



# School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Niagara Falls City School District	Harry F Abate Elementary School	2-6

### Collaboratively Developed By:

**The Harry F. Abate Elementary School SCEP Development Team**

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*And in partnership with the staff, students, and families of  
Harry F. Abate 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 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
<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>	X
<a href="#">Establish an Early Warning Intervention and Monitoring System</a>	
<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>	
<a href="#">Professional Learning Communities</a>	X
<a href="#">Restorative Practices</a>	

**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 revealed that while most students feel safe and supported, they face barriers like distractions, anxiety, and challenges outside of school. Their feedback highlighted the need for stronger goal-setting systems, more consistent support for students with disabilities, and increased family engagement. These insights directly informed our focus on SMART goal setting, a school-wide improvement plan for students with disabilities, and expanded SEL and family partnership efforts.

### 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 used progress monitoring trends, academic data, surveys and student interviews to identify barriers influencing student academic performance, social emotional well-being, and attendance among various student subgroups. The chosen strategies include SMART goal setting, school-wide improvement plan for students with disabilities, targeted academic and social-emotional interventions as well as family engagement which provides evidence-based approaches to address student subgroup performance gaps. By implementing targeted intervention, progress monitoring and staff training we aim to improve student academic outcomes and classroom engagement.

## 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.  <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>Educate and proactively involve all students in their differentiated educational programs to include Academic and Personal SMART goal setting.</p>	<p><input type="checkbox"/> REFINE</p>	<p>The School Performance Scan continues to indicate that students lack responsibility for their learning. Additionally, the Student interviews indicated that the students feel their peers do not take responsibility for their learning. Finally, the Parent Engagement Survey indicated that many parents believe that child(ren) are not required to self-monitor their progress and keep track of their own learning.</p> <p>This strategy will be refined by aligning extended day interventions to student specific SMART goals. We will implement school-wide initiatives to support teachers in utilizing common planning time to collaborate, identify strategies and trends to monitor growth.</p> <p>This strategy will increase students' awareness and ownership of their learning to enhance their motivation and ability to track their own goals.</p>
<p>Design and implement a school-wide, continuous improvement plan for students with disabilities.</p>	<p><input type="checkbox"/> NEW</p>	<p>We acknowledge that over 30% of our students have learning disabilities, and many are economically disadvantaged. We recognize this will require specially designed and differentiated instruction that is consistent throughout our classrooms.</p>

## Instructional Key Strategies for Improvement

		<p>Professional development for teachers will focus on school-wide procedures to monitor progress toward personal academic goals in a consistent manner to promote seamless interventions.</p> <p>Student voice surveys indicate that students understand that their peers need different interventions, accommodations, and modifications to achieve their target growth.</p>
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## Implementation

### How will we do this?

<b>KEY STRATEGY 1</b>	<b>Educate and proactively involve all students in their differentiated educational programs to include Academic and Personal SMART goal setting.</b>	
<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b>		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?		
<ul style="list-style-type: none"> <li>• 5-person committee to meet, analyze data and identify needs for specific sub-groups                             <ul style="list-style-type: none"> <li>○ Identify students for targeted, high-quality after-school interventions</li> <li>○ Develop and roll out consistent interventions for SMART goals school-wide</li> </ul> </li> </ul>		Mid July 2025
<ul style="list-style-type: none"> <li>• 5-person committee to meet and plan program/curriculum for extended day programming</li> </ul>		End of July 2025
<ul style="list-style-type: none"> <li>• Administrators will gather information from the committee and determine the implementation timeline.</li> </ul>		August 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?		
<ul style="list-style-type: none"> <li>• Coaching from Education Elements (Lucia Kaempffe): providing intensive coaching through active, practice-based learning (pedagogies of enactment) or on-going, job-embedded professional development</li> </ul>		Beginning October 2025
<ul style="list-style-type: none"> <li>• Focused training from Education Elements after school training (schedule B) for 7- 10 teachers</li> </ul>		October 2025
<ul style="list-style-type: none"> <li>• Extended Day committee to meet and re-evaluate baseline data to confirm student placement in the tutoring</li> </ul>		Fall 2025
<ul style="list-style-type: none"> <li>• 1x per month: instructional coach-supported common planning time meeting re: progress monitoring using Wonders &amp; iReady data</li> </ul>		Fall 2025
<ul style="list-style-type: none"> <li>• Common planning time meeting re: grade level, fact fluency data monitoring</li> </ul>		Fall 2025
<ul style="list-style-type: none"> <li>• Administrator-supported common planning time in which teachers evaluate data to place students in tiered Math and ELA groups based on academic need</li> </ul>		Fall 2025
<ul style="list-style-type: none"> <li>• Common planning time: re-introduction/refresh SMART Goal setting, conferencing, tracking and development</li> </ul>		Fall 2025
<ul style="list-style-type: none"> <li>• School-wide initiative to reinforce and celebrate classrooms meeting their achievement goals</li> </ul>		Fall 2025
<ul style="list-style-type: none"> <li>• Extended day, high-quality instructional programming based on needs assessment of identified sub-groups</li> </ul>		Fall 2025

## Instructional Key Strategies for Improvement

<ul style="list-style-type: none"> <li>Parent Group Meeting: understanding the data, sharing priorities and student goals             <ul style="list-style-type: none"> <li>Parent input on how the school can support families to help their child(ren) achieve their goals</li> </ul> </li> <li>In attendance with their child, explanation of the data and students present re: SMART goals</li> </ul>	October 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?	
<ul style="list-style-type: none"> <li>Continue 1x per month: instructional coach-supported common planning time meeting re: progress monitoring using Wonders &amp; iReady data</li> </ul>	Winter 2026
<ul style="list-style-type: none"> <li>Common planning time meeting: second half of the year data and plan forward</li> </ul>	Winter 2026
<ul style="list-style-type: none"> <li>Revised offerings for extended day programs based on participation, feedback and effectiveness of the offerings from the first half</li> </ul>	Winter 2026
<ul style="list-style-type: none"> <li>Department meeting: discuss Student Information Sheets and detailed information provided for next year's teacher</li> </ul>	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>
<b>Early Progress Milestones</b> (implementation/outcome data)	Participation, informal assessments, and observations	An increase in student motivation, ownership of their learning, and therefore overall achievement.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	IReady, NWEA data, AIMS web	Increased student ownership over their academic goals and monitoring student progress.	
<b>End-of-the Year Targets</b> (outcome data)	IReady, NWEA data, AIMS web	Increased student performance.	

### KEY STRATEGY 2

**Design and implement a school-wide, continuous improvement plan for students with disabilities.**

<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?	
Summer work with BOCES, Maria LaRotunda to train special education staff on classroom management and curriculum	Summer 2025
Autism training with Dr. Marcus Thomeer to prepare for 8:1:3 classrooms	Summer 2025
Special Education Instructional Coach—Christina Manguson to provide training and professional development regarding CT and ICT programs	Summer 2025
Design a school-wide Continuous Improvement Cycle for students with Disabilities. Per diem days for design and planning	Summer 2025
Teachers provide accurate information (progress monitoring, benchmarking data, interventions) to next year teacher to ensure continuum of services and interventions	Summer 2025

## Instructional Key Strategies for Improvement

<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?		
Provide high quality tutoring through the Extended Day program		Fall 2025
Continue training and consultation with Dr. Thomeer to support development of 8:1:3 classrooms		Fall 2025
Consultation with Special Education Instructional Coach Christina Manguson to review baseline data and create intervention action plans		Fall 2025
Special Education Department Chair to train teachers on efficient and effective progress monitoring during common planning time		Fall 2025
Program implementation survey for teachers to assess topics needs for further professional development and classroom support. Implement a school-wide Continuous Improvement Cycle.		Fall 2025
Work with special education instructional coach to create concise and consistent procedures for data documentation and information sharing.		Fall 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?		
Provide high quality tutoring through Extended Day Program		Winter 2026
Review iReady data to create intervention plans for students		Winter 2026
Use data from Annual Review meetings to monitor progress and redesign intervention plans as needed		Winter-Spring 2026
Monitor and evaluate new strategies for progress monitoring and documentation		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>
<b>Early Progress Milestones</b> (implementation/outcome data)	Teacher needs assessment	Successful opening of school, positive feedback from staff	
<b>Mid-Year Benchmark(s)</b> (outcome data)	iReady, progress monitoring, data analysis, walk throughs	Growth in academic areas, students aware of and actively working toward personal goals	
<b>End-of-the Year Targets</b> (outcome data)	iReady, progress monitoring, support team calls	Measurable growth from the beginning of the school year, meeting their stretch goals.	

## 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.

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>
<p><b>Mid-Year Benchmark(s)</b></p>	<p>I-Ready Diagnostic reports; NWEA MAP reports; AIMSweb Benchmark Progress; Progress Monitoring logs for students with disabilities;</p> <p>Math &amp; Reading Interventionist Conference with classroom teachers</p> <p>Data Walks</p> <p>NYS Test Data</p> <p>Extended day attendance &amp; participation</p>	<p>SMART goal setting, Improvement plan for students with disabilities</p>	<p>Students achieving 50% of their i-Ready Annual Typical Growth goals.</p> <p>50% of students meet or exceed growth targets on ELA winter benchmarks.</p> <p>An increase in student achievement and students' ability to identify their relative strengths and weaknesses.</p> <p>Improved oral reading fluency scores as measured by AIMSweb.</p> <p>Continued annual review meetings to evaluate student progress on their individual goals.</p> <p>Increased proficiency in NYS testing scores.</p> <p>High attendance and increased academic proficiency.</p>	

Instructional Key Strategies for Improvement

<p><b>End-of-the Year Targets</b></p>	<p>I-Ready Diagnostic reports; NWEA MAP reports; AIMSweb Benchmark Progress; Progress Monitoring logs for students with disabilities;</p> <p>Math &amp; Reading Interventionist Conference with classroom teachers</p> <p>Data Walks</p> <p>NYS Test data</p> <p>Extended day attendance &amp; participation</p>	<p>SMART goal setting, Improvement plan for students with disabilities</p>	<p>Students achieving 100% of their i-Ready Annual Typical Growth goals.</p> <p>100% of students meet or exceed growth targets by the end of the year.</p> <p>An increase in student achievement and students' ability to identify their relative strengths and weaknesses</p> <p>Improved oral reading fluency scores as measured by AIMSweb.</p> <p>Continued annual review meetings to evaluate student progress on their individual goals.</p> <p>Increased proficiency in NYS testing scores.</p> <p>High attendance and increased academic proficiency as a result of extended day programming.</p>	
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**Spring Survey Targets**

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

	<b>Survey Question(s) or Statement(s)</b>	<b>Corresponding Key Strategies</b>	<b>2024-25 data if available (e.g., % agree or strongly agree)</b>	<b>Desired response (e.g., % agree or strongly agree)</b>	<b>What we ended up seeing: (complete once Spring survey results are available)</b>
<b>Student Survey</b>	From student interviews: Do your peers take responsibility for their learning? Actions in school?	SMART goal setting	50%	75%	
<b>Staff Survey</b>	PS48. Most students have good habits for studying.	SMART goal setting	25.6%	65%	
	T45. Students in this school have strategies to track their own learning.	SMART goal setting.	71%	80%	
	T59. We have an effective RTI program which provides targeted assistance for students in need	School Improvement plan for students with disabilities	76.2%	85%	
<b>Family Survey</b>	C16. Training is provided to families in understanding student performance and test results.	SMART goal setting	62.2%	80%	
	T30. My child(ren) is required to self-monitor their progress and keep track of their own learning.		62.5%	80%	

## 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>
<p><b>Collaborate with families and staff members to provide ongoing, consistent, targeted social-emotional interventions.</b></p>	<p><input type="checkbox"/> <b>EXPAND</b></p>	<p>This key strategy fits into what we envision for the school because we want to place an emphasis on social-emotional health which will support increased daily attendance.</p> <p>The School Performance Scan indicates a perception that our school does not have definitive procedures in place for students who are chronic offenders and/or experiencing on-going difficulties. This scan also indicates that many of our students are not open to corrective feedback and that student behavior interferes with instruction.</p> <p>Additionally, according to the Student Voice Survey, students enjoy school spirit weeks, school celebrations and feel safe and supported. However, students noted concerns about distractions in the classroom and the need for targeted social-emotional interventions.</p> <p>Student interviews noted barriers to learning such as distractions, lack of sleep, and issues they deal with outside of school. Students shared that items that could increase parent involvement are basket auctions, family field trips, afterschool clubs, sporting events, food, giveaways and Family Fun Nights, etc.</p>

Non-Instructional Key Strategies for Improvement

	<p>Finally, the Family Engagement Survey emphasized that students' needs are being met in school, and we communicate well with parents and families. However, it also indicates the need for more family engagement, afterschool clubs, play, recess, and mentorship programs.</p>
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## Implementation

*(How will we do this?)*

<b>KEY STRATEGY 1</b>	<b>Collaborate with families and staff members to provide ongoing, consistent, targeted social-emotional interventions.</b>
<p><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?</p>	
<p>Review Everyday labs to identify chronic absenteeism trends (Threshold: 30 days). Work with sister schools to obtain a high absenteeism list. Create Attendance Intervention Plan/ Tiered Response/ Excel Communication Log. Develop monthly attendance incentive programs.</p>	<p>When will this be in place? Summer 2025</p>
<p>ITTIC Tool Kit Tool Kit turn-key training, TIC Action Plan-Trauma Informed Champion team plans topics, lessons and create a schedule for instruction. Develop handout for TIC and possible training for early professional development day.</p>	<p>Summer 2025</p>
<p>Mentor Program- Develop program goals, activities, and logistics. Create an interest form for staff members.</p>	<p>Summer 2025</p>
<p>School Celebrations supporting school-wide attendance and behavior initiatives- Create schedule of general events such as Spirit Weeks (Bi-Monthly). National Heritage Celebrations, Monthly Assemblies, and Family Fun Nights.</p>	<p>Summer 2025</p>
<p>Parent Group- Develop parent group recruitment plan/create flyer and interest form. Room Parent Program goals &amp; logistics.</p>	<p>Ongoing</p>
<p><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?</p>	
<p>Say Yes- Collaborate with community school's navigator. Identify program participants and outreach methods.</p>	<p>Fall 2025</p>
<p>Attendance- Grade level counselors/ social workers outreach to families to reinforce supports. Grade level counselors/ social workers outreach to teachers to inform students about possible high absenteeism rates (Communication log). Discuss attendance rates at weekly START meetings. Implement attendance incentive programs.</p>	<p>Fall 2025</p>
<p>ITTIC Tool Kit Tool Kit turn-key training, TIC Action Plan- TIC champion team facilitates two trainings.</p>	<p>Fall 2025</p>
<p>Mentor Program- Distribute interest form (Sept). Coordinate classroom pairing (Oct). One classroom pair meeting/activity.</p>	<p>Fall 2025</p>
<p>School Celebrations- - Share general program needs with Classroom and Family Engagement Committee. Complete check-ins for support and resources.</p>	<p>Fall 2025</p>
<p>Parent Group- Share flyers and interest forms with teachers and newsletters to share with families.</p>	<p>Fall 2025</p>
<p><b>SECOND HALF OF THE YEAR IMPLEMENTATION</b> When will this be in place?</p>	

Non-Instructional Key Strategies for Improvement

What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
Say Yes- Continue to support and collaborate with community school navigator.	Ongoing
Attendance- Grade level counselors/ social workers outreach to families to reinforce supports. Discuss attendance rates at weekly START meetings. Implement attendance incentive programs	Ongoing
ITTIC Tool Kit Tool Kit turn-key training, TIC Action Plan- TIC champion team facilitates two trainings.	Ongoing
Mentor Program- Two classroom pair meetings/activities	Ongoing
School Celebrations - Support Classroom and Family Engagement Committee. Check-ins for support and resources.	Ongoing
Parent Group- Continued engagement. Create a plan for the following school year.	Ongoing

**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)	Student Attendance (EveryDay Labs), parent sign in sheets at events, schedules created for schoolwide celebrations.	Students will begin the school year with better attendance. Increased attendance at parent engagement events. Students who scored in Tier 3 for 24/25 will be on a counselor/social workers caseload and being seen weekly. Students are engaged in early interventions building self-awareness and self-esteem, teaching coping mechanisms while building relationships.	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Student attendance (EveryDay Labs), parent attendance at events, BASC Data.	Increased student attendance. Increased parent attendance and engagement at school events. The number of tier 3 students on the BASC survey will be reduced.	

Non-Instructional Key Strategies for Improvement

<b>End-of-the Year Targets</b> (outcome data)	Student attendance (EveryDay Labs), parent attendance at events, BASC Data, Stakeholder Surveys.	Increased student attendance. Increased attendance at parent engagement events as evidenced by sign-in sheets. The number of tier 3 students on the BASC survey will be reduced.	
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## Civic Empowerment Project (schools in CSI only)

### Background

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

### Options for Schools

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

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

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

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

### Directions (Schools in CSI only)

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

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

## Our Team's Process

### 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	Orientat ion to School Teams (require	Analyze: Data Variatio n Identific	Analyze: Data Variatio n Share	Analyze: Survey Data	Listen: Student Interview	Envision : Reflect and	Plan Writing and	SCEP Committ ee planning
		4/3	5/1	5/8	5/12	5/23, 6/9	6/5,6/6	6/16, 6/27, 6/30	8/1/35; 8/5/25
Lynne Tompkins	Principal	x	x	x	x	x	x	x	
Allen Cowart	Assistant Principal	x	x	x	x	x	x	x	
Nicole Cafarella	School Psychologis t	x	x	x	x	x		x	
Cathy D'Angelo	School Counselor	x	x	x	x	x		x	
Simone Beckford	Teacher	x	x			x		x	
Dasha Colvin	Teacher	x	x	x	x				
Ashley Hardy	Teacher	x	x	x	x	x		x	
Patricia Hennegan	Teacher	x		x	x				
Jennifer Mettler	Teacher	x	x	x	x	x		x	
Andrea Tomala	Teacher	x	x	x	x	x		x	
Maresa Adams	Parent								x
Kari Belding									x
Amy Feidt									x

## Our Team's Process


## Next Steps

### Sharing the Plan

#### Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

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

#### Schools in the ATSI model and TSI Model

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

### Implementing the Plan (All Schools)

1. Ensure the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.



# School Comprehensive Education Plan

## School Improvement Grant Expenditure Plan

### 2025-26

District	School Name	Grades Served
NFCSD	Harry F Abate	2-6

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

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**

<b>INSTRUCTIONAL KEY STRATEGY 1</b>		<b>Educate and proactively involve all students in their differentiated educational programs to include Academic and Personal SMART goal setting.</b>	
<b>Expense</b>	<b>Evidence-Based Intervention Category</b>	<b>Budget Code</b>	<b>Full Cost</b>
Teacher hourly pay for system design and planning after the contract day (5 teachers, attendance at 7, two-hour meetings per teacher (not to exceed 70 hrs for the group).	<b>Establish an Early Warning Intervention and Monitoring System</b>	<b>Code 15 – Professional Salaries</b>	\$3,434.00
<b>Other expenses: Coaching from Education Elements (currently Lucia Kaempffe) Costs related to Community Schools</b>	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	<b>Code 40- Purchased Services</b>	\$16,000
Teacher hourly pay for Extended Day instructional programming after the contract day (Fall and Winter) (not to exceed 526 hours for the group).	<b>High quality tutoring</b>	<b>Code 15 – Professional Salaries</b>	\$25,850.00
<b>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</b>			<b>\$45,284.00</b>

<b>INSTRUCTIONAL KEY STRATEGY 2</b>	<b>Design and implement a school-wide, continuous improvement plan for students with disabilities.</b>
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SIG Expenditure Plan

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Special Education Teacher hourly pay for Extended Day programming (Fall and Winter) (not to exceed 244 hours for the group).	High quality tutoring	Code 15 – Professional Salaries	\$11,975.00
Other expenses coaching from Dr. Thomeer 2 Professional Development days	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	Code 40 - Purchased Services	\$3000.00
Teacher per-diem pay for system design and planning (9 teachers, attendance 1 per diem day).	Establish an Early Warning Intervention and Monitoring System Special Education Instructional Coach, BOCES Instructional Coach, Dr. Thomeer	Code 15 – Professional Salaries	\$4,975.00
<b>TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY</b>			<b>\$19,950.00</b>

### Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1		Collaborate with families and staff members to provide ongoing, consistent, targeted social-emotional interventions.	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for system design and planning (5 teachers, attendance at 6, two-hour meetings per teacher (not to exceed 71 hours for the group).	Establish, plan and implement calendar of scheduled events	Code 15 – Professional Salaries	\$3,484.00
Teacher hourly pay for delivery of instruction within Saturday Academies - Community Schools for Say Yes! Niagara Falls Schools, (2 teachers, 4, 2-hour Saturdays throughout the year)	High-Quality Tutoring/Community Outreach	Code 15 – Professional Salaries	\$785.00
<b>TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY</b>			<b>\$4,269.00</b>

### Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for SCEP progress monitoring meetings	Plan Monitoring	15 – Professional Salaries	\$785.00

SIG Expenditure Plan

after the contract day (4 teachers, attendance at 2, two-hour meetings per teacher).			
<b>TOTAL AMOUNT FOR PLAN MONITORING</b>			<b>\$785.00</b>

**2026-27 Plan Development Expenses**

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for system design and planning after the contract day (4 teachers, attendance at 4, two-hour meetings per teacher).	Plan Development	Code 15 – Professional Salaries	\$1,962.00
Teacher per-diem pay for system design and planning (5 teachers, attendance 1 per diem day).	Plan Development	Code 15 – Professional Salaries	\$2,750
<b>TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT</b>			<b>\$4,712.00</b>