



School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Niagara Falls City School District	Maple Avenue School	PreK3- 6

Collaboratively Developed By:

The Maple Avenue School SCEP Development Team

- Jaime Pietrangeli- Teacher
- Maria Hamilton- Teacher
- Jessica Gaczewski- Teacher
- Trisha LaSota- Teacher
- Holly Parker- Pupil Service Assistant
- Nycole Williams- Social Worker
- Joe Scirto- Counselor
- Chris Robins- District Literacy Coach
- Amy Benjamin- Literacy Interventionist
- Diane Coty- Principal

And in partnership with the staff, students, and families of Maple Avenue 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](#)

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SURVEY: School Performance Scan

FOCUS AREA: Staff

Considering What the Data Reveals

Prompts	Notice: <i>Only Facts - No Opinions</i>	Wonder: <i>What questions do you have? What do you need to know more about?</i>
Which questions received the most favorable responses?	I give students regular and precise feedback throughout lessons (100%)	How are teachers doing this successfully? What ways?
Which questions received the least favorable responses?	Students in this school have strategies to track their own learning (60.9%)	Is school-wide data being used to support this?
If the data is disaggregated by subgroup, grade-level, etc., what similarities do we see in the responses of each group?	N/A	
If the data is disaggregated by subgroup, grade-level, etc., are there areas where responses differ across the different groups?	N/A	
Are there responses that surprised us?	No	
Is there anything else that stands out when looking at this data?	No	

Guidance for Teams

How does this data compare to previous survey responses (if applicable)?	N/A	
Is there anything here that helps us better understand the Data Variations we discussed earlier?	N/A	

Making Connections

<p>In looking at our responses, what connections or trends do we see within this survey data? Survey results indicate a lack of school-wide data being provided to both teachers and students for analytical purposes.</p>
<p>Teachers group students upon learning needs and progress while giving precise feedback throughout lessons. Survey results indicate teachers feel they integrate differentiated groups depending on learning needs and progress (91.7%), while students feel this is true 74.8% of the time.</p>
<p>What connections or trends do we see across the other focus areas or surveys we have reviewed? The need for events for families to encourage a partnership for learning; assistance for families to set high expectations for their children; sufficient clubs, activities, and events to help students become engaged and connected to school.</p>

Vxuyh | #Vxp p du |

After reviewing all our survey data, are there trends that are consistent across multiple stakeholder groups?
Consistent trends include a need for collaboration as grade-level groups to plan differentiated instruction; a lack of a comprehensive, school-wide data system that includes a Data Dashboard for monitoring goals and progress; and strategies for students to track their own learning.
After reviewing all our survey data, are there trends that differ across stakeholder groups?
Upon review of completed surveys, teachers contend they move students into various groups depending upon learning needs and progress (96.0%) while students indicate this is taking place 74.8% of the time.
What did we learn from reviewing this data that we did not know before?
Survey results consistently indicate a need for grade-level collaboration, a school-wide data system that includes a Data Dashboard for monitoring goals and progress, and strategies for students to track their own learning.
After reviewing our survey data, what questions remain that we want to explore further?
Is a comprehensive, school-wide data system that includes a Data Dashboard for monitoring goals and progress readily available to staff? What resources are available to assist students with tracking their own learning?
After reviewing our survey data, what other data might we want to review?
Direct student interviews to measure intangibles such as difficult to ascertain factors, such as perceptions, morale, or climate.

SURVEY: School Performance Scan

FOCUS AREA: Family

Guidance for Teams

Considering What the Data Reveals

Prompts	Notice: <i>Only Facts - No Opinions</i>	Wonder: <i>What questions do you have?</i> <i>What do you need to know more about?</i>
Which questions received the most favorable responses?	Quality and frequency of communication with families is sufficient.	Which method of communication is being utilized the most? How often?
Which questions received the least favorable responses?	Ability to help families set high expectations for their children.	Are families being provided with the appropriate information and data needed to set high expectations for their children and extend learning?
If the data is disaggregated by subgroup, grade-level, etc., what similarities do we see in the responses of each group?	N/A	
If the data is disaggregated by subgroup, grade-level, etc., are there areas where responses differ across the different groups?	N/A	
Are there responses that surprised us?	No	
Is there anything else that stands out when looking at this data?	No	
How does this data compare to previous survey responses (if applicable)?	N/A	
Is there anything here that helps us better understand the Data Variations we discussed earlier?	N/A	

Making Connections

In looking at our responses, what connections or trends do we see within this survey data? Communication frequency with families is sufficient and ongoing.
What connections or trends do we see across the other focus areas or surveys we have reviewed? Need for Maple to partner with community agencies to bring services and/or enrichment to our students; Have events for families to encourage a partnership for learning

Guidance for Teams

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After reviewing all our survey data, are there trends that are consistent across multiple stakeholder groups?
Consistent trends include a need for sufficient clubs, activities, and events to help students and families to become engaged and connected to school.
After reviewing all our survey data, are there trends that differ across stakeholder groups?
Upon review of completed surveys, Families indicate effective home connections are being maintained 64% of the time, while Students believe this is taking place 73.9%.
What did we learn from reviewing this data that we did not know before?
Consistent trends include a need for sufficient clubs, activities, and events to help students and families to become engaged and connected to school.
After reviewing our survey data, what questions remain that we want to explore further?
Would it be beneficial to establish an additional survey that would allow families to indicate the preferred method(s) of becoming more actively involved in their child(ren)'s educational progress?
After reviewing our survey data, what other data might we want to review?
How do Teachers feel effective home connections are being maintained?

SURVEY: School Performance Scan

FOCUS AREA: Student

Considering What the Data Reveals

Prompts	Notice: <i>Only Facts - No Opinions</i>	Wonder: <i>What questions do you have? What do you need to know more about?</i>
Which questions received the most favorable responses?	We use technology in our classrooms like SMART Boards and computers	Which method of technology is being utilized the most? How often?
Which questions received the least favorable responses?	"We work hard in my class"	What are the factors impeding students' progress and their ability to work hard in the classroom?
If the data is disaggregated by subgroup, grade-level, etc., what similarities do we see in the responses of each group?	N/A	
If the data is disaggregated by subgroup, grade-level, etc., are there areas where responses differ across the different groups?	N/A	
Are there responses that surprised us?	No	
Is there anything else that stands out when looking at this data?	No	

Guidance for Teams

How does this data compare to previous survey responses (if applicable)?	N/A	
Is there anything here that helps us better understand the Data Variations we discussed earlier?	N/A	

Making Connections

In looking at our responses, what connections or trends do we see within this survey data? Technology is consistently preferred and utilized throughout the school day.
What connections or trends do we see across the other focus areas or surveys we have reviewed? Differentiation of activities and materials to meet students' needs; Construction of curriculum so that students have many opportunities to benefit from the integration of technology in their learning.

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After reviewing all our survey data, are there trends that are consistent across multiple stakeholder groups?
Consistent trends include use of technology and materials throughout instruction.
After reviewing all our survey data, are there trends that differ across stakeholder groups?
Not applicable
What did we learn from reviewing this data that we did not know before?
Students actively engage in learning while utilizing technological resources; students perceive a 76.3% rate of "working hard" in the their classrooms.
After reviewing our survey data, what questions remain that we want to explore further?
What are the factors impeding a student's ability to "work hard" in the classroom?
After reviewing our survey data, what other data might we want to review?
How do students feel about content they are learning? Children responding that "My teachers send notes home or call my family" (73.9%)...if communication IS taking place, is it not being shared with students? What can Maple do to improve communication so that students understand a home-school relationship has been established and maintained (e.g., student postcards with reward to indicate receipt of acknowledgement).

- [Activity 4: Listen: Student Interviews](#)
- [Activity 5: Envision: Reflect, Synthesize, and Plan](#)

Re-identified Schools:

Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

- [Activity 4: Listen: Student Interviews](#)
- [Activity 5: Envision: Reflect and Synthesize](#)

2. **Met with their NYSED/District/BOCES liaison:**

Guidance for Teams

- 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.

Guidance for Teams

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	
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	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 provided valuable firsthand insights into the challenges and needs students face. By listening to and reading their responses, our team was able to identify common themes such as their desire to become involved in school-wide clubs and programs, their need to have trusted adults to check in with on a regular basis and their desire to have a safe, and supportive school climate where they feel heard as individuals.

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 analyzed performance data for the identified subgroup, to understand specific academic gaps and barriers. Drawing on this data, along with research-based practices and stakeholder feedback, we selected strategies that we believe directly target the causes of underperformance such as high-quality instructional methods, and increased access to academic supports. These strategies are research-based and supported by evidence. Additionally, the plan includes on-going progress monitoring, allowing for timely adjustments to be sure they remain aligned with our subgroup's needs. The team believes these strategies will lead to measurable improvement in subgroup outcomes.

Instructional Key Strategies for Improvement

Key Strategies

Vertical teacher-led ELA data review teams will be created to analyze student grade level **fluency** and progress monitoring data. In addition to analyzing data, the teams will plan targeted interventions, and track student progress over time. Teachers will adjust instructional strategies based on assessment results to meet individual student needs.

We have developed this key strategy in response to only 19% (35 students out of 185) scoring a 3 or 4 on the 2023-2024 New York State English Language Arts Assessment.

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>KEY STRATEGY (What are we doing?)</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses. <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></p>
<p>Create DATA teams</p> <ul style="list-style-type: none"> • Primary K-3 • Intermediate 4-6 • 15 1:1 	<p>NEW EXPAND REFINE</p>	<p>81% (150 students out of 185) scored a 2 or lower on the 2023-2024 New York State English Language Arts Assessment. i-Ready Diagnostics 4-6 Foundations Unit Test Tracker Data NWEA Aims Web Portfolio Review Wonders Diagnostic Grades 3-6- address skills gaps in (ELA-2024) Informational Text and recognizing genres</p>
<p>Tier 2 and 3 Students Self-Monitoring</p>	<p>NEW EXPAND REFINE</p>	<p>In response to the School Performance Scan, students in this school lack strategies to track their own learning.</p>
<p>Academic Smart Goals will be created by all students</p>	<p>NEW EXPAND REFINE</p>	<p>Smart Goals have always been completed, including grade level planning to implement plans that drive instruction, including i-Ready Diagnostic, Foundations</p>

Instructional Key Strategies for Improvement

		Test Tracker Data, and Aims Web. Only 60.9% of students have strategies to track their own learning.
Academic Celebration Committee Formed	NEW EXPAND REFINE	Celebration post-cards mailed to families, in school academic celebrations, Fluency Friday shoutout
Small Group Instruction created from DATA teams	NEW EXPAND REFINE	Transition from Guided Reading to Skill-Based groups. Grades 3-6 address the skills gap between Informational text and recognizing genres.
Training for Science of Reading	NEW EXPAND REFINE	Teachers continuing with the Niagara Falls City School Districts' Science of Reading Initiative and its alignment to curriculum.
Schoolwide Literacy Fair	NEW EXPAND REFINE	Informing Maple Avenue community on the Districts' SOR initiative. The Literacy Fair will be a direct contribution to improving literary skills and reading comprehension with engagement and motivation towards reading and recognizing varied reading genres.

Implementation

KEY STRATEGY 1	Vertical teacher-led ELA data review teams will be created to analyze student grade level fluency and progress monitoring data. In addition to analyzing data, the teams will plan targeted interventions, and track student progress over time. Teachers will adjust instructional strategies based on assessment results to meet individual student needs.	
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?
Data teams established	When will this be in place?	
Obtain the District DAP handbook for the Data Team Facilitators	August	
Celebration Postcards ordered	August	
Create form for Tier 2 and Tier 3 Students	August	
Prepare and organize Literacy Fair	August	
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?		
Literacy Fair	September	
Cross grade level meetings for portfolio review.	September	
Assessments given (Aims Web, i-Ready Diagnostic, Foundations Unit Test, Wonders Diagnostic	September/October	
Data teams meet and create plan/groups	September/October	
Student goals established and begin tracking their own growth.	September/October	
Students individually follow their i-Ready academic goals.	September-December	
Celebrate achievements	September-December	
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?		

Instructional Key Strategies for Improvement

Readminister all assessments (Aims Web, Foundations Test Tracker, i-Ready Diagnostic, Wonders Diagnostic).	January
Data teams meet and create plan/groups	January/ February
Student goals established and adjusted	January-June
Students individually follow their i-Ready academic goals.	January-June
Celebrate achievements	June

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)	September testing (Aims Web, i-Ready Diagnostic, Wonders Diagnostic, and Foundations Test Tracker)	Minimal regression from June Aims Web score Students that meet grade level fluency will show growth in reading comprehension on the Diagnostics.	
Mid-Year Benchmark(s) (outcome data)	January testing (Aims Web, i-Ready Diagnostic, Wonders Diagnostic, and Foundations Test Tracker)	Students progress towards their individualized Aims Web fluency goal. Students that meet grade level fluency will show growth in reading comprehension on the Diagnostics.	
End-of-the Year Targets (outcome data)	June testing (Aims Web, i-Ready Diagnostic, Wonders Diagnostic, and Foundations Test Tracker)	End of the year target students will have met their individualized Aims Web goal. Students that meet grade level fluency will have met their reading comprehension goal on the Diagnostics.	

Spring Survey Targets:

Instructional Key Strategies for Improvement

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

	Survey Questions or Statements	Corresponding Key Strategies	2024-2025 Data if Available (e.g.,% agree or strongly agree)	Desired Response (e.g., % agree or strongly agree)	<i>What we ended up seeing (complete once spring survey results are available)</i>
Student Survey	My teachers send notes home or call my family	Academic Celebration Committee Formed	73.9%	88%	
Staff Survey	Students in this school have strategies to track their own learning.(T45)	Academic Smart Goals will be created by all students Tier 2 and 3 Students Self-Monitoring	60.9%	76%	
	We work together across grade level/content areas in order to provide an integrated approach to student learning(C35)	Create DATA teams <ul style="list-style-type: none"> • Primary K-3 • Intermediate 4-6 • 15:1:1 	60.0%	75.0%	
Family Survey	We are able to help families set high expectations for their children (f084)	Academic Smart Goals will be created by all students Tier 2 and 3 Students Self-Monitoring Schoolwide Literacy Fair	45.8%	60%	
	We have events for families, encouraging a partnership for learning (F092)	Academic Celebration Committee Formed Schoolwide Literacy Fair	50.0%	65%	
	As a school we are effective in maintaining the home connections (F082)	Academic Celebration Committee Formed	64%	79%	

Non-Instructional Key Strategies for Improvement

Key Strategies

Develop a framework of multi-tiered supports for students exhibiting behavioral or social/emotional difficulties that features before and after-school programming, the development of procedures for students experiencing on-going difficulties, and collaboration with external agencies.

Based on staff, student and family surveys, student challenges are interfering with instruction and depleting counseling resources. Through our analysis, we recognize a greater need for additional support internally and externally.

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**. **DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.**

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>
Maple Avenue school will re-implement after school clubs to motivate students to engage in a positive community	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	To expose them to a positive community role model and to increase self-efficacy.
Maple Avenue School will create definitive procedures for students who are chronic offenders and/or experiencing ongoing difficulties.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	To establish a uniform procedure, so that students and staff know what to expect.
Contract with outside providers to meet with target/identified students during the school day on a regular basis to deal with issues such as	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	To expose them to a positive community role model and to increase self-efficacy.

Non-Instructional Key Strategies for Improvement

anger, impulsivity, and other barriers to their learning.		
Counselor and Social Worker will focus on SEL and crisis intervention, and increase the quality and frequency of communications with families.	Refine	In the past, the counselor and social workers have had to handle discipline referrals and are unable to focus on SEL/crisis intervention.

Implementation

(How will we do this?)

KEY STRATEGY 1	Develop a framework of multi-tiered supports for students exhibiting behavioral or social/emotional difficulties that features after-school programming, the development of procedures for students experiencing on-going difficulties, and collaboration with external agencies.	
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?		
Reach out to local role models and staff to lead during/after school groups.		Summer 2025
Review the school demographic.		Summer 2025
Create before/after school club list and staffing.		Summer 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?		
Identify the at-risk males of color		Fall 2025
Send out a survey to gauge interest in creating clubs/groups.		Fall 2025
Schedule local role models/external agencies and begin groups		Fall 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?		
Monitor attendance		Spring 2026
Collect feedback on clubs/groups		Spring 2026
Shifting groups based on need		Spring 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>
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Non-Instructional Key Strategies for Improvement

Early Progress Milestones (implementation/outcome data)	Student surveys	What are their interests?	Physical activity-flag football, swim, gym
Mid-Year Benchmark(s) (outcome data)	Student surveys Behavior data	The groups/clubs are having a positive impact.	
End-of-the Year Targets (outcome data)	Student/staff surveys.	How was attendance? Was there a positive impact from the groups/clubs?	

Non-Academic Performance Targets

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

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

	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: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Student surveys	Outside agencies to target our demographic	Increased coping strategies and healthy relationships	
End-of-the Year Targets	Student and staff surveys	Positive results from before/after school clubs	Decrease in crisis intervention and counseling center pop ins for SEL needs	

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:

Non-Instructional Key Strategies for Improvement

	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	Schools have sufficient clubs and activities (S014)	Maple Avenue school will re-implement after school clubs to motivate students to engage in a positive community	17.4%	35%	
Staff Survey	Our quality/frequency of communication with families is sufficient (F083)	Counselor and Social Worker will focus on SEL, crisis intervention and increase the quality and frequency of communications with families.	83.3%	93.8%	
Family Survey	Our school partners with community agencies to bring services/enrichment to our children(F091)	Contract with outside providers to meet with target/identified students during the school day on a regular basis to deal with issues such as anger, impulsivity, and other barriers to their learning.	50%	65%	

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>N/A</i>	<i>3/19</i>	<i>3/19</i>	<i>5/3</i>	<i>5/3</i>	<i>5/3</i>	<i>5/3 5/9 5/16, 5/31, 6/4, 6/9, 6/13</i>
Maria Hamilton	Teacher		X	X	X	X	X	X
Trish LaSota	Teacher		X	X	X	X	X	X
Jaime Pietrangeli	Special Education Teacher		X	X	X	X	X	X
Dr. Amy Benjamin	Reading Recovery Teacher		X	X	X	X	X	X
Chris Robins	Instructional Coach		X	X	X	X	X	X
Jessica Gaczewski	Teacher		X	X	X	X	X	X

Our Team's Process

Dwayne Gaczewski	Parent		X	X	X	X	X	X
Holly Parker	Pupil Service Assistant		X	X	X	X	X	X
Nycole Williams	School Social Worker		X	X	X	X	X	X
Joe Scirto	School Counselor		X	X	X	X	X	X
Diane Coty	Interim Principal		X	X	X	X	X	X

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	Maple Avenue Elementary School	PK-6

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.

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

Vertical teacher-led ELA data review teams will be created to analyze student grade level **fluency** and progress monitoring data. In addition to analyzing data, the teams will plan targeted interventions, and track student progress over time. Teachers will adjust instructional strategies based on assessment results to meet individual student needs.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Maple Avenue Literacy Fair 10 teachers- 2 hours pay (@49.07 an hr. 1000), 4 associates- 2 hours (@ \$20 hr-160) 2 hours planning (160) 4 teachers- hours planning (@ 49.07 hr.- 1,570)	Expanding access to high-quality Out-of-School-Time programs	Code 15- Professional Salaries	\$2,890
Purchase Supplies and Materials for Literacy Fair	Other	Code 45- Supplies and Materials Oriental Trading- Reading Soars backdrops- \$88 Book Corner(?) 8-10 books to be given away for Prek-K,1-2,3-4 and5-6- \$200	\$288

SIG Expenditure Plan

<p>Teacher hourly pay for delivery of instruction afterschool Sept-Nov- 10 weeks Jan-May- 10 weeks 7 teachers- 2 hours ea (14 hrs @49.07- 687 per week) 1 head teacher- 5 hours (262 per week)</p>	<p>High-Quality Tutoring</p>	<p>Code 15- Professional Salaries</p>	<p>\$6,870 \$6,870 \$2,620 \$2,620</p>
<p>Purchase Supplies, Materials, Incentives for Afterschool Instruction</p>	<p>Other</p>	<p>Code 45- Supplies and Materials Crestline- 300 Sports Bottles- \$441 400-Magnetic Punch/Frame Calendar- \$370</p>	<p>\$811</p>
<p>Data Team Monthly Meetings (7- data- 3- genre)- 1 hour Primary- Head and 8 teachers (@49.07hr) Intermediate- Head- 7 teachers Planning for 2 HT (@- 10hr)</p>	<p>Professional Learning Communities</p>	<p>Code 15- Professional Salaries</p>	<p>\$4,000 \$3,500 \$1,100 \$1,100</p>
<p>Purchase Supplies and Materials for DAP Meetings</p>	<p>Other</p>	<p>Code 45- Supplies and Materials Staples- Postcards- 6.19pk x15- \$93.00 Folders- 2pk x 9- \$18 Classroom Progress charts- 6pk @ \$26 ea- \$104 Student Folder for progress tracking- 100@\$230.19- 3- \$691 Genre cards- 180</p>	<p>\$1086</p>
<p>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</p>			<p>\$33,755</p>

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for SCEP progress monitoring meetings (9 teachers- 2 hours @49.07- 3 meetings) September- Discuss implementation October- Progress/Milestones January- Mid-year benchmark data	Plan Monitoring	15- Professional Salaries	\$885 \$885 \$885
Team to discuss five-part needs assessment for 2026-2027 plan- May 6 teachers- 2 hours @49.07	Plan Monitoring	15- Professional Salaries	\$590
TOTAL AMOUNT FOR PLAN MONITORING			3,345

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 (8 teachers/6mtg 2 hrs @49.07	Plan Development	15-Professional Salaries	\$4,710.00
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			\$4,710.00