

**School Comprehensive Education Plan**

2023-24

|  |  |  |
| --- | --- | --- |
| District | School Name | Grades Served |
| Niagara Falls City Schools | Hyde Park Elementary School | PK3-6 |

|  |
| --- |
| Collaboratively Developed By: |
| The Hyde Park School SCEP Development Team  (Diane Bianco, Andy Touma, David Glahe, Daniel Giancola, Richard Evans, Sophia Williams, Karen Vilardo, Courtney Brandy)  *And in partnership with the staff, students, and families of Hyde Park 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

Prior to working on this document, school teams should be sure to complete the following activities:

* **Envision:** Explore its vision, values, and aspirations
* **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
* **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers “**What should we prioritize to support our students and work toward the school we wish to be?**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

## Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

## Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

## Resources for Team

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

* [Assembling Your Improvement Planning Team](http://www.nysed.gov/common/nysed/files/programs/accountability/assembling-your-improvement-planning-team.pdf)
* [**Envision: Exploring Our Vision, Values and Aspirations**](http://www.nysed.gov/common/nysed/files/programs/accountability/envision-exploring-our-vision-values-and-aspirations.pdf)
* [**Analyze:** Internal and External Data](http://www.nysed.gov/common/nysed/files/programs/accountability/analyze-internal-and-external-data.pdf)
* [**Analyze:** Survey Data](http://www.nysed.gov/common/nysed/files/programs/accountability/analyze-survey-data.pdf)
* [**Analyze:** Tenet 1 Systems and Structures Inventory](http://www.nysed.gov/common/nysed/files/programs/accountability/analyze-tenet-1-systems-and-structures-inventory.pdf)
* [**Listen**: Interviewing Students](http://www.nysed.gov/common/nysed/files/programs/accountability/listen-interviewing-students.pdf)
* [**Putting it all Together: SCEP Planning Document**](https://www.nysed.gov/sites/default/files/programs/accountability/2023-scep-planning-document.docx)
* **SCEP Sample**: [Cohesive, Relevant Curriculum](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-cohesive-relevant-curriculum.pdf)
* **SCEP Sample**: [Deepening Connections](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-deepening-connections.pdf)
* **SCEP Sample:** [Graduation Through Relationships](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-graduation-through-relationships.pdf)
* **SCEP Sample:** [Graduation and Success Beyond HS](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-graduation-and-success-beyond-hs.pdf)

# COMMITMENT 1

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2023-24?** | We are committed to helping students feel respected, safe, and supported to empower a sense of belonging. We will embrace our diversity and create a culture that offers an appreciation of different experiences and perspectives. |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this Commitment fit into what we envision for the school?* * *How does this Commitment relate to what we heard when listening to others?* * *How does this Commitment connect to what we observed through analysis?* | * 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 feel a sense of belonging. * Student surveys 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”, a special talent, sport or accomplishment”. * The SOAR Learning and Leading article states, “teachers (and students) want to be a part of the decision-making process in school” and when creating this dynamic, there are greater levels of engagement and ownership. This is also reflected through the student surveys; students want to take on more ownership. |

Progress Targets

By the end of the year, we will look to the see the following occur:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing**  *(complete at the end of the year)* |
| **End-Of-The-Year Goals** | Number of Family Events  Number of Student Acknowledgements  Number of student parades | Increased Family Events and Parent Attendance at them from a baseline of 12 to 16 for the 2023-2024 school year.  We will increase acknowledges from a baseline of 50% to 60% of the students throughout the school year.  We will increase the number of parades to 5 throughout the 2023-2024 school year from a baseline of 2. |  |

### We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | L04: Our School is fun and positive  DV69: Students of difference backgrounds try to understand each other  RC12: Students treat each other with respect | 60% (up 8% from the previous year of 52%)  79.1% (up 10% from the previous year of 69.1%)  48.4% (up 10% from the previous year of 38.4%) |  |
| Staff Survey | HW78: Students are emotionally healthy  RC12: Students treat each other with respect | 43.3% (up 10% from the previous year of 33.3%)  51% (up 10% from previous year of 41.2%) |  |
| Family Survey | S36: Our School has clubs, activities and events to help students engage and connect to school  S34: School staff work to support student social-emotional well-being  T26: My child(ren) feel secure in taking risks and asking questions in class. | 79% (up 10% from previous year of 69.4%)  (80 % up 10 % from previous year of 70.6%)  75% (up 10% from previous year of 65.7%) |  |

### We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Number of Family Events  Number of Student Acknowledgements  Number of student parades | Increased Family Events and Parent Attendance to 8 at mid-year.  We will increase acknowledges to 30% at mid-year.  We will increase the number of parades to 2 at mid-year |  |

### We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Progress Milestones** | **What data will we be reviewing?** | **What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **Student Data** | Student of the Month | Increase number of students selected from 23 to 28 |  |
| **Adult/Schoolwide Behaviors and Practices** | Teacher participation on morning news show | Increase teacher participation on the morning news from 0 to 5 |  |
| **Student Behaviors and Practices** | Student participation on morning news show | Increase teacher and student challenge involvement from 0 to 5 |  |

Key Strategies and Resources

|  |  |  |
| --- | --- | --- |
| STRATEGY | METHODS | RESOURCES |
| What strategies will we pursue as part of this Commitment? | What does this strategy entail? What will implementation look like in our school? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Enhance the morning news segments to build relationships and empower students | We will celebrate student accomplishments with a “shout out” on the morning news show. Accomplishments can be behavior, academic, and out of school activities, talents or awards. Invite staff members and students on the morning show to work together on a fun challenge to encourage cooperation and relationship building. | Morning Duty stipend for news coordinator, STEM lab, pencils, Teams |
| Increase family engagement | Every month a selected student from each classroom and special area will be invited to a “Student of the Month” celebration with their families in attendance. PEG meetings will be promoted monthly and all family events. We will invite families to an expanded list of school activities, which include concerts, art shows, a club showcase, and other special events. Family members will be asked to share feedback on School Performance Surveys. | Cafeteria space, medals, certificates, breakfast food |
| Embrace diversity and cultural experiences | Create bulletin boards to display and showcase cultural differences among the staff and students. As part of our school activities, we can incorporate a diversity festival where families can express their cultural background. | Bulletin boards, art supplies, community organizations and families |
| Increasing sense of belonging | Create a Student Council club to allow student involvement in the decision-making process. Allow 6th grade students to create their own mural to leave their mark at the end of the school year. Host school wide parades with staff and students to acknowledge achievements and support students in upcoming events. | School wall space for mural, art supplies, student council advisor |
|  |  |  |

# COMMITMENT 2

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2023-24?** | We are committed to working with students to develop the necessary skills to help them self-monitor and achieve 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 what we envision for the school?* * *How does this Commitment relate to what we heard when listening to others?* * *How does this Commitment connect to what we observed through analysis?* | * The Soar document states “We are committed to the belief that structure and routine are essential to our student population because different students have different needs, and the support that we can offer helps them become **more independent and self-reflective in their own learning**. * 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. * 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. |

Progress Targets

By the end of the year, we will look to the see the following occur:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing**  *(Complete at the end of the year)* |
| **End-Of-The-Year Goals** | NWEA Scores  Administrators walk through data | The percentage of students that fall below the mean will decrease by 10% when comparing fall to spring by grade level.  80% of staff using resources that help student track their learning |  |

### We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | T18 We use student learning targets / goals (“I can …) in our classroom  CD 28 Students in our school take responsibility for their actions. | 85% (up 10% from the previous year of 75%)  58.3% (up 10% from the previous year of 48.3%) |  |
| Staff Survey | T45 Students in this school have strategies to track their own learning.  C38 As a school, we have created structures so that students are able to reflect on their learning and to keep track of their own progress.  CD 28 Students in our school take responsibility for their actions. | 90% (up 8% from the previous year of 82%)  90% (up 8% from the previous year of 82%)    48% (up 10% from the previous year of 38%) |  |
| Family Survey | T24 My child(ren) talk about student learning targets / goals (I can …) given to them by their teachers.  CD 28 Students in our school take responsibility for their actions. | 65% (up 10% from the previous year of 55.6%)  50% (up 10% from the previous year of 40%) |  |

### We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | NWEA  Administrators walk through data | The percentage of students that fall below the mean will decrease by 5% when comparing fall to winter by grade level which is halfway to the end of the year goal.  70% of staff using resources that help student track their learning |  |

### We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Progress Milestones** | **What data will we be reviewing?** | **What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **Student Data** | Aimsweb, NWEA and other district-wide data | We hope to see that all students have been assessed, data has been reviewed to facilitate differentiation, and data has been used to help students establish goals that they can self-monitor. |  |
| **Adult/Schoolwide Behaviors and Practices** | Grade level meetings and common planning time | Teachers will use grade level meetings to discuss student goals and progress toward those goals. |  |
| **Student Behaviors and Practices** | Administrator walk-through data | Teachers use district resources that help students begin to self-monitor and set goals. |  |

Key Strategies and Resources

|  |  |  |
| --- | --- | --- |
| STRATEGY | METHODS | RESOURCES |
| What strategies will we pursue as part of this Commitment? | What does this strategy entail? What will implementation look like in our school? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Teachers will facilitate students using technology programs to track progress such as Moby Max, NWEA (winter, and spring), Aimsweb, Read Works, etc. | This strategy will involve teachers using goal setting worksheets for the NWEA assessment in the winter and the spring. For Aimsweb this strategy will involve teachers sharing graphed progress monitoring data with Tier 2 and 3 students. For programs like Moby Max and others this strategy will involve students learning where to access self-monitoring feedback. | Common planning time, NWEA tracking forms, department meetings |
| Assist students in creating individual goals | Teachers will distribute and instruct students about how to utilize a goal setting worksheet for the NWEA. The goal setting worksheet may include sections that allow students to reflect on things that they can do to reach their goal. Teachers may also instruct students on how to set goals and reflect on other areas of their learning as appropriate to their grade-level. | Generic goal setting forms |
| Morning News connection to self-monitoring | Use a weekly growth mindset focus quote on the morning news to create a school wide self-monitor learning environment | Mindset by Carol Dweck |
| Use the “My Goals” section of the new “Wonders” language arts program (Grades K-5) | The new “Wonders” language arts program has a detailed components on self-reflection called “My Goals.” Teachers will use this section to allow students the opportunity to “think about what they already know” and “think about what they have learned.” | McGraw Hill training, student consumable text |
|  |  |  |

# COMMITMENT 3

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

Our Commitment

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| --- | --- |
| **What is one Commitment we will promote for 2023-24?** |  |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this Commitment fit into what we envision for the school?* * *How does this Commitment relate to what we heard when listening to others?* * *How does this Commitment connect to what we observed through analysis?* |  |

Progress Targets

By the end of the year, we will look to the see the following occur:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing**  *(complete at the end of the year)* |
| **End-Of-The-Year Goals** |  |  |  |

### We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey |  |  |  |
| Staff Survey |  |  |  |
| Family Survey |  |  |  |

### We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** |  |  |  |

### We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Progress Milestones** | **What data will we be reviewing?** | **What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **Student Data** |  |  |  |
| **Adult/Schoolwide Behaviors and Practices** |  |  |  |
| **Student Behaviors and Practices** |  |  |  |

Key Strategies and Resources

|  |  |  |
| --- | --- | --- |
| STRATEGY | METHODS | RESOURCES |
| What strategies will we pursue as part of this Commitment? | What does this strategy entail? What will implementation look like in our school? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
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# COMMITMENT 4

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

Our Commitment

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| --- | --- |
| **What is one Commitment we will promote for 2023-24?** |  |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this Commitment fit into what we envision for the school?* * *How does this Commitment relate to what we heard when listening to others?* * *How does this Commitment connect to what we observed through analysis?* |  |

Progress Targets

By the end of the year, we will look to the see the following occur:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing**  *(complete at the end of the year)* |
| **End-Of-The-Year Goals** |  |  |  |

### We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey |  |  |  |
| Staff Survey |  |  |  |
| Family Survey |  |  |  |

### We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** |  |  |  |

### We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Progress Milestones** | **What data will we be reviewing?** | **What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **Student Data** |  |  |  |
| **Adult/Schoolwide Behaviors and Practices** |  |  |  |
| **Student Behaviors and Practices** |  |  |  |

Key Strategies and Resources

|  |  |  |
| --- | --- | --- |
| STRATEGY | METHODS | RESOURCES |
| What strategies will we pursue as part of this Commitment? | What does this strategy entail? What will implementation look like in our school? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
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# 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](%20http://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) |  |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? |  |

## 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) |  |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? |  |

### 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) |  |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? |  |
| 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 "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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 | Vice-Principal |
| Courtney Brandy | Counselor |
| David Glahe | Grade 2 teacher |
| Richard Evans | Grade 3 teacher |
| Daniel Giancola | Grade 3 teacher |
| Karen Vilardo | Social Worker |
| Sophia Williams | Dean |
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## Our Team’s Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

## 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 | Envision: Exploring the Vision, Values and Aspirations for the school | Analyze: Internal and External Data | Analyze: Survey Data | Analyze: Completing and Discussing the Tenet 1 Inventory | Listen: Interviewing Students | Putting it all Together:  Completing the SCEP Planning Document | Writing the Plan |
| 5/26/23 | X |  |  |  |  |  |  |
| 6/7/23 | X | X |  |  |  |  |  |
| 6/21/23 |  | X | X |  |  |  |  |
| 6/27/23 | X |  |  | X |  |  |  |
| 7/17/23 |  |  |  |  |  | X | X |
|  |  |  |  |  |  |  |  |
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# Learning As A Team

## Directions

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

### Student Interviews

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| Describe how the Student Interview process informed the team’s plan |
| Team members interviewed a total of 45 students between grades 2 through 6. Students expressed that they like Hyde Park Elementary and some shared that they have developed meaningful relationships with teachers and staff. They feel as though teachers and staff care about them. There seems to be more sense of belonging compared to past years.  Overall, students want to feel heard, seen and have an active role in their experience at school. From the responses, it became clear that some students struggle with the balance of academics and social interactions. They expressed that being a student/kid is hard, there’s a lot of work and rules to follow.  Students care about others. It is important to them that they feel comfortable and welcomed, and that others feel welcomed too. They want to ensure that bullying issues are being addressed and they want to help other students. With a growing sense of belonging, students want to take ownership of their school and classroom. Students want others to know positive things about them and be recognized for them. There’s a lot of talent and special interests among the students and they would like to be able to share with others.  Students enjoyed seeing family when they were being honored, and during special events. Relationships are important to the students, relationships with the staff, friends and with their family. |

Next Steps

Next Steps

1. **Sharing the Plan:**
   1. **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, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
   2. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
   3. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   1. Ensure that the plan is implemented no later than the first day of school.
   2. Monitor implementation closely and adjust as needed.
   3. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   4. 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.