New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
South Country CSD	Bellport Middle School	6-8

Collaboratively Developed By:
The Bellport Middle School SCEP Development Team Dr. Jamal Colson, Principal Rosa Kalomiris, Assistant Principal Ray Latorre, Assistant Principal Manouchka Daniel, Assistant Principal Jenna Restivo Director of Guidance and Counseling Monica Tetuan Director of ELL, Bilingual and World Language Programs Jack Burke, Director of STEM Rebecca Donovan, Teacher Kyle Sherlock, Teacher Elizabeth Travers, Teacher Tara Bodkin Parent Gina DeVito, Parent ***And in partnership with the staff, students, and families of Bellport Middle School.***

Guidance for Teams

Template

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

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
    - Activity 1: Envision: Exploring Your Vision, Values, and Aspirations *(optional for re-identified schools)*
    - Activity 2: Analyze: Internal and External Data
    - Activity 3: Analyze: Survey Data
    - Activity 4: Listen: Student Interviews
    - Activity 5: Envision: Reflect, Synthesize, and Plan
2. Re-identified Schools:
    - Participated in SCEP Pre-Team Meeting Planning Session 4 with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school**. At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to* _____.

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's High Impact Teaching Strategies and the Diagnostic Tool for School and District Effectiveness (DTSDE) Framework and Phases of Implementation to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB).** The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

SCEP Rubric

NYSED has developed a rubric that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- Assembling Your Improvement Planning Team
- NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet 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.

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting an intervention from the **State-Supported Evidence Based Interventions** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: Evidence-Based Interventions | New York State Education Department

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☑ State-Supported Evidence Based Intervention

If "X' is marked above, provide responses to the prompts below to identify the intervention and the Commitment(s) it will support:

Evidence-Based Intervention Identified	Enhanced Principal Leadership
We envision that this Evidence-Based Intervention will support the following Commitment(s)	We will commit to creating an environment of belonging, dignity, and connection for all members of the school community. We will commit to providing all students with access, voice, and ownership in their learning experiences.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	A continued focus on this commitment allows the building to continue the work that has been started focusing on teacher and student actions related to following: 1. NWEA assessments 2. 6-8 ELA & math assessments 3. Student, Staff, Parent surveys

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the intervention, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	**We will commit to creating an environment of belonging, dignity, and connection for all members of the school community.**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	The school staff and faculty believe that positive relationships are necessary to create a safe, positive, and engaging environment. BMS continues to focus on this commitment as it ties directly into the district focus on a culture of care. This commitment also connects to the district and building goals to increase student attendance. Students who believe they belong are more likely to come to school regularly. When students feel their mental and emotional health are supported, they are more engaged with all school activities and can accomplish their best work.

Key Strategies

In column 1, input **a total** of one to four 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, identify if 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 to 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 DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Increase overall student attendance in school.	☐ NEW ☒EXPAND ☐ REFINE	We have 24% chronic absences. Students who believe they belong are more likely to come to school regularly. We will increase overall student attendance by doing the following: Teachers/departments will nominate students for 3A's improved attendance recognition BMS will host a quarterly breakfast for students with improved attendance by 20% quarterly increase Teachers and Administration will reinforce the district-wide Attendance Protocols by making phone calls and meetings with parents for those students with chronic absenteeism.
Increase the number of students that participate in student activities/ extra curricular clubs and sports.	☐ NEW ☒EXPAND ☐ REFINE	Survey data concludes that only 69.2% of students believe that our school has a variety of programs and courses. approximately 25% of students participate in at least one after school extra club/ sports. We plan to increase that to 40% of the student body.
Expand the use of Community Circles and Restorative Conversations	☐ NEW ☒EXPAND ☐ REFINE	Increase community circles and restorative conversations, and follow up with student participants to help students foster positive relationships, decrease conflicts and overall discipline referrals.

Implementation

KEY STRATEGY 1	Increase overall student attendance in school.

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Teachers/departments will nominate students for 3A's improved attendance recognition by comparing previous marking period attendance to current marking period attendance.	☒ by EPM ☒ by MYB
Provide a quarterly breakfast for students with improved attendance minimum of 20% quarterly increase	☒ by EPM ☒ by MYB
Reinforce the district-wide Attendance Protocols including having a building attendance committee, making phone calls and meetings with parents for those students with chronic absenteeism.	☒ by EPM ☒ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
SIG Grant for attendance incentives
Quarterly breakfast, 3A's tee shirts, wristbands

KEY STRATEGY 2	Increase the number of students that participate in student activities and extra curricular clubs and sports.

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Introduce new clubs for students to join based on student interest, student civic research project proposals, and student advocacy: Students who attend the club for a full year will be awarded a pin annually. These pins can be displayed on a sash during the 8th grade moving up ceremony, showcasing their dedication and commitment to the club throughout the years. Food Waste Project Students and staff at BMS are hard at work to make big changes. The Food Waste Project was started to prevent unwanted/unused food from being discarded. We now distribute unwanted/unused food left over from breakfast and lunches. Students have the opportunity to place any sealed food items in a specific bin. These bins are later sorted and redistributed throughout the building. This food is available for students to snack on throughout the school day, such as before sports and at the after school programs. We even have weekly deliveries going out to The Boys & Girls Club. Gay Straight Alliance Club The Gay-Straight Alliance club is a student-led and student-organized school club designed to create a safe, welcoming, and accepting school environment for all youth, regardless of gender or identity. It will provide a supportive environment for lesbian, gay, bisexual, and transgender (LGBT) students, as well as those who are perceived by others to be LGBT, are questioning their identity, have LGBT friends or family members, or just care about LGBT issues. The club will help support and educate students on LGBT issues, and engage in awareness activities. It will also allow LGBT and straight students to work together to take on issues that affect all students, including harassment and discrimination based on gender identity, and gender expression.	☒ by EPM ☐ by MYB

New program: Basketball Intramurals Students advocated for themselves by collecting over 150 student signatures that are interested in playing basketball afterschool.	☒ by EPM ☒ by MYB
Invite students to participate in clubs and extracurricular activities. Highlight the use of the "Clubs and Activities Board" and encourage students to find their individual interests. Promote students joining more clubs, throughout the entire year, by increasing the number of club days to once per marking period.	☒ by EPM ☒ by MYB
Ambassadors Club will support the expansion and enhancement of the School Store. The club will be facilitated by the ambassadors. The school store will be located in the east and west cafeterias. Students will be able to access the school store during lunch periods.	☐ by EPM ☒ by MYB
West cafeteria snack room; East cafeteria on the stage. Two co-advisors will work with motivated students and staff.	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
After School clubs and activities	
SIG Grant - School store merchandise such as pens, pencils ,notepads, stickers, kindness cards, tee shirts, socks, mini-games, and additional items based upon student suggestions during the 2024-2025 school year. Pins for club recognition. Basketballs for intramural programs as well as stipends for staff. Ambassadors club advisors.	

KEY STRATEGY 3	Expand the use of Social Emotional Learning programming and Restorative Practices

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Increase the number of Clipper PRIDE lessons for students to participate in to once a marking period. Teachers and support staff will incorporate Second Step curriculum during Health, Social Studies and Writing.	☒ by EPM ☐ by MYB
Consistent follow up to the restorative conversations that will prevent recurring conflicts among their peers using restorative practices. This will encourage a culture of empathy, understanding, and accountability within the student body.	☒ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
District Restorative Practices Coordinator - Monthly meetings with BMS Restorative Practices coaches.

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*	What we ended up seeing *(complete six to ten weeks into the school year)*
Increase overall student attendance in school.	Student Attendance	Increase attendance rate- 2024-2025: 97% 2023-2024: 92% 2022-2023: 91.6% (actual) 2021-2022: 92%	

Increase the number of students that participate in student activities/ extra curricular clubs and sports.	Discipline referral data	Decrease the number of discipline referrals written to fewer than 100 in the first six to ten weeks. Last school year (2023-2024), BMS had 173 referrals. For the overall school year, decrease discipline referrals to fewer than 500. 2024-2025 -500 2023-2024- 520 2022-2023 - 497 2021-2022 - 675	
Expand the use of Second Step lessons and Restorative Practices	Restorative conversations data Out of School Suspensions	Decrease in suspensions by 10% to 34 suspensions for the first 10 weeks (1st quarter). BMS had 38 in the 23-24 school year. The goal for the 2024-2025 academic school year is to decrease suspensions from 145 to 118. Increased implementation of Community Circles in all classes to support community building. Teachers/ Support Staff will teach Second Step curriculum in utilizing writing, health, and/or social studies periods. The DESSA SEL assessment will be administered three times per year. Based upon the students' scores, lessons will be extracted to support the students' emotional wellbeing. These lessons will be used as an additional resource. The goal for 2024-2025 is to increase DESSA participation from 58% to 85%	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	**What we ended up seeing** *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Student Attendance	Increase in student attendance by 4% (96%)	
End-of-the Year Targets	Student Attendance	Increase in student attendance by 5% (97%)	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 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	S45. I have friends in school that I look forward to seeing.	61.5%	88%	
Staff Survey	F088. We help families identify students' strengths and needs.	62.3%	95%	
Family Survey	T26. My children feel secure in taking risks and asking questions in class.	69.6%	85%	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We will commit to providing all students with access, voice, and ownership in their learning experiences.

Key Strategies

In column 1, input **a total** of one to four 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, identify if 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 to 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? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Students and teachers create classroom culture norms together	☒ NEW ☒ EXPAND ☐ REFINE	Teachers and students will collaborate in creating classroom expectations/rules/protocols. This will allow students to take ownership of what occurs in the classroom and hold each other accountable.
Using data and the MTSS process to drive instruction	☒ NEW ☒ EXPAND ☐ REFINE	Prior to the fall administration of the NWEA assessment, administration will review the spring NWEA data with their departments in order to hone in on students strengths and weaknesses. • Teachers will use NWEA data to plan lessons and differentiate for their students' particular needs to establish strong tier 1 strategies. • Lead teachers will continue to meet with their departments after each NWEA administration to discuss teacher practice specific to NWEA Data and impact to student learning. This will occur during the common planning period.

		• Lead teachers will meet with Administration monthly during Administration Team Meetings to provide updates on how teachers are using NWEA data to differentiate and drive instruction. MTSS provides Three Tiered Services to support students in their academic, behavioral, and/or social emotional growth. The MTSS Committee meets on a weekly basis to discuss specific students who require support beyond Tier 1. • NWEA data and the strategies implemented must accompany a MTSS referral to outline Tier 1 interventions used in the classroom prior to the referral.

Summer Curriculum Writing & Professional Learning; Curriculum Fair for families and students	☒ NEW
	☒ EXPAND
	☐ REFINE
		All teachers participating in curriculum writing will have updated curriculum for 2024-2025 school year:
		• Computers 1
		• Computers 2
		• Academic vocabulary - Reading units
		• Science - Biology
		• Spanish 2 for Dual Language
		Professional Learning
		• Teachers College Advancing Literacy
		  ○ Literary & Academic Vocabulary Acquisition
		  ○ Leading Responsive, Data-Based Small Group Work in Reading
		• Sonday reading system
		• Science Investigations
		• Math in Focus
		
		Curriculum Fair for families to understand what their children are learning so they may best support them at home.

Implementation

KEY STRATEGY 1	Classroom Procedures and Protocols

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
• Setting clear expectations for each classroom minimizes distractions and unwanted behaviors. This will allow the students to engage in learning, discuss and share ideas, and ask for help when needed.	☒ by EPM ☐ by MYB
• Teachers will teach students the specific procedures for various activities, such as how to enter the classroom, how to ask for help, how to work in groups, and participate in class discussions. Model the procedures and provide opportunities for students to practice and receive feedback.	☐ by EPM ☒ by MYB
• 3A's = Clipper Pride Matrix: • Teachers will take the time to teach students how to use the student matrix effectively. Review the matrix regularly and discuss real-life examples to help students understand how the expectations apply in different situations.	☐ by EPM ☒ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

KEY STRATEGY 2	NWEA Data and MTSS Process

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Schedule of STEM/Humanities Directors/Assistant Principals	☒ by EPM ☐ by MYB
Teachers will regularly monitor student progress using NWEA assessments and progress monitoring tools aligned with NWEA. This will occur three times a year at teacher department meetings after each testing cycle Fall, Winter, and Spring.	☐ by EPM ☒ by MYB
ELA/Math classroom teachers will provide students their results after fall,winter,spring assessments. Together teacher and student will set an individualized goal for the next assessment cycle. Teachers will keep track of student goals using their tracking preference(google docs, data binder, gradebook, etc.)	☒ by EPM ☐ by MYB
Teachers will provide students with progress updates and feedback to help students monitor their own growth and celebrate their achievement. Progress updates can be shared using various feedback models. This will occur after Fall, Winter, and Spring assessment periods.	☒ by EPM ☐ by MYB
MTSS Process: Teachers within Tier One, provide core instruction and differentiate so all students can	☒ by EPM ☒ by MYB

access what is being taught. Differentiation can include curriculum materials, use of choice boards, incorporating predominant learning style, considering success criteria, vocabulary acquisition, building background knowledge, and 1-to-1 instruction.

Data is collected by Teachers, Support Staff, and Teacher Assistants, during each tier. This data is discussed during MTSS case manager check-ins and MTSS Committee meetings in order to identify what strategies and/or level of support a student requires.

Teachers consult with an MTSS team member to discuss data from Tier 1 interventions and identify academic/behavior/ SEL strategies to support the referred student. Teachers implement an intervention for 4-6 weeks with progress monitoring/notes based on the student's performance.Follow up MTSS meeting determines if student should discontinue with MTSS process, continue intervention, or progress to Tier 2.

Tier 2 provides additional,strategic support so referred students can perform at grade level.

Tier 3 provides referred students intensive support for specific, targeted skills.

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Lead Teachers Humanities/STEM
STEM/Humanities Directors
BMS Administration Meetings

KEY STRATEGY 3	Summer 2024 Curriculum Writing: ● Computers 1 ● Computers 2 ● Academic Vocabulary- Reading units ● Biology ● Dual Language Math Grade 6 ● Home Language Arts Grades 6-8 ● English Language Arts Grades 6-8 ● World Language to revise 6th and 7th Grade - Project Based Learning Professional Development: ● Teachers College Advancing Literacy ○ Literary & Academic Vocabulary Acquisition ○ Leading Responsive, Data-Based Small Group Work in Reading ● Sonday reading system ● Science Investigations ● Math in Focus Planning and implementation of a Curriculum Fair

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
The initial meeting will provide curriculum writers with the expectations for the work; tasks to be done are clarified and understood by the respective writers and/or committees by the end of this meeting.	☒ by EPM ☐ by MYB
When writing curriculum, here are questions to consider: ● What are you trying to have the students learn? Learning Outcomes, Competencies, Program Outcomes ● Standards: ○ Generally, how will you know they have learned it? (Performance Assessment Strategies) ○ Where are the students starting? (Student Readiness) ○ What do students need to know? (Skills, Knowledge, Attitudes) ○ What steps do they have to take to develop their understanding? (Learning Tasks) ○ How are you going to achieve each of the steps? (Learning Tasks) ○ What learning strategies might engage the student and carry the message? (Delivery Method(s)) ○ How will you introduce the learning? (Hook, Introduction, Anticipatory Set) ○ How will students practice and achieve the intended learning? (Guided Practice, Independent Practice) ● How does the assessment of their performance demonstrate their learning? (Performance Assessment Tasks and Scoring Guide)	☒ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
BOE approved teachers to write lessons/unit plans for the 2024-2025 school year
STEM Director, Humanities Director, World Language Director,BMS Administration
Materials and supplies for curriculum fair

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*	**What we ended up seeing** *(complete six to ten weeks into the school year)*
Classrooms Procedure and Protocols	3A's = Clipper Pride	Teachers and students will collaborate in creating classroom expectations within the first two weeks of class.	
NWEA Data MTSS Data	Fall 2024 data MTSS data	Facilitated Data analysis discussions focused on NWEA data. Increase in student performance using Fall 2024 Baseline Data Proficiency in Spring 2024 school data: Math: 34% of students Reading: 37% of Students MTSS meet to review the intervention data Collaborate on next steps	
Summer Curriculum Writing	Curriculum Pacing calendar	Computers 1 Computers 2 Academic Vocabulary - Reading units Biology Dual Language Math Grade 6 Home Language Arts Grades 6-8 English Language Arts Grades 6-8 World Language to revise 6th and 7th Grade - Project Based Learning	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	**What we ended up seeing** *(complete when reviewing mid-year data)*

Mid-Year Benchmark(s)	NWEA Data MTSS Data	Increase in student performance (Fall 2024) Proficiency: Math: 39% of students Reading: 42% of Students 5% increase in students being referred to MTSS committee compared to last school year	
End-of-the Year Targets	NWEA Data MTSS Data	Increase in student performance (Fall 2024) Proficiency: Math: 42% of students Reading: 45% of Students 10% increase in students being referred to MTSS committee compared to last school year	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	**2023-24 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	C12. Our school has a variety of programs and courses that students may choose.	69.2%	77%	

Staff Survey	T50. We challenge students.	73.8%	80%	
Family Survey	C18. I receive specific test/assessment information about my child(ren)'s progress.	73.9%	80%	

Civic Empowerment Project (schools in CSI only)

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. Collaborative School Improvement Grant Development
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 existing commitments.

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 2024-25 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☐ Schoolwide Voting
- ☐ Collaborative School Improvement Grant Development
- ☐ Design Your Own (proposals should be sent to 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" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf. 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. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen**: Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
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 the team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	**Orientation to School Teams** (required for new TSI)	**Envision:** Exploring the Vision, Values and Aspirations	**Analyze:** Internal and External Data	**Analyze:** Survey Data	**Listen:** Student Interviews	**Envision:** Reflect, Synthesize and Plan	**Plan Writing and Revision**
Rebecca Donovan	Special Education Teacher	X	X	X	X	X	X	5/13/24, 6/3/24
Elizabeth Travers	General Education Teacher	X	X	X	X	X	X	5/13/24, 6/3/24 6/21/24
Kyle Sherlock	Music Teacher	X	X	X	X	X	X	5/13/24, 6/3/24 6/21/24

Dr. Jamal Colson	Principal	X	X	X	X	X	X	5/13/24, 5/30/24 6/3/24, 6/7/24 6/13/24 6/21/24 7/1/24 7/2/24 7/3/24 7/8/24 7/16/24 7/17/24 7/23/24
Rosa Kalomiris	Assistant Principal	X	X	X	X	X	X	5/13/24, 5/30/24 6/3/24, 6/13/24 6/21/24 7/1/24 7/16/24 7/17/24 7/23/24
Reinaldo Lattore	Assistant Principal	X	X	X	X	X	X	5/13/24, 6/3/24, 6/13/24 6/21/24 7/16/24 7/17/24
Manouchka Daniel	Assistant Principal	X	X	X	X	X	X	5/13/24, 6/3/24, 6/13/24 6/21/24 7/1/24 7/3/24 7/16/24 7/17/24
Monica Tetuan	Director of ENL	X	X	X	X	X	X	5/20/24, 5/30/24 6/3/24
Jack Burke	Director of STEM	X	X	X	X	X	X	5/20/24, 5/30/24 6/3/24
Jenna Restivo	Director of Guidance	X	X	X	X	X	X	5/20/24, 5/30/24 6/3/24
Tara Bodkin	Parent	X	X	X	X	X	X	5/16/24
Gina DeVito	Parent	X	X					5/16/24

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

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

During the 2023-24 school year, the Data Triangle played a part in informing our plan. The survey responses lead us to continue to focus on the practices that we have in place and to work on involving students more in clubs and afterschool activities.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

The reflection demonstrated the following: most of our practices continue to be growing with small areas where they have now become integrated into our system. The reflection reinforced the need for us to continue to focus on the practices that we have deemed important and not move forward with something new.

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, **please compare the completed plan to the SCEP Rubric to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to 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 against the SCEP rubric, ensured the plan met minimum expectations, and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to Pre-SCEP Team Meeting Planning Session 5 indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the SCEP Rubric to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan in relation to 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. Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that 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.
5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.