



School Comprehensive Education Plan 2025-26

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District	School Name	Grades Served
Niagara Falls City School District	Gaskill Preparatory	7 & 8

Reanna Rogers, Danielle Vertalino

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
 - [Activity 1: Analyze: Data Variation Identification](#)
 - [Activity 2: Analyze: Data Variation Share and Explore](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
 - Following *Activity 1: Analyze Data Variation Identification*
 - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the resources gathered at [Visible Learning](#), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The [Diagnostic Tool](#)

[for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2025-26 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation of data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created [the SCEP Rubric](#) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

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

Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets 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>.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	
Professional Learning Communities	X
Restorative Practices	X

Other (required if no State-Supported Evidence-Based Intervention is identified above): Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

We conducted student interviews during lunch periods this year. The answers were discussed during SCEP meetings afterwards. The students during interviews expressed that bullying was a problem, distracting them in school and they didn't always understand their teachers during writing instruction. These two elements are what led us to our key strategies of explicit instruction and restorative practices for our school. We are planning to have 12 teachers get Restorative Justice Certification this summer to turnkey practices in our building. This will change the culture of the building as students and adults form a trusted community where we learn from our mistakes. Explicit instruction will emphasize school-wide content area writing as students felt confident in English but not in their other classes. Student input is essential to determining needs. It expresses the impact school has in its own words, which is powerful.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

After conducting our protocols for academic data, student interviews and stakeholder surveys, common elements appeared. These appeared on social emotional, as well as an academic level. Once we determined needs, the leadership team reflected on the current strategies and explored new ones, determining how to build strategies introduced during this school year. This year's SCEP calls for the implementation of explicit instruction protocols in all classrooms. This will be especially beneficial for the two identified subgroups, special education students, and economically disadvantaged students because of the structure of lessons. Students need a preview and background knowledge prior to the body of the lesson which guides thinking working towards independent practice. Explicit instruction on Hattie's research scale shows .57 growth. The instructional coach, during a meeting with the SCEP team, conducted data protocols and concluded the same. Restorative practices including the implementation of circles are being built this year with several faculty and staff certified this summer. Students in our subgroups have difficulty focusing on their classes when bullying or other social emotional issues occur. These practices assist in building community and rapport and have a process for students to solve their problems resulting in a stronger community.

Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, input at least one, but no more than five 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, specify whether 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 for the school. For

Instructional Key Strategies for Improvement

any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses. Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.
Explicit Instruction	<input type="checkbox"/> <input type="checkbox"/> EXPAND	<p>Our survey data shows that students want to be challenged and don't understand instruction 50% of the time (T16). While teachers and our assessments reveal, students need to increase engagement in the classroom along with foundational skills. Explicit Instruction was introduced last year through professional development and coaching in math and ELA classrooms that served students in special education. All classrooms increased student engagement. This year we are expanding this strategy to the entire building in the areas of writing, vocabulary, and daily instruction. This, along with expanding our early warning system, will increase attendance and provide both academic and social emotional support.</p>

Implementation

How will we do this?

KEY STRATEGY 1	Explicit Instruction
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	
Summer Professional Development on explicit instruction and explicit vocabulary instruction	When will this be in place? July
Instructional coach meeting with BOCES consultant for explicit writing instruction	August
Leadership team meets to determine elements of explicit instruction to introduce at opening of the year faculty meeting	August
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
Professional development followed up with instructional coaching with occur at east 4 times during the school year on the explicit writing program Step Up to Writing	When will this be in place? September - May
Instructional Ambassadors will have an open classroom for teachers to observe	October - May
Writing committee will meet to assess status	October
Instructional coach will provide professional development on the Reset Rubric	September - October
Reset Rubric data collecting and coaching	October - May

Instructional Key Strategies for Improvement

Explicit writing professional development will be delivered by a consult and the instructional coach all year with coaching sessions	September - May
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Explicit vocabulary instruction will occur on the conference day in January followed up with instructional coaching	January
Coaching cycles on explicit vocabulary instruction	January to June
Explicit writing professional development will be delivered by a consult and the instructional coach all year with coaching sessions	September - May
Reset Rubric data collecting and coaching	January - May
DAP process on post writing assessment	May

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Baseline short response writing in content areas; Reset Rubric	At least 40% of classes at a 2+ on the Reset Rubric for teaching procedures and guided practice elements	We reached 87.6% in a sample group consisting of 2 clusters.
Mid-Year Benchmark(s) (outcome data)	Reset Rubric	An increase of 5% in the Reset Rubric from the baseline	
End-of-the Year Targets (outcome data)	Short response writing in content areas; Reset Rubric	An increase of 8% in the Reset Rubric and the short response writing from the baseline	

Non-Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies**.

Any strategy selected should 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, specify whether 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 for 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.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Restorative Approaches to Cultivating Positive Based Supports.	<input type="checkbox"/> EXPAND <input type="checkbox"/>	The stakeholder survey data and student interviews identified that students, parents and teachers feel that behavior hinders learning, particularly during and after a bullying crisis (S69). Students expressed their concern about bullying and the negative way peers treat each other during student interviews (S38). This impacts their mental health and the ability to focus on the classroom. Due to these concerns, we are expanding our Restorative Justice practices. Teachers are being certified along with counselors and social workers. We are designating a specific space for restorative conversations and skill building along with partnering with Niagara Alliance for Restorative Practices to provide support.

Implementation

(How will we do this?)

KEY STRATEGY 1		
BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION	What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
	Subcommittees meet to plan layout of restorative justice room, protocol for sessions, refine our antibullying program along with developing a student survey, do home visits for incoming students with chronic absenteeism and create shared experiences for cultivating building culture	July and August

Non-Instructional Key Strategies for Improvement

Instructional coach will plan professional development for the start of the year	July and August
Instructional coach will hold professional development on planning different types of circles	July
Niagara Alliance Restorative Practices (NARP) will provide certification training for 9 staff members	August
NARP will come in weekly to summer school to do community building circles and train staff to cofacilitate	July-August
FIRST HALF OF THE YEAR IMPLEMENTATION	
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
NARP will cofacilitate circles to build community as well as restorative just circles	September
Committee members will deliver professional development on updated antibullying and bullying policies	September
NARP will provide a professional development on restorative conversations	October
Instructional coach and certified committee members will provide professional development at the start of the year for restorative justice practices and protocols for the restorative justice room	September
Trauma Tool Kit trainers will provide professional development on trauma informed practices	November
Student champion team will conduct trauma environment walk throughs providing feedback for teaches and administration	October
Student champion team will be trained by NARP to cofacilitate restorative justice circles	October-January
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Trauma Tool Kit trainers will provide professional development on trauma informed practices	January - May
Student champion team will be trained by NARP to cofacilitate restorative justice circles and be paired with champion team advisors to shadow, cofacilitate circles and conversations	January-June
Professional development provided by the instructional coach and committee members on restorative justice practices	March
Coaching feedback provided by instructional coach and committee members	January - June
Student champion team will conduct trauma environment walk throughs providing feedback for teaches and administration	January-May

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. What are our next steps? complete when reviewing data
Early Progress Milestones (implementation/outcome data)	Discipline Office Referrals	No more than 25 bullying incidents as of October	Met goal. Restorative circles and conversations have increased drastically.
Mid-Year Benchmark(s) (outcome data)	Discipline Office Referrals	A reduction of 5% in bullying incidents from the baseline at the end of January	

Non-Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	Discipline Office Referrals, Stake Holder Surveys	A reduction of 8% in bullying incidents from the baseline in mid-May	
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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. Students Reimagining School
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 proposed Key Strategies.

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 2025-26 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Students Reimagining School
- 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](#)" 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. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
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)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Kristen Hyland	Instructional Coach	5/10	5/29	6/5	6/12, 6/16	6/25	6/25	6/25, 7/1
Sommer Olejara	Social Studies Teacher	X	X	X	x	x	x	x
Leah Mosher	Math Teacher	x	x	x	x	x	x	x
Reanna Rogers	School Psychologist	x		x		x	x	x
Angelina Wilkins	School Social Workers	x		x		x	x	x
Danielle Vertalino	Special Education Teacher	x		x	x	x	x	x
Derek Zimmerman	Principal		X	X	X			X
Christopher Murgia	Assistant Principal			X				X

Our Team's Process

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, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using 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 using the SCEP rubric, ensured the plan [met minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#).
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using 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](#). Once your plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#). Plans will need to be approved by the district before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

Implementing the Plan (All Schools)

1. Ensure 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.



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

District	School Name	Grades Served
Niagara Falls City School District	Gaskill Preparatory	7 & 8

School-Level SIG Expenditure Plan

Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

This template will need to be attached to the SCEP and submitted as one document in the Business Portal as part of the SIG application process.

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an [evidence-based intervention](#). To assist with this, the Department has identified 16 [State-Supported Evidence-Based Interventions](#), that if implemented in accordance with the parameters provided, fulfill this criterion.

1. Align High School and College Courses to Increase Post-Secondary Transition Outcomes	9. Incoming Student Induction Programs and Summer Bridge Programs
2. Community Schools	10. Instructional Coaching
3. Elementary School Looping	11. Middle School Flexible Scheduling
4. Establish an Early Warning Intervention and Monitoring System	12. Multi-Tiered System of Supports – Integrated (MTSS-I)
5. Evidence-Based Instructional Methods	13. Ongoing Job-Embedded Professional Development
6. Expanding access to high-quality Out-of-School-Time programs	14. Principal Leadership Development
7. High-Quality Instructional Materials	15. Professional Learning Communities
8. High-Quality Tutoring	16. Restorative Practices

In the Column labeled “Evidence-Based Intervention Category” enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter “Other.”

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

SIG Expenditure Plan

Budget Code

In the “Budget Code” category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

- Code 15: Professional Salaries
- Code 16: Support Staff Salaries
- Code 20: Equipment
- Code 40: Purchased Services
- Code 45: Supplies and Materials
- Code 46: Travel
- Code 49: BOCES Services

Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the “Full Cost” column the first time the expense appears.

Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1		Explicit Instruction	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Materials for Saturday Academies for professional development for instructional staff	<u>Ongoing Job-Embedded Professional Development</u>	Code 45: Supplies and Materials	
STAPLES			
Fellowes Thermal Laminating Pouches, Letter Size, 3 Mil, 200/Pack (5743401) Item #: 2728675 MFR #: 5743401 CIN #: 2728675			\$555.38
TRU RED™ Medium Hard Cover Ruled Journal, 5 1/2" x 8", Blue (TR55731) Item #: 24383528 MFR #: TR55731 CIN #: 24383528			
Staples 2-Pocket Plastic Presentation Folder with Fasteners, Assorted (ST55096-CC)			

SIG Expenditure Plan

<p>Item #: 24297309 MFR #: ST55096CC CIN #: 24297309</p> <p>Fellowes Saturn 125 Thermal & Cold Laminator, 12.5" Width, White (5736601)</p> <p>Item #: 1115610 MFR #: 5736601 CIN #: 1115610</p> <p>Post-it Super Sticky Wall Easel Pad, 25" x 30", 20 Sheets/Pad, 3 Pads/Pack (559 VAD20 3PK)</p>			
<p>Saturday Full Day Academies for professional development for instructional staff</p>	<p>Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development</p>	<p>Code 15: Professional Salaries</p>	<p>\$12,000</p>
<p>Instructional salaries beyond the school day on topics including but not limited to explicit instruction (rotating group members not to exceed 200 hours)</p>	<p>Professional Learning Communities</p>	<p>Code 15: Professional Salaries</p>	<p>\$10,290</p>
<p>Support staff salaries beyond the school day topics including explicit instruction (rotating group members not to exceed 30 hours)</p>	<p>Professional Learning Communities</p>	<p>Code 16: Support Staff Salaries</p>	<p>\$1,543.50</p>
<p>Materials such as books for professional learning communities</p> <p>Book Corner Executive Skills in Children and Adolescents by Dawson and Guare</p> <p>The Boy Raised by a Dog</p> <p>The Writing Revolution</p> <p>End Peer Cruelty, Build Empathy</p>	<p>Professional Learning Communities</p>	<p>Code 45: Supplies and Materials</p>	<p>\$6,037.90</p>

SIG Expenditure Plan

Circle Forward			
Welcome to Teaching			
Professional salary outside the regular contract (25 per diem days)	Instructional Coaching	Code 15: Professional Salaries	\$15,525
<p>Materials for Intervention programs</p> <p>Hand2mind</p> <p>Morphology Wall Card set \$98.75</p> <p>Texas Instruments TI-30XIIS Two-Line Scientific Calculator High School and College \$700.00</p> <p>School Mate Planners with executive function skills \$1270.00 \$1922.00</p> <p>Book Corner Among the Hidden Ghosts Planet Middle School Restart \$239.78</p> <p>Staples Hardboard Clipboard Letter Size, 24/Pack (44290CT-CC) Staples Advantage \$293.00</p> <p>Learning Resources</p> <p>Algebra Tile Class Sets, 30/Set (LER7547)</p> <p>Item #: 877912 Model #: LER7547 CIN #: 877912 \$100.59</p> <p>Educational Insights</p> <p>Wireless Eggspert, Multicolor, Grades 1+ (7886)</p> <p>Item #: 24477557 Model #: 7886 CIN #: 24477557 \$84.12</p>	High-Quality Instructional Materials	Code 45: Supplies and Materials	\$5,114.44

SIG Expenditure Plan

<p>Pacon Classroom Keepers 16.38"H x 31.5"W Corrugated Mailbox, Blue, Each (001308) Item #: 637443 Model #: P001308 CIN #: 637443 \$31.61</p> <p>Sharpie Tank Highlighter, Chisel Tip, Fluorescent Yellow, 36/Pack (1920938) Item: 1253524 Model: 1920938 \$14.95 (40)</p> <p>Sharpie Tank Highlighter, Chisel Tip, Fluorescent Green, Dozen (25026) Item: 049024 Model: 25026 \$5.99 (90)</p> <p>Sharpie Tank Highlighters, Chisel Tip, Orange, Dozen (25006) Item: 049025 Model: 25006 \$5.89 (90)</p>			
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$51,066.22

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1		Restorative Approaches to Cultivating Positive Based Supports.	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

SIG Expenditure Plan

Instructional staff hourly pay for School Attendance Team members to conduct intervention home visits after the contract day as well as a data analysis team (rotating staff members, 180 hours total for the group).	Establish an Early Warning Intervention and Monitoring System	Code 15: Professional Salaries	\$9,261
Salaries outside the contract day for cultivating positive based supports for students such as positive self – image workshops and culture programing (rotating staff members not to exceed 50 hours)	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 15: Professional Salaries	\$257.25
Purchased services for cultivating positive based supports for students such as positive self – image workshops and culture programing	Multi-Tiered System of Supports – Integrated MTSS I	Code 40: Purchased Services	\$15,000
Expenses for Say Yes Buffalo Saturday Academy Community Schools Schedule B-Teachers for (Teacher on Special Assignment, Classroom Teachers, ENL Teacher) 5 staff members @ 3.75 hours (\$50.00 per hour), hourly teaching assistant, teacher aide, clerical, vendor contracts, supplies and materials	Community Schools	Code 15: Professional Salaries	\$7,900
Staff hourly pay after the contract day for SEL monitoring and action plans (rotating staff members, not to exceed 40 hours total for the group).	Establish an Early Warning Intervention and Monitoring System	Code 15: Professional Salaries	\$2,058
Instructional staff Saturday per diem day for certification in conferencing and community Restorative Practices	Restorative Practices	Code 15: Professional Salaries	\$5,500
Instructional staff salaries after the contract day focused on Trauma and the bullying	Multi-Tiered System of Supports – Integrated MTSS I	Code 15: Professional Salaries	\$2,058

SIG Expenditure Plan

<p>cycle (rotating staff members, not to exceed 40 hours total for the group)</p>			
<p>Materials for student-led trauma workshops in the community 4 Staples Thermal Laminating Pouches \$82.76 2 Staples Thermal & Cols Laminator \$129.98 BIC Round Stick Pens \$25.29 8 JAM Paper POP 2-Pocket Folders 6 pack \$239.12 Staples Standard weight Protector 500/Cartin \$ 40.99 Carson Dellos Bulletin Board Boder Set of 5 \$48.59 4 Superbright Sulphite Contruction Paper \$626 2 Construction Paper 25 packs \$147 Personalized Welcome Back Class Banner \$54.99 2 Red Carpet Runner \$55.98 4 Motivational Poster Set \$79.96 3 Colorful Floating Flowers Decor \$32.97 8 Color your own positive affirmations paper notepads 24pc \$79.92 6-48pc Mini Diversity Buttons \$49.74 2 E-Clips USA Paper Pocket Binder Folders 100 units \$79.98 2 Metallic Team Spirit Cheer Foil Pom Poms – 24pc \$75.98 8 We Stand together Yard Sign \$175.92 2 Bulk Crayola Dough Tubs Class pack \$85.98 Bulk 312pc Stretch Squeeze Fidget Toys \$59.99</p>	<p>Multi-Tiered System of Supports – Integrated MTSS I</p>	<p>Code 45: Supplies and Materials</p>	<p>\$3,179.76</p>

SIG Expenditure Plan

<p>3 Black history Classroom Wall Piece \$23.37 2-60pc fidget spinners \$165.98 2-274pc Composition Book & Sticker set \$145.98 3 Happy Holidays Postcard Set \$53.97 2 bulk Fabulous Foam Self-Adhesive Valentine Heart Shapes \$21.98 20 personalized Diversity Pencils \$359.80 20 Brightly Colored Diversity Bracelets 24pack \$199.80 2 Bulk Bright Heart Solid color Self-Adhesive foam \$19.96 Bulk Fall Leaves & Plants Self-Adhesive Foam Shapes \$10.99 Turkey Bulletin Cutouts \$6.79</p>			
<p>Guidance counselor and social worker hourly salaries outside their contract for summer school support (2 people not to exceed 170 hours)</p>	<p>Incoming Student Induction Programs and Summer Bridge Programs</p>	<p>Code 15: Professional Salaries</p>	<p>\$8,746.50</p>
<p>Restorative Justice student activities</p>	<p>Restorative Justice</p>	<p>Code 40: Purchased Services</p>	<p>\$12,000</p>
<p>Create a comfortable SEL setting to implement successful restorative justice circles 30 Classroom Select Contemporary Chair, Padded \$4,116.30 5Childcraft Jumbo Bean Bag Chair \$1,784.60 2Classroom Select Round Vigor Table \$1,058.92 Carpet, Classroom Select Geo Accent Rug, 7 Feet 6 Inches x 12 Feet \$450.71 2Lorell LED Contemporary Desk Lamp, Chrome \$326.92 Lorell Weathered Charcoal</p>	<p>Restorative Practices</p>	<p>Code 45: Supplies and Materials</p>	<p>\$8,320.87</p>

SIG Expenditure Plan

Laminate Bookcase, 3 Shelves, 36 x 12 x 36 Inches \$583.42			
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY \$74,281.3			

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for SCEP progress monitoring meetings after the contract day (10 teachers, attendance at 10 one-hour meetings per teacher, not to exceed 100 hours).	Plan Monitoring	15 – Professional Salaries	\$5,145
Support staff hourly pay for SCEP committee progress monitoring meetings after the contract day (attendance at 10 one-hour meetings not to exceed 25 hours).	Plan Monitoring	16 – Support Staff Salaries	\$1,286.25
TOTAL AMOUNT FOR PLAN MONITORING			\$6,431.25

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for SCEP plan development meetings after the contract day, not to exceed 30 hours	Plan Development	15 – Professional Salaries	\$1,552.50
Support staff hourly pay for SCEP committee progress monitoring meetings after the contract day, not to exceed 30 hours	Plan Development	16 – Support Staff Salaries	\$1,552.50
Teacher per diem pay for SCEP progress monitoring meetings after the contract day	Plan Development	15 – Professional Salaries	\$5,000
Staff per diem pay for SCEP progress monitoring meetings after the contract day	Plan Development	16 – Support Staff Salaries	\$3,000

SIG Expenditure Plan

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT	\$11,105
	\$142,883.85