



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Niagara Falls City School District	Hyde Park Elementary School	PrK-3 – 6th

Collaboratively Developed By:

Delete the red text upon completion.

The Hyde Park Elementary SCEP Development Team

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And in partnership with the staff, students, and families of HYDE PARK ELEMENTARY SCHOOL.

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
 - Activity 1: Analyze: Data Variation Identification
 - Activity 2: Analyze: Data Variation Share and Explore
 - Activity 3: Analyze: Survey Data
 - Activity 4: Listen: Student Interviews
 - Activity 5: Envision: Reflect and Synthesize
2. **Met with their NYSED/District/BOCES liaison:**
 - Following *Activity 1: Analyze Data Variation Identification*
 - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as "Key Strategies," they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's High Impact Teaching Strategies and the resources gathered at Visible Learning, especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The Diagnostic Tool

for School and District Effectiveness (DTSDE) Framework and Phases of Implementation may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2025-26 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created the SCEP Rubric to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

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

Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an "X" in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark "X" if the school will implement this in 25-26
<u>Align High School and College Courses to Increase Post-Secondary Transition Outcomes</u>	
<u>Community Schools</u>	
<u>Elementary School Looping</u>	
<u>Establish an Early Warning Intervention and Monitoring System</u>	X
<u>Evidence-Based Instructional Methods</u>	X
<u>Expanding access to high-quality Out-of-School-Time programs</u>	X
<u>High-Quality Instructional Materials</u>	X
<u>High-Quality Tutoring</u>	X
<u>Incoming Student Induction Programs and Summer Bridge Programs</u>	
<u>Instructional Coaching</u>	X
<u>Middle School Flexible Scheduling</u>	
<u>Multi-Tiered System of Supports – Integrated (MTSS-I)</u>	X
<u>Ongoing Job-Embedded Professional Development</u>	X
<u>Principal Leadership Development</u>	X
<u>Professional Learning Communities</u>	X
<u>Restorative Practices</u>	X

Other (required if no State-Supported Evidence-Based Intervention is identified above): Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Students at Hyde Park shared a range of experiences and ideas about their school life. Many find tests challenging for various reasons, including difficult or confusing questions—especially in math—unclear instructions, and distractions like noise. Some struggle with anxiety or forget what they've learned, and many expressed a desire for shorter, clearer tests and more support from teachers during testing. Despite these difficulties, one student mentioned that tests aren't hard for them.

Most students feel safe at school, citing the presence of teachers, security guards, cameras, and clear safety procedures such as fire drills and lockdowns. They also feel supported by friends and staff, which contributes to a sense of safety. However, a few students shared concerns about bullying and the surrounding neighborhood, which occasionally made them feel less secure.

Overall, students have a positive view of their school experience. They enjoy learning, especially in subjects like math and science, and appreciate the care and support they receive from teachers and staff. Friendships play a big role in their happiness at school, and students value events like recess, and classroom activities that make learning enjoyable. They feel Hyde Park is a place where they can grow, have fun, and build meaningful relationships.

When asked how to improve their school, students suggested adding swings, expanding the playground, and having a bigger gym or pool. They want more fun activities, field trips, after-school clubs (especially sports), and creative time like drawing or coloring. Many also asked for better lunch options and more efforts to prevent bullying. Sixth graders in particular want more outdoor time and daily recess.

Students find learning targets helpful because they clarify what they are expected to learn. Many appreciate when teachers explain and display the targets, especially in subjects like math, science, and writing. Some students enjoy repeating "I can" statements to reinforce their understanding, while others are less focused on the targets due to distractions. Still, most agree that learning targets help them feel more confident and motivated.

They recognize their progress in learning through teacher feedback, improved grades, and accomplishments like tackling harder assignments. Students appreciate encouragement, guidance, and being shown how to correct mistakes, which boosts their confidence and success in school.

When asked what they want adults to know about them, students highlighted their unique personalities and interests. Many described themselves as kind, smart, and funny, and shared hobbies like sports, drawing, gaming, and dancing. Some mentioned being twins or speaking other languages, and others expressed the importance of emotional support and celebrating cultural events like Eid.

Students' favorite school memories often involve fun and special events such as Fun Day, holidays, field trips, and celebrations. They enjoy days filled with games, treats, no homework, and time with friends and teachers. Acts of kindness, like a friend standing up to a bully, also stood out as meaningful moments.

Learning as a Team

Finally, students offered many suggestions to make Hyde Park even better. They hope for more engaging and supportive experiences, including more recess, flexible schedules, fun rewards, and quiet spaces to talk when feeling upset. They want adults to listen to their ideas and help create a fun, safe, and inclusive environment where everyone can thrive.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

Our strategy focuses on supporting African American students by engaging them in after-school programs, fostering a strong sense of belonging, and empowering them to set and achieve personal goals.

Instructional Key Strategies for Improvement

Key Strategies

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

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY <i>(What are we doing?)</i>	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses. Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.
Empower students to establish personalized academic goals and actively track their progress towards meeting them.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Student survey results and the NYS data revealed that many students are struggling with assessments. In response, we plan to refine a data tracking system to more effectively support students in reaching their goals and addressing their individual needs.</p> <ul style="list-style-type: none"> • Student survey question C6, "We work hard in my class", received 78.9%. • Staff survey question PS48, "Most students have good habits for studying", received 35.1%. <p>SCEP student survey question:</p> <ul style="list-style-type: none"> • How do you know you're making progress with your learning? <p>Summary of student responses:</p> <ul style="list-style-type: none"> • Students feel they know they are making progress through various ways such as receiving positive feedback from teachers, checking their grades on platforms like PowerSchool, and seeing improvements in their work and skills. They value encouragement like compliments, report cards, and charts that show their growth. Many mention that teachers help them understand their mistakes and guide them to improve, which makes learning easier and boosts their confidence. Some students also notice their

Instructional Key Strategies for Improvement

		progress through harder reading materials or completing more challenging assignments. Overall, they recognize that consistent effort, listening, and participation in class contribute to their academic success and feeling proud of their growth.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

How will we do this?

KEY STRATEGY 1	Empower students to establish personalized academic goals and actively track their progress towards meeting them.	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
Supply teachers with norm referenced charts		When will this be in place? Summer 2025
Create materials for Hyde Park Orientation about data tracking		Summer 2025
Create data folders per student		Summer 2025
Provide every teacher with data charts they can use for students to track their own data		Summer 2025
Explain school wide math incentive to staff for students.		Summer 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?
Identify the students' data from Aimsweb and iReady data.		When will this be in place? September 2025
Understand what level the students are currently at and set goals for improvement.		September 2025
Students put their benchmark on a coloring page for reading.		September 2025
Make bulletin boards for I-Ready to monitor school wide progress.		September 2025
SECOND HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?
Continue to monitor the students' data.		When will this be in place? January 2026

Instructional Key Strategies for Improvement

Students color in data chart from reading (ORF) from Aimsweb winter assessment.	January 2026
Students continue to place stars on the bulletin board for math I-Ready progress. (20 and 40 lessons)	January 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)			
Mid-Year Benchmark(s) (outcome data)			
End-of-the Year Targets (outcome data)			

REMOVE THE REMAINING SECTIONS FOR KEY STRATEGIES IF THERE IS ONE INSTRUCTIONAL KEY STRATEGY.
DELETE THIS TEXT UPON FINALIZATION.

Instructional Key Strategies for Improvement

KEY STRATEGY 2

Develop targeted interventions and enrichment opportunities to elevate the academic performance of African American students underperforming on New York State Math and Reading exams.

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
State test data, 24-25, will be utilized to find our target population.		Summer 2025
Prepare letters to invite students to after school programs for intervention or enrichment activities.		Summer 2025
Coordinate after school program list for staff, purchase materials, have HR post.		Summer 2025
Parent information explaining the state test data, how to read and understand their child's score.		Summer 2025
Assemble pre and post tests for ELA and math fluency		Summer 2025
Create RACE strategy posters and classroom materials for every grade.		Summer 2025
Find reading materials, and math materials that would assist in engaging students in the after school programs.		Summer 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		When will this be in place?
After school programs for ELA focusing on comprehension 3-6		September 2025
After school programs for ELA in decoding and sight word fluency, vocabulary, and text evidence strategies K-2		September 2025
After school math fluency and number sense programs. K-6		September 2025
Teacher-led Grade level meetings that discuss the reinforcement of testing successful strategies (perseverance, explicit instruction, RACE strategy, fluency flight)		September 2025
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		When will this be in place?
After school programs for ELA focusing on written responses 3-6		January 2026
After school programs for ELA in sight word and sentence fluency, using a variety of text evidence strategies K-2		January 2026
After school math word problem strategies		January 2026
After school math mats program utilizing fluency K-6		January 2026
Teacher-led Grade level meetings that discuss the reinforcement of testing successful strategies (perseverance, explicit instruction, RACE strategy, fluency flight)		January 2026

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	Aimsweb ORF, Wonders comprehension tests, iReady diagnostic, and our HP pre-test	Growth in word identification, fluency, comprehension and math fluency	
Mid-Year Benchmark(s) (outcome data)	NWEA, AIMSweb, iReady Fluency flight, iReady diagnostic	Growth in word identification, fluency, comprehension and math fluency	
End-of-the Year Targets (outcome data)	NWEA, AIMSweb, iReady Fluency flight, iReady diagnostic, and our HP post-test	Growth in word identification, fluency, comprehension and math fluency	

REMOVE THE REMAINING SECTIONS FOR KEY STRATEGIES IF THERE ARE TWO INSTRUCTIONAL KEY STRATEGIES.
DELETE THIS TEXT UPON FINALIZATION.

Academic Performance Targets

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these instructional strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)				
End-of-the Year Targets				

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey					
Staff Survey					
Family Survey					

Non-Instructional Key Strategies for Improvement

Key Strategies

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

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies**. **DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.**

Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses.</p> <p>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</p>
<p>We're committed to using a variety of survey data to create strong, supportive connections between teachers, students, and families by hosting family events (Cultural Fair, Open House, Community Events, etc.)</p>	<p> <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE </p>	<p>Listening to what our families and students say in surveys, we can plan events that really meet their needs. They will feel heard and valued and be more invested in their child's education. When teachers, students, and families build stronger relationships, students are more likely to feel safe, happy, and confident at school. These events give families a chance to be more involved, which shows students that school and home are working together to help them succeed.</p> <ul style="list-style-type: none"> Family survey question F43, "Teachers contact me, not just in times of concern", received 65.2%. <p>SCEP student survey question:</p> <ul style="list-style-type: none"> What is one thing you want adults at Hyde Park to know about you? (personal or school related) <p>Summary of student responses:</p> <ul style="list-style-type: none"> The students shared a variety of things they want adults to know about them, highlighting their personalities, interests, and feelings. Many described themselves as kind, smart, funny, and

Non-Instructional Key Strategies for Improvement

		hardworking. They enjoy activities like sports, gaming, dancing, drawing, crafts, and spending time outdoors. Some students mentioned being twins or speaking other languages. They appreciate having supportive teachers and celebrate cultural events like Eid. A few expressed the need for emotional support during tough times, and many talked about their love for playing games with friends and family. Overall, the responses show a diverse group of students with unique talents, hobbies, and feelings.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

(How will we do this?)

KEY STRATEGY 3	We're committed to using a variety of survey data to create strong, supportive connections between teachers, students, and families by hosting family events (Cultural Fair, Open House, Community Events, etc.)	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?
		When will this be in place?
Use the parent/student/staff stakeholder survey data to plan calendar of events		August 2025
Create a pre/post parent survey		August 2025
Mail survey home with student class assignments		August 2025
Create an upcoming events calendar		August 2025
Share Hyde Parks School plan with families		August/Sept 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?
		When will this be in place?
Use parent survey information to plan school events throughout the year		September 2025
Grade level informational night for parents to understand their child's academic data		October 2025
Cultural Fair		November 2025
SECOND HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?
		When will this be in place?
Black History Program		February 2025
Talent Show		April 2025
Family Fun Night		June 2025

Non-Instructional Key Strategies for Improvement

Progress Monitoring

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> complete when reviewing data
Early Progress Milestones (implementation/outcome data)			
Mid-Year Benchmark(s) (outcome data)			
End-of-the Year Targets (outcome data)			

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey					
Staff Survey					
Family Survey					