



School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Niagara Falls City School District	79 th Street Elementary School	PK3-6

Collaboratively Developed By:

The 79th Street School SCEP Development Team
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And in partnership with the staff, students, and families of 79th Street 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 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	
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

Following the interview process, the SCEP team identified the students' needs.

The findings revealed that students need support in developing their study skills. They tend to prefer studying in small groups or with a partner, and they thrive in quiet learning environments. Additionally, students are generally motivated by being able to track and see their academic progress.

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 SCEP team conducted interviews with students who scored a 1 or 2 on the state ELA and math assessments. These students were part of the identified subgroup our school is focusing on. The strategies we developed were directly informed by the interview findings and are specifically designed to address the needs and preferences of this subgroup. The subgroup was identified as African-American males scoring 1's and 2's on the New York State Math and ELA exams.

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 (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses. Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.
Implement a data-driven, collaborative approach to guide instructional practices in ELA, writing, and math with a targeted focus on supporting at-risk students.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Students appreciate tracking their academic progress, so teachers will continue sharing progress updates. To support effective study habits, SCEP will introduce academic clubs. Since students prefer working in pairs or small groups, and in a quieter classroom environment, teachers will be encouraged to incorporate these classroom management initiatives more often with the support of district coaches, grade level meetings, and the PLC advisor/consultant.

Implementation

How will we do this?

KEY STRATEGY 1	<ol style="list-style-type: none"> 1. Schedule Regular Data Meetings: Organize monthly collaborative sessions with grade-level or content-area teachers to review and analyze student performance data. 2. Use Multiple Data Sources: Incorporate local assessments (NWEA, IReady, Wonders and district writing assessments (formative/summative), universal screeners (AIMSWEB), and formative classroom assessments (<i>team conversation about formative assessments from Wonders/IReady</i>) to gain a comprehensive view of student progress. 3. Identify At-Risk Students: Use data trends to pinpoint students who are not meeting benchmarks or who are showing signs of academic struggle.
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Non-Instructional Key Strategies for Improvement

<p>4. Establish a system and timeline for regular sharing of data and setting goals with students.</p> <p>5. Develop Targeted Instructional Plans: Collaboratively create and adjust instructional strategies based on identified student needs, focusing interventions on closing achievement gaps.</p> <p>6. Monitor Progress: Monitor progress of students receiving intervention services and make adjustments as needed based on student data.</p> <p>7. Provide Support and Resources: Provide professional learning, instructional coaching, and resources/materials to ensure teachers are equipped to address identified needs.</p>	
<p>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?</p>	
<p>When will this be in place?</p>	
<p>Establish a schedule for regular data review sessions for teachers. Identify which pieces of data will be reviewed and timeline for administering assessments and protocol to use when reviewing the data.</p>	<p>August</p>
<p>Introduce SCEP plan for 2025-2026 school year to all staff at first faculty meeting through a Power Point presentation.</p>	<p>August</p>
<p>Organize and distribute SCEP related supplies to all staff including student take home folders, student planners, books of the month, student of the month supplies, motivational pencils, printed tablecloths, 79th Street postcards, a Berber inlay mat, and two classroom rugs. These supplies have been allocated in the budget.</p>	<p>August</p>
<p>Identify and introduce the academic clubs to staff. One of the roles of the academic clubs is to learn and master the different study strategies and then determine how to share the strategy with all students? Example: Short videos for the morning show that shares the different strategies.</p>	<p>August</p>
<p>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?</p>	
<p>When will this be in place?</p>	
<p>Schedule grade-level meetings to review and analyze data. Establish time and location for meetings. At the meetings plan for intervention and next steps.</p>	<p>September-January</p>
<p>Establish routines for sharing data with students and determine what data will be shared with students. Students will use growth charts to chart their growth. When meeting goals, they will be celebrated with a 79th St post card or a shout out on the morning news.</p>	<p>September-January</p>
<p>PD for teachers on the reports available for assessment data including i-Ready, EDoctrina, AIMSweb and other local assessments.</p>	<p>September-January</p>
<p>Implement and staff the academic clubs.</p>	<p>September-January</p>
<p>Establish classroom routines to assist students in reviewing goals and their progress towards meeting the goals.</p>	<p>September-January</p>
<p>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?</p>	
<p>When will this be in place?</p>	
<p>Ongoing grade-level meetings to review and analyze data.</p>	<p>January-June</p>
<p>Continuing staff development and PD to inform and review mid-year assessments. Professional support will focus on new staff and teachers changing grade levels.</p>	<p>January-June</p>
<p>Resume clubs, new session of clubs will begin.</p>	<p>January-June</p>

Non-Instructional Key Strategies for Improvement

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 NWEA AIMSweb Writing Portfolio (K &1) ELA Trimester assessments (2-5)	We hope to see that data has been shared and goals have been set with students.	
Mid-Year Benchmark(s) (outcome data)	IReady NWEA AIMSweb Portfolio writing	We hope to see student growth from fall to winter. The Mid-Year Benchmarks will allow the school to know whether students are on track to achieve their End-of-the-Year target(s).	
End-of-the Year Targets (outcome data)	IReady NWEA AIMSweb Portfolio writing	We hope to see student growth from winter to spring. We will then compare the growth from September 2025 to June 2026.	

Academic Performance Targets

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

We believe successful implementation of these 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: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	IReady NWEA AIMSweb Portfolio writing	Key Strategy 1-Data driven student progress	We hope to see student growth from fall to winter.	
End-of-the Year Targets	IReady NWEA AIMSweb Portfolio writing	Key Strategy 1-Data driven student progress	We hope to see student growth from winter to spring.	

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	PS48. I have good habits for studying.	Key Strategy 1	48.5%	53%	
	T11. We work with partners, or in groups in my class.	Key Strategy 1	73.9%	79%	
	T18. We use student learning targets/goals (“I Can....”) in our classes.	Key Strategy 1	82%	87%	
Staff Survey	PS48. Most students have good habits for studying.	Key Strategy 1	37.5%	43%	
Family Survey	PS48. My child(ren) has good habits for studying.	Key Strategy 1	72%	77%	

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**. **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.

Non-Instructional Key Strategies for Improvement

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>
Implementing a strategic approach that is proactive, holistic, and inclusive to address the diverse behavioral and social-emotional needs of at-risk students within our school community.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Students understand the concepts of respect and responsibility and recognize that most peers act respectfully, though some could improve. To support positive behavior, SCEP will introduce more clubs focused on kindness and collaboration.

Implementation

(How will we do this?)

KEY STRATEGY 1	<ol style="list-style-type: none"> 1. Early identification and intervention through BASC-BESS tool. Data from BASC-BESS shared with families, classroom teachers and other school staff who support the student. Professional learning for teachers on how to access and analyze the results from BASC-BESS. 2. Collaborative partnerships with families, mental health professionals, and community organizations. Establish classroom buddies-partner classrooms. 3. Culturally responsive practices that recognize and respect students' backgrounds and experiences. Incorporate into Morning Announcements- holidays, etc. 4. Professional development for staff led by Champion Team to build capacity trauma-informed care, restorative practices and social emotional learning (SEL). 5. Consistent support systems such as mentoring, counseling and peer-led initiatives. Student Ambassador Club, School Champion Team for Students, Student Council-define roles and purpose of each club; classroom jobs, school jobs to support whole school 6. Structures to help students determine and understand what they need to be successful learners. (study habits, working in groups/partners, learning styles, quiet/think time, Star Book of the Month.) 7. Refine and enhance Family Engagement activities continuing to build and strengthen relationships with Teachers, Staff, and our Parents and family members.
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Non-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?
Establish a consistent School Champion Team to deliver trauma-informed care to staff and students as needed.		August
Update the current social/emotional check-in system. A staff member will be assigned to monitor and refine the student check-in system.		August
Determine the Star Books of the month. Themes may match the character trait of the month and the themes from the Champion Team.		August
Identify and introduce academic and social/emotional clubs to staff. Explain to staff that the purpose of these clubs is to meet the goals of the SCEP plan.		August
Begin to plan Family Engagement activities that will introduce, build, and strengthen relationships.		August
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		When will this be in place?
Schedule Family Nights to support academic, social/emotional, and school culture initiatives led by Teachers and Staff members.		September-January
Schedule professional discussions for staff to promote awareness to support and strengthen relationships.		September-January
Continue to monitor the staff and students' social and emotional needs through the School Champion Team. Will be monitored through the check and connect (support personal), daily morning check ins with classroom teachers, and through the school counselor/social worker.		September-January
Review BASC-BESS data and share results with appropriate staff. Determine tiered interventions for students based on the results.		September-January
Monthly communication from school leadership featuring updates on curriculum, classroom activities, and school events.		September-January
Implement and staff the social/emotional clubs.		September-January
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		When will this be in place?
Continue to communicate monthly with school leadership featuring updates on curriculum, classroom activities, and school events.		January-June
Continue to monitor the staff and students' social and emotional needs through the School Champion Team.		January-June
Resume clubs, new session of clubs will begin.		January-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)	Morning Check-In	We hope to identify students with significant social/emotional needs.	

Non-Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	Results from the BASC-Bess Assessment.	At mid-year the data should be reviewed and analyzed so changes can be made as necessary.	
End-of-the Year Targets (outcome data)	Continuation of morning check-ins. Monitoring the BASC-BESS identified students.	At the end of the year, all students with social/emotional needs should be reviewed and noted for the following school year.	

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)	Results from the BASC-Bess Assessment.	Key Strategy 2	From the BASC-BESS evaluation. We will identify students with significant social/emotional needs. They will be placed into the appropriate Tier of intervention.	
End-of-the Year Targets	Continuation of morning check-ins. Monitoring the BASC-BESS identified students.	Key Strategy 2	At the spring trimester, student data will be reviewed. Students in need of support will be noted for the following school year.	

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	CD28. Students in our school take responsibility for their actions	Key Strategy 2	40.7%	46%	
	RC12. Students treat others with respect	Key Strategy 2	46.6%	52%	
Staff Survey	CD28. Students in our school take responsibility for their actions.	Key Strategy 2	34.3%	39%	
	RC12. Students treat others with respect.	Key Strategy 2	48.6%	54%	
Family Survey	CD28. Students in this school take responsibility for their actions	Key Strategy 2	59.1%	64%	
	RC12. Students treat each other with respect	Key Strategy 2	57.7%	63%	

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Students Reimagining School
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: **expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.**

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their proposed Key Strategies.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2025-26 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Students Reimagining School
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)" This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
6. Writing the Plan

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>

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	79 th Street Elementary School	PK3-6

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.

SIG Expenditure Plan

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

SIG Expenditure Plan

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			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
The Book Corner – (Monthly “Star Books of the Month”) 10 Months, 21 copies per Month @ \$15.00 per book	High-Quality Instructional Materials	Code 45	\$3,150.00
School Mate – Student Planners for 2nd-6th Graders – 12 classrooms x 25 students per class @\$3.25 per planner	High-Quality Instructional Materials	Code 45	\$1,150.00
School Specialty – Student Take Home Folders and 2	High-Quality Instructional Materials	Code 45	\$2,600.00

SIG Expenditure Plan

carpets for kids with letters library			
SCEP Team Per Diem remuneration: 7 Members at 1 day per member - \$575.54 per day	Principal Leadership Development	Code 15	\$4,028.78
SCEP Team Schedule B remuneration: 70 hours @\$47.41 7 Members-10 hours each	Principal Leadership Development	Code 15	\$3,318.70
Teacher Schedule B remuneration for Star Nights – Family engagement 40 Teachers NTE 180 hours for group @\$47.41	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 15	\$8,533.80
Hourly Classified Staff remuneration for Star Nights – Family engagement: 20 Classified Staff NTE 120 hours @\$24.78 per hour	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 16	\$2,973.60
Professional Services – Educational Elements – Dr. Lucy Kaempffe	Professional Learning Communities	Code 40	\$25,000.00
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$50,754.88

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Jones School Supplies - Student of the Month Supplies (Pencils, Neck Ribbons, Medals, Certificates)	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 45	\$760.00
Oriental Trading – Motivational Pencils	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 45	\$240.00

SIG Expenditure Plan

Mascot Junction – Printed Table Cloths, 79 th Street Post Cards, pencils with positive message, Berber inlay mat	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 45	\$2,860.00
SCEP Team Per Diem remuneration: 7 Members at 1 day per member - \$575.54 per day	Principal Leadership Development	Code 15	\$4,028.78
SCEP Team Schedule B remuneration: 70 hours @\$47.41 7 Members-10 hours each	Principal Leadership Development	Code 15	\$3,318.70
Teacher Schedule B remuneration for Star Nights – Family engagement 40 Teachers NTE 180 hours for group @\$47.41	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 15	\$8,533.80
Hourly Classified Staff remuneration for Star Nights – Family engagement: 20 Classified Staff NTE 120 hours @\$24.78 per hour	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 16	\$2,973.60
Professional Services – Educational Elements – Dr. Lucy Kaempffe	Professional Learning Communities	Code 40	\$25,000.00
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			\$47,714.88

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SCEP Team Schedule B remuneration: 220 hours @\$47.41 11 Members-20 hours each	Plan Monitoring	Code 15	\$10,430.20
SCEP Team Per Diem remuneration: 11 Members at 2 days per member - \$575.54 per day	Plan Monitoring		\$12,661.88
TOTAL AMOUNT FOR PLAN MONITORING			\$23,092.08

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
SCEP Team Schedule B remuneration: 330 hours @\$47.41 11 Members-30 hours each	Plan Development	Code 15	\$15,645.30
SCEP Team Per Diem remuneration: 11 Members at 2 days per member - \$575.54 per day	Plan Development	Code 15	\$12,661.88
	Plan Development		
	Plan Development		
	Plan Development		
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			\$28,307.18