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New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2025-26

District	School Name	Grades Served
Newburgh Enlarged City School District	Horizons on the Hudson	K-5

Collaboratively Developed By:
The Horizons on the Hudson SCEP Development Team

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And in partnership with the staff, students, and families of Horizons on the Hudson.

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 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	X
Middle School Flexible Scheduling	
Multi-Tiered System of Supports – Integrated (MTSS-I)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	X
Restorative Practices	

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 an important role in informing the team's SCEP (School Comprehensive Education Plan) by providing authentic student voice and firsthand insight into the school experience. Here's how the interviews informed the planning:

1. Identifying Student Needs
2. Highlighting Strengths and Gaps
3. Prioritizing Goals
4. Designing Action Steps
5. Promoting Equity and Inclusion

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 team has carefully reviewed the 2023–2024 commitments and key strategies to determine if they need refinement, expansion or new strategies to directly address the needs of the identified subgroups and result in measurable improvement. This determination is based on research-based practices, data analysis, and targeted professional learning.

Instructional Strategies

1. **Refine** Professional Learning Communities (PLCs)

- The school committed to strengthening PLCs to support data-driven instruction and collaboration.
- PLCs meet regularly to analyze disaggregated data by subgroup, identify performance gaps, and co-develop targeted interventions.
- By focusing on subgroup-specific data and student work samples, educators are better equipped to differentiate instruction and monitor progress, ensuring that supports are responsive and timely.

2. **Replace** Instructional Framework strategy with Evidence Based Instructional practices

- Use of evidence-based instructional strategies is required across all classrooms.

- A cohesive instructional approach ensures equity of access to rigorous instruction for all students, particularly benefiting subgroups that have historically underperformed by providing consistency and clarity in expectations.

Non-Instructional Strategies

1. **Refine** Family and Community Engagement

- Empower families with knowledge and tools to support learning at home.
- Offer workshops focused on curriculum understanding, at-home strategies, and how to interpret student data, with translation and childcare services provided.
- These series build family capacity to support their children's education, especially benefiting subgroups who may face barriers to participation in traditional school events.

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 grade-level Professional Learning Communities (PLCs) to strengthen collaboration around instructional strategies, data analysis, and student outcomes.	REFINE	Student achievement data and instructional observations indicate a need for increased alignment of teaching practices and more consistent use of data to inform instruction. There is a continued need for structured time to collaborate and plan. The '24-25 PLC cycle was structured for collaborative planning and discussion. The '25-26 school year will focus on reflecting on student work/assessment and effective instructional practices.
Strengthening students' literacy and numeracy foundational skills with a focus on math fluency (efficiency, accuracy, and flexibility), and phonics knowledge (automaticity with sound knowledge needed to fluently decode words).	NEW	Our needs assessment revealed that as a building there is a need for: improving our instructional practices for teaching and progress monitoring foundational reading and math skills. To improve our students' assessment scores, we will work to implement uniformity in assessment, progress monitoring, and teaching practices for foundational reading and math skills.

Implementation

How will we do this?

KEY STRATEGY 1	Implement grade-level Professional Learning Communities (PLCs) to strengthen collaboration around instructional strategies, data analysis, and student outcomes.

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?
Establish consistent, scheduled PLC time for all grade levels. Create a PLC yearly schedule with agenda,minutes,attendees, roles, actionable steps, vertical and horizontal team meetings to include instructional staff.	September
Identify and plan for PLC professional development topics	September
Create and communicate school wide expectations (i.e. school handbook)	September
Advocate for continuing an instructional coach position	September

FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Train staff on effective PLC protocols and roles.	October/ November
Review PLC minutes and work products from 2024-25 SY	October/ November
Use PLCs to analyze student data, review student work, and plan responsive instructional strategies (e.g., differentiation, formative assessments, scaffolds).	October/ November
Monitor PLC effectiveness through meeting notes, walkthroughs, and student performance.	October/ November
Provide co-teaching training opportunities (Bureau of Education & Research)	October/ November

SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Review PLC minutes and work products	January / February
Identify and plan for professional development topics for staff meetings	January / February
Review and evaluate the use of meeting protocols for effective PLC cycles	January / February
Teacher feedback on the effectiveness of PLC collaboration.	January / February
Continue to monitor PLC effectiveness through meeting notes, walkthroughs, and student performance.	January / February

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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)	BOY PLC meeting agendas/notes, BOY Small group planning documents (i.e. center rotation charts, lesson plans) Classroom walkthrough data	Meetings focused on data review, evidence that assessment data was used to plan for small groups, and shared instructional strategies	PLC notes discussion K-2 administration Core Phonics Survey, Grades 3-5 Administration UFLI Placement Test, i-Ready diagnostic, tracking ORF, Math Fluency Flight. UFLI Sound Wall resources.
Mid-Year Benchmark(s) (outcome data)	MOY PLC meeting agendas/notes MOY Small group planning documents (i.e. center rotation charts,lesson plans) Classroom walkthrough data	Small group planning updated and revised by data review and discussion.\n\nImproved student performance on assessments.\n\nPositive teacher feedback on the effectiveness of PLC collaboration.	PLC data protocol - What do we want students to know or be able to do? How will we know if students have mastered the standards of focus? How will we respond for studnet who have not yet learned? Discussion on teacher methods of progress monitoring. Use i-Ready Prerequisite Skills Planning Tool for re-teaching.
End-of-the Year Targets (outcome data)	MOY PLC meeting agendas/notes MOY Small group planning documents (i.e. center rotation charts, lesson plans) Classroom walkthrough data	Reflect on changes in small group planning and student assessment / growth in specific foundational skills.\n\nImproved student performance on assessments.\n\nPositive teacher feedback on the effectiveness of PLC collaboration.	

KEY STRATEGY 2	Strengthening students' literacy and numeracy foundational skills with a focus on math fluency (efficiency, accuracy, and flexibility), and phonics knowledge (automaticity with sound knowledge needed to fluently decode words).

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?
Prepare resources and assessment folders for each classroom	
Survey all K-5 teachers on their needs in regards to experience and needs with teaching foundational math and reading skills (i.e. what you have used, what you need support in learning to use).	September
Self-reflection for teachers on how confident they feel in teaching specific math and reading foundational skills (i.e. energizers, leading math talks, teaching Heggerty, building automaticity in letters and sounds).	September
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
During PLCs: Identify math fact fluency student resource that teachers can use as a math center (First In Math, Reflex, Xtra Math)	October
Administer BOY assessments to students: Universal Screener of Number Sense (USNS) and Core Phonics Survey.	October/ November
Administer Heggerty Phonemic Awareness Assessment K-3 for students in the MTSS process and 3 more students (teacher selection).	October/ November
During PLCs: Data collection, organization, and analysis during PLCs of assessment results	October/ November
PLC discussion on process for groupings and identify method of progress monitoring	October/ November
In PLCs, collaboratively find/create/share the necessary materials for supporting ongoing improvement in foundational skills (i.e. math subitizing cards, math vocabulary cards for word walls, sound wall cards, individual sound walls for students).	October/ November
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Administer MOY assessment	January / February
Data collection of MOY assessment results and review i-Ready domains in PLCs	January / February
Review and analyze MOY assessment results for planning small groups in PLCs	January / February
Document and share progress with the staff- during PLCs and faculty meetings	January / February
Administer EOY assessment	January / February

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)	BOY assessment data: number sense screener (K-5), Core Phonics (K-5), Heggerty (K-2, and 3-5 as needed); we will also look at BOY iReady diagnostic scores for ELA & Math and IRLA levels	Identify baseline data for foundational skills. PLC notes reflect data review.	
Mid-Year Benchmark(s) (outcome data)	MOY assessment data: number sense screener (K-5), Core Phonics (K-5), Heggerty (K-2, and 3-5 as needed); we will also look at MOY iReady diagnostic scores for ELA & Math and IRLA levels	Review data and implement strategies for students who show progress and who need support.	
End-of-the Year Targets (outcome data)	EOY assessment data: number sense screener (K-5), Core Phonics (K-5), Heggerty (K-2, and 3-5 as needed); we will also look at EOY iReady diagnostic scores for ELA & Math and IRLA levels	Review data and assess growth and and gaps	

Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Heggerty, Core Phonics Survey, i-Ready Diagnostic	KS 2	15% growth	
End-of-the Year Targets	Heggerty, Core Phonics Survey, i-Ready Diagnostic	KS 2	25% growth	

Spring Survey Targets

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

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.**

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.*
Increase family and community engagement and attendance in schoolwide events by: expanding opportunities for collaboration, communication, and partnership that directly support student learning and social emotional well-being.	EXPAND	Our needs assessment reveals low family participation at some events last year; we shifted to daytime events based on low RSVP for nighttime events. Strong family and community engagement is linked to improved attendance, academic achievement, and student motivation. There was a positive response from students to receive and be recognized for Perfect Attendance Awards given during Town Halls. It was observed that supporting students with chronic absenteeism with a specific reinforcement reward (i.e. verbal check-in daily with principal, reward on Friday after 5 consecutive days in attendance, etc.), This will be expanded to include specific students this school year.

Implementation

(How will we do this?)

KEY STRATEGY 1	Increase family and community engagement and attendance in schoolwide events by: expanding opportunities for collaboration, communication, and partnership that directly support student learning and social emotional well-being.

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?
Partner with NECSD Parent Coordinator and community organizations to identify resources and programming opportunities.	TBD
Create a Year at a Glance 1-pager of family learning events, FACE, community and PTO events	September
Create family feedback survey (skills/talents/community connections)	September
Prepare template for HOH monthly newsletter	September
Create template for family invitation to HOH Town Halls	
Create and a share with all staff a sign-in form that we will use throughout the year: *teacher name, date, event name, adult name / student name*	September
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?
Begin inviting families of students who are recognized for IB Learner Profile awards to the monthly Town Halls.	
Begin recognizing students with Improved Attendance Awards at Town Halls (and continue with Perfect Attendance Awards.)	
Add positive information about the benefits of school attendance to Town Hall Slides.	
Recruitment of parent membership and volunteers for task specific- via Class Dojo	September
Sending out reminders for events to promote family involvement- via Class Dojo	September
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?
Continue inviting families of students who are recognized for IB Learner Profile awards to the Town Halls.	
Sending out reminders for events to promote family involvement	January
EOY Family survey	May

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)	Family survey Attendance Records Established Community Partnerships/ Contacts	Family/community connections identified Documented partnerships and community collaborations.	

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Mid-Year Benchmark(s) (outcome data)	Attendance Records Family sign-up sheets for events	Positive or improved attendance and involvement for events Positive or Improved attendance in school	
End-of-the Year Targets (outcome data)	Attendance Records Family sign-up sheets for events EOY Family survey	Positive or improved attendance and involvement for events Positive or Improved attendance in school Positive shifts in family survey data	

Non-Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Attendance data Survey data Family Learning Events Hosted	KS 1	Meeting or exceeding 90% monthly attendance rate Increased attendance at family engagement events. Positive shifts in family survey data	

End-of-the Year Targets	Attendance data Survey data Family Learning Events Hosted	KS 1	Meeting or exceeding 90% monthly attendance rate Increased attendance at family engagement events. Positive shifts in family survey data	

Spring Survey Targets

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

	Survey Question(s) or Statement(s	Corresponding Key Strategies	2024-25 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing: *(complete once Spring survey results are available)*
Student Survey	What motivates you to attend school everyday?	KS 2			
Staff Survey	What are ways to create incentives for students to attend every day?	KS 2			
Family Survey	* What events did you attend last school year? * What did you like about the event(s) we had last year? * Are there any other kinds of events you'd like to see our school do?	KS 2			

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*
Adler Bell, Ilana	Instructional Coach	5/25, 6/25 7/25	5/25, 6/25 7/25	5/25, 6/25 7/25	5/25, 6/25 7/25	5/25, 6/25 7/25	5/25, 6/25 7/25	5/25, 6/25 7/25
Allen, Kathleen	ICT General Education, Grade 3	5/25, 6/25 7/25	5/25, 6/25 7/25	5/25, 6/25 7/25	5/25, 6/25 7/25	5/25, 6/25 7/25	5/25, 6/25 7/25	5/25, 6/25 7/25
Bancroft, Justin	Teaching Assistant	5/25	5/25	5/25	5/25,	5/25	5/25	5/25
Beckett, Nieves Edith	Assistant Principal	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25
Bravo, Janie	Unlimited Horizons Teacher, Grade 4	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25

Dicola, Natalie	ICT General Education, Grade 2	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25
Dolfinger, Natalie	Special Education, self contained	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25
Harding, Elizabeth	Pre-Kindergarten	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25
Jonisz, Sophia	Unlimited Horizons Teacher, Grade K/1	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25
Kauth, Brian	Music	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25
Lopez, Laurie	Math AIS	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25
Marshall, Tara	Principal	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25
Sweeney, Emma	General Education, Grade 2	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25	5/25, 6/25/ 7/25
St. Clair, Marguerite	General Education, Grade 1	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25
Sickler, Lisa	Teaching Assistant	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25	5/25, 6/25

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.

1.

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

School Improvement Grant Expenditure Plan

2025-26

District	School Name	Grades Served
Newburgh Enlarged City School District	Horizons on the Hudson	K-5

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	Implement grade-level Professional Learning Communities (PLCs) to strengthen collaboration around instructional strategies, data analysis, and student outcomes.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Conference for (13) teachers and (2) administration approximately $275 registration	15. Professional Learning Communities	Code 40: Purchased Services	$4,125

	TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$4,125

INSTRUCTIONAL KEY STRATEGY 2	Strengthening students' literacy and numeracy foundational skills with a focus on math fluency (efficiency, accuracy, and flexibility), and phonics knowledge (automaticity with sound knowledge needed to fluently decode words).

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Conference for (1) instructional coach, (6) teachers and (2) administrators on a Evidence-Based Reading and Math Foundational Strategies/Practices; $275 registration	5. Evidence based instructional strategies	Code 40: Purchased Services	$2,475
Foundational skill instructional resources for teachers	5. Evidence based instructional strategies	Code 45 : Supplies and Materials	$17,200

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	$19,675

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	Increase family and community engagement and attendance in schoolwide events by: expanding opportunities for collaboration, communication, and partnership that directly support student learning and social emotional well-being.

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Family Learning Collaboration Series Team Members	2. Community Schools	Code 15: Professional Salaries	$8,280
School Monitors	2. Community Schools	Code 16 Support Salaries	$700
Series related to math and literacy	2. Community Schools	Code 45 : Supplies and Materials	$1,658

	5. Evidence based instructional strategies		

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY $10,638

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Principal Stipend	Plan Monitoring	Code 15: Professional Salaries	$7,500
Teachers - School Leadership Team (Sept-June)	Plan Monitoring	Code 15: Professional Salaries	$14,400
Teachers - SCEP Data Team	Plan Monitoring	Code 15: Professional Salaries	$700
SLT Clerical CSEA	Plan Monitoring	Code 16: Support Staff Salaries	$2,400

TOTAL AMOUNT FOR PLAN MONITORING $25,000

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teachers - School Leadership Team (June -July - August)	Plan Development	Code 15: Professional Salaries	$5,520

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT $5,520