



School Comprehensive Education Plan 2025-2026

District	School Name	Grades Served
Sweet Home	Heritage Heights Elementary	Pr-k thru 5th

Collaboratively Developed By:

The Sweet Home (school name) SCEP Development Team: Antonio Perry, Maggie McDonald, Jill Grugnale, Jennifer Battel, Lindsey Perry, Tracy langlotz, Sheryl Burke, Patricia Merrifield, Chelsea Buttino, Jackie Mahoney

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews (focus groups data for this round could be used), and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2025-26 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

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

- [Culture of Belonging Guiding questions](#), please make a copy of this template before using.
- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [How Learning Happens](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)
- [Culture of Belonging Guiding Questions](#)

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2025-26?	1. Academic Focus: To build bridges between subjects, ideas, and real-world experiences so that learning becomes meaningful and connected. We aim to help students see how knowledge links across disciplines, empowering them to think critically and solve problems creatively.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	This commitment ensures students are given a holistic educational experience that allows them to make real life connections to their learning and attain information at a higher level. Based on the low achievement in the areas of literacy and math we feel it is important to take more of an integrating approach to developing reading and writing skills to allow for a more authentic learning experience Learning happens at a deeper level when students are encouraged to make sense of the content for themselves through application. Based on the 21st century learning standards, there will be a need for students to become "out of the box" thinkers and have the ability to synthesize understanding as related to project based learning activities. This commitment will ensure that we continue to focus and increase the understanding of STEM education and its importance for developing our students as life-long learners.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continue Developing a system to encourage staff and students to work together while giving the opportunities for everyone's voice to be strengthened.	Giving teachers permission to explore resources that will enable them to integrate as well as increased opportunities to collaborate with their colleagues.	Through the formal and informal observation process you will witness teaching and learning techniques taking place that represent 21st century education.	BOCES, Community Partnerships, and Parent Participation. Designated opportunities before/during and after school for adults and students to collaborate collectively
Strengthen Integration of Stem Education into the curriculum to allow students to build relevant skills through real life experiences	Partnering with BOCES to help increase training and development of our teachers in the areas of STEM integration in the classroom	Students and teachers motivation and positive attitude towards learning will increase as their outlook towards education becomes more real -life focused	Time for PD, Collaboration with Brian from BOCES. Relevant Educational Resources

Commitment 1

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

(K-5) How do you feel about the (projects) opportunities provided at Heritage Heights to develop your individual strengths and needs? Do you feel accepted and a sense of belonging?	85%
Do you feel that you are appreciated and your voice is represented as part of the Strategic Plan at Heritage Heights?	85%
Do you feel that you are given opportunities to be involved in your child's educational experience? Are you aware of the ways you and your family can contribute as members of the Sweet Home Community?	85%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2025-2026 school year.

Commitment 1

We will increase parent involvement and participation by 60%.

We will Increase teacher involvement in Extracurricular activities- (action teams, clubs, etc. 80% participation rate)

We will meet with students to monitor the achievement of their established goals(academic, social-emotional)

We will increase the number of students receiving monthly awards for displaying behaviors that exemplify the Heritage Heights Honor Code. Increase the distribution of PAWS (Positive Attitude Winning Spirit) tickets by60%

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2025-26?	2. Social-Emotional Focus: To build bridges of kindness, respect, and understanding among all members of our school community. By fostering empathy and communication, we aim to help every student feel safe, seen, and supported.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	Our theme for the 2025-26 school year is to "Build bridges, not Barriers." This focus is to strengthen the collaboration between home and school while empowering our student's voice. Understanding the need for everyone to work together, we want to encourage a sense of belonging and community within our school. Learning is strengthened in collaboration and not isolation. Therefore, we are focusing on ways to increase the amount time teachers, students, and parents are working together to create a positive school culture

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Developing a monitor system to ensure we are working towards our established goals(WIG) Wildly Important Goal	System will be reviewed and discussed at monthly meetings to ensure fulfillment of the plan	There will a visual system established that will allow us to see the acts of kindness taking place	Leadership Team, Time necessary to put things in place, and clear communication of necessary steps given to all parties involved.
Collaborating with Parent, Student, and Teacher leadership groups to implement common language	Continue to educate each group on the Seven Habits and discuss ways to make them part of our everyday community culture.	There will be monthly meetings utilized to gauge the progress, implementation, and understanding	Leveraging a Leadership Advisory Board to help strengthen the message.

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

Commitment 2

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	(K-5) How do you feel about being a student at Heritage Heights ? Do you feel accepted and a sense of belonging?	85%
Staff Survey	Do you feel that you are appreciated and your voice is represented as part of the Strategic Plan at Heritage Heights?	85%
Family Survey	Do you feel that you are given opportunities to be involved in your child's educational experience? Are you aware of the resources available to you and your family as a member of the Sweet Home Community?	85%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2025-26 school year.

We will increase parent involvement and participation by 60%.

We will Increase teacher involvement in Extracurricular activities- (action teams, clubs, etc. 80% participation rate)

We will meet with students to monitor the achievement of their established goals(academic, social-emotional)

We will increase the number of students receiving monthly awards for displaying behaviors that exemplify the Heritage Heights Honor Code. Increase the distribution of PAWS (Positive Attitude Winning Spirit) tickets by 50%

Commitment 2