



School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
South Country Central School District	Brookhaven Elementary School	K-3

Collaboratively Developed By:

The Brookhaven SCEP Development Team

Instructional Staff

Ms. Dina Biggs, Mr. Matthew Coonan, Ms. Emily Dis, Mrs. Taylor Dohrenwend, Mrs. Karen Ernst, Mrs. Kimberly Gosselin, Dr. Ann Haddad, Mrs. Keri Kearney, Ms. Danielle Maracic, Mrs. Lara Miller, Mrs. Dinorka Moreno, Mrs. Stefanie Nolde, Mrs. Keri Paolillo and Mrs. Jessica Weinberg

Parents

Mrs. Jenette Adams and Mrs. Kenyannah Augustin Lupia

Administration

Dr. Rebecca M. Raymond, Mr. Anthony Cavalluzzo, Mrs. Stefanie Rucinski, Mrs. Jaclyn O'Hagan Ms. Monica Pullows-Tetuan and Mrs. Kerry Carson

And in partnership with the staff, students, and families of Brookhaven Elementary 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	X
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	X
Expanding access to high-quality Out-of-School-Time programs	X
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)	
Ongoing Job-Embedded Professional Development	
Principal Leadership Development	
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

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

Second grade and third grade student representatives were interviewed to collect their perspectives on their experiences as learners at Brookhaven Elementary School. More specifically, these student interviews reinforced the goals of Brookhaven's 2025-2026 School Comprehensive Education Plan (SCEP); which are to align our current curricular plan to enhance student engagement, parent communication and education, promote opportunities for higher level student discourse and reflection, goal setting and application of learning. The students' responses were consistent to these goals, as well as to the data collected from survey respondents in the following categories: instructional staff, families and third grade students.

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 selected strategies are reflective of the feedback collected from our students, their families and instructional staff. Moreover, this feedback was analyzed identifying the common themes from that digital survey and student interviews. This will further support progress as it represents a collective belief that supports continuous learning at home and school, where the student is at the center of decisions.

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 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.
We will work to improve learning opportunities that help students have deeper, more meaningful conversations about their learning, goals, and progress with classmates, families, and teachers.	☐ NEW ☒ EXPAND ☐ REFINE	Throughout the student interviews, the respondents were cognizant of the ways in which they learned most effectively, as well as the supports and structures that allowed them to thrive. Moreover, students reflected on building deeper connections between learning and life. Students expressed their eagerness to become more involved in their learning and cited several specific examples throughout their instructional day.
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	

Implementation

How will we do this?

KEY STRATEGY 1	We will work to improve learning opportunities that help students have deeper, more meaningful conversations about their learning, goals, and progress with classmates, families, and teachers
----------------	--

Instructional Key Strategies for Improvement

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?
Communication: The Brookhaven TSI team will share out the key strategies and SCEP plan with our staff prior to the close of school. This will provide understanding of the vision and build upon the data that has been shared out throughout the school year.		June 2025
Planning: A subgroup of the Brookhaven TSI team will meet to discuss and construct questions to be used by our teachers to engage our students at all grade levels to reflect on the skills learned by the end of the year.		June 2025
Data Collection: Information will be shared out at the faculty meeting and followed up at grade-level meetings with the specific questions that teachers will share with their students during their community circle/morning meeting time. Information will be collected from all grade-levels and placed in the profile of a learner template.		June 2025
Communication: Building Administration will share the SCEP plan key strategies with building and district administration, as well as with respective stakeholders within the school community.		July 2025
Planning: Building Administration will plan a timeline for communication, educating all stakeholders, implementation and reflection/feedback for the 2025-2026 school year.		July 2025
Launch: The Brookhaven TSI team will share the key strategies, the timeline and vision with instructional staff. Building Administration will communicate this information with families through differentiated formats (i.e. print and digital).		August 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?
Communication: Building Administration and members of the TSI team will share our key strategies with our students at our opening assembly.		Sept. 2025
Planning: A subgroup of the Brookhaven TSI team will meet to discuss and construct questions to be used by our teachers to engage our students at all grade levels to reflect on the skills learned at the beginning of the year.		Sept. 2025
Data Collection: Information will be shared out at the faculty meeting and followed up at grade-level meetings with the specific questions that teachers will share with their students during their community circle/morning meeting time. Information will be collected from all grade-levels and placed in the profile of a learner template.		Sept.-Oct. 2025
Reflection: Building Administration will meet and discuss with instructional staff planbooks the focus of planbooks to include higher order thinking questions and student engagement practices.		Sept.-Oct. 2025
Supporting Progress: Building Administration will create a walkthrough schedule to support the structure for higher level student engagement. Data will be shared with the teachers at different intervals of the first trimester of school.		Sept.-Dec. 2025
Communication: Building Administration will create structures for grade-level meetings, to allow time to collaborate, plan and discuss the following, but not limited to: -student engagement, collaborative student projects and teacher opportunities to visit and learn from their colleagues.		Sept.-Dec. 2025
Reflection (Student Representatives): Building Administration, along with the TSI team will form a subgroup of instructional staff to meet with student representatives each month. This will allow the team to collective feedback from students on their experiences and engagement in learning.		Oct.-Dec. 2025
Supporting Progress: Structures will be provided to have students participate in the parent-teacher conference.		Oct.-Nov. 2025

Instructional Key Strategies for Improvement

Student Engagement: The Building Administration will create an opportunity for student partnerships between grade levels/departments. This structure will allow for students to practice their targeted skills, as well as to begin to create a forum for students to share their learning and/or progress with their peers.	Oct.-Dec. 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?
Student Engagement: Students will be provided a rubric to share with their families on their progress during the first trimester during their scheduled parent/teacher conference.	Dec. 2025
Planning: A subgroup of the Brookhaven TSI team will meet to discuss and construct questions to be used by our teachers to engage our students at all grade levels to reflect on the skills learned at the midpoint of the year.	Dec.2025-Feb. 2026
Data Collection: Information will be shared out at the faculty meeting and followed up at grade-level meetings with the specific questions that teachers will share with their students during their community circle/morning meeting time. Information will be collected from all grade-levels and placed in the profile of a learner template.	Dec.2025-Feb. 2026
Communication: Building Administration will survey teachers to get a better understanding of the grade-level meeting structure. Questions will allow teachers to reflect on student engagement, collaborative student projects and teacher opportunities to visit and learn from their colleagues.	Jan..-Feb. 2026
Supporting Progress: Building Administration, along with the TSI team will meet with student representatives and continue to gather feedback.	Feb.-May 2026
Reflection: Grade-levels/departments will have the opportunity to engage their students in activities such as the following, but not limited to: -collaborative projects, peer conferences, class/bulletin board review and reflect	Feb.-May 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)	Student interviews	Students are able to give examples of how they are participating in their learning.	
Mid-Year Benchmark(s) (outcome data)	- Building-level walkthrough data - Planbooks	- Evidence of students engaged in their learning (engagement surveys, projects, etc.) - Plans reflective of student partnerships/collaborations	

Instructional Key Strategies for Improvement

End-of-the Year Targets (outcome data)	Development of collaborative structures throughout all grade levels and departments	• Student models and projects, as well as reflections from their experiences	
--	---	--	--

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 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.
We will offer different ways for families to obtain information about their child's progress and academic goals. We will also help parents learn about their child's grade level curriculum so they can better support learning at home.	☐ NEW ☐ EXPAND ☒ REFINE	In reviewing the survey data from the parents and instructional staff, the themes that came up were communication, community and programs. Parents noted that they wanted to receive specific information regarding their child's progress, while also reflecting on learning more ways to enrich and support their children throughout the school year. Our instructional staff respondents noted the need to assess our families needs to provide further support to aid in being partners in their child's education.
	☐ NEW ☐ EXPAND ☐ REFINE	

Implementation

(How will we do this?)

KEY STRATEGY 1	We will offer different ways for families to obtain information about their child's progress and academic goals. We will also help parents learn about their child's grade level curriculum so they can better support learning at home.
----------------	--

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?

Non-Instructional Key Strategies for Improvement

Communication: Building Administration will share the SCEP plan key strategies with building and district administration, as well as with respective stakeholders within the school community.	July 2025
Planning: Building Administration will plan a timeline for communication, educating all stakeholders, implementation and reflection/feedback for the 2025-2026 school year.	July 2025
Launch: The Brookhaven TSI team will share the key strategies, the timeline and vision with instructional staff. Building Administration will communicate this information with families through differentiated formats (i.e. print and digital).	August 2025
Reflection: Building administration will create a survey for incoming parents surveying their needs, expertise, interests in events and/or workshops and communication preferences. (i.e. This may be available during Kindergarten Meet and Greet and on the website).	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?	
Communication: Building Administration will share the SCEP plan key strategies with parents and community members at different events (i.e. Meet the Teacher, PTA meeting and in print and digital formats).	Sept.-Dec. 2025
Community Connections: Begin to compile ways in which to create opportunities for families to learn alongside their child, as well as identify ways to incentivize families attending.	Sept.-Dec. 2025
Data Collection: Information from families will be collected to understand their needs to construct a plan for implementing parent workshops and/or events. This information will be present at all building events, as well as in print and digital means, and showcased in the community.	Sept.-Dec. 2025
Planning: The Brookhaven TSI team will meet with community stakeholders, including parents and other organizations to plan a parent workshop and/or events based on the data, including publicizing, planning resources and implementation. (i.e. collect the number of families present).	Oct.-Dec. 2025
Investigating: Creating an opportunity for families to view activities, events or happenings in the school on a trimester basis.	November 2025
Providing Options: Create a menu of activities for families to draw from for the South Country Family Connect Nights. This can be done in collaboration with our local community agencies.	Oct.-Dec. 2025
Reflection: Building administration will create a post survey for all families surveying their feedback on any workshops or events offered.	Dec. 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?	
Communication: Building Administration will review the SCEP plan key strategies with parents and community members at different events, as well as the updated survey results.	Jan. 2026
Investigating: Creating an opportunity for families to view activities, events or happenings in the school on a trimester basis.	Feb. 2026
Data Collection: Identify families that may not have attended the workshops and/or events and ascertain why they haven't attended at different intervals. Information will be provided to teachers to display in digital and/or print formats.	Jan.-Mar. 2026
Planning: Offer more parent workshops and/or events in differentiated ways (digital and/or other locations in the community.)	Feb.-April 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 at Meet the teacher/ Curriculum Workshops	• More parent and family involvement in school activities	
Mid-Year Benchmark(s) (outcome data)	Menu of options created for Family Connect Nights	• More parent and family involvement in school activities • Increase in parent understanding of student and grade level expectations	
End-of-the Year Targets (outcome data)	Increased number of family participation and engagement as seen through participation and survey data	• More parent and family involvement in school activities • Increase in parent understanding of student and grade level expectations	