



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Salmon River Central School District	Saint Regis Mohawk School	Pre K - 5

Collaboratively Developed By:

The **Saint Regis Mohawk School** SCEP Development Team

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Breanne Herne - Ombudsman

Sara Bero - Parent

Raenee Purlee - Parent

*And in partnership with the staff, students, and families of **Saint Regis Mohawk 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
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	
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	X

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

The student interview process informed the team on areas students felt our school is doing well and areas that our school can improve. Students think our school is doing well with providing a safe and secure environment, adults who support them, and outdoor play. Students are invested in their academic success and care about their performance on NYS assessments. Students think our school could improve by providing students with more support surrounding math, bullying, and a wider variety of healthy lunch options.

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.

Our school has been identified for the following subgroups: economically disadvantaged, Native American, and students with disabilities. These subgroups encompass all of the students within our school.

Based on our data analysis of our test scores and local data, our students are significantly below in ELA and Math. There were no identified students with disabilities scoring proficient in Math or ELA in grades 3-5. In the subgroup, economically disadvantaged, 90% of students did not show proficiency in Math or ELA. In the Native American subgroup, roughly 90% of students were not proficient in Math or ELA.

Multi-Tiered System of Supports - This will help support the performance of students within all of our subgroups as all students will be receiving targeted standard-based small group instruction to help support their academic performance in both Math and ELA daily for 30 minutes.

Based on our data, we had less than ten founded cases of bullying from the 76 reported cases in Schooltool. Students need to know the difference between bullying and being mean or teasing.

Based on student interviews, safety concerns have nothing to do with the adults in the building or the building itself. It has to do with peer relationships and students not being kind to each other or to new students. There is a fear of bullying in middle school and the upcoming school year.

Restorative Practices - This will help support the performance of students within all of our subgroups as students will receive additional support in furthering their cultural identity, self-awareness, and social emotional learning to aid in minimizing bullying amongst students both inside and outside of school.

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.
Multi-Tiered Systems of Support	<input type="checkbox"/> REFINE	<p>Based on our data analysis of our test scores and local data, our students are significantly below in ELA and Math. There were no identified students with disabilities scoring proficient in Math or ELA in grades 3-5. In the subgroup, economically disadvantaged, 90% of students did not show proficiency in Math or ELA. In the Native American subgroup, roughly 90% of students were not proficient in Math or ELA.</p> <p>At the start of this past school year, 2024-2025, our MTSS process provided targeted instruction for students that had been identified as Tier 2 or 3 by our Building team. Our support staff pushed into general education classrooms and assisted with classroom management. We discovered this was not effective to improve our instructional outcomes. Upon reviewing data, we realized that the majority of our students were performing below grade level proficiency. Then, we adjusted our MTSS process to provide small group instruction. We modified support staff schedules to better meet the needs of our students. Students were then being provided with 30 minutes every other day for reading and math in addition to core instruction.</p> <p>For the upcoming school year, 2025-2026, our MTSS will include targeted small group instruction for 30</p>

Instructional Key Strategies for Improvement

		minutes daily for both subject areas during their Tier 1 ELA and Math blocks. This will provide all students with more targeted small group instruction to address deficits. Previously the frequency was every other day. The additional time spent in both subject areas will positively impact our students' performance.
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Implementation

How will we do this?

KEY STRATEGY 1	Multi-Tiered Systems of Support
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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?
Guiding coalition concept will be introduced at a grade level meeting		May 2025
Interest survey regarding participation on the Guiding Coalition is completed by staff members		May 2025
Weekly book study meetings held on Mondays from 2:30-3:15 to discuss <u>Taking Action-A</u> handbook for RTI at Work by Mike Mattos and Best Practices at Tier 1-3 by Paula Rogers		June 2025
Common planning grade level meetings to prioritize standards		June 2025
The guiding coalition will meet twice in the summer to create the newly revised MTSS structure and to roll it out so the plan can be turned key to all teaching staff.		July-August 2025
Offer summer PD and book studies 15 - priority to ELA, math and science		July-August 2025
On Superintendent's days in September, professional development time is allocated for all teaching staff about utilizing small group instruction not only during MTSS but during core instruction(workshop)		September 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		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?		
Grade level meetings will focus on MTSS one meeting per month facilitated by principal or principal designee. A template for meeting notes will be provided.		Sept.-Jan.
Teachers will meet weekly during common planning time to analyze student data and to create assessments for the essential standards. A template for meeting notes will be provided. Roles and duties will be assigned and rotated at each meeting. Notes will be shared with the principal in a shared Google folder.		Sept.-Jan.
Students will receive small group instruction in both Math and ELA for 30 minutes daily during core instruction time as well a separate allotted time.		Sept.-Jan.
Benchmark data meetings will be held every five weeks to review data used to align and guide instruction and to make any necessary changes.(ie. movement of groups within core instruction, change to AIS groups)		Sept.-Jan.
Students will stay after-school to receive additional support in all grades to begin the second week of September.		Sept.-Jan.
Weekly walk-throughs by administration to monitor Tiers 1-3 instruction (methods and strategies) Results will be shared with staff in principal notes or email.		Sept.-Jan
Co-teaching model used in classrooms identified based on student need.(Tier 1 core instruction) Professional Development will be provided.		Sept.-Jan
Administration will review WAG (Week at a Glance) for evidence that staff are planning for their small group instruction based on student data.		Sept.-Jan

Instructional Key Strategies for Improvement

SECOND HALF OF THE YEAR IMPLEMENTATION		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?		
Grade level meetings will focus on MTSS one meeting per month facilitated by principal or principal designee. A template for meeting notes will be provided.		Feb.-June
Teachers will meet weekly during common planning time to analyze student data and to create assessments for the essential standards. A template for meeting notes will be provided. Roles and duties will be assigned and rotated at each meeting. Notes will be shared with the principal in a shared Google folder.		Feb.-June
Students will receive small group instruction in both Math and ELA for 30 minutes daily during core instruction time as well a separate allotted time.		Feb.-June
Benchmark data meetings will be held every five weeks to review data used to align and guide instruction and to make any necessary changes.(ie. movement of groups within core instruction, change to AIS groups)		Feb.-June
Students will stay after-school to receive additional support in all grades to begin the second week of September.		Feb.-June
Weekly walk-throughs by administration to monitor Tiers 1-3 instruction (methods and strategies) Results will be shared with staff in principal notes or email.		Feb.-June
Co-teaching model used in classrooms identified based on student need.(Tier 1 core instruction) Professional Development will be provided.		Feb.-June
Administration will review WAG (Week at a Glance) for evidence that staff are planning for their small group instruction based on student data.		Feb.-June

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
Early Progress Milestones (implementation/outcome data)	-Reading and Math iReady scores such as running records and other benchmark assessments	We will have 65% or less students scoring in Tier 3 on the Fall iReady Diagnostics in Math and Reading.	
	-Every 5 weeks, progress report and report card data will be analyzed to identify academically struggling students.	The number of students identified each quarter receiving "N"-Needs improvement will be less than 20% and students scoring under 65% will be less than 20%.	

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	-Reading and Math iReady scores such as running records and other benchmark assessments	We will have 55% or less students scoring in Tier 3 on the winter iReady Diagnostics in Math and Reading.	
	-Every 5 & 10 weeks, progress report and report card data will be analyzed to identify academically struggling students. Tier 2-3 progress reports will be analyzed for growth.	The number of students identified each quarter receiving "N"-Needs improvement will be less than 15% and students scoring under 65% will be less than 15%.	
End-of-the Year Targets (outcome data)	Reading and Math iReady scores such as running records and other benchmark assessments	We will have 45% or less students scoring in Tier 3 on the spring iReady Diagnostics in Math and Reading.	
	-Every 5 & 10 weeks, progress report and report card data will be analyzed to identify academically struggling students. Tier 2-3 progress reports will be analyzed for growth.	The number of students identified each quarter receiving "N"-Needs improvement will be less than 10% and students scoring under 65% will be less than 10%.	

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.

Instructional Key Strategies for Improvement

	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)	-Reading and Math iReady scores such as running records and other benchmark assessments	Multi-Tiered Systems of Support	We will have 55% or less students scoring in Tier 3 on the Fall iReady Diagnostics in Math and Reading.	
	Progress Reports and Report Cards		The number of students identified each quarter receiving "N"-Needs improvement will be less than 15% and students scoring under 65% will be less than 15%.	
End-of-the Year Targets	-Reading and Math iReady scores such as running records and other benchmark assessments	Multi-Tiered Systems of Support	We will have 45% or less students scoring in Tier 3 on the spring iReady Diagnostics in Math and Reading.	
	Progress Reports and Report Cards		The number of students identified each quarter receiving "N"-Needs improvement will be less than 10% and students scoring under 65% will be less than 10%.	

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	We work in small groups multiple times a day.	Multi-Tiered Systems of Support	We work with partners, or in groups in my class.-69.6%	80%-strongly agree	
Staff Survey	We have an effective MTSS program which provides targeted assistance for students in need.	Multi-Tiered Systems of Support	62%	80%	
Family Survey	My child is getting small group instruction at school.	Multi-Tiered Systems of Support	Teachers use regular assessments/"checks" to monitor my child(ren)'s learning.-87.5%	80%	

****Our current survey does not have questions for students and family that we feel properly assess the effectiveness of our MTSS system. We plan to add questions if possible to the student and family surveys to better assess the effectiveness of our MTSS system.**

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. <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>
Restorative Practices	<input type="checkbox"/> EXPAND	<p>Based on our data, we had less than ten founded cases of bullying from the 76 reported cases in Schooltool. Students need to know the difference between bullying and being mean or teasing.</p> <p>Based on student interviews, safety concerns have nothing to do with the adults in the building or the building itself. It has to do with peer relationships and students not being kind to each other or to new students. There is a fear of bullying in middle school and the upcoming school year.</p> <p>Our school works closely with Holistic Life Foundation and TeachReal to bring mindfulness and restorative circles into the classrooms. This has shown to be successful when implemented with fidelity in the classrooms. Staff have been trained multiple times throughout many school years with TeachReal staff. Staff will be expected to include mindfulness breathing, SEL check ins and/or circles as part of their daily routine. These strategies will be included in the WAGs and monitored during walkthroughs</p>

Non-Instructional Key Strategies for Improvement

		<p>For the upcoming school year, 2025-2026, we will work with parents and students to help them distinguish the difference between teasing and bullying. We will change our discipline referral by adding "Teasing" as one of the offenses. We will add more presentations and guest speakers that will discuss bullying more in-depth.</p> <p>We will continue to work to support students with further developing their self identity through cultural practices, mindfulness, Mohawk language, storytelling, presentations, counseling, and conversations.</p>
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Implementation

(How will we do this?)

KEY STRATEGY 2	Restorative Practices
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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?
Schedule speakers and presenters for the school year pertaining to kindness, bullying vs teasing, and self- identity utilizing the help of our school counselor and ombudsman.		June-August 2025
Revise SchoolTool discipline referrals to add teasing as an offense		August 2025
Presentation to staff during Superintendent's days regarding discipline referrals and bullying vs. teasing		September 2025
Revise the Sken:nen Ratiha:wi to be more specific in regards to teasing versus bullying. This will be posted in all classrooms and around the school in banners.		June-August 2025
The Holistic Life Foundation staff member will introduce himself/herself to the full faculty meeting and describe their role. Students identified previously for services will be shared with staff. Teachers will model mindfulness breathing techniques in class and encourage students to utilize the practice as needed.		August 2025
New teachers will receive PD during new teacher orientation on restorative practices/circles.		August 2025
FIRST HALF OF THE YEAR IMPLEMENTATION		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?		
Bullying vs Teasing presentation at Open House from community partners.		September 2025
Principal led conversations with all students during PE classes about Sken:nen Ratihawwi during the first two weeks of school.		September 2025
Have 1- 2 community presentations or speakers come to the school pertaining to kindness, bullying vs teasing, and/or self identity, Sken:nen Ratiha:wi (Our school motto - We are the peacekeepers)		September - December 2025
The newly revised Sken:nen Ratiha:wi will be recited daily over the PA announcement in the mornings along with the Second Step focus and the Mindful Moment. It will also be incorporated into the Turtle Tale Shout-outs.		September - December 2025

Non-Instructional Key Strategies for Improvement

Holistic Life Foundation will continue pulling students for services and pushing into classrooms. Students identified by BIMAS or teachers will be seen if the provider's schedule allows. Teachers will model mindfulness breathing techniques in class and encourage students to utilize the practice as needed.	September - December 2025
Teachers will lead daily morning circles or check ins with students to support any students that may be struggling by building a positive community.	September - December 2025
Walkthrough data shows that daily morning circles or check ins are being conducted in all classrooms and that the circle questions are going deeper. Week at a Glance- share overarching question for the week.	September - 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?
Principal led refresher on Sken:nen Ratiha:wi with all students during PE classes.	January 2026
Have 1-2 community presentations or speakers come to the school pertaining to kindness, bullying vs teasing, and/or self identity, Sken:nen Ratiha:wi (Our school motto - We are the peacekeepers)	January - June 2026
The newly revised Sken:nen Ratiha:wi will be recited daily over the PA announcement in the mornings along with the Second Step focus and the Mindful Moment. It will also be incorporated into the Turtle Tale Shout-outs.	January-June 2026
Holistic Life Foundation will continue pulling students for services and pushing into classrooms. Students identified by BIMAS or teachers will be seen if the provider's schedule allows. Teachers will model mindfulness breathing techniques in class and encourage students to utilize the practice as needed.	January-June 2026
Teachers will lead daily morning circles or check ins with students to support any students that may be struggling by building a positive community.	January-June 2026
Walkthrough data shows that daily morning circles or check ins are being conducted in all classrooms and that the circle questions are going deeper. Week at a Glance- share overarching question for the week.	January-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>
Early Progress Milestones (implementation/ outcome data)	-Attendance data will be analyzed every five weeks, students that feel safe and welcome will come to school.	Student attendance rate increases by 4%.	

Non-Instructional Key Strategies for Improvement

	<p>-The Holistic Life Foundation will continue to provide the Mindfulness Room with scheduled times for struggling students identified on BIMAS or by classroom teachers..</p> <p>Mindfulness Room data will be collected monthly. Data will be shared with staff and committee members.</p>	<p>-Students will work on self-regulating their own behavior.</p> <p>- Mindfulness room visits will decrease by 5%.</p> <p>-Mindfulness classroom push-ins from HLF staff will increase by 5%.</p>	
	<p>-Walkthrough data shows that daily morning circles or check ins are being conducted in all classrooms and that the circle questions are going deeper. Week at a Glance- share overarching question for the week.</p>	<p>- Classroom teachers will use Mindfulness strategies,checkins, and/or circles daily with students</p> <p>- 70% of teachers are doing morning circles or check-ins as seen by walk-throughs or week at a glance.</p>	
	<p>-Administer BIMAS assessments three times throughout the school year (fall, winter, spring).</p>	<p>-BIMAS data will continue to maintain 5% or less of students in the high risk category for conduct, negative affect, and cognitive/attention. BIMAS data will continue to maintain 5% or less of students in a level of concern for academic and social functioning.</p>	
	<p>-Schooltool discipline referral monthly snapshot data will be reviewed and shared with staff, and committee members.</p>	<p>- Disciplinary referrals will be 5% lower monthly compared to the 2024-2025 school year data.</p>	
	<p>- Second Step lessons will be taught in the classroom. Teachers will report these on their week at a glance.</p>	<p>Teachers have completed 25% of the Second Step and Erin's law curriculum as seen in their week at a glance.</p>	
	<p>Books of the month will be read and discussed in each classroom to reinforce positive character education traits.</p>	<p>Consistent monthly implementation in 100 % of classrooms as evidenced by the week at a glance lesson plans</p>	

Non-Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	-Attendance data will be analyzed every five weeks, students that feel safe and welcome will come to school.	Student attendance rate increases by 3%.	
	-The Holistic Life Foundation will continue to provide the Mindfulness Room with scheduled times for struggling students identified on BIMAS or by classroom teacher. Mindfulness Room data will be collected monthly. Data will be shared with staff, and committee members.	-Students will work on self-regulating their own behavior. - Mindfulness room visits will decrease by 5%. -Mindfulness classroom push-ins from HLF staff will increase by 5%.	
	-Walkthrough data shows that daily morning circles,breathing strategies or check ins are being conducted in all classrooms and that the circle questions are going deeper. Week at a Glance- share overarching question for the week.	-Classroom teachers will use Mindfulness strategies,checkins, and/or circles daily with students - 80% of teachers are doing morning circles or check-ins as seen by walk-throughs or week at a glance.	
	-Administer BIMAS assessments three times throughout the school year (fall, winter, spring).	-BIMAS data will continue to maintain 5% or less of students in the high risk category for conduct, negative affect, and cognitive/attention. BIMAS data will continue to maintain 5% or less of students in a level of concern for academic and social functioning.	
	-Schooltool discipline referral monthly snapshot data will be reviewed and shared with staff, and committee members.	- Disciplinary referrals will be 5% lower monthly compared to the 2024-2025 school year data.	
	- Second Step lessons will be taught in the classroom. Teachers will report these on their week at a glance.	-Teachers have completed 75% of the Second Step and Erin's law curriculum as seen in their week at a glance.	

Non-Instructional Key Strategies for Improvement

	Books of the month will be read and discussed in each classroom to reinforce positive character education traits.	Consistent monthly implementation in 100 % of classrooms as evidenced by the week at a glance lesson plans	
End-of-the Year Targets (outcome data)	-Attendance data will be analyzed every five weeks, students that feel safe and welcome will come to school.	Student attendance rate increases by 2%.	
	-The Holistic Life Foundation will continue to provide the Mindfulness Room with scheduled times for struggling students identified on BIMAS. Mindfulness Room data will be collected monthly. Data will be shared with staff, and committee members.	-Students will work on self-regulating their own behavior. - Mindfulness room visits will decrease by 5%. -Mindfulness classroom push-ins from HLF staff will increase by 5%.	
	-Walkthrough data shows that daily morning circles or check ins or breathing strategies are being conducted in all classrooms and that the circle questions are going deeper. Week at a Glance- share overarching question for the week.	-Classroom teachers will use Mindfulness strategies,checkins, and/or circles daily with students - 90% of teachers are doing morning circles or check-ins as seen by walk-throughs or week at a glance.	
	-Administer BIMAS assessments three times throughout the school year (fall, winter, spring).	-BIMAS data will continue to maintain 5% or less of students in the high risk category for conduct, negative affect, and cognitive/attention. BIMAS data will continue to maintain 5% or less of students in a level of concern for academic and social functioning.	
	-Schooltool discipline referral monthly snapshot data will be reviewed and shared with staff, and committee members.	- Disciplinary referrals will be 5% lower monthly compared to the 2024-2025 school year data.	

Non-Instructional Key Strategies for Improvement

	- Second Step lessons will be taught in the classroom. Teachers will report these on their week at a glance.	-100% of teachers have completed the Second Step and Erin's law curriculum as seen in their week at a glance.	
	Books of the month will be read and discussed in each classroom to reinforce positive character education traits.	Consistent monthly implementation in 100 % of classrooms as evidenced by the week at a glance lesson plans	

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: <i>(complete when reviewing mid-year data)</i>

Non-Instructional Key Strategies for Improvement

Mid-Year Benchmarks	-Attendance data will be analyzed every five weeks.	Restorative Practices	Student attendance rate increases by 3%.	
	-The Holistic Life Foundation will continue to provide the Mindfulness Room with scheduled times for struggling students identified on BIMAS or by classroom teachers. Mindfulness Room data will be collected monthly. Data will be shared with staff, and committee members.		-Students will work on self-regulating their own behavior. - Mindfulness room visits will decrease by 5%. -Mindfulness classroom push-ins from HLF staff will increase by 5%.	
	-Walkthrough data shows that daily morning circles or check ins are being conducted in all classrooms and that the circle questions are going deeper. Week at a Glance- share overarching question for the week.		-Classroom teachers will use Mindfulness strategies daily with students - 80% of teachers are doing morning circles or check-ins as seen by walk-throughs or week at a glance.	
	-Administer BIMAS assessments three times throughout the school year (fall, winter, spring).		-BIMAS data will continue to maintain 5% or less of students in the high risk category for conduct, negative affect, and cognitive/attention. BIMAS data will continue to maintain 5% or less of students in a level of concern for academic and social functioning.	
	-Schooltool discipline referral monthly snapshot data will be reviewed and shared with staff, and committee members.		- Disciplinary referrals will be 5% lower monthly compared to the 2024-2025 school year data.	

Non-Instructional Key Strategies for Improvement

	- Second Step lessons will be taught in the classroom. Teachers will report these on their week at a glance.		-Teachers have completed 75% of the Second Step and Erin's law curriculum as seen in their week at a glance.	
End-of-the Year Targets	-Attendance data will be analyzed every five weeks.	Restorative Practices	Student attendance rate increases by 2%.	
	-The Holistic Life Foundation will continue to provide the Mindfulness Room with scheduled times for struggling students identified on BIMAS or by classroom teachers. Mindfulness Room data will be collected monthly. Data will be shared with staff, and committee members.		-Students will work on self-regulating their own behavior. - Mindfulness room visits will decrease by 5%. -Mindfulness classroom push-ins from HLF staff will increase by 5%.	
	-Walkthrough data shows that daily morning circles or check ins are being conducted in all classrooms and that the circle questions are going deeper. Week at a Glance- share overarching question for the week.		-Classroom teachers will use Mindfulness strategies daily with students - 90% of teachers are doing morning circles or check-ins as seen by walk-throughs or week at a glance.	
	-Administer BIMAS assessments three times throughout the school year (fall, winter, spring).		-BIMAS data will continue to maintain 5% or less of students in the high risk category for conduct, negative affect, and cognitive/attention. BIMAS data will continue to maintain 5% or less of students in a level of concern for academic and social functioning.	

Non-Instructional Key Strategies for Improvement

	-Schooltool discipline referral monthly snapshot data will be reviewed and shared with staff, and committee members.		- Disciplinary referrals will be 5% lower monthly compared to the 2024-2025 school year data.	
	- Second Step lessons will be taught in the classroom. Teachers will report these on their week at a glance.		-100% of teachers have completed the Second Step and Erin's law curriculum as seen in their week at a glance.	

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	S24. I am safe in my school.	Restorative Practices	77.5%	80%	
Staff Survey	AS8. This school helps students learn how to make things better when they do something wrong.	Restorative Practices	64%	70%	
	AS7. This school helps students learn how their actions affect other people.		67%	70%	
Family Survey	S34. School staff work to support student social-emotional well-being.	Restorative Practices	92%	85% or higher	

Non-Instructional Key Strategies for Improvement

	S38. Our school provides a safe environment for staff and students.		96%	85% or higher	
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We scored high in the family survey and hope to maintain the same percentages next year.

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
Salmon River Central School District	Saint Regis Mohawk School	PreK-5th

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) -XXXXX
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 -XXXXX

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		MTSS		
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost	
Data Triangle Survey Cost	16, 12 Restorative practices and MTSS	40	5000	
Summer PD for MTSS guiding coalition members	12 MTSS	40	9000	
Stipends for staff to attend PD beyond the regular school day	16, 12 Restorative practices and MTSS	15	17000	
Summer and school year PD for tiered best practices	16, 12 Restorative practices and MTSS	40	10000	
MTSS training for more staff besides Jenna and Brandi	12 MTSS	40	9000	
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			50000	

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 2 Restorative Practices

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Data Triangle Survey Cost	16, 12 Restorative practices and MTSS	40	-----
Restorative Practices PD	16 Restorative practices	40	7000
Presenters on Bullying and Self-Identity-Sweethearts and Heroes	16 Restorative practices	40	
BIMAS survey cost	16 Restorative practices	40	6000
Books of the month	16 Restorative practices	45	

TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY 13000

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
stipends for coaches and team to support principals after school hours	Plan Monitoring	15	5000
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		
	Plan Monitoring		

TOTAL AMOUNT FOR PLAN MONITORING 5000

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	15	4000
vendor related PD to analyze Data Triangle data	Plan Development	40	3000
	Plan Development		
	Plan Development		
	Plan Development		

TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT 7000

SIG Expenditure Plan