



School Comprehensive Education Plan 2025-26

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

Collaboratively Developed By:

The Henry J. Kalfas SCEP Development Team:

- Kathleen Urban – Principal
- Rebecca Tantillo- Counselor
- Chelsea Schelter-School Psychologist
- Lisa Zafuto-Interventionist/Instructional Coach
- Jake Sillett-Special Education Teacher
- Geri Koch-2nd Grade Teacher
- Gabriella Graff-Kindergarten Teacher
- Mallory Leo-ENL Teacher
- LaShay Renford – Parent
- Danielle Roulley - Parent

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

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 share 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 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	X
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	X
High-Quality Instructional Materials	X
High-Quality Tutoring	X
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	

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

As a primary school, we used informal open-ended questions that describes students' home and school environment and experience. By conducting student interviews, we were able to gain some insight on how our student's feel about school and home environment.

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.

As a primary sister school to an intermediate sister school, we focused on supporting economically disadvantaged minority students (90% of our school population). Our strategy focuses on supporting our students and families by offering support within: home, school and afterschool interventions.

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 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	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>
Key Strategy 1: We commit to delivering direct and explicit instruction in ELA utilizing the key pillars of the Science of Reading to attain student growth and achievement for all learners.	<input type="checkbox"/> NEW <input type="checkbox"/>	The 2024-2025 school year data indicates growth amongst most learners, yet 68% of students are still below grade level or not making sufficient growth on the NWEA. Through professional development, consistent whole group and small group instruction, and additional afterschool academic support, students will receive targeted instruction to meet their diverse needs.
Key Strategy 2: We commit to delivering direct and explicit instruction in Math utilizing iReady to attain student growth and achievement for all learners.	<input type="checkbox"/> NEW <input type="checkbox"/>	The 2024-2025 school year data indicates growth amongst most learners, yet 70% of students are still below grade level or not making sufficient growth on the i-Ready Diagnostic Assessment. Through professional development, consistent whole group and small group instruction, and additional afterschool academic support, students will receive targeted instruction to meet their diverse needs.
Key Strategy 3: We commit to positively impacting the social, emotional and academics of our students by creating an in-house team to systematically identify and track those students most at risk.	<input type="checkbox"/> NEW <input type="checkbox"/>	The 2024-2025 school year attendance data indicates that approximately 25% of students are considered “satisfactory” with their attendance. The remaining 75% need to be targeted to decrease chronic absenteeism.

Implementation

How will we do this?

KEY STRATEGY 1	Key Strategy 1: We commit to delivering direct and explicit instruction in ELA utilizing the key pillars of the Science of Reading to attain student growth and achievement for all learners.	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
Review end of year data to create classroom lists with teacher input and students will be strategically placed to meet their diverse needs and appropriately allocate resources.		6/2025
Revise excel spreadsheet on Data Dashboard		7/2025
Professional development will be offered to teachers to learn about the components of the Science of Reading.		7/2025-8/2025
Meet to ensure teacher schedules reflect optimal time for small group instruction.		8/2025
Establish Student and Family Outreach Team to increase student attendance and academic achievement.		8/2025
Review and revise the master schedule to accommodate the changes in curriculum and skill needs (small group instruction, Keyboarding Without Tears, Wonders).		8/2025
Schedule grade level meetings for the year to share with teachers at the beginning of the year faculty meeting.		8/2025
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Instructional coach will meet with classroom teachers that did not receive training over the summer to ensure they are aware and supported of both Small Group Instructions and Wonders Curriculum.		9/2025
Review initial diagnostic assessments to identify students at risk		10/2025
Increase Tier 2 intervention groups from three days per week for 40 minutes (120 minutes) to five days per week for 30 minutes (150 minutes).		10/2025
Review student data to target and group students for afterschool high quality tutoring		Ongoing
Include classroom teachers in referring students to START to offer insight on academic concerns		10/2025
Hold initial grade level meetings for data review and support teachers with delivery of curriculum.		9/2025
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Review mid-year diagnostic assessment data		1/2026
Review and modify afterschool programming to strategically group students based on needs		1/2026
Continue to have monthly grade level meetings for data review and support teachers with delivery of curriculum		1/2026
Review START process with teacher participation to see if it is effective		1/2026

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>

Instructional Key Strategies for Improvement

Early Progress Milestones (implementation/outcome data)	-Assessments TBD by Assessment committee -Aimsweb -NWEA	Data that will measure a baseline for all students and identify students in need of target and explicit instruction to support specific skill deficits.	
Mid-Year Benchmark(s) (outcome data)	-Assessments TBD by Assessment committee -Aimsweb -NWEA	5% student growth by movement in Tiers and on NWEA percentile.	
End-of-the Year Targets (outcome data)	Assessments TBD by Assessment committee -Aimsweb -NWEA	10% student growth by movement in tiers and NWEA percentile.	

KEY STRATEGY 2	We commit to delivering direct and explicit instruction in Math utilizing iReady to attain student growth and achievement for all learners.	
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?
		When will this be in place?
Revise excel spreadsheet on Data Dashboard		8/2025
Meet to ensure teacher schedules reflect optimal time for small group instruction.		8/2025
Schedule grade level meetings for the year to share with teachers at the beginning of the year faculty meeting.		8/2025
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Review initial iReady diagnostic assessments to identify students at risk		10/2025
Increase Tier 2 Math AIS groups from two days per week for 40 minutes (80 minutes) to three days per week for 30 minutes (90 minutes).		10/2025
Review student data to target and group students for afterschool high quality tutoring		10/2025
Schedule grade level meetings for the year to share with teachers at the beginning of the year faculty meeting.		10/2025
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Review mid-year iReady diagnostic assessment data		1/2026
Review and modify afterschool programming to strategically group students based on needs		1/2026
Continue to have monthly grade level meetings for data review and support teachers with delivery of curriculum		1/2026
Review START process with teacher participation to see if it is effective		1/2026

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)	-iReady Diagnostic -Bridges (grades 1 and 2)	Data that will measure a baseline for all students and identify students in need of target and explicit instruction to support specific skill deficits.	
Mid-Year Benchmark(s) (outcome data)	-iReady Diagnostic -Bridges (all grades)	5% student growth by movement in Tiers and on iReady diagnostic percentage.	
End-of-the Year Targets (outcome data)	-iReady Diagnostic -Bridges (all grades)	10% student growth by movement in Tiers and on iReady diagnostic percentage.	

Spring Survey Targets

We believe these spring survey responses will give us helpful feedback about our progress with our Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 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	An informal open ended question survey was given because we are a PreK – 2 school only. Questions were basic and about school and home environment.		Very basic responses were recorded.		
Staff Survey	Most students have good habits for studying.	Key Strategy 1: We commit to delivering direct and explicit instruction in ELA utilizing the key pillars	Only 59% of staff strongly agreed.	75% strongly agree	

Instructional Key Strategies for Improvement

		<p>of the Science of Reading to attain student growth and achievement for all learners.</p> <p>Key Strategy 2: We commit to delivering direct and explicit instruction in Math utilizing iReady to attain student growth and achievement for all learners.</p>			
<p>Family Survey</p>	<p>My child has good habits for studying.</p>	<p>Key Strategy 1: We commit to delivering direct and explicit instruction in ELA utilizing the key pillars of the Science of Reading to attain student growth and achievement for all learners.</p> <p>Key Strategy 2: We commit to delivering direct and explicit instruction in Math utilizing iReady to attain student growth and achievement for all learners.</p>	<p>59% of parents strongly agreed.</p>	<p>75% strongly agree</p>	

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>
Key Strategy 1: We commit to positively impacting the social, emotional and academic aspect of our students by creating an in-house team to systematically identify and track those students most at risk and support their diverse needs.	<input type="checkbox"/> NEW <input type="checkbox"/> <input type="checkbox"/>	Our needs assessment indicates that 48.8% of students were chronically absent ranging from moderate to severe absenteeism. Approximately 90% of students at Kalfas are from economically disadvantaged families. The 2024-2025 school year attendance data indicates that roughly 25% of students are considered “satisfactory” with their attendance. The remaining 75% need to be targeted to decrease chronic absenteeism.

KEY STRATEGY 1	Key Strategy 1: We commit to positively impacting the social, emotional and academic aspect of our students by creating an in-house team to systematically identify and track those students most at risk and support their diverse needs.
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Instructional Key Strategies for Improvement

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?	When will this be in place?
Create a posting for the Family Out-Reach Committee and the Family Outreach Team to establish a team to solicit interest in who would like to be part of the team.	7/2025
Create a spreadsheet in Microsoft TEAM to track Attendance to collect notes and data.	8/2025
Create a flow-chart of attendance support to intervene with students with poor attendance.	7/2025
Support and encourage teachers in positive first interaction with students and families prior to the start of school.	8/2025
Create the student profile for class list that acknowledges a child's attendance	Completed
Student Out-Reach team training on Every-Day Labs	8/2025
Order books from Scholastic for Outreach Team to distribute to families	7/2025
Order and set up Sensory Space and cool down area	8/2025
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?
Meet with the committee and establish at risk students for attendance and support.	9/2025
Have monthly meetings to review data in Microsoft Teams and attendance concerns.	Ongoing
Compile a list of resources and support agencies to relay to families in need.	9/2025
Introduce the Sensory Space, Outreach Committee and Team, START process, at the beginning of the year faculty meeting.	9/2025
Review attendance data with Outreach Team and make a plan for initial contact with families and students.	9/2025
Interventions will be implemented to address student needs based on information gathered from families.	10/2025
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?
Review everyday labs data and continue to monitor to see if there was an improvement in data	1/2026
Continue monthly Outreach Team meetings to review data and adjust for the following year	Yearly
Reevaluate the effectiveness of the Sensory Space	1/2026
Review the data in the Microsoft Attendance Team	1/2026
Outreach Committee continues to monitor and readjust plans for interventions	1/2026

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)	-Every Day Labs data -Student Information -Teacher Input	A Family Outreach Committee and Team will be created to identify students that need to be targeted.	

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	-Every Day Labs data -Student Information -Teacher Input	Attendance data trending downward towards the 5% decrease in absenteeism goal	
End-of-the Year Targets (outcome data)	-Every Day Labs data -Student Information -Teacher Input	A decrease in chronic absenteeism by 10% for the 2025-2026 school year.	

Progress Monitoring

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

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategy/Key Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 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	An informal open ended question survey was given because we are a PreK – 2 school only. Questions were basic and about school and home environment Tell me about your morning routine at home before you come to school. Sample Questions: Who and where do you go for help at school?	Key Strategy 3: We commit to positively impacting the social, emotional and academics of our students by creating an in-house team to systematically identify and track those students most at risk.			

Instructional Key Strategies for Improvement

	<p>Do you think it is important to go to school?</p> <p>What do you wish your teacher knew about you?</p>				
Staff Survey	<p>Most students are emotionally healthy.</p>	<p>Key Strategy 3: We commit to positively impacting the social, emotional and academics of our students by creating an in-house team to systematically identify and track those</p>	<p>55% of staff agree or strongly agree</p>	<p>75% agree or strongly agree</p>	
Family Survey	<p>Our school has programs for families so we can help our children at home.</p> <p>As a parent/family member, I feel connected to our school.</p>	<p>Key Strategy 3: We commit to positively impacting the social, emotional and academics of our students by creating an in-house team to systematically identify and track those.</p>	<p>60% of families agree or strongly agree</p> <p>61% of families agree/strongly agree</p>	<p>75% agree or strongly agree</p>	

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
Kathleen Urban	Principal	3/6	4/3	4/23	5/1	4/7	6/9	5/8, 5/23, 6/9, 6/19, 6/30
Rebecca Tantillo	Counselor	3/6	4/3	4/23	5/1	4/7		5/8, 5/23, 6/9, 6/19, 6/30
Chelsea Schelter	School Psychologist	3/6	4/3	4/23	5/1	4/7		5/8, 5/23, 6/9, 6/19, 6/30

Our Team's Process

Lisa Zafuto	Intervention ist/Instructional Coach	3/6	4/3	4/23	5/1	4/7	6/9	5/8, 5/23, 6/9,6/19, 6/30
Jake Sillett	Special Education Teacher	3/6	4/3	4/23	5/1	4/7	6/9	5/8, 5/23, 6/9,6/19, 6/30
Geri Koch	2 nd Grade Teacher	3/6	4/3	4/23	5/1	4/7		5/8, 5/23, 6/9,6/19, 6/30
Gabriella Graff	Kindergarte n Teacher	3/6	4/3	4/23	5/1	4/7		5/8, 5/23, 6/9,6/19, 6/30
Mallory Leo	ENL Teacher	3/6	4/3	4/23	5/1	4/7	6/9	5/8, 5/23, 6/9,6/19, 6/30
Danielle Roulley	Parent							6/30
Lashay Renford	Parent							6/30

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	Henry J. Kalfas Primary School	PreK-2

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 to the parameters provided, fulfill this criteria.

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.

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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	We commit to delivering direct and explicit instruction in ELA utilizing the key pillars of the Science of Reading to attain student growth and achievement for all learners.		
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Afterschool academic clubs 4 clubs per day 4 days a week 1 hour per day @49.07 an hour for four teachers for 30 out of 40 weeks of the academic school year.	High Quality Tutoring	15-professional	\$23,553.60
Afterschool program coordinator 4 days a week for 1.5 hours a day for 31 weeks of the academic school year.	Other	15-professional	\$9,738.96
Small group instruction room furniture: 10 room dividers	High Quality Tutoring	45-Supplies and Materials	\$2,290.00
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$35,582.56

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INSTRUCTIONAL KEY STRATEGY 2		We commit to delivering direct and explicit instruction in Math utilizing iReady to attain student growth and achievement for all learners.	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
No additional expenses. Afterschool academic programming will address both math and ELA.			0.00
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			0.00

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1		We commit to positively impacting the social, emotional and academic needs of our students by creating an in-house team to systematically identify and track those students most at risk and support their diverse needs.	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Family Outreach Committee-5 staff members at 4 hours a month @ 49.07 12 months a year	Establish an Early Warning Intervention and Monitoring System	Code 15 – Professional Salaries	\$11,776.80
Family Outreach coordinator for 5 hours a month for 12 months as a head teacher \$52.36	Establish an Early Warning Intervention and Monitoring System	Code 15-Professional Salaries	\$3,141.60
Family Outreach Team Support Staff @ 25.00 hours for 25 hours over 12 months.	Establish an Early Warning Intervention and Monitoring System	Code 16-Support Staff	\$625.00
Family Outreach Team-6 hours a month for 10 months @ 49.07	Expanding access to high-quality Out-of-School-Time programs	Code 15- Purchased Services	\$2,944.20
Supplies for Family Outreach-Books to bring student to have at home.	Establish an Early Warning Intervention and Monitoring System	Code 45-Supplies and Materials	\$2,000.00
Transportation for family outreach with Aero Taxi	Establish an Early Warning Intervention and Monitoring System	Code 40- Purchased Services	\$3,000.00

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Supplies for sensory space for students in need of emotional regulation from various approved vendors.	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 45- Supplies and Materials	\$4,667.10
Champion Team Planning: 7 members at 10 hours at \$49.07	Establish an Early Warning Intervention and Monitoring System	Code 15-Professional Services	\$3,434.90

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY	31,589.60
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Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for SCEP progress monitoring meetings after the contract day (7 teachers, attendance at 3, 1-hour meeting per teacher).	Plan Monitoring	15 – Professional Salaries	\$1,030.47
TOTAL AMOUNT FOR PLAN MONITORING			\$1,030.47

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for SCEP progress monitoring meetings after the contract day -7 teachers at 10 hours each.	Plan Development	15 – Professional Salaries	\$3,296.30
Per Diem days for 7 teachers to meet one day.	Plan Development	15- Professional Salaries	\$3,500.00
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			6,795.30