New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2025-26

District	School Name	Grades Served
Herkimer	Herkimer High School	6-12

Collaboratively Developed By:
The Herkimer High School SCEP Development Team ***And in partnership with the staff, students, and families of Herkimer High School.***

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)	X
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
Professional Learning Communities	
Restorative Practices	

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

Interviewing students was a key activity for this group as this was an important means of including student voice. From interviewing students to analyzing the data to embedding the feedback into the plan, student interviews served as a vital aspect of the creation of this SCEP.

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.

At Herkimer High School, our team focused discussions specifically on Students with Disabilities (SWDs) as we analyzed associated data points and reviewed potential strategies within this plan. Through team collaboration, we believe implementing evidence-based key strategies will benefit our SWDs, as well as our greater student population. This plan encapsulates strategies to support the expanded implementation of evidence-based instructional methods and MTSS-i across the school building.

Instructional Key Strategies for Improvement

Key Strategies

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.*
Evidence-based Instructional Methods	☐ NEW X EXPAND ☐ REFINE	In reviewing our state assessment data in the needs assessment portion of the planning process we found that out of a possible 250 points, our all students population earned 91 points on ELA and 106.2 points on math. Moreover, when looking at the data for our SWDs subgroup the points earned for ELA and math decrease to 20 and 22.5 respectively. Additionally, when considering the feedback received from students, common themes about learning included: • Favorite classes are because of the teacher • ELA is challenging • Keeping on top of the work can be hard In order to provide personalized learning strategies for our diverse student population, it is important to expand upon the practice and rigor with which evidence-based instructional methods are implemented. To support educators, expanding our current instructional practices will be implemented.

Implementation

How will we do this?

KEY STRATEGY 1	Evidence-based Instructional Methods

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?
Providing staff with expanded access to PD related to evidence-based instructional practices such as, but not limited to, the process of inquiry through play and project-based learning (PBL)	September 2025

Ensure staff has curricular materials needed to support implementation of evidence-instructional practices	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?
Discuss/Share successes and challenges of expanded implementation	December 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?
Leverage data to review progress of evidence-based instructional methods	January 2026
Share out best practices learned	January 2026
Review student instructional data	February 2026
Discuss implementation success/challenges and collect ongoing feedback	May 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)	2025 NYS Assessments Fall 2025 STAR assessments	A Reading and Math baseline for students	Math— Grade 6: 5% Grade 7: 5% Grade 8: 0% Reading— Grade 6: 5% Grade 7: 15% Grade 8: 0%
Mid-Year Benchmark(s) (outcome data)	Winter 2026 STAR assessments	Increased scores for Reading and Math data for students	Math— Grade 6: 4% Grade 7: 15% Grade 8: 22% Reading— Grade 6: 8% Grade 7: 24% Grade 8: 22%
End-of-the Year Targets (outcome data)	Spring 2026 STAR assessments 2026 NYS Assessments	Students are testing proficient on NYS assessments and on grade level for STAR assessments	

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)	Winter 2026 STAR assessments	Evidence-based Instructional Methods	Increased scores for Reading and Math data for students	Math— Grade 6: 4% Grade 7: 15% Grade 8: 22% Reading— Grade 6: 8% Grade 7: 24% Grade 8: 22%
End-of-the Year Targets	Spring 2026 STAR assessments 2026 NYS Assessments	Evidence-based Instructional Methods	Students are testing proficient on NYS assessments and on grade level for STAR assessments	

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	The things that I am learning in school are important to me	Evidence-based instructional methods	67%	100%	
Staff Survey	Students are on grade level for ELA	Evidence-based instructional methods	14%	100%	

Family Survey	The school meets the academic needs of my student	Evidence-based instructional methods	73%	100%	

Non-Instructional Key Strategies for Improvement

Key Strategies

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.*
Multi-tiered System of Supports-Integrated (MTSS-i)	☐ NEW X EXPAND ☐ REFINE	Not only did we review our academic data, but we also reviewed our attendance data as well. In reviewing chronic absenteeism rates, we found chronic absenteeism rates for all student subgroups have gone down from the 22-23 to the 23-24 school years. However, we did notice that 1 out of every 2 students in the SWDs subgroup was chronically absent from school last year. Moreover, we gained student insight into behaviors and how behaviors impact their learning environment through student interviews. Themes from students included: • Drama at school is frustrating • Teachers and friends help me when I am upset • Students don't respect other students As we move into the coming school year, we look forward to expanding the MTSS-i practice in the building, not only to support academics, but to more clearly focus on non-instructional factors like behaviors and attendance that can negatively impact student learning.

Implementation

(How will we do this?)

KEY STRATEGY 1	MTSS-i

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?
Review/Update current MTSS-i Plan	September 2025

Provide PD related to MTSS-i plan and associated implementation strategies	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?
Obtain any needed intervention resources	October 2025
Review student data for tierring	October 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?
Share out successes/challenge a part of the ongoing feedback process with the expansion of MTSS-i in the school building	May 2026
Analyze student EOY data to identify progress made	May 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)	SIRS 116 SIRS 107 SIRS 110/111	Fewer suspensions and increased attendance in comparison to this time last year	2.2% ISS and 2.2% OSS rates of suspension for SWDs as of 11/8/25. At the end of the 24-25 school year, the rates of suspension for SWDs for ISS and OSS were 7.1 and 4.8 percent respectively. In 24-25 the attendance indicator score for SWDs was 181.8 points. As of 11/8/25, the score for SWDs was 197.8.
Mid-Year Benchmark(s) (outcome data)	SIRS 116 SIRS 107 SIRS 110/111	Reported data from the EPM have not increased	6.4% ISS and 4.3% OSS rates of suspension for SWDs as of 2/7/26. As of 2/7/26, the score for SWDs was 181.9.

End-of-the Year Targets (outcome data)	SIRS 116 SIRS 107 SIRS 110/111	A decrease in suspension data and absenteeism data compared to the EOY 2024	

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)	SIRS 116 SIRS 107 SIRS 110/111	MTSS-I	Reported data from the EPM have not increased	6.4% ISS and 4.3% OSS rates of suspension for SWDs as of 2/7/26. As of 2/7/26, the score for SWDs was 181.9.
End-of-the Year Targets	SIRS 116 SIRS 107 SIRS 110/111	MTSS-I	A decrease in suspension data and absenteeism data compared to the EOY 2024	

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	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing: *(complete once Spring*

Non-Instructional Key Strategies for Improvement

			(e.g., % agree or strongly agree)		*survey results are available)*
Student Survey	Students respect one another	MTSS-I	23%	100%	
Staff Survey	There is a clear process of support for students who need social emotional support	MTSS-I	64%	100%	
Family Survey	My student(s) feels safe at school	MTSS-I	80%	100%	

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**
Michelle Ploss	Director of Student Programs and Curriculum		5/21	5/21	6/10	6/10	6/10	6/11
Maria Lindsay	Principal		5/21	5/21	6/10	6/10	6/10	6/11
Crystal Gerhardt	Parent		5/21	5/21	6/10	6/10	6/10	6/11

Amy Konz	Regional Data Leader, MORIC		5/21	5/21	6/10	6/10	6/10	6/11
James Futscher	Teacher		5/21	5/21	6/10	6/10	6/10	6/11
Kelli Cooper	Teacher		5/21	5/21	6/10	6/10	6/10	6/11
Cheryl Jory	Teacher		5/21	5/21	6/10	6/10	6/10	6/11

Next Steps

Sharing the Plan

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
Herkimer CSD	Herkimer High School	6-12

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
2.	Community Schools
3.	Elementary School Looping
4.	Establish an Early Warning Intervention and Monitoring System
5.	Evidence-Based Instructional Methods
6.	Expanding access to high-quality Out-of-School-Time programs
7.	High-Quality Instructional Materials
8.	High-Quality Tutoring

9.	Incoming Student Induction Programs and Summer Bridge Programs
10.	Instructional Coaching
11.	Middle School Flexible Scheduling
12.	Multi-Tiered System of Supports – Integrated (MTSS-I)
13.	Ongoing Job-Embedded Professional Development
14.	Principal Leadership Development
15.	Professional Learning Communities
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	Evidence Based Instructional Methods

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	Evidence Based Instructional Methods	**15**	
	Evidence Based Instructional Methods		
	Evidence Based Instructional Methods		
	Evidence Based Instructional Methods		
	Evidence Based Instructional Methods		

TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY	

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1	MTSS-i

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	MTSS-i		
	MTSS-i		
	MTSS-i		
	MTSS-i		
	MTSS-i		

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY	

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		

TOTAL AMOUNT FOR PLAN MONITORING	

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
NA	Plan Development	**NA**	NA
NA	Plan Development	**NA**	NA
NA	Plan Development	**NA**	NA
NA	Plan Development	**NA**	NA
NA	Plan Development	**NA**	NA

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT	NA