



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Niagara Falls	Hyde Park Elementary	PreK3-6

Collaboratively Developed By:

The Hyde Park Elementary SCEP Development Team:
Gerald Orfano, Diane Bianco, Miquel Pullano, Richard Evans, Tiffany Bradberry, Dave Glahe,
and Karen Vilardo.

And in partnership with the staff, students, and families of Hyde Park Elementary.

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 and Strategies

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 then 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 2021-22 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.

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 the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [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](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to helping students build strong, trusting relationships with adults and peers so that they may increase the quality of social interactions that shape their ability to learn.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> • 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 by creating a caring and nurturing environment for all our students, there will be a heightened level of respect for everyone throughout the building and a greater sense of connection. The NYSED's CRS document notes that in order to create a welcoming and affirming environment teachers should "Build rapport and develop positive relationship with students, and their families ..." <p>We all know that students are in school to learn, however, there are many other aspects to a child's learning experience in school. As a school we are here to help them learn social and emotional skills as well. How Learning Happens tell us, "The youth-supporting field must capitalize on this moment to build a stronger and clearer narrative about how learning happens and the importance of intentional, whole child approaches to social, emotional and cognitive development."</p> <ul style="list-style-type: none"> • This seemed like a commitment that we needed to look at further following the interview and survey data that we collected. We heard often from the students that they want to have positive interactions with peers, teachers and other adults. For example, students said that they wanted teachers to talk to them and get to know them. One student stated. "I want to have someone to talk to when bad things happen." The students may be onto something. The NYSED's "Social Emotional Learning: A Guide to Systemic Whole School Implementation" states that implementation of the SEL competencies - of which relationships is a part of - "Shows a positive impact on the students (their) academic and behavioral growth ... and improved attitudes and behaviors with fewer negative behaviors." • As noted above, the student interview and surveys indicated that the students were looking to have more engaging relationships with their peers

Commitment 1

and teachers. They wanted the teacher to know them and know things about them. Some of the statements made were: “I want people to know that I am half Hawaiian”, or “I deal with a lot of family issues and pressure.” These are things that teachers and peers can learn about a student during open class discussions. How Learning Happens tells us, “Relationships play a central role in a child’s development; having a web of sustained and supportive human connections is crucial to every young person’s well-being, learning, and sense of belonging.”

The “Equity Self-Reflection” indicates that we need to highlight materials that represent and affirm student identities. We also need to prioritize social-emotional learning programs, such as restorative justice.

- We seek to prioritize improving the quality of our relationships and social interactions to shape our student’s ability to learn. Last school year forming relationships was difficult to achieve due to hybrid and remote learning. Students missed out on a lot of social interaction that is a normal part of being a child. Hybrid and remote students met with their teachers half as often as in a normal school year. Remote students missed the opportunity to make new friends and strengthen relationships with peers and adults. Students also told us that, “School can be stressful at times” and “Work can be hard and scary...” Also, “Give kids breaks to cool down and do something other than schoolwork.” Students need a break from time to time, just to unwind and reset their brains. Providing the students with a “Fun-Time” or break will allow them to re-charge. It will also give them a non-academic environment to talk and open up to peers and/or adults.
- 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
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide students the opportunity to connect with adults other than their classroom teacher.</p> <p>The CRS literature states that “Teachers/adults should build a rapport and develop positive relationships with students...”</p>	<p>Check-In/Check-Out:</p> <ul style="list-style-type: none"> • Students in need will be identified by the START team, using the BESS information and interviews with the school counselor and/or social worker (September/October) • Paired students/teachers or staff meet. The schedule will be established by the participants. (October-February) • Re-evaluation of student status by the Check-in/Check-out team. (January/February) • Continued support as needed (March-June) 	<p>Check-in/Check-out teams will meet periodically throughout the school year and review the data from the check-in/check-out form.</p> <p>The START team will see if student participants are showing improved outcomes in academics (NWEA scores) and/or social emotional outcomes as measured by student focus groups and interviews.</p>	<p>Teachers/staff willing to participate in the program.</p> <p>A form to document and provide feedback for the START team.</p> <p>Meeting Schedule</p>
<p>Provide students the opportunity to connect with students and adults directly in their classroom.</p>	<p>Making Connections:</p> <ul style="list-style-type: none"> • Using restorative practice to make connections within the classroom and build a sense community (morning meeting, circle time, restorative circles, etc...) 	<p>Teachers will see a high participation by students in circle dialogues. There should also be an improvement in academics, attendance and a decrease</p>	<p>Teacher’s schedule with a description of the expectation.</p> <p>PD for restorative practices</p>

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<p>The CRS says students should “Support and accept classmates. Hold peers accountable to following the mutually agreed upon norms and assume responsibility of creating an educational environment in which others feel affirmed and valued.</p>	<ul style="list-style-type: none"> • Teacher’s schedule will include a description of the expectation and will be scheduled at their discretion. Administration will participate in this activity when invited by staff. 	<p>in discipline referrals. An improvement in overall communication and a feeling of being connected to peers and teachers should also be seen.</p>	
<p>Provide students the opportunity to have an academic break within the school day. Allowing the students a break from the academics of the day and a moment to re-set for the rest of the day.</p> <p>The CRS document says teachers should create, “activities that promote positive relationships among individuals from diverse</p>	<p>Non-Academic Time:</p> <ul style="list-style-type: none"> • Teachers will have the discretion to set up a time within the school day to give students a break from academics to do something FUN. This is not a reward that could be taken away from students for any reason (games, additional art activity, outside play or movement activity, etc...) • Teachers will need to know that it is OK to use this time for something other than academics. • Teacher’s schedule will include a description of the expectation and will be scheduled at their discretion. Administration will 	<p>Teachers will see an improvement in academics (NWEA scores and AIMSweb scores), attendance and a decrease in discipline referrals. An improvement in overall communication and a feeling of being connected.</p>	<p>Teacher’s schedule with a description of the expectation</p>

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backgrounds.” We believe that non-academic time serves this purpose.	participate in this activity when invited by staff.		

End-of-the-Year Desired Outcomes

School 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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<ul style="list-style-type: none"> • L4 - Our school is positive and fun • S21 – My teachers care about me • AS1 – Staff and students in my school listen to each other • RC18 – If I have a problem people in my school are there to help 	70% 90% 85% 80%
Staff Survey	<ul style="list-style-type: none"> • S78 – We have support groups for students • L11 – Our school leaders frequently visit our classrooms, conducting informal walkthroughs • AS1 – Staff and students listen to each other • RC12 – Students will treat each other with respect 	79% 90% 90% 65%
Family Survey	N/A	

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 2021-22 school year.

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A teacher survey will be conducted and will indicate that 70% of teachers will report using “making connections time” and/or “non-academic time” at least 2 to 3 times a week.

Student interviews indicate an increase in comments referring to positive relationships with adults and peers.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to helping students feel safe, respected, supported and have a true sense of belonging.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> • 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 by creating a caring and nurturing environment for all our students, there will be a heightened level of respect for everyone throughout the building and a greater sense of connection. In addition, Hyde Park's positive behavior program (The Eagle Way) emphasizes communication. It says that, "We will talk to each other in a way that is positive and helpful." We seek to prioritize communication that will allow all students have a feeling of belonging. • We heard often in our interviews with students that they want their peers and teachers to know more about their backgrounds. In the surveys students indicated that they wanted their teachers to know more about them. For example, students said that they deal with gender issues, want people to know about their cultural heritage, etc... We also heard in our interviews that students remembered and appreciated when they were recognized in a positive way. For example, students remembered being student of the month or when staff gave a positive compliment. • The "How Learning Happens" document says, "When young people are embedded in a supportive youth system – environments filled with people, culture, institutions, and public policies that are aligned with their strengths and needs - they experienced positive developmental outcomes." The "Equity Self-Reflection" indicates that we need to highlight materials that represent and affirm student identities. • This is the right commitment to pursue because students need to feel a sense of belonging to help them feel included, valued, and an important part of the school community. The "How Learning Happens" document says, "Belonging is the psychological or affective experiences associated with the perceived validity of one's inclusion and positioning within a given social context or network."

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- The “How Learning Happens” document says, “By building close lasting relationships, through which a strong sense of belonging is nurtured, teachers are able to know and understanding their students’ strengths and needs and therefore foster the conditions necessary for them to learn.” This links the concepts of belonging and relationships.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Recognize students that display the character traits of the Eagle Way, specifically, communication.</p> <p>The CRS guide states that teachers should, “Work towards creating an environment that establishes mutually agreed-upon norms and encouraging students to act out of a sense of personal responsibility to follow these norms, not from a fear of punishment or a desire for a reward.” We feel that this</p>	<p>Student of the Month:</p> <ul style="list-style-type: none"> In addition to the other traits within the Eagle Way classroom teachers will make an effort to recognize students for communicating in a way that is positive and helpful to make students feel a sense of belonging. A spreadsheet will be developed to keep track of previous students who received student of the month. This is a tool for teachers to use when considering which student to nominate. 	<p>More teachers will refer to positive and helpful communication in their student of the month recommendations throughout the year.</p>	<p>Teachers will be provided with student of the month nomination forms.</p> <p>Done on a monthly basis.</p> <p>A spreadsheet to keep track of previous students who received student of the month.</p> <p>Personal medals, certificates, and pencils</p>

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<p>aligns well with our Eagle Way initiative.</p>			
<p>Provide students the opportunity to connect with students and adults directly in their classroom.</p> <p>The CRS states that buildings should, “incorporate time in the school day when formal restorative practices can occur.”</p>	<p>Making Connections:</p> <ul style="list-style-type: none"> • Use of restorative practices to increase student sense of belonging. • Teacher’s schedule will include a description of the expectation and will be scheduled at their discretion. Administration will participate in this activity when invited by staff. 	<p>Teachers will see a high participation by students in circle dialogues. There should also be an improvement in academics, attendance and a decrease in discipline referrals. An improvement in overall communication and a feeling of being connected to peers and teachers should also be seen.</p>	<p>Teacher’s schedule with a description of the expectation.</p> <p>PD for restorative practices</p>
<p>Improve equity, diversity, and inclusivity within our building.</p> <p>The CRS states that schools should, “Create visibly multilingual and multicultural environments by posting signs, banners, and other materials throughout the school that acknowledge and celebrate the identities of students.” We feel that all of these</p>	<p>Weekly Segment on the morning news that highlights diversity.</p> <p>Example: Black history month, women’s history month, PRIDE month, etc...</p> <p>Acknowledgement of student accomplishments inside or outside of school (sports, awards, etc...)</p> <p>Display posters that highlight diversity within our school community</p> <p>Purchase books and materials that highlight diversity and inclusivity.</p> <p>Eagle morning news coordinators will be responsible for creating the weekly</p>	<p>Teachers will see an improvement in academics, attendance and a decrease in discipline referrals. An improvement in overall communication and a feeling of belonging.</p>	<p>Eagle morning news coordinators</p> <p>Produce and display posters</p> <p>Books and materials that highlight diversity and inclusivity.</p>

Commitment 2

proposals align well with this statement.	segments that highlight diversity or other student achievements, which will be presented on the morning news.		
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End-of-the-Year Desired Outcomes

School 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	<ul style="list-style-type: none"> • L4 - Our school is positive and fun • S21 – My teachers care about me • AS1 – Staff and students in my school listen to each other • DV69 – Students of different backgrounds try to understand each other • DV74 – At this school we talk about the importance of understanding and accepting each other 	<p>70%</p> <p>90%</p> <p>85%</p> <p>75%</p> <p>85%</p>
Staff Survey	<ul style="list-style-type: none"> • AS1 – Staff and students listen to each other • RC12 – Students will treat each other with respect • DV69 – Students of different backgrounds try to understand each other <p>DV72 –All students are treated the same, regardless of family background/ethnicity</p>	<p>90%</p> <p>65%</p> <p>80%</p> <p>90%</p>
Family Survey	N/A	

Commitment 2

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 2021-22 school year.

A teacher survey will be conducted and will indicate that 70% of teachers will report using “making connections time” at least 2 to 3 times a week.

Student interviews indicate an increase in comments referring to students feeling a sense of belonging to their school community.

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	

Evidence-Based Intervention

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
Gerald Orfano	Principal
Diane Bianco	Assistant Principal
Karen Vilaro	Social Worker
Miquel Pullano	Parent/Special Education Teacher
Tiffany Bradberry	Counselor
Dave Glahe	Teacher
Richard Evans	Teacher

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

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	Completing the "Leveraging Resources" document
6/2– 6/10	X					
6/2		X				
6/16, 6/23			X			
6/16				X		
6/2, 6/16, 6/23, 6/28, 7/9, 7/21, 8/4					X	
6/23, 6/28						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

When we conducted our interviews with students in spring 2021, we noticed some recurring themes in their responses. - This was especially true during the question: What are things we could do to help students feel better about being at school? - Such as: "I would like teachers to talk to me to get to know me." Or, "We need more free time to play outside, or breaks between subjects." And, "Have someone to talk to when bad things happen." This showed us as a school that we needed to work harder at not only making the school more welcoming, but also make the students feel like they belong. Also, by addressing these concerns for the students, it will help us all have a better relationship among the students and the staff.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

When we looked at our Equity Reflection in the area of Welcoming and Affirming Environment, we noticed that although we scored "integrating" on 5 of the 6 practices, we had no solid framework to sustain them. Also, by addressing our "emerging" score in the practice of "Highlighting materials that represent and affirm student identities," we are able to double-dip by letting the students know that they are welcome and valued at the school, no matter what. The students can be comfortable being who they are, and they have people around them that they can talk to. This helps to grow relationships which may in turn push students to try harder academically, socially and behaviorally.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.