



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Salmon River Central School	Salmon River Middle School	6-8

## Collaboratively Developed By:

### The Salmon River Middle School SCEP Development Team

Erin Toomey, Principal  
Lorraine Childs, Assistant Principal  
Melissa Miller, Instructional Support  
Brandi Harris, Director of PD and Recruitment  
Breanne Herne, Ombudsman  
Tia McMahon, Student Counseling Assistant  
Kayla Johnson, Home School Coordinator  
Emily Davision, 6th Grade Teacher  
Karen Smith, Special Education Teacher  
Daniel Girard, ELA teacher  
Kaylynn Bickford, Parent  
Stephanie Cook, Parent

***And in partnership with the staff, students, and families of Salmon River Middle School***

## Guidance for Teams

### Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

### Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
  - [Activity 1: Analyze: Data Variation Identification](#)
  - [Activity 2: Analyze: Data Variation Share and Explore](#)
  - [Activity 3: Analyze: Survey Data](#)
  - [Activity 4: Listen: Student Interviews](#)
  - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
  - Following *Activity 1: Analyze Data Variation Identification*
  - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

### Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the resources gathered at [Visible Learning](#), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The [Diagnostic Tool](#)

[for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) may also be useful when considering different options to pursue.

## Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2025-26 school year.

## Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

## Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

## Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

## SCEP Rubric

NYSED has created [the SCEP Rubric](#) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

## Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

## Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
<a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	
<a href="#">Community Schools</a>	
<a href="#">Elementary School Looping</a>	
<a href="#">Establish an Early Warning Intervention and Monitoring System</a>	
<a href="#">Evidence-Based Instructional Methods</a>	
<a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	
<a href="#">High-Quality Instructional Materials</a>	
<a href="#">High-Quality Tutoring</a>	
<a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>	
<a href="#">Instructional Coaching</a>	X
<a href="#">Middle School Flexible Scheduling</a>	
<a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>	X
<a href="#">Ongoing Job-Embedded Professional Development</a>	
<a href="#">Principal Leadership Development</a>	
<a href="#">Professional Learning Communities</a>	
<a href="#">Restorative Practices</a>	

**Other** (required if no State-Supported Evidence-Based Intervention is identified above): Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

## Learning as a Team

### Directions

Teams should complete the reflective prompt below.

#### Student Interviews

##### **Describe how the Student Interview process informed the team's plan**

Students were asked 15 questions by counseling staff familiar to the students. A diverse group of students were chosen from a variety of grade levels within different subgroups that included students with and without disabilities, economically disadvantaged, new students to the district, and Native American students. The interview data reinforced and validated the findings from student surveys and test scores. The plan is to incorporate MTSS to provide for a multi-prong approach to learning. Thus improving tier 1 instruction to focus on engagement. MTSS will also expand tier 2 and 3 supports to target our focused goals of improvements in attendance, academics, and student behavior.

## 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.**

MTSS is a system that will allow our school to identify barriers, collect data and intervene on an individual basis and support success for students at different levels and at different times. Developing the system and training staff to access the supports will benefit students and families. This will allow them to utilize both community resources and school resources to support student success. This comprehensive review will allow support from both home and school to intervene and support school success. Utilizing this system will allow for improvements at Tier 1, and interventions at tier 2 and tier 3. It will allow students to move between services and support levels for attendance, behavioral, academic and social needs.

Students indicated that the behavior of other students negatively impacted the learning environment, and that they felt they need more support to be successful. An effective MTSS program will offer multifaceted interventions and lead to wrap-around services.

Instructional coaching will guide teachers to design more engaging lessons for students, implement research based instructional strategies, and support more student focused classroom management skills. Based on interviews and survey data, students indicated that they were not engaged in their classes and felt that they needed more support in their academics. The skills teachers gain from instructional coaching will help students to improve their ability to sustain attention, work more independently and persevere to solve problems. The purpose of this action is to increase student achievement.

## 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.
Develop & Implement a Multi-Tiered System of Supports – Integrated (MTSS-I) Plan	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	While we do provide counseling and AIS to identified students, we do not currently have an integrated system of support for students. As a middle school, we need to coordinate and organize our resources and develop a tiered system to support students academically, behaviorally, and socially. Middle school staff and parents need to understand the system and recognize when a child should be referred for more intensive support. We need more options to meet individual needs and a fluid way for students to access and discontinue services as they grow and develop. The ability to rotate students in and out of services will allow the middle school to meet more needs and maximize resources.
Instructional Coaching	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Expand and rebuild our current instructional coaching capacity to include all teachers, and with a specific focus on teachers who are untenured. We have had coaches working with our new teachers and providing support, however we want to be more intentional about what we are coaching them to do. Building a structured routine with a focus on student engagement and scaffolding of skills will help students learn. Some of our veteran teachers have left effective teaching strategies behind as standards have changed and their focus was on the material, not the delivery. We want to continue to offer professional development for all staff on research based strategies, while

## Instructional Key Strategies for Improvement

		reminding them of best practices that worked for them previously and should be (re)included in their teaching practice.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

## Implementation

### *How will we do this?*

<b>KEY STRATEGY 1</b>	<b>Multi Tier System of Supports and Interventions</b>
-----------------------	--

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
Register core intervention team for RTI at work conference (MTSS) Oct 28-30	August 2025
Develop MTSS referral forms and define process for referral and monitoring with Middle School Leadership Counsel (guiding coalition)	August 2025
Guiding coalition will lead development of school-wide behavioral expectations to be taught, practiced, and posted around the building. These will be reviewed at grade level meetings.	August 2025
Principal and PD coordinator will plan professional development on identifying essential standards in each curriculum.	August 2025
Professional development coordinator and instructional coaches will train key staff on IXL usage and how to use data to inform classroom tier 1 instruction	August 2025
Principal and instructional coaches will plan grade-level meetings that will support tier 1 interventions/best practices	August 2025
Home school coordinator and ombudsman will update district resource guide for use in MTSS at middle school and distribute and present to all middle school staff at opening day meetings.	August 2025
Develop a data collection system for administration to monitor tiered services & determine monitoring schedule (create a walk-through observation checklist with emphasis on tier 1 to be shared with staff)	August 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> 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?
Utilize RTI at work to train core team on MTSS	Oct. 2025
PD associated with Tier 1 best practices for core instruction, intervention, small group instruction, etc.	Oct 25- June 26
Professional development in grade level meetings to train teachers on IXL and identifying essential standards. Follow up meetings with teachers, principals and IST using data reports to create targeted small groups to drive instruction. Individual coaching sessions will be scheduled as needed.	Sept-Dec 2025
Principal, IST, and PD coordinator will turnkey MTSS training in grade level meetings focused on grade level instructional strategies (Tier 1)	Nov-Dec 2025



## Instructional Key Strategies for Improvement

Instructional coaches will work with teachers to plan, model, provide guidance and feedback on instructional practices within classrooms. Principals will work with instructional coaches to create schedules to support this work.	Sept-Dec 2025
Principals will perform weekly walk-throughs to monitor for tier 1-3 interventions in classrooms, collecting data and sharing out	Sept-Dec 2025
Counselors, assistance counselors and teachers will teach the Second Step curriculum to students on a rotating basis once a cycle. PD for Second Step as needed. Teachers will present school-wide behavior expectations to all students in classes, and provide retraining as needed.	Sept-Dec 2025
Work on intentional teaching and spiraling of essential standards through the yearly plan to assure mastery of those standards. Review and adjust Year at a Glance (YAG) at grade level meetings and/or vertical departments meetings at least quarterly.	Sept-Dec 2025
Principals will meet with PD coordinator and IST to create grade level agendas to focus on instruction	Sept-Dec 2025
Hold grade level meetings where tier 1 interventions and best practices are shared and discussed throughout the year, at least quarterly. Agenda will include instructing teachers regarding goal setting and reflective practices to use with students during 1:1 conferences with emphasis on diagnostic testing and quarterly grades.	Sept-Dec 2025
MTSS team will review collected data on attempted interventions on individual students and track effectiveness at least quarterly to adjust student plans and placement in tiers of support. This included data on attendance, behavior, and academics.	Nov-Dec 2025
Principals and IST compile data of Tiered services to evaluate the effectiveness/ maximize service benefits	Sept-Dec 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	
MTSS team will review collected data on attempted interventions on individual students and track effectiveness at least quarterly to adjust student plans and placement in tiers of support. This included data on attendance, behavior, and academics.	Jan 2026
Continue to monitor implementation of Second Step instruction during grade level meetings and discuss strategies to reinforce strategies across grade levels.	Jan-June 2026
Principals will revisit building wide behavior expectations with students.	Jan-June 2026
Principals will meet with PD coordinator and IST to create grade level agendas to focus on instruction	Sept-Dec 2025
Hold grade level meetings where tier 1 interventions and best practices are shared and discussed throughout the year, at least quarterly. Agenda will include instructing teachers regarding goal setting and reflective practices to use with students during 1:1 conferences with emphasis on diagnostic testing and quarterly grades.	Sept-Dec 2025
Hold grade level meetings where tier 1 interventions and best practices are shared and discussed throughout the year, at least quarterly.	Jan-June 2026
Principals and IST compile data of Tiered services to evaluate the effectiveness/ maximize service benefits	Jan-June 2026
Principals will perform weekly walk-throughs to monitor for tier 1-3 interventions in classrooms, collecting data and sharing out	Jan-June 2026
PD coordinator will lead teachers to intentionally plan to revisit/review essential skills to check for mastery.	Jan-June 2026

### Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

# Instructional Key Strategies for Improvement

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> complete when reviewing data
<b>Early Progress Milestones</b> (implementation/outcome data)	IXL progress monitoring, 5 week reports and report card grades, intervention data, Walk-through observation data, attendance data, discipline referrals	<ul style="list-style-type: none"> <li>● Increase in scores, students will be passing classes</li> <li>● Increase in use of research based practices, tiered interventions in use</li> <li>● Improved attendance and behavior from previous year</li> </ul>	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Annual plans of teachers (YAG), IXL progress monitoring, 5 week reports and report card grades, intervention data, Walk-through observation data, attendance data, discipline referrals	<ul style="list-style-type: none"> <li>● Increase in scores, students will be passing classes</li> <li>● Increase in use of research based practices, tiered interventions in use</li> <li>● Improved attendance and behavior from previous year</li> <li>● YAGs and walkthroughs show increased student engagement and PBL</li> </ul>	

## Instructional Key Strategies for Improvement

<p><b>End-of-the Year Targets</b> (outcome data)</p>	<p>Annual plans of teachers (YAG), IXL progress monitoring, 5 week reports and report card grades, intervention data, Walk-through observation data, student surveys, discipline reports, attendance reports</p>	<ul style="list-style-type: none"> <li>● Increase in scores, students will be passing classes</li> <li>● Increase in use of research based practices, tiered interventions in use</li> <li>● Improved attendance and behavior from previous year</li> <li>● YAGs and walkthroughs show increased student engagement and PBL</li> <li>● Students will be more optimistic about academics and show pride in their work;</li> <li>● Decreases in number of referrals/ classroom disruptions;</li> <li>● Less students chronically absent;</li> <li>● Increased participation in enrichment programs/ activities</li> </ul>	
--	--	---	--

### KEY STRATEGY 2

#### Instructional Coaching

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> 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?
Principals, IST and PD coordinator will develop an orientation checklist/ packet to be shared with new staff	August 2025
Principals and IST develop grade level meeting schedules and possible topics based on MTSS initiatives above	August 2025
Principals and IST plan for Middle School staff to turn key train colleagues on successful tools and MTSS initiatives	September 2025
Principals, IST and PD Coordinator create a schedule of topics for new staff training	August 2025

## Instructional Key Strategies for Improvement

Principals and district admin create a document for use during biweekly walkthroughs that help to look for whether or not strategies are being implemented to guide topics coaches should lead for mini professional development during grade level meetings.	September 2025
Principals, IST and PD coordinator create and conduct coaching cycles as needed with teachers to increase student achievement	September 2025
Principals and PD coordinator plan PD to build engagement into lesson planning and delivery	Summer 2025
Principals and Middle school leadership counsel will develop a recommended lesson plan format for use by teachers which includes essential components of effective lessons	Summer 2025
PD coordinator will schedule training from coaching institutes for instruction coaches	Summer 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>	
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?
Instructional coaches and/or principals follow up monthly with new staff to ensure completion and understanding of orientation checklist	2 weeks after initial orientation
Principals and IST utilize grade level meetings to provide professional development and best practices as a result of data collected during walkthroughs and staff requests	Oct-Dec 2025
Instructional coaches will work with new staff on lesson planning and implementing best practices into instruction	Sept-Dec 2025
PD coordinator will arrange to provide PBL training to teachers .	Sept-Dec 2025
Instructional coaches assist teachers to incorporate project based learning projects into instruction to increase student engagement	On going 2025
PD coordinator and IST turn-key explicit vocabulary instruction to all staff	October 2025
Principals, IST and PD coordinator create and conduct coaching cycles as needed with teachers to increase student achievement	Sept-Dec 2025
IST and teachers plan small group intervention based on essential standards previously identified	Sept-Dec 2025
Principals will monitor (with the support of IST) utilization of structured lesson plans which includes essential components of effective lessons	Sept-Dec 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	
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?
Instructional coaches and/or principals follow up monthly with new staff to ensure completion and understanding of orientation checklist	Jan - June 2026
Principals and IST utilize grade level meetings to provide professional development and best practices as a result of data collected during walkthroughs and staff requests	Jan - June 2026
Instructional coaches will work with new staff on lesson planning and implementing best practices into instruction	Jan - June 2026
IST and teachers incorporate project based learning projects into instruction	Jan - June 2026
Principals, IST and PD coordinator create and conduct coaching cycles as needed with teachers to increase student achievement	Jan - June 2026
Principals will monitor (with the support of IST) utilization of structured lesson plans which includes essential components of effective lessons	Jan - June 2026

### Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>

## Instructional Key Strategies for Improvement

<b>Early Progress Milestones</b> (implementation/outcome data)	administrative observations, walk-through data, YAG and WAG	<ul style="list-style-type: none"> <li>Teachers using learning target based lesson plans with scaffolding, essential questions, guided practice and independent practice, a closure activity with checks for understanding/ assessment</li> <li>Coaching with new and experienced teachers</li> <li>90% of the teachers or higher meet the identified walk-through goal throughout the middle school</li> </ul>	
<b>Mid-Year Benchmark(s)</b> (outcome data)	Annual plans (YAG), IXL data	<ul style="list-style-type: none"> <li>high engagement project based learning/collaborative learning/ hands on learning</li> <li>At least 1 PBL unit developed in the first 20 weeks.</li> </ul>	
<b>End-of-the Year Targets</b> (outcome data)	IXL; state assessments, survey data, MTSS data	<ul style="list-style-type: none"> <li>looking for 80% of all students to meet their annual growth goals on IXL diagnostic testing</li> <li>20% improvement growth on state assessments.</li> </ul>	

## 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)
<b>Mid-Year Benchmark(s)</b>	discipline reports, IXL data, annual plans	MTSS interventions, instructional coaching	decrease in number of discipline referrals for disruptive behavior; more than a half years growth from beginning of the year to mid-year on IXL; annual plans will show more student centered learning opportunities	
<b>End-of-the Year Targets</b>	discipline reports, IXL data, annual plans, state assessments	MTSS interventions, instructional coaching	more below grade level students showing growth of more than a year on IXL diagnostic, increased percentage of students scoring proficient on state assessments, fewer chronically absent students	

### Spring Survey Targets

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

Instructional Key Strategies for Improvement

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
<b>Student Survey</b>	Classes are interesting and keep my attention.	Instructional Coaching	27.7% strongly agree or agree 38.2% somewhat agree 34.1% disagree or strongly disagree	More than 75% strongly agree, agree, or somewhat agree and Less than 25% disagree or strongly disagree	
	Student behavior does not interfere with instruction during class time	MTSS and Instructional Coaching	35.4% strongly agree or agree 30.4% somewhat agree 34.3% disagree or strongly disagree	More than 75% strongly agree, agree, or somewhat agree and Less than 25% disagree or strongly disagree	
<b>Staff Survey</b>	Students are not disruptive in class.	MTSS and Instructional Coaching	0% strongly agree or agree 32.4% somewhat agree 57.7% disagree or strongly disagree	More than 50% strongly agree, agree, or somewhat agree and Less than 50% disagree or strongly disagree	
	Students know how to keep going when things are hard.	MTSS and Instructional Coaching	0% strongly agree or agree 34.4% somewhat agree 53.1% disagree or	More than 50% strongly agree, agree, or somewhat agree and Less than 50% disagree or strongly disagree	

# Instructional Key Strategies for Improvement

			strongly disagree		
<b>Family Survey</b>	School staff work to support student social-emotional well-being.	MTSS	0% strongly agree or agree 36.4% somewhat agree 39.4% disagree or strongly disagree	More than 50% strongly agree, agree, or somewhat agree and Less than 50% disagree or strongly disagree	



## Non-Instructional Key Strategies for Improvement **NA**

### 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?	<b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i>  <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
NA	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

### Implementation

*(How will we do this?)*

KEY STRATEGY 1	
----------------	--

BEFORE THE 1 <sup>st</sup> 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?

## Non-Instructional Key Strategies for Improvement

<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>	When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	

### Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps?</i> complete when reviewing data
<b>Early Progress Milestones</b> (implementation/outcome data)			
<b>Mid-Year Benchmark(s)</b> (outcome data)			
<b>End-of-the Year Targets</b> (outcome data)			

# Non-Instructional Key Strategies for Improvement

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

## Civic Empowerment Project (schools in CSI only) NA

### 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](mailto: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 <small>Introduction of the process, TFCU</small>	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Erin Toomey	Principal	3/4	3/25	5/1	5/13	5/15	5/20	5/27	5/29
Lorraine Childs	Assistant Principal	3/4	3/25		5/13	5/15	5/20	5/27	5/29
Melissa Miller	Instructional Support	3/4	3/25	5/1	5/13	5/15	5/20	5/27	5/29
Breanne Herne	Ombudsman	3/4	3/25	5/1	5/13	5/15	5/20	5/27	5/29
Tia McMahon	Student Counseling Assistant	3/4	3/25	5/1		5/15	5/20	5/27	5/29
Kayla Johnson	Home School Coordinator	3/4	3/25	5/1	5/13	5/15	5/20	5/27	5/29
Emily Davison	6th Grade Teacher	3/4	3/25	5/1	5/13	5/15	5/20	5/27	5/29
Kaylynn Bickford	Parent			5/1					
Brandi Harris			3/25				5/20		5/29
Stephanie Cook	Parent	3/4		5/1					
Daniel Girard	Administrative Intern	3/4	3/25	5/1					

## Our Team's Process

Karen Smith-Ashley	Special Education Teacher	3/4	3/25			5/15	5/20	5/27	
--------------------	---------------------------	-----	------	--	--	------	------	------	--

## 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
Salmon River CSD	Salmon River Middle School	6-8



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

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.

## SIG Expenditure Plan

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

### Instructional Coaching (10)

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>Data Triangle Survey Cost</b>	10, 12 Instructional Coaching, MTSS	<b>40</b>	5000
<b>Summer PD for MTSS guiding coalition members</b>	10, 12 Instructional Coaching, MTSS	<b>40</b>	8000
<b>Partial FTE to add instructional coaching service</b>	10 Instructional Coaching	<b>15</b>	35,000
<b>Stipends for coaches and staff to present/ attend PD beyond the regular school day</b>	10, 12 Instructional Coaching, MTSS	<b>15</b>	7000
<b>Partial FTE for Professional Developer to provide embedded on-going training for instructional coaches</b>	10, Instructional Coaching	<b>15</b>	\$9000

### SIG Expenditure Plan

<b>Summer and school year PD for MTSS and tiered bests practices</b>	10, 12 Instructional Coaching, MTSS	<b>40</b>	8500
--	-------------------------------------	-----------	------

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY 72500**

### INSTRUCTIONAL KEY STRATEGY 2 MTSS (12)

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>Data Triangle Survey Cost</b>	10, 12 Instructional Coaching, MTSS	<b>40</b>	-
<b>Summer PD for MTSS guiding coalition members</b>	10, 12 Instructional Coaching, MTSS	<b>40</b>	-
<b>stipends for staff to attend PD beyond the regular school day</b>	10, 12 Instructional Coaching, MTSS	<b>15</b>	-
<b>Summer and school year PD for tiered bests practices</b>	10, 12 Instructional Coaching, MTSS	<b>40</b>	-
<b>MTSS training for staff</b>	12 MTSS, 10 Instructional Coaching	<b>40</b>	-

**TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY -**

### Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
<b>stipends for coaches and team to support principals after school hours</b>	Plan Monitoring	<b>15</b>	1000
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		

**TOTAL AMOUNT FOR PLAN MONITORING 1000**

## 2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
stipends for staff to meet beyond the regular school day	Plan Development		1500
	Plan Development		
	Plan Development		
	Plan Development		
	Plan Development		

<b>TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT</b>	<b>1500</b>
--	-------------