



School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Niagara Falls City School District	Hyde Park Elementary School	PreK-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
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	X
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	X
High-Quality Instructional Materials	X
High-Quality Tutoring	X
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	X
Principal Leadership Development	X
Professional Learning Communities	X
Restorative Practices	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.

<p>KEY STRATEGY (What are we doing?)</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses.</p> <p><i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i></p>
<p>Empower students to establish personalized academic goals and actively track their progress towards meeting them.</p>	<p> <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE </p>	<p>Student survey results and the NYS (ELA & Math state tests) data revealed that many students are struggling with basic skills to achieve a score of a three on state 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> <p>We will use AIMSweb progress monitoring data and I-Ready data to identify skill gaps in reading and math for students. This information will help us set targeted goals to work toward as we continue progress monitoring throughout the year.</p> <p>Summary of student interview 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 progress through harder reading materials or completing more challenging assignments.

Instructional Key Strategies for Improvement

		Overall, they recognize that consistent effort, listening, and participation in class contribute to their academic success and feel proud of their growth.
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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		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
Supply teachers with norm referenced charts		Summer 2025
Create materials for Hyde Park Open House 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		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Identify the students' data from Aimsweb and iReady data.		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
Offer professional development to equip teachers with the skills and strategies needed for effective data tracking.		September 2025
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Continue to monitor the students' data.		January 2026
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?

Instructional Key Strategies for Improvement

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
<p>Early Progress Milestones (implementation/outcome data)</p>	<p>Aimsweb, Wonders comprehension tests, and iReady diagnostic.</p> <p>Student progress will be monitored through the number of completed lessons in i-Ready MyPath.</p> <p>Student growth will be assessed through AIMSweb progress monitoring by tracking the number of words read and the identification of letters and letter sounds</p>	<p>We aim to see an increase in the number of i-Ready MyPath lessons completed with a passing score.</p> <p>We aim to see an increase in the number of words read, as well as letters and letter sounds identified, through AIMSweb progress monitoring.</p>	

Instructional Key Strategies for Improvement

<p>Mid-Year Benchmark(s) (outcome data)</p>	<p>NWEA, AIMSweb, iReady Fluency flight, and iReady diagnostic</p> <p>Student progress will be monitored through the number of completed lessons in i-Ready MyPath.</p> <p>Student growth will be assessed through AIMSweb progress monitoring by tracking the number of words read and the identification of letters and letter sounds</p>	<p>We aim to achieve measurable growth in mid-year testing scores for AIMSweb, i-Ready, and NWEA assessments. We aim to see an increase in the number of i-Ready MyPath lessons (20 lessons) completed with a passing score.</p> <p>We aim to see an increase in the number of words read, as well as letters and letter sounds identified, through AIMSweb progress monitoring</p>	
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Instructional Key Strategies for Improvement

<p>End-of-the Year Targets (outcome data)</p>	<p>NWEA, AIMSweb, iReady Fluency flight, and iReady diagnostic.</p> <p>Student progress will be monitored through the number of completed lessons in i-Ready MyPath.</p> <p>Student growth will be assessed through AIMSweb progress monitoring by tracking the number of words read and the identification of letters and letter sounds</p>	<p>We aim to achieve measurable growth in end-of-the-year testing scores for AIMSweb, i-Ready, and NWEA assessments.</p> <p>We aim to see an increase in the number of i-Ready MyPath lessons (50 lessons) completed with a passing score.</p> <p>We aim to see an increase in the number of words read, as well as letters and letter sounds identified, through AIMSweb progress monitoring</p>	
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<p>KEY STRATEGY 2</p>	<p>Develop targeted interventions and enrichment opportunities to elevate the academic performance of African American students underperforming on New York State Math and Reading exams.</p>
<p>BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?</p>	
<p>State test data, 24-25, will be utilized to find our target population.</p>	<p>When will this be in place? Summer 2025</p>

Instructional Key Strategies for Improvement

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 posttests 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 successful testing 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 successful testing 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, NWEA, Wonders comprehension tests, iReady diagnostic, and our HP pre-test	We aim to see growth in word identification, fluency, comprehension and math fluency	

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	Aimsweb, NWEA, iReady Fluency flight, iReady diagnostic	We aim to see growth in word identification, fluency, comprehension and math fluency	
End-of-the Year Targets (outcome data)	Aimsweb, NWEA, iReady Fluency flight, iReady diagnostic, and our HP post-test	We aim to see growth in word identification, fluency, comprehension and math fluency	

Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Aimsweb, NWEA, and I-Ready	Instructional Key Strategy 1 and 2	Growth of student performance by individual goals	
End-of-the Year Targets	Aimsweb, NWEA, NYS Assessment, and I-Ready	Instructional Key Strategy 1 and 2	Growth of student performance by individual goals	

Spring Survey Targets

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

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

Instructional Key Strategies for Improvement

Student Survey	Student survey question C6, "We work hard in my class"	Instructional Key Strategy 1	78.9%.	83.0%	
	Student survey question AO60, "I believe I am going to be successful."	Instructional Key Strategy 1	84.8%	89.0%	
	Student survey question T19 "My teacher gives me extra help when I need it."	Instructional Key Strategy 2	76.7%	80%	
Staff Survey	Staff survey question PS48, "Most students have good habits for studying"	Instructional Key Strategy 1 and 2	35.1%.	37.0%	
	Staff survey question T45, "Students in this school have strategies to track their own learning"	Instructional Key Strategy 1	85.0%	89.0%	
Family Survey	Family survey question C16, "training is provided to families in understanding student performance and test results"	Instructional Key Strategy 1 and 2	72.3%	76.0%	
	Family survey question C17, "I discuss with my child(ren) is learning (curriculum) with teachers"	Instructional Key Strategy 1	68.0%	71.0%	
	Family survey question C18, "I receive specific test/assessment information about my child(ren)'s progress"	Instructional Key Strategy 1 and 2	73.1%	76.0%	

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?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
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.)	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	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/partnerships, students are more likely to feel safe, happy, and confident in school. According to edweek.org , " Research has shown a consensus that family and parent involvement in schools leads to better outcomes regardless of a family's ethnic background or socioeconomic status. " These events give families a chance to be more involved, which shows students that school and home are forming a partnership and working together to help them succeed. Summary of student interview responses: <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 hardworking. They enjoy activities like

Non-Instructional Key Strategies for Improvement

		<p>sports, gaming, dancing, drawing, crafts, and spending time outdoors.</p> <ul style="list-style-type: none"> • 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?	
Use the parent/student/staff stakeholder survey data to plan calendar of events.	When will this be in place? 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 2025-2026 school plan with families.	August/Sept 2025
Collaborate with teachers on ways to create a positive parent/school partnership.	August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
Use parent survey information to plan school events throughout the year.	When will this be in place? September 2025
Teachers will make three verbal communications with parents to establish a positive relationship.	September-November 2025
Grade level informational night for parents to understand their child's academic data.	October 2025
Have a community representative from the FBI come in to speak to students/parents about the dangers of cell phones and social media.	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?	

Non-Instructional Key Strategies for Improvement

Black History Program	February 2025
Talent Show	April 2025
Family Fun Night	June 2025

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)	Number of positive contacts with families Number of family of events	3 positive contacts with families 4 family events will be created	
Mid-Year Benchmark(s) (outcome data)	Number of positive contacts with families Number of family of events	6 positive contacts with families 8 family events will be created	
End-of-the Year Targets (outcome data)	Number of positive contacts with families Number of family of events	9 positive contacts with families 12 family events will be created	

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:

Non-Instructional Key Strategies for Improvement

	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	Student survey question LO4, "Our school is positive and fun"	Non-Instructional Strategy 1	60.8%	65.0%	
	Student survey question F26, "My teachers send notes home or call my family"	Non-Instructional Strategy 1	72.9%	75.0%	
Staff Survey	Staff survey question S80, "Our school has sufficient clubs, activities, and events to help students become engaged and connected to school"	Non-Instructional Strategy 1	56.4%	60.0%	
Family Survey	Family survey question F43, "Teachers contact me, not just in times of concern"	Non-Instructional Strategy 1	65.2%	70.0%	

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Students Reimagining School
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: **expanding stakeholder voice**, **providing opportunities to practice democracy**, and **promoting civic engagement**.

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their proposed Key Strategies.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2025-26 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Students Reimagining School
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)" This section outlines how we worked together to develop our plan.

Our Team's Steps

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

1. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
6. Writing the Plan

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Diane Ostertag	Principal	3/4	3/12	3/19		4/10, 4/11	4/17	5/2 5/9 5/16, 5/22, 5/29, 6/3, 6/11, 6/17, 6/21
Andrew Touma	Assistant Principal				5/2,5/9	5/2, 5/9		5/2, 5/9, 5/16, 5/22, 5/29, 6/3, 6/11, 6/17, 6/21
Lisa Carruthers	Teacher				5/2,5/9	5/2, 5/9		5/22, 5/29, 6/3, 6/11, 6/17, 6/21
Courtney Brandy	Counselor				5/2, 5/9	5/2, 5/9		5/22, 5/29

Our Team's Process

								6/3 6/11, 6/17, 6/21
Sophia Williams	Dean							5/22 5/29 6/3 6/11, 6/17, 6/21
Natalie Hubbard	Teacher				5/2,5/9	5/2,5/9		5/22 5/29 6/3 6/11, 6/17, 6/21
Richard Evans	Teacher				5/2,5/9	5/2,5/9		5/22 5/29 6/3 6/11, 6/17, 6/21
Megan Strassburg	Teacher				5/2,5/9	5/2,5/9		5/22 5/29 6/3 6/11, 6/17, 6/21
Michelle Rawleigh	Teacher				5/2,5/9	5/2,5/9		5/22 5/29 6/3 6/11, 6/17, 6/21
Tammy Capatosto	Teacher				5/9	5/9		5/22 5/29 6/3 6/11, 6/17, 6/21
Susie Strangis	Counselor				5/2,5/9	5/2,5/9		5/22 5/29 6/3 6/11, 6/17, 6/21
Lisa Edwards	Senior School Monitor				5/2,5/9	5/2,5/9		5/22 5/29 6/3 6/11, 6/17, 6/21

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan using the SCEP rubric, ensured the plan [met minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#).
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Once your plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#). Plans will need to be approved by the District before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

Implementing the Plan (All Schools)

1. Ensure the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.



School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

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

School-Level SIG Expenditure Plan

Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

This template will need to be attached to the SCEP and submitted as one document in the Business Portal as part of the SIG application process.

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an [evidence-based intervention](#). To assist with this, the Department has identified 16 [State-Supported Evidence-Based Interventions](#), that if implemented in accordance to the parameters provided, fulfill this criteria.

1. Align High School and College Courses to Increase Post-Secondary Transition Outcomes	9. Incoming Student Induction Programs and Summer Bridge Programs
2. Community Schools	10. Instructional Coaching
3. Elementary School Looping	11. Middle School Flexible Scheduling
4. Establish an Early Warning Intervention and Monitoring System	12. Multi-Tiered System of Supports – Integrated (MTSS-I)
5. Evidence-Based Instructional Methods	13. Ongoing Job-Embedded Professional Development
6. Expanding access to high-quality Out-of-School-Time programs	14. Principal Leadership Development
7. High-Quality Instructional Materials	15. Professional Learning Communities
8. High-Quality Tutoring	16. Restorative Practices

In the Column labeled “Evidence-Based Intervention Category” enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter “Other.”

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

Budget Code

In the “Budget Code” category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

- Code 15: Professional Salaries
- Code 16: Support Staff Salaries
- Code 20: Equipment
- Code 40: Purchased Services
- Code 45: Supplies and Materials
- Code 46: Travel
- Code 49: BOCES Services

Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the “Full Cost” column the first time the expense appears.

Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1		Empower students to establish personalized academic goals and actively track their progress towards meeting them.	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for system design and planning after the contract day (10 teachers, attendance at 5, two-hour meeting per teachers)	Establish an Early Warning Intervention and Monitoring System	Code 15- Professional Salaries	\$5,000
Other expenses: goal setting supplies 2 pocket folders <u>500@\$0.55</u>, Printable labels <u>3@6.99</u>, 40yards @2.79, cutout stars <u>10@9.99</u>,	High-Quality Instructional Materials	Code 45-Supplies and Materials	\$507.47
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$5,507.47

INSTRUCTIONAL 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.	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

SIG Expenditure Plan

Instructional staff hourly pay for small group intervention after a contractual day. (15 teachers, 2 hours per week, for 25 weeks)	High-Quality Tutoring	Code 15- Professional Salaries	\$37,500
Identify students for small group instruction after a contractual day. (15 teachers, 2 hours per week for 2 weeks)	Establish an Early Warning Intervention and Monitoring System	Code 15- Professional Salaries	\$3,000
Purchase of Implementation Materials : Binders (\$2 per binder@150) Notebooks (\$1 per notebook @100) Pencils (\$5 per package @20) Pens (\$3 package@7)Copy Paper (\$61@48boxes)	Evidence-Based Instruction Implementation (identify corresponding DTSDE Framework Indicator)	Code 45- Supplies and Materials	\$3,449
Other expenses: supplies- Multiple copies of literature for ELA after school clubs, math manipulatives for math clubs	High-Quality Instructional Materials	Code 45 – Supplies and Materials	\$2,000
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$45,949

INSTRUCTIONAL KEY STRATEGY 3			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

INSTRUCTIONAL KEY STRATEGY 4			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1

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.)

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay to plan events after the contract day (10 teachers, attendance at 5, two-hour meeting per teachers)	Expanding access to high-quality Out-of-School-Time programs	Code 15 – Professional Salaries	\$5,000
Support Staff hourly pay for School Attendance Team members to meet after the contract day (2 staff, 20 hours)	Establish an Early Warning Intervention and Monitoring System	Code 16 – Support Staff Salaries	\$1,000
Other expenses: Say Yes Buffalo Program: Sticky Notes 10@9.98, Sharpie Permanent Markers 5@9.98, Highlighters (Tank Style) 5@7.99, Highlighters 5@7.92, Paper Mate Flair- 10@9.97, Scrapbook Paper Pack 15@16.99, Paper Punch 25@6.99, Adult Scissors 5@8.99, Paper Make Gel Pens 25@9.97, Vision Board planner 25@8.99, Vision Board clipart book for men 10@14.99, Vision Board clipart book for girls 10@14.99, Vision Board clipart book collection 10@19.98, Scrapbook Tape- 10@6.98, Posterboard- 10@13.89, Outdoor TicTacToe 4@19.99, KanJam 4@33.00, Giant Jenga 3@129.95, 4 in a Row 3@92.99, Giant Dominoes 4@17.78, Corn Hole 4@78.99, Shipping Fee 1@139.83	Other	Code- 45 – Supplies and Materials	\$3,067.09
Restorative Practices Materials	Restorative Practices	Code-40 Purchased Services	\$5,000
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			\$14,067.09

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for SCEP progress monitoring meetings after the contract the day. (10 teachers, attendance at 2, two-hour meetings per teacher)	Plan Monitoring	Code 15 – Professionals Salaries	\$2,000
Support Staff hourly pay for SCEP progress monitoring meetings after the contract day (1 staff member, attendance at 2, two-hour meetings).	Plan Monitoring	Code 16 – Support Staff Salaries	\$100
TOTAL AMOUNT FOR PLAN MONITORING			\$2,100

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hourly pay for SCEP progress monitoring meetings after the contract the day. (10 teachers, attendance at 6, two-hour meetings per teacher)	Plan Development	Code 15 – Professional Salaries	\$6,000
Support Staff hourly pay for SCEP progress monitoring meetings after the contract day (1 staff member, attendance at 6, two-hour meetings).	Plan Development	Code 16 – Support Staff Salaries	\$300
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			\$6,300

Key Strategy 3:

SIG Expenditure Plan

We are dedicated to improving educational outcomes for African American students performing significantly below grade level on New York State Math and ELA exams by implementing evidence-based interventions, utilizing targeted resources, and analyzing data to guide our efforts.