



# School Comprehensive Education Plan 2025-2026

District	School Name	Grades Served
Niagara Falls City School District	Cataract Elementary School	PK3-6

### Collaboratively Developed By:

**The Cataract Elementary School SCEP Development Team:**

- Angela Manella-Principal
- Leah Baldassarre-Assistant Principal
- Allison Jaworski-Teacher PK3
- Danielle Bos-Teacher Grade 6
- Sunnie Ventry- Teacher Grade 4
- Amy Beckett- Teacher Special Education
- Caryn Skowronek-Teacher RTI
- Haleigh Bianco-School Counselor
- Melissa Molly-Associate
- Heather Johnson-Parent
- Lauren Piaskowski-Parent

*And in partnership with the staff, students, and families of **Cataract Elementary School***

## 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 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
<a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	
<a href="#">Community Schools</a>	X
<a href="#">Elementary School Looping</a>	
<a href="#">Establish an Early Warning Intervention and Monitoring System</a>	X
<a href="#">Evidence-Based Instructional Methods</a>	X
<a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	X
<a href="#">High-Quality Instructional Materials</a>	X
<a href="#">High-Quality Tutoring</a>	X
<a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>	
<a href="#">Instructional Coaching</a>	X
<a href="#">Middle School Flexible Scheduling</a>	
<a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>	X
<a href="#">Ongoing Job-Embedded Professional Development</a>	X
<a href="#">Principal Leadership Development</a>	X
<a href="#">Professional Learning Communities</a>	
<a href="#">Restorative Practices</a>	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**

The student interview process informed our plan because it allowed us to have conversations with students that were candid and offered them an opportunity to share what they loved about their school and what they believed should be changed. Our interviews were conducted in a face-to-face model which promoted conversation and eliminated the variables of readability and writing fatigue.

#### 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.**

The team believes that improving our intervention services, providing enrichment opportunities and supporting the social-emotional wellness of our students will undoubtedly result in improved student achievement for our students, and particularly our identified subgroups; economically disadvantaged and minorities, which are nearly our entire population.

## 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.

<p><b>KEY STRATEGY</b> (What are we doing?)</p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> 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.</p>
<p>We will improve student achievement through targeted interventions and enrichment opportunities.</p>	<p><input type="checkbox"/> <b>NEW</b> <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>(C32) 60% of students believe the school offers enrichment opportunities through the arts. Enrichment opportunities offered during and after school will be expanded to include increased access to the arts.</p> <p>(C16) 68% of families feel that training is provided to families in understanding student performance and test results. Saturday school programs will be offered to increase family engagement and foster greater understanding of student performance data and curriculum content.</p> <p>(T14) 54% of students feel that their teachers make learning fun. Participation in extracurricular clubs will enhance student engagement and foster a more positive perception of the learning process.</p> <p>(F30) 42% of students report that their families do not help them with schoolwork at home. Extracurricular clubs will provide students with teacher support to complete schoolwork, while Saturday School will equip parents with strategies to support learning at home.</p>

## Implementation

### How will we do this?

KEY STRATEGY 1	
<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
Pre-K teachers will conduct early intervention screenings with children entering the Pre-K program to identify developmental needs and provide appropriate support.	Summer 2025
Staff postings will be made available for after-school club coordinators, after-school teachers, and Saturday School teachers.	Spring 2025
Student interest surveys for clubs will be conducted for the 2025–2026 school year.	Spring 2025
SCEP team will purchase materials and create a new intervention classroom.	Summer 2025
SCEP team establish protocols for intervention room usage	Summer 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> 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?
Implementation of enrichment and remediation clubs and selected staff will determine club content	September 2025
Student club selection / parent approval	By October 1 <sup>st</sup> , 2025
Enrichment and remediation club materials to be purchased	By October 1 <sup>st</sup> , 2025
Classroom teachers will use data to determine non-computer-based enrichment and remediation activities for tier 1 students in both ELA and Math	By October 1 <sup>st</sup> , 2025
Coordinate with Say Yes Buffalo to plan and execute Saturday School sessions	TBD by outside agency
Staff postings will be made available for after-school club coordinators and after-school teachers for Trimester 2	December 2025
Implementation of enrichment and remediation clubs and selected staff will determine club content	January 2026
Development and facilitation of a tutoring program facilitated by NFHS students and business partners; selection of students will be based upon need as determined by data	December 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b> 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?
Staff postings will be made available for after-school club coordinators and after-school teachers for Trimester 3	February 2026
Implementation of enrichment and remediation clubs and selected staff will determine club content	February 2026

## Instructional Key Strategies for Improvement

Student club selection / parent approval	February 2026
Enrichment and remediation club materials to be purchased	February 2026
Classroom teachers will use data to determine non-computer-based enrichment and remediation activities for tier 1 students in both ELA and Math	February 2026
Coordinate with Say Yes Buffalo to plan and execute Saturday School sessions	TBD by outside agency
Continuation of a tutoring program facilitated by NFHS students and business partners; selection of students will be based upon need as determined by data	

### 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>
<b>Early Progress Milestones</b> (implementation/outcome data)	Beginning of the year NWEA and i-Ready benchmark assessment scores	Obtain a baseline and identify cohorts of students based on program norms.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Mid-year NWEA and i-Ready Benchmark Assessment scores	Decrease in number of students requiring Tier 2 and Tier 3 interventions in both Reading and Math	
<b>End-of-the Year Targets</b> (outcome data)	End of year NWEA and i-Ready Benchmark Assessment scores	At least an additional 5% decrease in number of students requiring Tier 2 and Tier 3 interventions in both Reading and Math	

## Academic Performance Targets

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

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

Instructional Key Strategies for Improvement

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	Mid-year NWEA and I-Ready benchmark assessment scores	Enrichment and remediation clubs, Saturday School sessions, intervention room, and teacher directed non-computer-based enrichment activities for tier 1 students.	Decrease in number of students requiring Tier 2 and Tier 3 interventions in both Reading and Math	
<b>End-of-the Year Targets</b>	End of year NWEA and I-Ready benchmark assessment scores	Enrichment and remediation clubs, Saturday School sessions, intervention room, and teacher directed non-computer-based enrichment activities for tier 1 students.	At least an additional 5% decrease in number of students requiring Tier 2 and Tier 3 interventions in both Reading and Math	

**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 <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing: <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	Does our curriculum offer enrichment opportunities through the arts?	We will improve student achievement through targeted	60% believe the curriculum offers enrichment	Increase to 70% favorability that the	

Instructional Key Strategies for Improvement

		interventions and enrichment opportunities.	through the arts.	curriculum provides enrichment through the arts.	
<b>Staff Survey</b>	Do students have strategies to track their own learning and growth?	We will improve student achievement through targeted interventions and enrichment opportunities.	66% believe students have strategies to track.	Increase to 75% agreeing that students have the strategies to track their own learning.	
<b>Family Survey</b>	Do you feel that training is provided to families in understanding student performance and test results?	We will improve student achievement through targeted interventions and enrichment opportunities.	68% of families believe that they receive training in understanding performance and test results.	Increase to 70% of families understanding performance and test results.	

## 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?	<b>WHY:</b> 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>
We will promote and sustain social-emotional wellness through the creation and implementation of a comprehensive SEL curriculum that utilizes internal and external resources.	NEW <u>EXPAND</u> REFINE	48% (CD28) of students in our school report that students take accountability for their actions.  41% (RC12) of students in our school report that students treat each other with respect. Expanding interpersonal relationships between students. 59% (AS4) of students report that students are welcomed back into the class after being disciplined.  51% (S39) of families report that student behavior does not interfere with instruction.  46% (CD28) of staff in our school report that students in our school take responsibility for their actions.  46% (HW78) of staff report that most students in our school are emotionally healthy.  59% (CD33) of staff report that students appear to be good at making the right choices.

Non-Instructional Key Strategies for Improvement

		<p>Student Voice Commentary: “Some people act nice around teachers, but when the teachers leave the students act extremely disrespectful.”</p> <p>“People are really mean about how we look and talk.”</p> <p>“This school needs more counseling.”</p> <p>“Less bullying in the school.”</p> <p>“The kids in my school bully others for no reason and that has happened to me before and it really hurts me.”</p> <p>Family Engagement Commentary response to <b>What do you think would help student success in this school?</b> “I think a program or extracurricular club specific to kids supporting and uplifting one another; anti-bullying and acceptance.” <b>What does this school do best and/or what have been this school’s successes?</b> “School counseling/social worker teams are immediately responsive in times of need.”</p> <p>School Performance Scan Commentary responses to <b>What, specifically, would most help student achievement?</b> “Additional social emotional and behavior management initiatives.”</p> <p>“More focus on social-emotional concerns. Our students struggle with many issues in their lives that seem to interfere with their learning. Concerns about safety, food, attention, sleep, anger, etc. Our students need more help in increasing self-regulation and conflict resolution.”</p>
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## Implementation

*(How will we do this?)*

KEY STRATEGY 1	
<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
Calming Room: SCEP team will purchase materials and create a new calming room. The team will be tasked with determining which staff members will monitor this space throughout the school day as well as how students will access this space.	September 2025
Push-in SEL Curriculum: The school-based curriculum will be created by the School Counselors.	Summer 2025
Outside Agency: Northpointe	September 2025

Non-Instructional Key Strategies for Improvement

As soon as staffing is finalized, a schedule for Northpointe will be developed by counselors in conjunction with intermediate teachers. As soon as the daily schedule is finalized, school counselors and social workers will work with primary teachers to create a push-in schedule. When Northpointe completes the intermediate cycle, they will begin the primary cycle.	
Move This World: Analyze last year’s data to determine fidelity of usage – Classroom teachers will continue to implement MTW with fidelity, at least 3x pr week.	Aug-Sept 2025
Champion team: Comprise team based on internal posting sent in May 2025. The team will create and facilitate the Trauma-informed Action Plan, as established by the NFCSD and ITTIC.	Aug-Sept 2025
Establish relationship with Rev. Gene Coplin from Project WITT (Wisdom In Troubled Times). Extent of the relationship will be determined based upon the needs identified in the BASC3-BESS Fall Benchmark results.	Fall 2025
Create a building-based Student Champion Team; establish mission/goals	September 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>	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?	
Calming Room: students will utilize this space after beginning of the year protocols are defined and established	Oct 2025
Push-In Curriculum: Counselors will push into primary classes for the first half of the year and Northpointe will service intermediate level classrooms for the first half of the year.	Fall 2025
Move This World: classroom teachers will follow the daily MTW curriculum, a minimum of 3 days per week	Oct 2025
Champion Team will implement the trauma-informed action plan	Oct 2025
Project WITT : Rev. Coplin will implement Speak Life Twice program	Fall 2025
Sustain the building-based Student Champion Team; facilitate activities as determined by the group	Oct 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	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?	
Calming Room: Protocols and procedures will be reviewed and adjusted as needed.	Feb 2025
Push-In Curriculum: Counselors will push into intermediate classrooms for the second half of the year and Northpointe will service primary level classrooms for the second half of the year.	Jan 2025
Move This World: Classroom teachers will continue to follow the daily MTW curriculum, a minimum of 3 days per week; Admins to do a fidelity check	Feb 2025
Champion Team: Assess mid-year benchmark?	Feb 2025
Project WITT: Rev. Coplin will continue implementing the Speak Life Twice program.	Feb 2025

**Progress Monitoring**

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

Non-Instructional Key Strategies for Improvement

	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>
<b>Early Progress Milestones</b> (implementation/outcome data)	October BASC	Obtain a baseline and identify cohorts of highly elevated students	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Mid-Year BASC	Decrease in number of students that test as highly elevated	
<b>End-of-the Year Targets</b> (outcome data)	End-of-Year BASC	An additional 5% decrease in total number of highly elevated students from the Mid-year BASC	

## 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](mailto: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
Angela Manella	Principal	3/6/25	3/19/25	3/25/25	3/27/25	4/10/25	5/15/25	
Leah Baldassarre	Asst. Principal	3/6/25	3/19/25	3/25/25	3/27/25	4/10/25		
Allison Jaworski	Teacher PK3	3/6/25	3/19/25	3/25/25	3/27/25		5/15/25	5/24/25 5/26/25 5/31/25
Danielle Bos	Teacher Grade 6	3/6/25	3/19/25	3/25/25	3/27/25	4/10/25	5/15/25	5/24/25 5/26/25 5/31/25
Sunnie Ventry	Teacher Grade 4	3/6/25	3/19/25	3/25/25			5/15/25	5/24/25 5/26/25 5/31/25
Amy Beckett	Teacher SpEd	3/6/25	3/19/25	3/25/25	3/27/25	4/10/25	5/15/25	5/24/25 5/26/25 5/31/25
Caryn Skowronek	Teacher AIS	3/6/25	3/19/25	3/25/25	3/27/25	4/10/25	5/16/25	5/24/25 5/26/25 5/31/25
Haleigh Bianco	School Counselor	3/6/25	3/19/25	3/25/25	3/27/25		5/15/25	5/24/25 5/26/25 5/31/25
Melissa Molly	Classroom Associate	3/6/25	3/19/25	3/25/25	3/27/25	4/10/25	5/13/25	5/16/25 5/23/25 5/24/25 5/31/25

Heather Johnson	Parent	3/6/25	3/19/25	3/25/25			5/15/25	
Lauren Piaskowski	Parent	3/6/25	3/19/25	3/25/25			5/15/25	

Additional Work Periods (teachers): April 29, 30; May 1, 5, 7, 8

Additional Work Periods (Associates): April 29, 30; May 1, 5, 7, 8, 12

# School Comprehensive Education Plan

## School Improvement Grant Expenditure Plan

### 2025-26

District	School Name	Grades Served
<b>Niagara Falls City School District</b>	Cataract Elementary School	PK3-6

#### Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1	We will improve student achievement through targeted interventions and enrichment opportunities.		
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Enrichment Instructors 5 educators, each Trimester (12 weeks per Trimester), after the instructional day; 2 sessions per week (36 weeks)-120 hours per Trimester, 360 hours per academic year-Schedule B	Expanding access to high-quality Out-of-School-Time programs	15-Professional Salaries	17,067.60
Intervention Instructors 5 educators, each Trimester (12 weeks per Trimester), after the instructional day; 2 sessions per week (36 weeks)-120 hours per Trimester, 360 hours per academic year-Schedule B	High-Quality Tutoring	15-Professional Salaries	17,067.60
Enrichment and Intervention Program Coordinator, after the instructional day; 3 hours per week-36 weeks-108 hours per academic year-Schedule B	Other	15-Professional Salaries	5,120.28
Small Group Instruction Room Furniture: 6 tables and 30 chairs, 1 rug, 2 bookcases	High-Quality Instructional Materials	20-Equipment	5,334.96
Early Intervention Screening; 4 teachers; 10 hours each-40 hours total	Establish an Early Warning Intervention and Monitoring System	15-Professional Salaries	1,896.40

Community Schools Instructors: 5 per each of 4 sessions: 20 instructors @ 3.75 hours each session Schedule B (75 hours for the group-Saturday School; 20 hours planning (1 hour, per instructor, per session): total 95 Schedule B hours for the group	Community Schools	15-Professional Salaries	4,503.95
<b>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</b>			<b>50,990.76</b>

## Non-Instructional Key Strategy Implementation

### NON-INSTRUCTIONAL KEY STRATEGY 1

We will promote and sustain social-emotional wellness through the creation and implementation of a comprehensive SEL curriculum that utilizes internal and external resources.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Calming/Sensory Room Furniture as noted on attached	High-Quality Instructional Materials	45-Supplies and Materials	4,976.30
Champion Team Planning; 10 members-10 hours per academic year 100 hours per academic year	Establish an Early Warning Intervention and Monitoring System	15-Professional Salaries	4,741.00
Project WITT-Reverand Copeland 14 sessions; 100.00 per session	Multi-Tiered System of Supports – Integrated (MTSS-I)	40-Purchased Services	1,400.00
<b>TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY</b>			<b>11,117.30</b>

## Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SCEP Team; 4 hours for each of 7 members-28 hours per member, per Trimester-84 hours total	Plan Monitoring	15-Professional Salaries	3,982.44

**TOTAL AMOUNT FOR PLAN MONITORING 3,982.44**

## 2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
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SCEP Team; 7 NFT members; 70 hours Schedule B for group	Plan Development		3,318.70
SCEP Team; 7 NFT members; 1-Per Diem days per member	Plan Development		4,340.00
SCEP Team; 1 TAUL member; 40 hours Schedule B	Plan Development		996.80

<b>TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT</b>	<b>8,655.50</b>
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**Total Expenditures:** 74,746.00





