

**School Comprehensive Education Plan**

2022-23

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

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| Collaboratively Developed By: |
| The Henry J. Kalfas Elementary School SCEP Development Team  Carrie Buchman – Principal  Allen Cowart – Dean  Rebecca Tantillo – School Counselor  Jenna Brick – School Social Worker  Lisa Graff – Reading Recovery Teacher  Chelsea Shelter – School Psychologist  Mallory Leo – ELL Teacher  *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

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 the review the document “[How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf),” 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 2022-23 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](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf) 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.

## Strategies

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 Team

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

* [Requirements for Meaningful Stakeholder Participation SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf)
* [Guidance on Interviewing Students in Advance of Developing the SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/interviewing-students-in-advance-of-developing-the-scep_2.pdf)
* [Equity Self-Reflection for Identified Schools](http://www.nysed.gov/common/nysed/files/programs/accountability/equity-self-reflection-for-2022-23-scep.docx)
* [How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf)
* [Writing Your SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/writing-your-scep.pdf)
* [Developing Your SCEP -- Month by Month](http://www.nysed.gov/common/nysed/files/programs/accountability/developing-your-scep-month-by-month_1.pdf)

# COMMITMENT 1

Our Commitment

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| --- | --- |
| **What is one commitment we will promote for 2022-23?** | The Faculty and Staff of Henry J. Kalfas Elementary School is committed to fostering high expectations and providing rigorous, engaging instruction to support student growth and achievement. |
| **Why are we making this commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* * *Why did this emerge as something to commit to?* * *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?* * *What makes this the right commitment to pursue?* * *How does this fit into other commitments and the school’s long-term plans?* | -This commitment fits into the school’s vision of students learning the skills necessary to be successful once they leave our school. This success is measured by our students’ ability to read on grade level and demonstrate mathematical skills on grade level.  -In student interviews, respondents indicated that they are intellectually curious and ready to take on more challenging work.  -This commitment is influenced by the “How Learning Happens” document in that we agree that, “Learning is contextual” and that, “Brains develop throughout our lives; intense periods of growth happen in early childhood and adolescence, and are affected by the quality of one’s environment, resources and relationships.”  -Our Equity Self-Reflection showed us that students need opportunities for highly engaging, hands-on learning experiences.  -This is the right commitment to pursue because we will be creating a solid educational base from which our students can continue to grow. |

Key Strategies and Resources

|  |  |  |  |
| --- | --- | --- | --- |
| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Foundational Five- Teacher Professional Learning & Implementation | Teacher professional learning & implementation of:  Success Criteria  Student ownership of learning by setting and achieving learning goals.  Engagement strategies  Checking for understanding strategies that are varied and intentional. | Teachers are observed using the Foundational Five approach to engaging students in instruction.  The District Walkthrough tool will be used to provide feedback and collect data. | We will need time scheduled with PLC to work with our teachers. |
| Identified first grade students will receive  Reading Recovery services. | H.J. Kalfas Reading Recovery Teachers will work with students daily beginning in September to address identified skills based on individual need.  H.J. Kalfas Reading Recovery Teachers will coach teachers on the use of Literacy Footprints practices and materials to enhance the teachers’ Literacy skills in the classroom. | Reading growth, concept attainment & fluency will be measured, recorded and celebrated.  Student Literacy Footprint data will be used by Reading Recovery teachers and classroom teachers to identify opportunities for additional professional learning. | Time for teacher collaboration. |
| Identified K, 1 and 2 students will receive Math AIS services. | H.J. Kalfas Math AIS Teacher and TA will screen and then work with qualifying students on increasing their knowledge, use & application of a variety of strategies in their Mathematical thinking.  Opportunities for collaboration regarding best practices in Math are explored on a contextual basis. | Students’ mathematical fluency will increase as evidenced by NWEA scores.  After every module (5 lessons) an assessment is given and next steps are determined. | Time for teacher collaboration. |
| Instructional Staff will receive integrated pedagogy and curriculum support from NFCSD Math and ELA Coaches. | NFCSD Instructional Coaches will provide planning support and guide teachers in using high quality instructional practices (Foundational Five, Workshop Model, portfolios, interim and formative assessments) while utilizing NFCSD adopted curriculum. | Principal Walkthrough data will show teachers’ use of Foundational Five methods and use of NFCSD approved curriculum with fidelity. | Time for teacher collaboration. |
| The Kalfas Data team will meet monthly to monitor and address trends identified in student achievement data. | H.J. Kalfas Data Team will use timely student data to identify & address academic needs. Data Team will report to START Team the students who are “at risk” and require attention. | Meetings are scheduled and held each month. Observations and recommendations are communicated with teachers. | Collaboration time. |

End-of-the-Year Desired Outcomes

Schools 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 |  |  |
| Staff Survey |  |  |
| 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 2022-23 school year. |
| Students in K, 1 and 2 will demonstrate growth from Fall to Spring on NWEA in Math and Language Arts. Our School SLO goals are achieved.  Data dashboard – increasing Reading levels as demonstrated on the Running Records.  Math goal – students enrolled in Math AIS demonstrate growth on the NWEA.  Teachers are delivering highly engaging and rigorous instruction as evidenced by walkthrough data.  Focus groups of students will be interviewed regarding the engagement strategies used in their classes. Questions to be asked by members of the SCEP Team. Sample questions to be asked:  What’s your favorite type of activity? Give me an example.  How do you learn best? Does that happen in your classroom?  Tell me about something you were excited to learn.  Tell me about the learning games you’ve played this year.  How do you show your teacher what you know? Tell me about a time you did that.  Are you allowed to work with a partner or a small group in class? |

# COMMITMENT 2

Our Commitment

|  |  |
| --- | --- |
| **What is one commitment we will promote for 2022-23?** | The faculty and staff at H.J. Kalfas Elementary School are committed to creating, fostering and promoting an inclusive, warm and affirming environment at our school. |
| **Why are we making this commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* * *Why did this emerge as something to commit to?* * *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?* * *What makes this the right commitment to pursue?* * *How does this fit into other commitments and the school’s long-term plans?* | -Our school currently has a warm and welcoming environment, as evidenced by our stakeholder feedback. We will maintain and sustain the practices that we have in place that have created this positive environment (Restorative Practices, Trauma informed practices, etc.)  -Our SCEP Team has studied the NYSED “Culturally Responsive-Sustaining Education Framework” and support that, “Culturally responsive-sustaining (CR-S) education is grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g. race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning.”  -Student interview responses included the desire to learn about African-American history and culture.  -Our equity self-reflection allowed us to realize that we must dedicate more time to learning about civic engagement and social justice issues and how it affects our learning community. We need to address implicit and explicit beliefs about reactions to discrimination.  -This is the right commitment to pursue because in the 2022-23 school year, the enrollment at H.J. Kalfas elementary school will be highly diverse in race, ability and socio-economic status. |

Key Strategies and Resources

|  |  |  |  |
| --- | --- | --- | --- |
| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Celebrate and learn about cultures:  -African-American History & Culture  - Cultures other than our own | A Culture Celebration Committee will be formed (consisting of Faculty and Staff) to create and carry out activities that celebrate a variety of cultures. The Committee will prioritize cultures that are represented by our students.  An African-American Culture Committee will be formed (consisting of Faculty, Staff & second graders) and will asked to create and carry out activities that celebrate and teach about African-American culture and history.  The two Committees above will collaborate as needed. | Activities are scheduled and take place.  Students are surveyed and respond positively. | Collaboration time.  Funding to purchase books and materials.  Collaboration time.  $600 to pay for Zuzu Acrobats performance.  Funding to purchase books & materials.  Funding to visit local sites such as the Underground Railroad Museum. |
| Celebrate and learn about Neuro Diversity. | A Neuro Diversity Celebration Committee will be formed (consisting of Faculty & Staff) and will be asked to create and carry out activities that celebrate and teach about Neuro Diversity. | Activities are scheduled and take place.  Students are surveyed and respond positively. | Collaboration time.  Funding to purchase books and materials. |
| Celebrate and learn about our community partners. | A Community Partner Celebration Committee will be formed (consisting of Faculty & Staff) and will be asked to create and carry out activities that celebrate and teach about community partners such as Police, Fire, Hospital and businesses. | Activities are scheduled and take place.  Students are surveyed and respond positively. | Collaboration time.  Funding to purchase books and materials. |
| Professional development for teachers and staff regarding:  Trauma  Bias & Privilege | Create learning communities to directly address:  educator and student identities understand and unpack privilege  implicit bias  trauma informed practices  Associates and support staff will receive Trauma informed practices | Activities are scheduled and take place.  Students are surveyed and respond positively. | Collaboration time.  Funding to purchase books and materials.  Time for Associates to receive Trauma Informed Care training. |

End-of-the-Year Desired Outcomes

Schools 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 |  |  |
| Staff Survey |  |  |
| 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 2022-23 school year. |
| Focus groups of students (with a diverse subject size) will be interviewed three times a year regarding an inclusive, warm and affirming environment at our school. Questions to be asked by members of the SCEP Team. Sample questions to be asked:  -What is it about Kalfas Elementary that makes you feel good? Can you give me an example?  -What is it about Kalfas Elementary that makes you feel bad? Can you give me an example?  -Do you have an adult at school that you feel comfortable with, if you need help? (No name needed) What is it about that person that made you pick him/her?  Focus groups of teachers/staff will be interviewed three times a year regarding an inclusive, warm and affirming environment at our school. Questions to be asked by members of the SCEP Team. Sample questions to be asked:  -As you know, our SCEP this year has an academic and a social emotional learning commitment. Can you tell us an activity that we did this year so far to meet our commitments? What benefits have you seen Kalfas Elementary derive from these activities? Why or why not?  -Talk to us about the training and/or support you’ve received to help carry out the SCEP commitments...what have participated in? What would like to have training in?  Focus groups of students’ families will be interviewed three times a year regarding an inclusive, warm and affirming environment at our school. Questions to be asked by members of the SCEP Team. Sample questions to be asked:  -How would you describe the environment at Kalfas?  -How does Kalfas celebrate diversity and inclusion?  All answers must be recorded on a form. We will attempt to ask the same people each time in order to track potential growth over time. |

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

### 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 |  |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows |  |
| Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology |  |

# 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 |
| Caroline (Carrie) Buchman | Principal |
| Allen Cowart | Dean |
| Rebecca Tantillo | School Counselor |
| Lisa Graff | Reading Recovery Teacher |
| Jenna Brick | School Social Worker |
| Chelsea Shelter | School Psychologist |
| Mallory Leo | ESL Teacher |
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## 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 (OPTIONAL)

## 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 | OPTIONAL: Completing the “Leveraging Resources” document |
| *Example: 4/6/21* |  |  | *x* | *x* |  |  |
| 5/12 | x | x |  |  |  |  |
| 5/31 | x |  | x | x |  |  |
| 6/2/22 |  | x | x | x | X |  |
| 6/17 |  |  | x |  | x |  |
| 7/14 |  |  |  |  | x |  |
|  |  |  |  |  |  |  |
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# Learning As A Team

## Directions

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

### Student Interviews

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| Describe how the Student Interview process informed the team’s plan |
| After determining interview questions and criteria for selecting students, team members interviewed a cross section of our student body. Once interviews were complete and recorded, the team met to review and discuss student answers. Trends were noted, interesting answers were discussed and we reflected on the students’ thoughts & feelings. We recorded our findings and used them to formulate our commitments. |

### Equity Self-Reflection

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| --- |
| Describe how the Equity Self-Reflection informed the team’s plan |
| The SCEP team’s Equity Self Reflection informed the team’s plan by enabling us to utilize the Four Principles as guidance to categorize our thoughts and commitments. After determining our strengths and opportunities for growth, the SCEP Team strategized ways to build on our strengths and address our needs. These became the strategies to support our commitments. |

Next Steps

Next Steps

1. **Sharing the Plan:**
   1. **CSI Schools:** 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 August 1, 2022.
   2. **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 2022-23 school year.
   3. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   1. Ensure that the plan is implemented no later than the first day of school
   2. Monitor implementation closely and make adjustments as needed
   3. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   4. 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.