School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Niagara Falls	Hyde Park Elementary	Pre-K – 6

Collaboratively Developed By:
The Hyde Park Elementary SCEP Development Team **SCEP Team Members: Diane Bianco, David Glahe, Richard Evans, Courtney Brandy, Karen Vilardo, Andrew Touma** *And in partnership with the staff, students, and families of Hyde Park Elementary School.*

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens

- Writing Your SCEP
- Developing Your SCEP -- Month by Month

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to helping students feel safe, respected, and supported by assisting students in building strong trusting relationships with adults and peers so that they may develop a true sense of belonging.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	• Hyde Park's mission statement states that, "Everyday Hyde Park students will be provided with a quality education, in a caring, nurturing atmosphere." We believe that we can create a caring and nurturing environment for all our students by helping them build strong trusting relationships with adults and peers. • When students were asked, "what do teachers need to know about what it is like as a student?", the responses showed a need to focus on helping students feel safe, respected, and supported. One student answered that, "some students are scared, get bullied and do not tell their teacher". Another student explained, when asked "what are things we could do to help students feel better about being at school", that, "some kids are afraid to ask to see a counselor, there needs to be a better way to ask, some are afraid of being told "no" if they do ask to talk to someone". • How Learning Happens tells us, "Relationships play a central role in a child's development". This was apparent throughout the student surveys as students reflected on the "best day" at Hyde Park Elementary. Students explained that their best day included acknowledgement of accomplishments such as getting "student of the month", "getting 100s and 90s", and acknowledgment of a special talent or sport". When asked about worries for next year, one student expressed a "goal to be the best student at Hyde Park". • The NYSED's "Social Emotional Learning: A Guide to Systemic Whole School Implementation" states that implementation of the SEL competencies, "Shows a positive impact on the students (their) academic and behavioral growth … and improved attitudes and behaviors with fewer negative behaviors." • As a school we have always believed that we are here to provide a quality education for the students to the best of our ability. However, it is also our

	responsibility to make them feel valued by providing them with a caring and nurturing environment. By putting an emphasis on the relationships, we build with our students and instilling a sense of belonging, we can create a culture that makes it possible for them to learn and feel safe within our school community.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Build student self-esteem in a positive manner.	• Student of the Month certificates will be provided on a monthly basis for one student per classroom. This student will be chosen based on the "Eagle Way" character traits such as, "Respect, Responsibility, Safety, Communication, Cooperation". These students will be recognized each month, at the school, with their families invited. This will be used to provide school-based updates as well as seeking feedback from the families present.	Verbal feedback from families will be documented for further consideration. This collaboration will enhance the relationship with the school and aid in building positive self-esteem for the students that are being recognized. Talk with the students who have been chosen for "student of the month" and find out how it makes them feel to be recognized in this way. Does it make them want to continue to make decisions based on the "Eagle Way"?	The usage of the cafeteria, food, and open-ended question prompts for family members.

	• Restorative practice techniques will be used to make connections within the classroom and build a sense of community (morning meeting, circle time, restorative circles, etc.).	This sense of community will impact the student self-esteem, as they will become more comfortable talking and interacting with their peers. Check in with teachers to find out if students are becoming more receptive to being part of classroom discussions about their feelings, etc. Morning news segments will be viewed throughout the school and recorded. News scripts will be completed for each day and completed each week.	A staff member will take a lead on organizing the segments and collaborating with other staff members to collect information on student accomplishments.
	• The morning news segments will be used as a time for student shout-outs to recognize accomplishments such as, receiving student of the month, achieving high academic scores, acknowledging positive behaviors, and any special talent, skill or sport achievement.		
Improve communication throughout the school	• The Check-in/Check-out program will be expanded to reach additional students and enhance the communication and support	Monthly program Evalution of the Check-in/Check-out program will take place during a START meeting.	BASC screening tool One box to use as the "help box",

	between students and staff. Students will be identified through the START team. Students will also be able to express a need, anonymously, with the usage of a "help box". Students will be paired with a staff member and will meet on a weekly basis. One help box will be placed in the cafeteria, and in another non-academic area within the school, where there are high rates of student interaction. Students that express an interest or a need through the usage of a "help box" will be considered for the Check-in/Check-out program. • Classrooms for grades 3-6 will vote and identify a classroom representative to take part on student council. The student council will meet bi-weekly to discuss any concerns related to the school experience and will solve problems as a group. They will also discuss and vote on different ideas for any fun activities, clubs, spirit day themes, holiday related activities and field trip ideas. Students will also be able to ask questions and seek guidance from a staff member	BASC screening will be used as a pre and post-test to analyze changes within communication and ensure high need students are involved in the Check-in/Check-out program. Documentation from each meeting to be collected. Student surveys and satisfaction surveys will be collected and reviewed. Check in with the council representative to find out if students attend council meetings regularly. Are they taking this responsibility seriously.	strategically placed in the cafeteria. Identified staff member(s) to check each "help box" two times a day, every day. Revise student survey questions. Create a satisfaction survey. Staff member to lead and organize Student Counsil meetings.

	during the meeting. Students will complete a survey for additional feedback on a quarterly basis and complete a satisfaction survey at the end of the school year.		
Enhance school safety	• Create a Hyde Park Crisis Committee to review current Stafey standards and policies. This committee will oversee building drills, mental health crisis, bullying, community crisis, grief and loss, and trauma support. • Create four teams throughout the school, based on physical location, and identify a team leader for each. Team leaders will also be a part of the Crisis Committee and the Champion Team. Each team leader will update the team on any changes within safety standards, as well as check in with staff during times of community crisis or high stress. • Bullying incidents will be reviewed during a group conference with the crisis committee, to ensure safety for all the students involved.	Meeting sign in sheets and notes will be collecting. Periodic (quarterly?) Teams surveys for grades 3-6 to find out from students how they feel about safety. The survey will include information that identifies grade level so responses are targeted.	Committee flow chart with responsibilities will be created. Description of team leader duties will be created Microsoft Teams software

Commitment 1

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	AO57: I do not worry about being safe in my school. S24: I am safe in my school.	62% 78%
Staff Survey	SF42: Students do not make threats against each other or get in fights based upon background / ethnicity.	67%
Family Survey	S34: School staff work to support students' social-emotional well-being.	67%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
Increase in student survey questions AO57 and S24 of approximately 5%. Increase in staff survey question SF42 of approximately 5%. Increase in family survey question S and S24 of approximately 5%.

Commitment 1

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to actively engaging students in purposeful learning so that they can self-monitor their achievement and meet their academic goals.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	• Hyde Park's mission statement states that, "Everyday Hyde Park students will be provided with a **quality education**, in a caring, nurturing atmosphere." We believe that focusing on actively engaging students and helping them learn how to self-assess and adjust their learning to meet their academic targets will help provide them with a quality education. • Looking at the CRS document, it states that students need to challenge oneself to do more than what feels academically comfortable. They need to set high goals and continuously revise them to push themselves out of their comfort zones. • *The How Learning Happens document says, "Learning is cognitive, the ability to think, reason, and solve problems depends on our understanding." The Equity self-reflection says that students should have the courage to speak about their learning and share with others along with interactions with teachers and staff related to what they are learning. In response to the question, "What are things we could do to help students feel better at school? One student mentioned on the survey that they wanted teachers to talk to them to make them feel better and do more work with partners.* • *We believe that this is the right commitment to pursue because student self-monitoring and active student engagement are best practices that lead to improved academic outcomes for students. This belief is supported by the district's initiative to utilize elements of the Foundational Five.* • Hyde Park's mission statement states that, "Everyday Hyde Park students will be provided with a quality education, in a caring, nurturing atmosphere." We believe that when students' social emotional needs are met (commitment 1) they will be more receptive to the strategies of commitment 2 that will lead to improved academic outcomes.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Enhancing the use of learning targets	Posting learning targets but also focusing on unpacking learning targets in a collaborative way with the class. Also ensuring that learning targets are aligned with success criteria. Students need to be able to understand the "what and why" they are learning something during a certain lesson so that they can take ownership of their learning.	Focused walkthroughs will indicate that learning targets are posted and that a class discussion to unpack the learning target takes place (item #7 on the district-wide walkthrough tool). An increase in the number of students that show growth on the NWEA Aimsweb screening tools	Literacy coach Staff Development and Foundational Five Training on unpacking learning targets.
Improve student peer to peer engagement	Each quarter we will focus on introducing and/or reinforcing one of the following peer engagement protocols to give teachers time to teach and perfect each strategy. The protocols include: • Think pair share, Think write share, Think draw share • Ripple effect	Focused walkthroughs will indicate that students are engaged in quality peer-to-peer interactions (item #20 on the district-wide walkthrough tool).	Literacy coach Staff Development and Foundational Five Training on strategies to improve student engagement.

	• Give one get one • Back-to-back Face-to-face	An increase in the number of students that show growth on the NWEA Aimsweb screening tools	
Improve student ability to track their own learning	Teachers will use exit tickets to allow students to reflect on their own learning using statements like: I notice, I learned, I understand. Teachers will share assessment data and explain what the information means so that students can improve their ability to track their own learning.	80% of students, when asked, will be able to describe the learning for the lesson in a specific and clear way. They know what they are learning, why they are learning it and how it connects to prior learning. They can describe what it means to say, "I can". They can describe what they will see and hear when they have mastered the learning target. Aimsweb Data and NWEA Data prepared so that students can see their scores and understand what their target is.	**Grade level planning** **Exit Tickets** **Aimsweb printout** **NWEA printout**

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	T11: We work with partners, or in groups in my class PS48: I have good habits for studying	62% Each of these numbers in increased from survey results by rounding up 5 points. 60%
Staff Survey	T45: Students in this school have strategies to track their own learning. AO60: Most students believe they are going to be successful.	71% 72%
Family Survey	T24: My child(ren) talks about the student learning targets/goals (I can …) given to them by their teachers.	67%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
Increase in student survey questions T11 and PS24 of approximately 5%. Increase in staff survey questions T45 and AO60 of approximately 5%. Increase in family survey question T24 of approximately 5%. A 5% increase in the number students showing growth on the NWEA A 5% increase in the number students showing growth on the Aimswebs screening assessment.

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one commitment we will promote for 2022-23?	
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

What is one commitment we will promote for 2022-23?	
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* *How does this commitment fit into the school's vision?* *Why did this emerge as something to commit to?* *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* *What makes this the right commitment to pursue?* *How does this fit into other commitments and the school's long-term plans?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet 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

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☐ State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

☐ **What Works Clearinghouse**

    ☐ Rating: Meets WWC Standards Without Reservations

    ☐ Rating: Meets WWC Standards With Reservations

☐ **Social Programs That Work**

    ☐ Rating: Top Tier

    ☐ Rating: Near Top Tier

☐ **Blueprints for Healthy Youth Development**

    ☐ Rating: Model Plus

    ☐ Rating: Model

    ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

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 "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Diane Bianco	Principal
Andrew Touma	Dean
Dave Glahe	Grade 2 Teacher
Richard Evans	Grade 3 Teacher
Karen Vilardo	Social Worker
Courtney Brandy	Counselor

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
5/24/22-6/6/22	x					
5/18/22		x				
5/25/22			x			
6/14/22			x			
7/6/22				x		
7/15/22					x	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan
Through the use of the student interview, we discovered that students felt it was important to work with their peers. Using this as a starting point, we felt it would be an opportunity to introduce the teachers and students to some partnering (engagement) activities.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
In the Equity self-reflection says that students should have the courage to speak about their learning and share with others along with interactions with teachers and staff related to what they are learning. Have the students work in groups or with partners will allow them to share their learning with others and create peer-to-peer interaction.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** 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, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
   b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school
   b. Monitor implementation closely and make adjustments as needed
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.