation, Trauma Informed Educational Practices and Restorative Practices implementation.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Continue to work with SEL agencies to provide necessary services to students and families. Resources include NFCSD Family Resource Center, Gateway Longview counseling, Autism Learning Partners and Family Crisis Counseling.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Ensure the administration of BESS BASC-3 is completed with fidelity by teachers with refresher training provided if necessary.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
The Kalfas Champion Team will provide Trauma Informed practices Professional Development utilizing the ITTIC Toolkit.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Funding, Collaborative Partners, Staff to Volunteer, Schedule PD at the beginning of the school year.	

KEY STRATEGY 3	Decrease chronic absenteeism among students.	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Utilize attendance data to create attendance small groups to meet with counseling center.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Review the attendance data of the students in the small groups to revise and regroup students as needed.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
The counseling center will work with classroom teachers, START committee and pull data from Everyday Labs to review students both experiencing and those at risk for chronic absenteeism. On a "as needed", individual basis, the counseling team will hold attendance meetings with families to address/resolve attendance barriers and promote an increase in more consistent attendance.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		When will this be in place?
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Counseling Staff, School Social Workers, access to reporting tools		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
School climate, culture activities, and Diversity, Equity, Inclusion and Accessibility events will be scheduled.	Attendance at events	Family participation Staff participation in committees	
Social Emotional Learning activities will be refreshed, reviewed and executed for all classroom teachers.	Quaver usage reports, Move This World reports, disciplinary referrals received, counseling referrals will be reviewed.	An increase in the usage reports on Quaver and Move This World. A decrease in disciplinary and counseling referrals.	
Decrease chronic absenteeism.	Everyday labs to monitor pattern forming behavior START referral/monitor list	Fewer chronically absent students...decreased chronic absenteeism by Tier 2 students by increasing overall attendance in Tier 1 students by 2.5%.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

Commitment 1

	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)
Mid-Year Benchmark(s)	Everyday Labs data to create groups by attendance needs START referral/monitor list	Decreased chronic absenteeism in Tier 2 by increasing overall attendance in Tier 1 by 5%.	
End-of-the Year Targets	Attendance Data Possible attendance barriers Review NYSED Chronic Absenteeism Accountability Report and compare with Everyday lab monthly reports.	Decreased chronic absenteeism in Tier 2 by increasing overall attendance in Tier 1 by 10%	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	30 students will participate in a survey with no longer than 5 questions to gauge their attitudes towards their school.	100% of the students agree or strongly agree	More than 75% will demonstrate a positive view of their school.	
Staff Survey	At least 90% of the staff will participate in the survey	100% of the staff agree or strongly agree	More than 75% of the staff will demonstrate a positive view of the school.	
Family Survey	Families who participate in the Spring survey will demonstrate		More than 75% will demonstrate satisfaction with	

Commitment 1

	satisfaction with the climate of Henry J. Kalfas.		the climate of Henry J. Kalfas.	
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Commitment #2 - We commit to strengthening the use of student data to differentiate the delivery of a cohesive, engaging curriculum to attain student growth and achievement.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment fits into our school’s vision as it allows us to ensure we are delivering differentiated instruction and monitoring student achievement to increase student growth. Our student survey indicated that when students feel successful, they are engaged in their learning. However, some indicated a need for more academic support. The team recognizes that while academic growth is present, achievement levels can be improved upon. Student academic data, and our Staff PLC survey conclude that student achievement is a critical focus for this school year.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Strategically group students based on academic needs and skillsets upon entering the next grade level to allow for more targeted, differentiated instruction to promote student growth.</p>	<p> <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>Our student AIMSWEB and NWEA data indicated that approximately 70% of students were at risk or below grade level upon entering the grade level. This year, we plan to analyze the data collected in the Spring of 2024 in Grades One and Two to strategically place students in classrooms that will have targeted resources to help narrow gaps. An academic screener will be developed to</p>

Commitment 2

		exercise this practice with incoming Kindergarten students.
Continue data driven grouping for Guided Reading Instruction and ongoing data analysis for flexible grouping.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	We learned that while students made improvement in reading achievement during guided reading, there was still a large range of abilities amongst the cohort and many below grade level.
Continue to deliver Foundations instruction with fidelity and utilize unit test data to differentiate and guide instruction.	NEW EXPAND REFINE	Now that the delivery of instruction is consistent, we hope to ensure that those that are not making growth on collected data are receiving target support.
Utilize Math Data Dashboard information to identify students who are below grade level in math.	NEW EXPAND REFINE	Our student surveys indicate that students feel successful in Math. Our data dashboard indicates that there are many students below grade level in math skills and fluency. We hope to identify and support students who may be considered "Tier 3" in Math.

Implementation

KEY STRATEGY 1	Strategically group students based on academic needs and skillsets upon entering the next grade level to allow for more targeted instruction.	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Grades One and Two-Review and analyze end of year data for grades one and two to determine classroom groupings.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Kindergarten- Develop a screener that will assess the skillset of incoming kindergarten students. Delay the assignment of students to a specific teacher. Students will initially be grouped alphabetically. A team of teachers will review data and place students in strategic classrooms as soon as data is gathered no later than 9/13/24.		by EPM by MYB
Allocate available resources and factor this into the master schedule to ensure additional support is provided for classrooms with high-need students.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Provide teachers with support with their professional learning via district coaches, Scholaris support for Foundational Five support, and any other curriculum implementation.		by EPM by MYB
Utilize Grade Level Data Meetings (classroom specific in addition to grade level specific) to review and analyze student growth.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Re-adjust mid-year based on data to ensure students are getting the correct support as they improve academically.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Two ENL teachers/1 ENL associate, Reading Recovery for 12 students/Guided Reading support, PEP team, Instructional coaches, Scholaris partnership
Kindergarten- Time and Budget to create grade level screeners.
Team to screen kindergarten students' day one and two.

Commitment 2

3.75 hours of planning time for kindergarten to discuss (plans for open house, assessment, supplies etc.)

KEY STRATEGY 2

Continue data driven grouping for Guided Reading Instruction and ongoing data analysis for flexible grouping.

IMPLEMENTATION

What is our plan for implementing Key Strategy 2? What steps are involved?

When will this be in place?

Initial testing completed as directed by district protocol and creating data driven groups.

by EPM
 by MYB

Utilize Grade Level Data Meetings (classroom specific in addition to grade level specific) to review and analyze student growth and support grouping.

by EPM
 by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Master schedule to support Guided Reading times. Support staff scheduled in rooms during GR (RR, Interventionist, ENL Team)

KEY STRATEGY 3

Continue to deliver Foundations instruction with fidelity and utilize unit test data to differentiate and guide instruction.

IMPLEMENTATION

What is our plan for implementing Key Strategy 3? What steps are involved?

When will this be in place?

Ensure Foundations skill block is scheduled and being executed consistently.

by EPM
 by MYB

Establish support for teachers needing assistance in the execution and analyzation of Foundations Data.

by EPM
 by MYB

Utilize grade level meetings to review the classroom data of unit tests.

by EPM
 by MYB

Implement "model classrooms" for peer-to-peer support amongst staff.

by EPM
 by MYB

Schedule and implement training on new Foundations intervention kits for Tier 2.

by EPM
by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Master schedule to allow adequate, uninterrupted time for skills block.

Substitute coverage for teachers to visit a model classroom.

All PEP staff including retired teachers and or new teacher training on double dose/intervention kits.

KEY STRATEGY 4

Utilize Math Data results to identify students who are below grade level and need targeted support.

IMPLEMENTATION

What is our plan for implementing Key Strategy 4? What steps are involved?

When will this be in place?

Commitment 2

Work with Math AIS Team to determine students below the Tier Three support threshold and create a plan to support them.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Schedule monthly math grade level meetings to discuss the Math AIS handbook to ensure proper implementation of Tiered math instruction is delivered.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Schedule monthly grade level meetings to group students and ensure Tier three support is given by the classroom teachers with fidelity.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Implementation support for iReady is available for teachers throughout the year.	by EPM by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Collaboration with math AIS team and math coaches.

Strategic scheduling with Math AIS team in high need classrooms.

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Strategically group students in grades K, 1 and 2 based on academic needs and skillsets upon entering the next grade level.	Initial grade level meeting we will review student data and determine if students are appropriately grouped.	There will be a smaller range of abilities of students in each classroom allowing for more targeted instruction from the classroom teachers, resulting in more student growth. Student engagement will increase due to more targeted and focused instruction.	

Commitment 2

<p>Continue data driven grouping for Guided Reading Instruction and ongoing data analysis for flexible grouping.</p>	<p>Student Data Meeting will review guided reading level and determine if students are appropriately grouped and regroup students as needed.</p>	<p>There will be a smaller range of abilities of students in each classroom to increase the frequency of small group reading lessons, resulting in more student growth.</p> <p>Support staff will be reallocated based on data.</p>	
<p>Continue to deliver Foundations instruction with fidelity and utilize unit test data to differentiate and guide instruction.</p>	<p>Unit test one can be reviewed to establish students needing more support to show academic growth.</p>	<p>Students scoring well below grade level should receive additional support. The unit test around the six-to-ten-week mark will indicate if students have made growth in their phonemic awareness and mastery of unit skills.</p>	
<p>Utilize Math Data to identify students who are below grade level and need small group instruction.</p>	<p>Our Student Data Meeting will math AIS testing and Fall assessment to determine "Tier III" math students and create a plan to support their growth.</p>	<p>We hope to identify students below grade level in math fluency, skills and number sense.</p> <p>Plan for the allocation of additional math support.</p>	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing (complete when reviewing mid-year data)</p>

Commitment 2

Mid-Year Benchmark(s)	District and School Data Dashboard: Both ELA and Math	A decrease in the number of “at risk” students including tiers, math assessments, Guided Reading Levels, and Foundations Test Tracker.	
End-of-the Year Targets	District and School Data Dashboard: Both ELA and Math	An increase in student growth and less than 70% of students at risk.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<ol style="list-style-type: none"> 1. My reading improved this year. 2. My math skills improved this year. 3. I felt my teachers could help me if I did not understand something. 	N/A	75% agree or strongly agree	
Staff Survey	<ol style="list-style-type: none"> 1. I feel there were resources and support to help my students who were below grade level in math. 2. I feel there were resources and support to help my students who were below grade level in Reading and Writing. 3. I feel that my students had the tools needed to make academic growth. 4. I feel I as the teacher had the tools needed to 	100% of staff strongly agree with SEL aspects of last year’s survey.	75% agree or strongly agree	

Commitment 2

	<p>help my students grow academically.</p> <p>5. Strategic grouping had a positive impact on student growth.</p>			
Family Survey	<p>1. I feel my child made academic growth this year.</p> <p>2. I am satisfied with my child's school.</p> <p>3. I had the opportunity to share ideas, goals and concerns for my child.</p> <p>4. The staff of Henry J. Kalfas communicated my child's academic needs.</p> <p>5. Is there anything else you would like to share with us?</p>	N/A	75% agree or strongly agree	

Commitment 3

Commitment 4

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Collaborative School Improvement Grant Development
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

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.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the 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 rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Carrie Buchman	Principal		5/16	5/21	5/23	5/28	6/12	7/10
Michelle Hudson	Dean		5/16	5/21	5/23	5/28	6/12	7/10
Rebecca Tantillo	Counselor		5/16	5/21	5/23	5/28	6/12	7/10
Lisa Graff	Reading Recovery		5/16	5/21	5/23	5/28	6/12	7/10
Chelsea Schelter	School Psychologist		5/16	5/21	5/23	5/28	6/12	7/10
Mallory Leo	ENL Teacher		5/16	5/21	5/23	5/28	6/12	7/10
Kiamiesha Edwards	Parent		5/16	5/21	5/23	5/28	6/12	
Cache Clifford	Parent		5/16	5/21	5/23	5/28	6/12	

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

Each SCEP team member interviewed students individually and recorded their answers electronically. After all answers were gathered, the team summarized the results and drew conclusions from noticeable trends.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

Next Steps

Sharing the Plan

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 compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.