



School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Buffalo Public Schools	PS 6 Buffalo Elementary School of Technology	PK-8

Collaboratively Developed By:

The Buffalo Elementary School of Technology #6 SCEP Development Team

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And in partnership with the staff, students, and families of Buffalo Elementary School of Technology #6.

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	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
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 creation of questions, teachers broke into pairs to interview the different grade levels and subgroups. 52 students in grades 3-8 were interviewed, with 22 being ENL and 13 being Special Education. Students were asked questions about subjects that were least or most favorite in school, how to become a better student, why one might miss school, what makes them excited to come to school, how teachers support learning, and if they have a trusted adult in the school. After the interviews were complete, the teachers presented their findings. When all teachers were finished presenting, it was determined that students felt they still needed additional support with writing, and the ability to explain their thoughts clearly both orally and written. Students also felt that they have good relationships with teachers and are making progress in both ELA and Math. School is a safe learning environment and with support, they are willing and able to take risks with their learning.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies within this plan will likely result in improved subgroup performance for the subgroup(s) for which the school has been identified.

Not applicable

Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

<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>Because, But, So (Explicit Teaching)</p>	<p> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>Our school data shows that only 24% of students who begin in our PK/K programs finish their elementary schooling through grade 8 at School 6. In addition, as of June 2025, School 6 has 332 English Language Learners and 88 Special Education students out of 604 student population. These specific demographic data points play an important role in our decisions for key strategies chosen for the 2025-2026 SCEP.</p> <p>Research consistently states that students who are new English learners and/or who have special education needs tend to need more oral language and writing supports. After a review of our End-of-Year District data, our EOY grades 3-8 student writing samples and student interview responses, our students demonstrated a need more support in both oral language and writing in all content areas. Our EOY Writing data shows that 70% of the assessed students need assistance with sentence writing, choosing relevant details, and answering a claim/prompt with an inference. Additional evidence for the need for more language and writing supports was revealed during the student interviews. Students from various grade levels stated that they need more support when writing, especially longer essays where they have to make connections between authors' and content ideas.</p> <p>Our iReady EOY Reading Comprehension data shows about 22% of grades 3-8 students are at or above grade level overall and about 19% of students are proficient in comprehension (both literature and informational text).</p>

Instructional Key Strategies for Improvement

		<p>Since our student population have issues with writing, are not reading proficiently and with understanding of grade level texts, have gaps with decoding and with basic language, we need to support both oral language and writing where students are encouraged to speak and write with more complex sentences where connections between the text and student inferences are made.</p> <p>A review of “The Writing Revolution (2nd Ed.)”, Because, But, So evidence-based strategy is one that can use our current Step Up to Writing formats and improves summarization, comprehension, and writing.</p>
<p>Turn & Talk (Explicit Teaching)</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>During the 2024-2025 school year, District and EPL walkthrough data indicated that teachers are spending a majority of class periods talking to students. Teacher talk does not allow students to process what is being taught or explained. It also does not allow students to develop and refine mental models of specific content. As the data indicate, School 6 students need additional opportunities to speak and process oral and written language. Teachers need to teach and provide students with structures to think about and answer questions.</p> <p>This work began during an ENL focused professional development in March 2025 which reviewed “Tools for Academic Conversations” from jeffzwiers.org and developed classroom discussion posters and other materials for students.</p> <p>For the 2025-2026 school year, the Turn & Talk strategy (Talking About Our Thinking) will be expanded to include all students, PK-8. Teacher professional development will be provided both during and after school where teachers can purposefully plan stopping points, questions, and model responses to use for the Turn and Talks. In addition, vocabulary and sentence stems will be created by the leadership and grade level teams for classroom use in ELA, Math, Science, and Social Studies using https://jeffzwiers.org/tools.</p>

Implementation

How will we do this?

<p>KEY STRATEGY 1</p>	<p>Because, But, So (Explicit Teaching)</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? When will this be in place?</p>	

Instructional Key Strategies for Improvement

SCEP Team will plan and develop Opening Day Presentation for staff, and will develop posters, resources and criteria for success for teacher training and implementation.	August 2025
SCEP Team will create writing prompts for grades 3-8 and correlating rubrics for teachers to administer 3 times a year (BOY, MOY, EOY).	August 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?	
SCEP team will share strategy during Opening Day Presentation to all faculty. Staff will also receive BOY writing samples to administer to students the first couple of weeks of September.	September 2025
Grade levels will calendar introduction and checkpoints of Because, But, So through the use of common planning of exit tickets and review of teacher and student work products using the strategy. Teachers will plan the use of Because, But, So in all core content areas and in encore subjects which includes PE, Art, Music and WozEd. Planning will also be available during targeted professional development during the school year, including ENL and Special Education teachers.	September 2025 – January 2026
Woz Ed will be provided one Math period a cycle to provide students more hands-on science learning which will better prepare them for the new NYS Science exams. During and after the labs, students will use Because, But, So orally and in writing to make connections between their experiences during the lab to larger science concepts. The Instructional Technology Coach, with the support and assistance of the classroom teacher will develop stopping points and Ticket Out the Door activities.	September 2025 – January 2026
APs/Coaches/Lead Teachers will coordinate with assigned grade levels to model and co-teach, introduction of Because, But, So during content and encore classes.	September 2025 – January 2026
Teachers will implement the use of Because, But, So through explicit instruction of its use in summarizing classroom content on a regular basis through the use of exit tickets, oral content review, and/or in a writing assignment.	September 2025 – January 2026
Teachers will use Because, But, So strategy, in conjunction with the Step Up to Writing strategies of IVF (Identify-Verb-Finish Your Thought), Four-Step Summary Paragraph, and Informal Writing Outline at least weekly using District two-point and/or four-point questions.	September 2025 – January 2026
Teachers and students will participate in surveys and informal conversations where they will provide feedback on Because, But, So. Specifically, teachers will be asked about planning, implementing instruction with Because, But, So, and the impact of the strategy on student learning. Students will be asked about how they are using Because, But, So and how they feel it is improving their understanding of content.	December 2025
Principal and APs will look for teacher and student use of Because, But, So during walkthroughs. They will be looking for teacher modeling, teaching, and feedback to students on Because, But, So and initial student use of an understanding of Because, But, So.	September 2025 – January 2026
Principal, APs, and Literacy Coach will meet to disaggregate walkthrough and assessment data to determine next steps for teacher support using the SAM Time Track system and District resources. They will bring walkthrough findings and the student assessment data to the SCEP team to determine next steps for the implementation of the strategy.	September 2025 – January 2026
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

Grade level teams will continue to monitor the use of the Because, But, So Strategy through focused grade level check-ins using a literacy coach checklist, modeling, and student writing samples using weekly 2-point responses for grades 2-8. The literacy coach will continue to model the strategy and offer ideas for scaffolding the strategy.	February – May 2026
Administration will continue to use the walkthrough tool and assessment data to determine student use of Because, But, So and provide teacher and student supports as needed. Timetrack data will assist in monitoring that all classes are visited by administration. These findings will be shared with SBMT and the SCEP teams.	February – May 2026
SCEP team will distribute, score, and share out writing prompts at MOY and EOY to determine growth in student writing proficiency.	February – June 2026
Teachers and students will participate in surveys and informal conversations where they will provide feedback on Because, But, So. Specifically, teachers will be asked about planning, implementing instruction with Because, But, So, and the impact of the strategy on student learning. Students will be asked about how they are using Because, But, So and how they feel it is improving their understanding of content.	March 2026
Continue data inquiry on a 4-6 week rotation, using Plan, Do, Study, and Act format with staff from across various grade bands to assist in reviewing the implementation of Because, But, So and impact on student learning in speaking and writing using 2-point responses and/or 4-point essay questions from core subject area curricula.	February - June 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	BOY Writing Samples	Over 50% of students earned a score of 1 on use of complete sentences and an overall writing score of a 1	
Mid-Year Benchmark(s) (outcome data)	MOY Writing Samples IReady MOY ELA Growth Scores and Comprehension Data Gr. 3-8	Over 65% of students earn a score of 1 on use of complete sentences and an overall writing score of a 1 Over 60% of students in grades 3-8 earned a growth score of at least 80% of Annual Typical Growth in MOY	
End-of-the Year Targets (outcome data)	EOY Writing Samples IReady EOY ELA Growth Scores and Comprehension Data Gr. 3-8	Over 70% of students earn a score of 1 on use of complete sentences Over 80% of students in grades 3-8 earned a growth score of at least 80% of Annual Typical Growth in EOY	

Instructional Key Strategies for Improvement

KEY STRATEGY 2		Turn & Talk (Explicit Teaching)
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?
SCEP team will review the Talking About Our Thinking strategy during Opening Day Presentation to all faculty.		When will this be in place? August 2025
SCEP team will review and customize Jeff Zwiers' Conversation Observation & Analysis Tool for teacher use during instruction.		August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?
SCEP team will introduce and explain the School 6 Conversation Observation & Analysis Tool during Opening Day presentations and will provide support during September grade level meetings.		When will this be in place? September 2025
Grade levels will discuss and plan for stopping points using Turn and Talk (Talking About Our Thinking) in the core content classes of ELA, Math, Science, Social Studies, RTI, and WozEd through the use of common planning and after-school targeted professional development, including ENL and Special Education teachers.		September 2025 – January 2026
APs/Coaches/Lead Teachers will coordinate with assigned grade levels to model and co-teach the use of Turn and Talk (Talking About Your Thinking) activities applicable to their specific content and encore classes.		September 2025 – January 2026
Teachers and students will participate in surveys and informal conversations where they will provide feedback on Turn and Talk (Talking About Our Thinking). Specifically, teachers will be asked about planning for, using Turn and Talk prompts during instruction, and the impact of more student talk on student learning. Students will be asked if they feel they are talking more about content during classroom instruction and its impact on their learning.		December 2025
Principal and APs will look for teacher and student use of Turn and Talk (Talking About Your Thinking) during walkthroughs. They will be looking for teacher modeling of the strategy and explicit feedback to students of the planned Turn and Talk (Talking About Your Thinking) stopping points, questions, and possible answers. Teachers will also be asked about use of Conversation Observation & Analysis Tool.		September 2025 – January 2026
Principal, APs, and Literacy Coach will meet to disaggregate walkthrough and assessment data to determine next steps for teacher support using the SAM Time Track system and District resources. They will bring walkthrough findings and student assessment data to the SCEP team to determine next steps for the implementation of the strategy.		September 2025 – January 2026
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?
Grade level teams will continue to monitor the use of the Turn & Talk Strategy through focused grade level check-ins using the Conversation Observation & Analysis Tool and teacher preparation for modeling of the strategy.		When will this be in place? February-May 2026
Teachers and students will participate in surveys and informal conversations where they will provide feedback on Turn and Talk (Talking About Our Thinking). Specifically, teachers will be asked about planning for, using Turn and Talk prompts during instruction, and the impact of more student talk on student learning. Students will be asked if they feel they are talking more about content during classroom instruction and its impact on their learning.		March 2026

Instructional Key Strategies for Improvement

Administration will continue to use the walkthrough tool and observational data to determine student use of Turn & Talk and provide additional teacher and student support as needed. Timetrack data will assist in monitoring that all classes are visited by administration. These findings will be shared with SBMT and the SCEP teams.	February-May 2026
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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)	Walkthrough Data Oral Language Progress Report	100% of teachers are using the Conversation Observation & Analysis Tool and have introduced Turn and Talk to their students	
Mid-Year Benchmark(s) (outcome data)	Walkthrough Data Oral Language Progress Report	100% of teachers are continuing to use the Conversation Observation & Analysis Tool and there is evidence of teacher planning for Turn and Talk with explicit feedback to students. Over 90% of students have an Oral Language progress report completed by their homeroom teacher.	
End-of-the Year Targets (outcome data)	Walkthrough Data Oral Language Progress Report	100% of teachers are continuing to use the Conversation Observation & Analysis Tool and there is evidence of teacher planning for Turn and Talk with explicit feedback to students. Over 95% of students have an Oral Language progress report completed by their homeroom teacher.	

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 ELA Growth Scores and Comprehension Data Gr. 3-8	Because, But, So (Key Strategy #1)	Over 60% of students in grades 3-8 earned a growth score of at least 80% of Annual Typical Growth in MOY	
End-of-the Year Targets	iReady ELA Growth Scores and Comprehension Data Gr. 3-8	Because, But, So (Key Strategy #1)	Over 80% of students in grades 3-8 earned a growth score of at least 80% of Annual Typical Growth in EOY	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing: <i>(complete once Spring survey results are available)</i>
Student Survey	<ul style="list-style-type: none"> I know what the Because, But, So strategy is. I feel confident using the Because, But, So strategy. 	Because, But, So (Key Strategy #1)	N/A	<ul style="list-style-type: none"> 85% yes 75% yes 85% all and at least 50% 	

Instructional Key Strategies for Improvement

	<ul style="list-style-type: none"> • What classes do you use this strategy in? (Math, ELA, Science, Social Studies) • I know what the Turn and Talk strategy is. • I feel confident using the Turn and Talk strategy. • I can answer questions or have a discussion using complete sentences. • I can explain my thinking when speaking in class. • What classes do you use this strategy in? (Math, ELA, Science, Social Studies) 	Turn & Talk (Key Strategy #2)	N/A	<p>ELA and Math</p> <ul style="list-style-type: none"> • 85% yes • 75% yes • 85% yes • 85% yes • 85% all and at least 50% ELA and Math 	
Staff Survey	<ul style="list-style-type: none"> • I know what the Because, But, So strategy is. • I feel confident planning for the Because, But, So strategy in my instruction. • I see my students using the Because, But, So, strategy while answering questions orally. • I see my students using that Because, But, So strategy while answering 2 & 4 pt. response questions. • I would like more support implementing the Because, But, So strategy. 	Because, But, So (Key Strategy #1)	N/A	<ul style="list-style-type: none"> • 100% yes • 90% yes • 75% yes • 75% yes • Less than 5% yes 	
	<ul style="list-style-type: none"> • I know what the Turn and Talk strategy is. • I feel confident planning and 	Turn & Talk (Key Strategy #2)	N/A	<ul style="list-style-type: none"> • 100 % yes • 90% yes 	

Instructional Key Strategies for Improvement

	<p>implementing the Turn and Talk strategy, including the prompts, into my daily instruction.</p> <ul style="list-style-type: none"> • I use the Conversation Observation & Analysis Tool during class at least once a week. • I would like more support implementing the Turn and Talk strategy in my classroom. 			<ul style="list-style-type: none"> • 75% yes • Less than 5% yes 	
Family Survey	<ul style="list-style-type: none"> • I know what the Because, But, So strategy is. • I have seen the Because, But, So strategy in my child's work. • I feel my child may need more support in writing. 	Because, But, So (Key Strategy #1)	N/A	<ul style="list-style-type: none"> • 70% yes • 50% yes • Less than 40% yes 	
	<ul style="list-style-type: none"> • I know what the Turn and Talk strategy is. • I feel my child may need more support in expressing their thoughts in oral language. (verbal explanation) 	Turn & Talk (Key Strategy #2)	N/A	<ul style="list-style-type: none"> • 70% yes • 50% yes 	

Non-Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

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>
MTSS Tier 2/3 Social-Emotional Learning and Early Warning Supports	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>Attendance is one of the most important elements. In June 2025, School 6 attendance was 85.16%. Students who regularly attend school are achieving higher levels on District EOY DIBELS and iReady assessments in ELA and Math.</p> <p>To refine our attendance program, our Attendance Teacher and building administrators will build monthly attendance incentives and activities into our school day and school programs.</p> <p>Our Special Education classes have increased from 10 classrooms to 11 classrooms. We have also received an increasing number of students who have high needs and are classified as having multiple learning and behavioral disabilities. School 6 will be partnering with ALP (Autism Learning Partners) who will provide social emotional learning support to the teachers and students (self-regulation strategies to improve ability to learn, de-escalation strategies, safe places, etc.)</p> <p>School 6 will also be partnering with Candles in the S.U.N. to support our Grades 3-8 students so they feel safe and welcome in the school. Mentors will work with students during “lunch bunch hero healing circles” to help students develop coping practices and accountability for their actions. Mentors will also support conflict resolution and participate in SST meetings.</p> <p>Overall, the goal with both partnerships is to decrease both short-term and long-term suspensions and build motivation for coming to school, increasing attendance.</p>

Implementation

(How will we do this?)

KEY STRATEGY 1		MTSS Tier 2/3 Social-Emotional Learning and Early Warning Supports
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?		
Attendance teacher will participate in a 1/200 th opportunity to develop and create positive incentives for school-wide use throughout the school year.		August 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?		
Special Education teachers will participate in after-school targeted professional development focused on student behavioral and social-emotional supports.		September and October 2025
Administration will meet with ALP and Candles in the S.U.N. to outline the plan for support throughout the school year, including schedules and partnership staff in the school.		September 2025
Administration will have meetings with ALP and Candles in the S.U.N. to organize “lunch bunch hero healing circles” and decide focus students, classrooms, and topics.		September 2025
Monthly attendance incentives organized by Attendance teacher.		September 2025 to January 2026
Administration will meet with ALP and Candles in the S.U.N. every 4-6 weeks on updates and programmatic modifications.		September 2025 to January 2026
Teachers and students will participate in surveys, focus groups and informal conversations where they will provide feedback on ALP and Candles in the S.U.N. Specifically, teachers will be asked about how ALP and Candles in the S.U.N. are supporting students academically and social-emotionally. Students will be asked if they feel they are ALP and Candles in the S.U.N. mentors are providing support for them academically and with their personal needs.		December 2025
ALP and Candles in the S.U.N. will meet with SST weekly and monthly.		September 2025 to January 2026
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?		
Monthly attendance incentives organized by Attendance teacher.		February to June 2026
Administration will meet with ALP and Candles in the S.U.N. every 4-6 weeks on updates and programmatic modifications.		February to June 2026
Teachers and students will participate in surveys, focus groups and informal conversations where they will provide feedback on ALP and Candles in the S.U.N. Specifically, teachers will be asked about how ALP and Candles in the S.U.N. are supporting students academically and social-emotionally. Students will be asked if they feel they are ALP and Candles in the S.U.N. mentors are providing support for them academically and with their personal needs.		March 2026
ALP and Candles in the S.U.N. will meet with SST weekly and monthly.		February to June 2026

Progress Monitoring

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

Non-Instructional Key Strategies for Improvement

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	ODR Data Suspension Data	Less than 150 ODRs in September and October Less than 25 Short-term and Long-Term Suspensions in September and October	
Mid-Year Benchmark(s) (outcome data)	ODR Data Suspension Data	Greater than 10% decrease in ODRs from November to February Less than 55 Short-term and Long-Term Suspensions from November to February	
End-of-the Year Targets (outcome data)	ODR Data Suspension Data	Greater than 12% decrease in ODRs from March to June Less than 42 Short-term and Long-Term Suspensions from March to June	

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: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	ODR Data Suspension Data	MTSS Tier 2/3 Social-Emotional Learning and Early Warning Supports	Greater than 10% decrease in ODRs from November to February Less than 55 Short-term and Long-Term Suspensions from November to February	

Non-Instructional Key Strategies for Improvement

End-of-the Year Targets	ODR Data	MTSS Tier 2/3 Social-Emotional Learning and Early Warning Supports	Greater than 12% decrease in ODRs from March to June	
	Suspension Data		Less than 42 Short-term and Long-Term Suspensions from March to June	

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	<ul style="list-style-type: none"> Do you have a trusted adult you can talk to? Is there a place in the building where you feel safe? (SST, Classroom, etc.) What strategies do you use to calm down? (upset, frustrated, anxious etc.) 	MTSS Tier 2/3 Social-Emotional Learning and Early Warning Supports	N/A	<ul style="list-style-type: none"> 90% yes 90% yes 90% selected at least 1 strategy 	
Staff Survey	<ul style="list-style-type: none"> Do you notice improvement in students' ability to self-regulate? How can ALP/Candles in the S.U.N best support your students' S.E.L (Social Emotional Learning) skills? 	MTSS Tier 2/3 Social-Emotional Learning and Early Warning Supports	N/A	<ul style="list-style-type: none"> 65% yes Open-ended teacher responses 	

Non-Instructional Key Strategies for Improvement

Family Survey	<ul style="list-style-type: none"> Do you notice improvement in your child's ability to manage their emotions at home? How can our School and Community Partners (ALP/ Candles in the S.U.N) best support your child's social and emotional skills? 	MTSS Tier 2/3 Social-Emotional Learning and Early Warning Supports	N/A	<ul style="list-style-type: none"> 60% yes At least 50% selected one strategy 	

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
		4/5	4/5	4/5 4/22 4/23	4/24 4/28 4/29	5/12 – 5/23	5/6 5/7	5/13 – 6/18
Wendy Emerling	Principal	X	X	X	X		X	X
Todd Strange	Assistant Principal							
Jillian Mislin	Assistant Principal	X	X	X	X		X	X
Mary Meshlovitz	Literacy Coach		X	X			X	X
Kathleen Mazurkiewicz	Support Reading Teacher				X	X	X	X
Shannon Confer	8:1:1 Teacher	X	X	X	X	X	X	X
Molly Krug	ENL Teacher				X		X	X
Elizabeth Curtis	8:1:1 Teacher	X	X	X	X	X	X	X

Our Team's Process

Janamarie Myrie	15:1 Teacher	X	X	X	X	X	X	X
Samantha Andrews	Psychologist	X	X	X	X		X	X
Danika Johnson	ENL Teacher	X	X	X	X		X	X
Alicia Brown	ENL Teacher	X	X	X	X	X	X	X
Natasha Rodriguez	Parent Liaison		X	X			X	X
Monika Bobbitt	Parent							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
Buffalo Public Schools	PS 6 Buffalo Elementary School of Technology	PK-8

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.

SIG Expenditure 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		Because, But, So (Explicit Teaching)		
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost	
School Administrator Manager Project (National SAMS Innovation Project)	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	40	\$4,995.00	
Instructional Technology Coach	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$92,150	
Teachers: Woz Ed Curriculum Development	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$872.00	
Curriculum Committee-Teacher: Special Education Needs	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$4,927.00	
Curriculum Committee-Admin: Special Education Needs	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$687.00	
Curriculum Committee-Admin (Principal): Special Education Needs	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$39.00	

SIG Expenditure Plan

Curriculum Committee- Teacher: Reveal Math/First in Math	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$2,190.00
Curriculum Committee- Admin: Reveal Math/First in Math	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$687.00
Curriculum Committee – Teacher: Step Up to Writing	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$3,504.00
Curriculum Committee – Admin: Step Up to Writing	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$687.00
Curriculum Committee – Teacher: SAVVAS Social Studies	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$1,168.00
Curriculum Committee – Admin: SAVVAS Social Studies	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$458.00
Curriculum Committee – Teacher: Science Strategies	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$1,752.00
Curriculum Committee – Teacher: ENL Strategies	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	\$1,752.00
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$115,868.00

INSTRUCTIONAL KEY STRATEGY 2		Turn & Talk (Explicit Teaching)	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
School Administrator Manager Project (National SAMS Innovation Project)	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	40	n/a
Instructional Technology Coach	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Teachers: Woz Ed Curriculum Development	Evidence-Based Instruction Implementation (identify	15	n/a

SIG Expenditure Plan

	corresponding DTSDE Framework Indicator)		
Curriculum Committee-Teacher: Special Education Needs	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Curriculum Committee-Admin: Special Education Needs	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Curriculum Committee-Admin (Principal): Special Education Needs	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Curriculum Committee-Teacher: Reveal Math/First in Math	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Curriculum Committee-Admin: Reveal Math/First in Math	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Curriculum Committee – Teacher: Step Up to Writing	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Curriculum Committee – Admin: Step Up to Writing	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Curriculum Committee – Teacher: SAVVAS Social Studies	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Curriculum Committee – Admin: SAVVAS Social Studies	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Curriculum Committee – Teacher: Science Strategies	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
Curriculum Committee – Teacher: ENL Strategies	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	15	n/a
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			n/a

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1		MTSS Tier 2/3 Social-Emotional Learning and Early Warning Supports	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
25-26 Attendance Incentive Planning	Multi-Tiered System of Supports – Integrated (MTSS-I)	15	\$436.00
Hero Healing Circles/Conflict Resolution (Candles in the S.U.N.)	Multi-Tiered System of Supports – Integrated (MTSS-I)	40	\$20,000.00
Autistic Learning Partners	Multi-Tiered System of Supports – Integrated (MTSS-I)	40	\$50,001.00
Curriculum Committee-Teacher: Special Education Needs	Multi-Tiered System of Supports – Integrated (MTSS-I)	15	n/a
Curriculum Committee-Admin: Special Education Needs	Multi-Tiered System of Supports – Integrated (MTSS-I)	15	n/a
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			\$70,437.00

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
TOTAL AMOUNT FOR PLAN MONITORING			

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Curriculum Committee – Teacher: SCEP Committee Members	Plan Development	15	\$8,015.00
Curriculum Committee – Admin: SCEP Committee Members	Plan Development	15	\$2,516.00
	Plan Development		
	Plan Development		
	Plan Development		
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			\$10,531.00

SIG Expenditure Plan