New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2025-26

District	School Name	Grades Served
Newburgh Enlarged City School District	Heritage Middle School	6-8

Collaboratively Developed By:
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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 NYS[Envision: Reflect and Synthesize](#)ED/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	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
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

The student interview process played a central role in informing our school improvement plan. Through honest and deeply personal responses, students shared experiences that highlighted both positive relationships and serious challenges—ranging from feelings of belonging and safety to academic frustration and inequitable treatment. These student voices provided critical direction as we worked to develop a plan centered on equity, inclusion, and deeper engagement.

1. Belonging and Identity:
 When asked about the statement *"Kids like me are allowed to be ourselves at this school,"* student responses reflected a range of experiences. Some felt affirmed and understood by teachers who knew them well. Others shared that being themselves led to judgment from peers or being misunderstood by adults. Several students mentioned race, behavior, and appearance as factors that sometimes led to exclusion or bias.

To build a school environment where every student can show up authentically, we are implementing **Restorative Practice Community Circles**. These regular, structured conversations provide students and staff a platform to share stories, express identity, and build deeper connections with each other. This approach encourages empathy, reduces bias, and creates a culture where diverse experiences and identities are respected and valued.

2. Emotional Safety and Expression:
 Many students indicated they do not feel emotionally safe expressing themselves—either due to fear of being judged by peers or dismissed by adults. Others described bottling up emotions, experiencing anger, or feeling misunderstood when they show frustration or sadness in class. While some students could name a trusted adult, others felt they had no one to confide in at school.

Through **Restorative Circles**, we are creating intentional space during advisory and classroom time to discuss emotions, practice active listening, and normalize vulnerability. These circles help foster trust, reduce isolation, and ensure that students have ongoing opportunities to be heard and supported by both peers and adults.

3. Equity in Discipline and Student-Teacher Relationships:
 Students reported inconsistencies in how rules are enforced and perceptions of favoritism—particularly along gender lines. They also expressed concern that past behavior often overshadows present effort, limiting opportunities for redemption. Some students felt dismissed or judged quickly, especially when they asked for help or made a mistake.

By using **Restorative Practices** in response to behavior, we are shifting from punitive reactions to conversations focused on accountability, healing, and growth. This strategy also encourages relationship-building between students and staff, allowing for more individualized understanding and reducing repeated conflict.

4. Academic Struggles and Rigid Pacing & Student Engagement and Peer Collaboration:
 Students shared that when they fall behind, they often feel rushed or unsupported. Many reported frustration with one-time instruction, especially in science and math, and called for more repetition, step-by-step support, and opportunities to re-engage with material they didn't understand the first time.
 Students consistently highlighted that their most meaningful learning experiences involved hands-on activities, group projects, and teachers who made content feel fun, real, and relevant. They valued learning environments where they could actively participate, make mistakes, and help one another. Several students also shared that they learn best when teachers break up whole-group instruction and use small groups or stations.

To support this, we are expanding the use of **Collaborative Learning** structures across content areas. Collaborative learning places students in small, purposeful groups where each member plays an active role in completing a shared academic task. This approach fosters communication, peer support, and student ownership of learning. Teachers will be supported in designing meaningful, academically rigorous tasks that require negotiation, shared responsibility, and multiple perspectives to solve.

5. Student Voice and Agency:
 Finally, students made it clear that they want more voice and partnership in the school experience. They are asking for teachers who understand their needs, adjust based on student feedback, and trust them with more responsibility and input in how learning happens.

We are using **Restorative Circles** not just for relationship-building, but also as platforms for elevating student voice. These circles allow students to share feedback, raise concerns, and co-construct solutions with adults—making them active participants in shaping the school community and their own learning experience.

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.

The school leadership team determined that the selected strategies—**Restorative Practice Community Circles** & **Collaborative Learning**—are likely to result in improved performance for our identified subgroups, particularly Black/African American students and students with disabilities. These strategies are directly aligned with the needs surfaced during our student focus groups, where approximately 50% of participants identified as members of the targeted subgroups. Students described feelings of being misunderstood,

unequally disciplined, and academically unsupported. By implementing restorative practices, we are working to repair relationships and foster a more inclusive and respectful school culture.

Our school discipline data further supports the need for these strategies. During the 2024–2025 school year, Black/African American students represent 20.5% of our student population but account for 37% of disciplinary referrals, 37% of out-of-school suspensions, and 35% of in-school suspensions. While these numbers represent a notable improvement from the 2023–2024 school year—when the same group accounted for 48% of referrals, 56% of out-of-school suspensions, and 47% of in-school suspensions—they still reflect disproportionality that must be addressed. The reduction demonstrates that early implementation of inclusive practices is having an impact, and the expansion of restorative circles, paired with equitable instructional practices like collaborative learning, will continue to narrow these gaps. These strategies promote academic and behavioral growth by fostering a supportive learning environment where students feel safe, capable, and understood—conditions that are essential for sustained subgroup improvement.

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 (What are we doing?)	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.*
Implement structured collaborative learning routines across all content areas to increase student engagement, peer-to-peer academic discourse, and support improved achievement in ELA and Math especially for identified subgroups.	☐ NEW ☐ EXPAND ☐ REFINE	In the 2023–2024 state assessment results, only 38% of middle school students were proficient in ELA and 32% in Math, indicating a need for instructional approaches that develop comprehension, critical thinking, and engagement. The needs are directly supported by collaborative learning. Students consistently described hands-on group work and peer collaboration as their most engaging and effective learning experiences, particularly for understanding difficult content. Our assessment data, paired with interview comments about needing more "fun," "group projects," and "learning from each other," suggests that collaborative learning will increase student engagement, confidence, and academic success especially for students who feel disconnected in traditional instructional settings. The flexible scheduling for math/English blocks support collaborative learning. This will support achievement and confidence for struggling students, engage and challenge accelerated students, and supports ownership of learning through choice-based options. During 25-26 we will provide students with access to the increase of academic support. The additional blocks are used as opportunities to implement Tier 1 and Tier 2 Academic Intervention Services by the classroom teachers. The additional time supports labs, inquiry-based learning, and collaborative projects

	leading to greater content mastery and fewer rushed lessons. There is increased time-on-task and depth of instruction, a reduction of cognitive overload from frequent transitions, and an increase of hands-on/ student-centered learning.

Implementation

How will we do this?

KEY STRATEGY 1	Implement structured collaborative learning routines across all content areas to increase student engagement, peer-to-peer academic discourse, and support improved achievement in ELA and Math especially for identified subgroups.

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?
Develop an ILT team.	September 2025
Provide PD to set a clear expectation of what collaborative learning is, specific structured routines for collaborative learning and how to implement it in content specific contexts.	September 2025
Develop a plan for scaffolding collaborative routines for student subgroups.	September 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?
Provide staff with explicit professional development and examples of collaborative learning routines in all classrooms.	Fall 2025
In collaboration with the ILT identify 2-3 anchor strategies.	September-November 2025
Embed routines into core academic instruction and integrate collaborative strategies across subject areas.	Ongoing
Monthly check ins to monitor the use of strategies in classrooms.	Fall 2025
Teachers will receive training and identify 3-5 key strategies for collaborative learning across each content and/or grade to focus on and monitor.	Fall 2025
Meetings with lead teachers, departments SLT, ILT, and administration to monitor progress and adjust as needed.	Fall 2025
Facilitate discussions during department/faculty/ PLC meetings to go over progress, engagement, and review student work. Share exemplars of strong implementation.	Fall 2025
Conduct intervisitations and use collaborative learning to support unit assessments through group problem solving, discussion tasks, et.	Fall 2025
Assessments/surveys to monitor the use of strategies in classrooms and their impact.	Fall 2025
The ILT team will monitor the implementation and progress of the identified collaborative learning strategies from feedback via surveys, student work samples, and intervisitations.	Fall 2025
Provide all teachers with professional development through Impact Teams with 2 sessions in the beginning of the school year.	Fall 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?
During department meetings and ILT review student work samples, i-ready data, and unit assessment data to monitor progress and review data by subgroup.	Spring 2026

Teachers participate in inter visitations to share how they are using the collaborative learning practices.	Mid year -Spring 206
The ILT team will continue to monitor the implementation and progress of the identified collaborative learning strategies and review data.	Spring 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. *What are our next steps?* complete when reviewing data
Early Progress Milestones (implementation/outcome data)	Surveys/ Meeting notes Observations/ walk throughs	Survey data will show that all teachers will have received PD on collaborative learning routines and identified at least one to introduce and begin to embed in their classrooms. Observations will show that core content area teachers will have introduced and begun implementing at least one collaborative strategy.	
Mid-Year Benchmark(s) (outcome data)	Observations/ walk throughs/ lesson plans Observations /student data through Panorama	80% of teachers are consistently implementing collaborative learning 2-3 times per week as evidenced by lesson plans, student tasks, and observations/walkthroughs. Student participation and engagement will increase as evidenced by observation, and student data in Panorama.	

End-of-the Year Targets (outcome data)	Surveys/ Meeting notes Assessment data	100% of teachers use collaborative learning strategies within their academic task as evidenced by their lesson plans, survey, meeting notes.	
	Student Reflections and feedback from surveys	Students whose measurable growth on IReady/unit assessment data. Students can articulate collaborative learning norms and academic discourse practices.	

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	In my classes, my teachers give me opportunities to work in small groups where everyone participates and shares responsibility for completing meaningful tasks.	Implement structured collaborative learning routines across all content areas to increase student engagement, peer-to-peer academic discourse, and support improved achievement in ELA and Math especially for identified subgroups.	During the focus groups students indicated that they would prefer more group and partner projects.	75% Agree or Strongly Agree	
Staff Survey	In my classroom, I provide students with opportunities to work in small groups where all members	Implement structured collaborative learning routines across all content areas to increase student engagement, peer-to-peer academic	Instructional walkthroughs indicated limited	75% Agree or Strongly Agree	

	participate and share responsibility for completing meaningful tasks.	discourse, and support improved achievement in ELA and Math especially for identified subgroups.	usage of group work with a tendency towards teachers directed work.		
Family Survey	My child has opportunities in class to work in small groups where all students participate and share responsibility for completing meaningful tasks.	Implement structured collaborative learning routines across all content areas to increase student engagement, peer-to-peer academic discourse, and support improved achievement in ELA and Math especially for identified subgroups.	Parents indicated that they are unaware whether or not there are daily opportunities in class for group work.	75% Agree or Strongly Agree	

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. *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.*
Implement academic and behavioral circles to build community, strengthen student-teacher relationships, and promote student accountability for learning and behavior.	☐ NEW ☐ EXPAND ☐ REFINE	Disciplinary data revealed that Black/African American students were disproportionately impacted, accounting for 37% of referrals and suspensions in 2024-2025 despite being only 20.5% of the student population; while improved from 2023-2024, disproportionality remains significant. Student interviews emphasized a lack of emotional safety, unequal treatment, and the need for spaces to talk about feelings and experiences—demonstrating that restorative circles are critical for building trust, reducing conflict, and supporting equity. Additionally, the sense of belonging score from student to student is an area of growth.

Implementation

(How will we do this?)

KEY STRATEGY 1	Implement academic and behavioral circles to build community, strengthen student-teacher relationships, and promote student accountability for learning and behavior.

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?
Administration and SLT will provide a clear shared vision on the purpose and power of circle community building, conflict resolution, academic discussion and alignment to schoolwide goals for climate, student engagement, SEL and academic success.	September - October 2025
All Faculty will be provided with PD by BOCES on Restorative practices through academic and behavioral circles to support community building, academic and behavioral/problem solving.	September - October 2025
RPC will provide PD on restorative circles and work with teachers and administrators to turnkey and implement restorative circles.	September- October 2025
Develop and SEL team	September - October 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?
The SLT team will work with the administration team to establish schoolwide circle structures (ie. when, how often, responsible staff for what types of circles, materials, and calendar for circle themes (ie. empathy, accountability, goal setting, reflection).	Sept/Oct 2025
Develop resources/tool kit as needed (ie. circle planning templates, sample prompts, norms, expectations posters, sentence stems, visual supports) through a shared digital folder.	Sept/Oct 2025
Student Town Hall Meetings and Circle Kick-Off Planning: During town halls and the first week of school, students will be introduced to circle practices through modeled community-building circles during homeroom/period 8 (which aligns with period 8). Staff will use structured prompts to build trust, set norms, and begin the process of forming a safe and inclusive community.	Fall 2025
Begin weekly community building circles in all classrooms focused on building relationships and norms-use prompts around belonging, identity, and student voice.	Sept. 2025
Students will begin engaging in regular classroom community circles.Participation may begin passively (listening), then progress to active sharing.	Fall 2025
Ensure teachers are trained to model and implement circles with expectations in their classrooms.	Sept 2025 and ongoing
Integrate circles into MTSS plan in the school- use behavioral circles in response to classroom disruptions.	Oct/Nov 2025
Staff will begin using restorative circles , admin counselors and the SSEL team will visit teachers/classrooms to support facilitation and provide resources.	Fall 2025
Teachers and support staff will engage in monthly follow-up PD sessions focused on enhancing facilitation skills, managing challenging moments in circles, and using student voice to inform practice. Coaches and leaders will provide in-class modeling and feedback cycles to support implementation.	Fall 2025

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Teachers will begin implementing academic circles biweekly in core content classes, using circle protocols to support peer discussion, reflection, vocabulary development, and collaborative learning. Academic circles will be tied to curriculum standards and learning goals, and supported with sample prompts and coaching.	Fall 2025
BOCES will provides ongoing PD /support during PLC's on restorative practices	Fall 2025
RPC will provide PD for teachers and administration on alternatives to responding to behavior.	Fall 2025
Provide a Family Night to provides families with information, support, and examples of Restorative circles and how they support students both in and out of school	Fall 2025
Provide teachers with PD and review of Data on student behavior and restorative practices to be able to monitor progress and develop collaboration on alternatives to students' behavior.	Every other month
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?
Teachers will expand the use of academic circles to support discussions of complex texts, problem-solving, and unit reflections. These circles will be used regularly in ELA, Social Studies, Science, and Math to reinforce vocabulary, concepts, and collaborative learning aligned with state standards.	January 2026- June 2026
Based on mid-year data (e.g., classroom climate, discipline referrals, and Panorama Survey Data), leadership and/or the school leadership team will identify classrooms or teams needing additional coaching or modeling.	January 2026- June 2026
Data on circle implementation, student participation, and behavior outcomes—particularly for Black/African American students and students with disabilities—will be regularly reviewed. Feedback from students and staff will be collected through surveys and focus groups to assess progress and refine practice.	January 2026- June 2026
BOCES will provides ongoing PD /support during PLC's on restorative practices	Spring 2026
Provide a Family Night to provides families with information, support, and examples of Restorative circles and how they support students both in and out of school	Spring 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. *What are our next steps?* complete when reviewing data

Early Progress Milestones (implementation/outcome data)	Observations/notes Surveys Meeting notes Panorama data	Community building circles being implemented Circle norms in each classroom Staff received PD Circles used for Tier 1 and 2 responses Panorama data will provide a baseline for students sense of belonging, and connection as well as any trends academically, behaviorally and with attendance	
Mid-Year Benchmark(s) (outcome data)	Panorama Mid year Survey Referral data Attendance Survey	Student voice and increased students sense of belonging Decrease in referral data and increase in circles in the classroom for minor conflict resolution Improved attendance Teacher's Self-assessed confidence and impact of circles	

End-of-the Year Targets (outcome data)	Observations/notes/feedback End of year Panorama survey and referral data Teacher survey Feedback data Attendance/SEL/ and academic data-Panorama	Circles will be fully embedded in classroom and behavioral systems Academic circles support reflection in learning and growth Celebrations and recognitions of student leadership in circles 50% reduction in referrals Leadership team reviews schoolwide implementation and reviews and necessary changes for the following year Improved assessment, attendance, SEL, data -increased in student relationships, self management, accountability and sense of belonging	

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.

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
Example: Mary James	*ELL Teacher*	*3/4*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*
Dr. V. Brancato	Principal	3/17	3/24	4/24	5/12, 5/13, 5/19	5/12, 5/13, 5/19	5/12, 5/13, 5/19	6/9
Ms. Michele Mohl	Assist. Principal	3/17	3/24	4/24	5/12, 5/13, 5/19	5/12, 5/13, 5/19	5/12, 5/13, 5/19	6/9
Mr. Barrington Atkins	Asst. Principal	3/17	3/24					
Ms. Mariya Pushkantser	Middle Level Director	3/17	3/24		5/12, 5/13, 5/19	5/12, 5/13, 5/19	5/12, 5/13, 5/19	6/9
Ms. Justine Anderson	parent	3/17	3/24	4/24	5/12, 5/13, 5/19			6/9

Ms. Jennifer Laudiero	Social Studies Teacher	3/17	3/24			5/12, 5/13, 5/19		6/9
Ms. Kathryn McCarthy	Art Teacher	3/17	3/24		6/11			6/9
Ms. Zeeba Pavri	Math/Science Teacher	3/17	3/24	4/24		5/12, 5/13, 5/19		6/9
Ms. Nicole Thorpe	AIS/ELA Teacher	3/17	3/24	4/24				
Ms. Aileen Toback	Science Teacher	3/17	3/24	4/24		5/12, 5/13, 5/19		6/9
Mr. William Morgan	Parent Coord.	3/17	3/24			5/12, 5/13, 5/19		6/9

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
Newburgh Enlarged City School District	Heritage Middle School	6-8

SIG Expenditure Plan

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	Collaborative Learning

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
PD with Impact Teams- 3 sessions + supplies	5, 15	**40**	$18000
BOCES on PLC's	5	**49**	$5,000
Family night event - 18 teachers (1 per grade per content area-including core content, PE, Arts) for 3 hours after school	5,2	**15**	$2,592
CSEA -security-2 members for Family night	5,2	**15**	$216
Admin -4 for family night	5,2	**15**	$1,020
ILT- 11 teachers 20 hrs	5, 15	**15**	$10,560
ILT - 4 Admin - 20 hrs	5,15	**15**	$6,800

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$39688

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	Restorative Circles

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Restorative Circles PD (Responsive classroom PD)	5,2 , 16	**40**	15,572
Family Night for restorative practices-3 pps and 3 teachers (one per grade)	5,2	**15**	$864
Family Night restorative practices- 4 Admin	5,2	**15**	$1,020
Family night - csea- security 2 members	5,2	**15**	$216

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY	$17,672

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Principal Stipend	Plan Monitoring	**15**	$7,500
AP and director (4 at $85 hr for 10 hrs each)	Plan Monitoring	**15**	$3,400
Clerical (Sept-June 20 hrs)-SLT	Plan Monitoring	**15**	$720
Teachers (6- for 20 hrs)- SLT (Sept-June)	Plan Monitoring	**15**	$5, 760

TOTAL AMOUNT FOR PLAN MONITORING	17, 380

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT	