



School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Solvay UFSD	Solvay Middle School	PK; 5-8

Collaboratively Developed By:

The Solvay Middle School SCEP Development Team

- Nikolaus Campbell
- Nicholas Costa
- Carly Guarino
- Lindsay Heil
- Danielle Helinger
- Michaela Keener
- Gina LaPlant
- Allison Medsger
- Kristen Powers
- Bridget Nadzan
- Adam Sgroi
- Collin Thompson
- Jessica Whisher-Hehl

*And in partnership with the staff, students, and families of **Solvay 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
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	x
Multi-Tiered System of Supports – Integrated (MTSS-I)	
Ongoing Job-Embedded Professional Development	x
Principal Leadership Development	x
Professional Learning Communities	
Restorative Practices	

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

Learning as a Team

Student Interviews

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

Student perspectives played an important role in shaping the team's plan. Insights gathered through student focus groups provided valuable context about their day-to-day learning experiences and offered a deeper understanding of the overall climate of the school. This feedback helped the team identify priorities and refine strategies to better align with what matters most to students, ensuring that their voices remained at the center of our planning process.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies within this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

The team identified strategies that address both instructional quality and school climate, which are two factors strongly linked to student achievement. Providing mentoring and professional development for our new principal is expected to strengthen instructional leadership, which research shows can have a positive impact on teaching practices and student outcomes. Adjustments to the master schedule are designed to increase protected instructional time in math and ELA, ensuring all 5th and 6th grade students, including those in the Black/African American subgroup, have greater access to high-quality, uninterrupted learning opportunities. Finally, ongoing work to revise the code of conduct and referral processes aims to create a more supportive and consistent school environment, reducing lost instructional time due to disciplinary removals and improving students' sense of belonging. Together, these strategies are intended to address both academic and climate-related barriers, ultimately supporting improved performance for Black/African American students.

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.

<p>KEY STRATEGY (What are we doing?)</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>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. <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></p>
<p>Instructional Rounds</p>	<p><input type="checkbox"/> EXPAND</p>	<p>Although NYS Assessment scores are not yet available for 2024-2025, our benchmarking data and student interviews show that Tier I instruction is still an area of concern for Solvay Middle School. A specific area for focus is whether our teachers are exhibiting an over-reliance on technology tools rather than explicit direct instruction. In 2024-2025, an initial group of teachers and administrators were trained in Instructional Rounds. To encourage buy-in and build momentum for this initiative, we would like to send a second group for training. This strategy meets the definition of the Evidence-based Practice of Ongoing Job-Embedded Professional Development.</p>
<p>Increased instructional time in key content areas/grades</p>	<p><input type="checkbox"/> NEW</p>	<p>Solvay Middle School will take advantage of Middle School Flexibility to implement 1.5x instructional time in mathematics and English-Language Arts for all students in grades 5 and 6. This shift is made in recognition of the increased demands of the new mathematics curriculum, student achievement scores, and a need to have greater integration of ENL support for the ever-increasing ELL population at the school, especially in the identified grade levels. To support implementation, we are proposing paying teachers for additional curriculum work outside of the contractual day and providing some much needed digital tools to support instruction.</p>

Implementation

How will we do this?

KEY STRATEGY 1		Instructional Rounds
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?
Identification of Instructional Rounds Team Members.		8/31/2025
FIRST HALF OF THE YEAR IMPLEMENTATION		What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?
		When will this be in place?
Identification of a Problem of Practice		10/31/2025
Attendance at Harvard's Instructional Rounds Institute (https://www.gse.harvard.edu/professional-education/program/using-instructional-rounds-cultivate-high-quality-learning-schools)		12/15/2025
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?
Implementation of an Instructional Rounds Cycle at SMS		Spring 2025

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)	<ul style="list-style-type: none"> Documentation of Instructional Rounds Team members and roles Logs of team planning sessions 	<ul style="list-style-type: none"> Team fully established and roles clarified. Enthusiasm for training and continuation of Instructional Rounds Initiative. 	
Mid-Year Benchmark(s) (outcome data)	<ul style="list-style-type: none"> Problem of Practice Identification process with whole school faculty. Reflections and Feedback from Harvard Institute. 	<ul style="list-style-type: none"> Continued buy-in for the process of Instructional Rounds via a well-formed Problem of Practice that is shared by the whole faculty. Enthusiasm to conduct a cycle of Instructional Rounds. 	

Instructional Key Strategies for Improvement

<p>End-of-the Year Targets (outcome data)</p>	<ul style="list-style-type: none"> • Notes and data from Instructional Rounds cycle, including student learning artifacts • Teacher Survey regarding participation in Instructional Rounds 	<ul style="list-style-type: none"> • A clear, data-informed Instructional Rounds cycle. • Understanding of the Problem of Practice. • Desire to continue and grow the Instructional Rounds initiative at the school. 	
--	--	---	--

KEY STRATEGY 2		Increased instructional time in key content areas/grades	
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?	
Adjust the master schedule for the building to allow for 1.5 instructional time		7/30/2025	
Communicate with teachers about adjustments to the schedule		7/30/2025	
Provide professional development and paid planning time for teachers to adjust their instructional plans for the year		8/31/2025	
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		When will this be in place?	
Plan and hold check-ins between key administrators and teachers, along with Content Area Specialists		12/31/2025	
Discuss costs/benefits of the new instructional model for teachers and students		12/31/2025	
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?	
Analyze student assessment scores for growth		6/30/2025	
Begin discussions about whether this model can be expanded to other grade levels/content areas		6/30/2025	

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>
<p>Early Progress Milestones (implementation/outcome data)</p>	<ul style="list-style-type: none"> • Teacher feedback about increased instructional time 	<ul style="list-style-type: none"> • Teachers felt supported in making the shift; were provided the professional development and planning time needed 	

Instructional Key Strategies for Improvement

Mid-Year Benchmark(s) (outcome data)	<ul style="list-style-type: none"> • Student benchmarking data and common writing assessments 	<ul style="list-style-type: none"> • Improved scores year over year, especially for ELLs 	
End-of-the Year Targets (outcome data)	<ul style="list-style-type: none"> • NYS ELA and Math Assessment data 	<ul style="list-style-type: none"> • Improved scores year over year, especially for ELLs 	

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: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Grades 5-6 ELA and Math Benchmarking (IXL) results.	<ul style="list-style-type: none"> • Instructional Rounds • Increased instructional time in key content areas/grades 	<ul style="list-style-type: none"> • Increase in year-to-year performance of students in grades 5 and 6 	
End-of-the Year Targets	Grades 5-6 ELA and Math NYS Assessment results.	<ul style="list-style-type: none"> • Instructional Rounds • Increased instructional time in key content areas/grades 	<ul style="list-style-type: none"> • Increase in year-to-year performance of students in grades 5 and 6 	

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	Panorama Student Survey: School Teacher-Student Relationships Module	<ul style="list-style-type: none"> Increased instructional time in key content areas/grades 	48% positive responses	60% positive responses	
Staff Survey	Panorama Teacher Survey: Educating All Students Module	<ul style="list-style-type: none"> Instructional Rounds Increased instructional time in key content areas/grades 	75% positive responses	85% positive responses	
Family Survey	Panorama Family Survey: School Climate Module	<ul style="list-style-type: none"> Instructional Rounds Increased instructional time in key content areas/grades 	71% positive responses	80% positive responses	

Non-Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

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>
Continue to increase family engagement.	<input type="checkbox"/> EXPAND	The family Panorama Survey responses indicate that communication and engagement—especially of families new to the school—continues to be an area for improvement. For 2025-2026, Solvay Middle School will be implementing more robust and planned opportunities to engage families. To further support this initiative, we would like to again purchase the Panorama Survey tool, have LPB Consulting manage the administration, collection, and assessment of its results. We will also be instituting a ½ day for parent-teacher conferences for the first time in almost 10 years. To support our teachers in this work, we will offer professional development for teachers on holding parent-teacher conferences. To ensure all families have the opportunity to participate, we will set aside some money to pay teachers to engage in parent-teacher conferences outside of the contractual day and will pay for translation services, if needed, for parents that are not English speaking.
Continue to increase adult capacity and abilities to appropriately support students’ behavioral health.	<input type="checkbox"/> EXPAND	Solvay Middle School continues to have a relatively young staff and will have a new, first-time principal in place for 2025-2026. The Faculty/Staff Panorama Survey indicated that teachers desire more strategies to address student behavior in the classroom. For 2025-2026, trainings and data meetings around behavioral health will be expanded, including Behavior Basics: Seeing Behavior as Communication during the November 2026 Professional Development Day. We would also like to host a Crisis Prevention Intervention institute for teachers during Summer 2026. This strategy will also integrate Principal Professional Development as an evidence-based strategy.

Implementation

(How will we do this?)

KEY STRATEGY 1		Continue to increase family engagement
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?
Set up a school-year calendar that outlines key communication strategies/dates		8/31/2025
Participate in the district’s Bearcat Bash to welcome back students and families		8/31/2025
Send out a “Welcome Back” newsletter that highlights key information and previews family engagement opportunities		8/31/2025
Hold a “Locker Week” that welcomes new families into the building		8/31/2025
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?		
Hold a Parent Teacher Conference day at SMS for the first time in many years		11/1/2025
Conduct 2 rounds of “Positive Phone Calls Home” to touch base with every family in the building.		12/15/2025
Send out building-wide weekly updates using ParentSquare		12/31/2025
Host one Family Fun Night		12/31/2025
Community-wide screening of “Like” social media documentary		12/31/2025
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?		
Hold targeted Parent Teacher Conferences for key students		April 2025
Host one Family Academic Engagement Event		Spring 2025
Administer the Family Panorama Survey		Spring 2025

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>

Non-Instructional Key Strategies for Improvement

<p>Early Progress Milestones (implementation/outcome data)</p>	<ul style="list-style-type: none">• Completion and distribution of the school-year calendar• Attendance at Bearcat Bash and Locker Week• Distribution of the “Welcome Back” newsletter• Tracking number of families reached by these activities	<ul style="list-style-type: none">• Robust involvement of families and SMS faculty in initial school year kick-off activities.	
---	--	--	--

Non-Instructional Key Strategies for Improvement

<p>Mid-Year Benchmark(s) (outcome data)</p>	<ul style="list-style-type: none"> • Number and percentage of families attending Parent Teacher Conferences • Number and percentage of families reached via Positive Phone Calls Home • Frequency and consistency of Weekly Updates, along with percentage of families opening the message • Attendance at Family Fun Nights 	<ul style="list-style-type: none"> • At least 75% of families are engaged in at least one family engagement strategy. • Teachers are reporting feeling more at ease with contacting families when needed. 	
<p>End-of-the Year Targets (outcome data)</p>	<ul style="list-style-type: none"> • Overall family engagement rate for the year (percentage of families participating in at least one event or contact) • Panorama Family Survey Results 	<ul style="list-style-type: none"> • Survey results indicate improved communication and engagement 	

Non-Instructional Key Strategies for Improvement

KEY STRATEGY 2	Continue to increase adult capacity and abilities to appropriately support students' behavioral health.	
BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
Identify teachers for Crisis Prevention Intervention Training; begin training cycles		8/31/2025
Identify professional development opportunities for new principal; enroll principal/hire mentor		8/31/2025
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?		
Provide teachers with opportunities for professional development on holding Parent Teacher Conferences		10/31/2025
Provide Behavior is Communication Training for SMS during November PD Day		11/30/2025
Implement data meetings led by the principal and used to understand discipline trends and identify areas of need for teachers and students		12/31/2025
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?		
Administer Panorama Survey for teachers, families, and students		6/30/2025

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)	<ul style="list-style-type: none"> Data meeting schedule and agenda created 	<ul style="list-style-type: none"> Data meetings are scheduled, principal has set up a strong agenda, everyone understands the purpose and attends regularly 	
Mid-Year Benchmark(s) (outcome data)	<ul style="list-style-type: none"> Number of data meetings held 	<ul style="list-style-type: none"> Data meetings are anecdotally providing everyone involved with opportunities to discuss students' behavioral health Teachers are holding Parent Teacher Conferences—both on the newly established PTC day and during Team Meetings as needed 	

Non-Instructional Key Strategies for Improvement

<p>End-of-the Year Targets (outcome data)</p>	<ul style="list-style-type: none"> • Student discipline data • Panorama Survey Data 	<ul style="list-style-type: none"> • Reduced incidents of student discipline and suspensions, as well as students with multiple referrals • Increased satisfaction with school climate by teachers, families, and students 	
--	---	--	--

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>
<p>Mid-Year Benchmark(s)</p>	<ul style="list-style-type: none"> • Student discipline referral data 	<ul style="list-style-type: none"> • Continue to increase adult capacity and abilities to appropriately support students' behavioral health. 	<ul style="list-style-type: none"> • Reduced incidents of student discipline and suspensions, as well as students with multiple referrals 	

Non-Instructional Key Strategies for Improvement

<p>End-of-the Year Targets</p>	<ul style="list-style-type: none"> • Student discipline referral data • Panorama Survey: Student Responses 	<ul style="list-style-type: none"> • Continue to increase adult capacity and abilities to appropriately support students' behavioral health. • Continue to increase family engagement 	<ul style="list-style-type: none"> • Reduced incidents of student discipline and suspensions, as well as students with multiple referrals • Increased positive responses on Panorama Survey: School Climate module 	
---------------------------------------	--	---	--	--

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:

	<p>Survey Question(s) or Statement(s)</p>	<p>Corresponding Key Strategies</p>	<p>2024-25 data if available (e.g., % agree or strongly agree)</p>	<p>Desired response (e.g., % agree or strongly agree)</p>	<p>What we ended up seeing: (complete once Spring survey results are available)</p>
<p>Student Survey</p>	<p>Panorama Student Survey: School Climate Module</p>	<ul style="list-style-type: none"> • Increased instructional time in key content areas/grades 	<p>38% positive responses</p>	<p>50% positive responses</p>	
<p>Staff Survey</p>	<p>Panorama Teacher Survey: School Climate Module</p>	<ul style="list-style-type: none"> • Instructional Rounds • Increased instructional time in key content areas/grades 	<p>50% positive responses</p>	<p>60% positive responses</p>	

Non-Instructional Key Strategies for Improvement

Family Survey	Panorama Family Survey: School Climate Module	<ul style="list-style-type: none">• Instructional Rounds Increased instructional time in key content areas/grades	71% positive responses	80% positive responses	
----------------------	---	---	------------------------	------------------------	--

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

Name	Role	Orientation to School Teams (required for new TSI)	Analyze: Data Variation Identification	Analyze: Data Variation Share and Explore	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect and Synthesize	Plan Writing and Revision
Nikolaus Campbell	Music Teacher			10/3, 11/7	12/7, 3/6	4/3	4/3	
Nicholas Costa	Social Studies Teacher			10/3, 11/7	12/7, 3/6	4/3	4/3	
Bridget Nadzan	Assistant Principal; Principal		7/9	10/3, 11/7	12/7, 3/6	4/3	4/3, 6/27	6/30
Carly Guarno	Mathematics Teacher			10/3, 11/7	12/7, 3/6	4/3	4/3	
Jennifer Heckathorn	Consultant		7/9	10/3, 11/7	12/7, 3/6	4/3	4/3, 6/27	6/30
Lindsay Heil	5 th Grade Teacher			10/3, 11/7	12/7, 3/6	4/3	4/3	
Danielle Helinger	Math Intervention Teacher		7/9	10/3, 11/7	12/7, 3/6	4/3	4/3	6/30
Michaela Keener	Physical Education Teacher			10/3, 11/7	12/7, 3/6	4/3	4/3	
Gina LaPlant	Special Education Teacher		7/9	10/3, 11/7	12/7, 3/6	4/3	4/3	6/30
Allison Medsger	Librarian		7/9	10/3, 11/7	12/7, 3/6	4/3	4/3	6/30
Kristen Powers	ENL Teacher; ENL Dept. Chair		7/9	10/3, 11/7	12/7, 3/6	4/3	4/3	6/30

Our Team's Process

Adam Sgroi	Social Studies Teacher		7/9	10/3, 11/7	12/7, 3/6	4/3	4/3	6/30
Russ Stanton	Principal		7/9	10/3, 11/7	12/7, 3/6	4/3	4/3	
Colin Thompson	Mathematics Teacher			10/3, 11/7	12/7, 3/6	4/3	4/3	
Jessica Whisher-Hehl	Assistant Superintendent			10/3, 11/7	12/7, 3/6	4/3	4/3, 6/27	6/30

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
Solvay UFSD	Solvay Middle School	PK; 5-8

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

In the Column labeled “Evidence-Based Intervention Category” enter the category for that specific expense. If the expense does not fit within the State-Supported Evidence-Based Interventions (e.g. survey and feedback tools, HS internship coordinator) enter “Other.”

Plan Monitoring and Development

The team that drafted the plan should anticipate reconvening at least twice during the 2025-26 school year to discuss implementation and review Early Progress Milestone and Mid-Year Benchmark data.

The school should also anticipate having a team come together in Spring 2026 to conduct a five-part needs assessment in conjunction with the development of its 2026-27 school plan.

Budget Code

In the “Budget Code” category, enter the FS-10 budget code. The following are Budget Codes used for this grant. Any Code 80 (Employee Benefits) and Code 90 (Indirect Cost) expenses do not need to be referenced here but will need to be included on the FS-10.

- Code 15: Professional Salaries
- Code 16: Support Staff Salaries
- Code 20: Equipment
- Code 40: Purchased Services
- Code 45: Supplies and Materials
- Code 46: Travel
- Code 49: BOCES Services

Expenses That Go Across Key Strategies

A school may have a single expense that covers multiple key strategies. For those situations, the expense can be referenced in multiple categories, but the amount of the expense should only be inserted into the “Full Cost” column the first time the expense appears.

Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1		Instructional Rounds	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Substitute Costs for Instructional Rounds Implementation	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	\$2580
Travel Costs for up to 6 teachers/administrators to attend the Instructional Rounds Institute at Harvard GSE: Lodging (\$209/night @ 5 nights), Per diem (\$92 @ 3 days; \$69 @ first/last); plane tickets (\$200)	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	46	\$10,074
Instructional Rounds Institute at Harvard GSE: tuition for a team of 6	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	45	\$23,970
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$36,624

SIG Expenditure Plan

INSTRUCTIONAL KEY STRATEGY 2		Increased instructional time in key content areas/grades	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Planning Time for teachers undertaking new instructional time model.	Middle School Flexible Scheduling	15	\$10,105
Read 180: Reading intervention and assessment program instructional materials and online student subscriptions	Middle School Flexible Scheduling	40	\$15,000
ALEKS: McGraw Hill's adaptive, AI-driven online assessment and learning system that maps each student's knowledge gaps and delivers personalized instruction connected to the REVEAL math curriculum	Middle School Flexible Scheduling	40	\$8,000
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$33,105

Non-Instructional Key Strategy Implementation

NON-INSTRUCTIONAL KEY STRATEGY 1		Continue to increase family engagement	
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Panorama Survey	Other	40	\$10,000
District-wide administration, collection, and analysis of Panorama Survey data with multi-year analysis: LPB Consulting	Other	40	\$10,000
Professional Development for teachers on conducting Parent-Teacher Conferences. 20 teachers x 2 hours x \$43/hour; 2 teachers instruction x 4 hours plan and teach x \$54/hour	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	\$2,152

SIG Expenditure Plan

Teacher salary for hosting additional PTCs outside of the instructional day (to accommodate working families) 12 teachers x 3 hours x \$43/hour	Other	15	\$1,548
Translation services for Parent Teacher Conferences	Other	40	\$750
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			\$24,450

NON-INSTRUCTIONAL KEY STRATEGY 2	Continue to increase adult capacity and abilities to appropriately support students' behavioral health.		
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Harvard GSE PD for Principal: Navigating Complexity: A Leadership Program for Principals	Principal Leadership Development	40	\$750
CPI Training: institute for Solvay Middle School during Summer 2026. 12 hours x 20 teachers x \$43/hour; 2 instructors x 12 hours to instruct x \$54/hour	Professional Development through Active, Practice-Based Learning (Pedagogies of Enactment) OR Ongoing Job-Embedded Professional Development	15	\$11,616
TOTAL AMOUNT FOR THIS NON- INSTRUCTIONAL KEY STRATEGY			\$12,366

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Substitute Costs for SCEP Team during 2025-2026 school year: 3 full day release days for up to 10 teachers	Plan Monitoring	15	\$5,160
Various support related to the ongoing work of the SCEP committee, including management of SCEP process and assessment of strategy implementation: LPB Consulting	Principal Leadership Development	40	\$10,500
TOTAL AMOUNT FOR PLAN MONITORING			\$15,660

SIG Expenditure Plan

2026-27 Plan Development Expenses			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Summer 2026 Salary Costs for Plan Development: 6.5 hours x 10 teachers x \$43/hour	Plan Development	15	\$2,795
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			\$2,795