



School Comprehensive Education Plan

2025-26

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
- Dr. Anthony Aiello, Assistant Principal
- Jenna Restivo, Director of Guidance and Counseling Programs
- Jessica Prush, Assistant Director of Special Education
- Jack Burke, Director of STEM
- Rebecca Donovan, Special Education Teacher
- Kyle Sherlock, Music Teacher
- Elizabeth Travers, 6th Grade Teacher
- Veronica Goodman, 6th Grade Parent
- Yanise King-Pico 8th Grade Parent

***And in partnership with the staff, students, and families of Bellport Middle School.***

## Guidance for Teams

### 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 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 An existing strategy **being expanded** to reach a wider audience; or
2. 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

## Guidance for Teams

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-plannin>

## Evidence-Based Intervention

### 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
<u>Align High School and College Courses to Increase Post-Secondary Transition Outcomes</u>	
<u>Community Schools</u>	
<u>Elementary School Looping</u>	
<u>Establish an Early Warning Intervention and Monitoring System</u>	
<u>Evidence-Based Instructional Methods</u>	X
<u>Expanding access to high-quality Out-of-School-Time programs</u>	
<u>High-Quality Instructional Materials</u>	
<u>High-Quality Tutoring</u>	
<u>Incoming Student Induction Programs and Summer Bridge Programs</u>	
<u>Instructional Coaching</u>	X
<u>Middle School Flexible Scheduling</u>	
<u>Multi-Tiered System of Supports – Integrated (MTSS-I)</u>	X
<u>Ongoing Job-Embedded Professional Development</u>	
<u>Principal Leadership Development</u>	
<u>Professional Learning Communities</u>	
<u>Restorative Practices</u>	X

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

## Learning as a Team

### Learning as a Team

#### Directions

Teams should complete the reflective prompt below.

#### Student Interviews

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

The BMS SCEP team utilized the 2025 Belonging Survey, which received responses from 535 students. This survey aimed to evaluate our school's culture and climate, specifically focusing on students' sense of belonging. Some key findings from the survey included:

- **88%** of students feel like a real part of Bellport Middle School.
- **78%** of students believe most teachers are interested in them.
- **83%** of students feel there is at least one teacher or adult in the school they can talk to if they have a problem.

The MS SCEP team analyzed the 2023-2024/2024-2025 BMS Data Triangle Survey, which provided further insights:

- **38.5%** of students feel that teachers care about them.
- **27.3%** of staff believe our school has definitive procedures in place for chronic offenders or those experiencing ongoing difficulties.
- **69.2%** of students feel our school offers sufficient clubs, activities, and events to help them become engaged and connected.
- **76.5%** of staff agree that our school has adequate opportunities for student engagement.
- **70.2%** of families also feel our school provides sufficient clubs and activity

Finally, student interviews affirmed that relationships, student to student, student to adult are important factors in attending school. Students identified they have positive relationships, have adults they can go to if they need assistance and indicate teachers care about them. They further shared insights into organizational topics they feel would be helpful, such as a system for teachers to organize large assignments/exams so they do not occur at the same time. Students did report concerns for the upcoming year anticipating changes to rigor with the new grade may be challenging. All student voice data points were helpful and informative in the development of the SCEP.

## 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 SCEP Team is dedicated to enhancing our understanding of adolescent development and behavior in the post-pandemic school setting. Our overarching goal is to strengthen our school-wide 3A initiative: Attendance, Attitude, and Achievement.

To improve student achievement, we will prioritize collaborative learning opportunities along with awards and incentives to support student activities, clubs, and sports. For students who require additional support and positive experiences, we will increase awareness and participation in our Multi-Tiered System of Support (MTSS) for both teachers and students.

We will prioritize access for students identified through previous recommendations from NYSED data, as well as those referred by student support staff and teachers. This includes the Reflection Room as a space for student refocusing, the Empire After School Program (pending funding), and intramural activities such as basketball, football, and exercise fun.

## 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. <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>
<p>Increase student learning outcomes through Multi-Tiered Systems of Support (MTSS), providing students with both academic and behavior support with a focus on high quality Tier 1 instruction.</p> <p><b>Tier 1: Classroom Supports</b></p> <ul style="list-style-type: none"> <li>● <b>High-Quality Instruction:</b> Implementing research-based teaching strategies such, as collaborative learning, to meet diverse learning needs.</li> <li>● <b>Classroom Behavior Management:</b> Establishing clear behavioral expectations and routines, along with positive reinforcement systems.</li> </ul>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>The following data from our needs assessment supports expanding and refining MTSS as a strategy to advance student learning and outcomes:</p> <p>From our Data triangle survey -</p> <p>S72. Our Student Services Team (guidance, social workers, psychologist, etc.) provides key support to our students." <u>Increased to 96.3%</u></p> <p>C33. Our grade level/content area teamwork has a positive impact on student outcomes and learning. <u>Increased to 90.9%</u></p> <p>Event Feedback Data from faculty, students and parents: Collaborative learning has shown to be successful this year. The feedback we gathered from the Bellport Middle School Curriculum Fair, with over 300 attendees including BOE Trustees, Central Office administration, Directors, building administration, teachers, students, and parents, underscores the</p>

### Instructional Key Strategies for Improvement

	<p>importance of our Key Strategy. The engagement we witnessed—from students in costumes to those creating technology and serving food—illustrates the vibrant community we have.</p> <p>Further feedback: Our 7th Grade Generation Citizen projects highlighted how much students enjoy collaborating in small groups. This reinforces the need for teachers to establish clear behavioral expectations and routines, along with positive reinforcement systems, to support effective team building.</p>
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#### Implementation

#### *How will we do this?*

<b>KEY STRATEGY 1</b>	Increase student learning outcomes through Multi-Tiered Systems of Support (MTSS), providing students with both academic and behavior support with a focus on high quality Tier 1 instruction.
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Support staff and teachers will review student data from the previous school year to determine student placement in AIS courses in math, ELA or reading during the spring scheduling timeline.	May
Teachers will review student data from the prior school year using LinkIt Data, articulation meetings, MTSS Universal Screeners and IXL to create baseline understanding of student learning data.	August
A walk-through tool with a focus on collaborative learning will be created.	July - August
Access to MTSS information will be streamlined. The Choice Board will be revisited Opening Day and include an overview of resources for Faculty.	August
Professional Learning focused on Collaborative Learning, Classroom Management & PBIS, Student-Centered Learning, Communication with Parents, Relationship building with students will be identified and scheduled.	July -August
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Teachers will implement differentiation for all students to access Tier 1 instruction utilizing curriculum materials. Differentiation includes the use of choice boards, multiple entryways to tiered learning, building background knowledge, and 1-to-1 instruction. When setting goals, consider IEP goals, language acquisition, and behavioral needs.	Sept- Jan
Class Visits will occur collecting evidence on collaborative learning observed across classrooms	Sept - Jan

Instructional Key Strategies for Improvement

<p>Teachers will consult with an MTSS team member to discuss Tier 1 interventions, when additional resources and/or support is needed.</p> <p>Teachers will implement an intervention for 4-6 weeks with progress monitoring focused on the student’s performance. Resources may include the following school created toolkits: Math 6-8, ELA 6-8, SEL/Behavioral and Classroom Management Strategies.</p>	Nov - Jan
<p>The BMS Instructional Coach will support cycles of practice, observation, and reflection—this PD mirrors that model with built-in simulations, peer feedback, and action planning.</p>	Nov - June
<p><b>SECOND HALF OF THE YEAR IMPLEMENTATION</b></p> <p>What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?</p>	When will this be in place?
<p>Teachers will consult with an MTSS team member to discuss Tier 1 interventions, when additional resources and/or support is needed.</p> <p>Teachers will implement an intervention for 4-6 weeks with progress monitoring focused on the student’s performance. Resources may include the following school created toolkits: Math 6-8, ELA 6-8, SEL/Behavioral and Classroom Management Strategies.</p>	Jan-May
<p>Teachers and MTSS Team Members will reflect on the 1st half of the year implementation of MTSS to identify refinements or next steps.</p>	February
<p>The MTSS team will review MTSS outcomes for students referred during the school year</p>	June
<p>Collaboration and Shared Language</p> <p>Whole-staff training will be created to build a common language and toolkit around behavior, relationships, and instruction, making coaching more effective and efficient.</p>	January

Instructional Key Strategies for Improvement

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?
<b>Early Progress Milestones</b> (implementation/outcome data)	-MTSS referral numbers  -Collaborative Learning observed through class visits.  -Restorative Practices	Begin baseline data tracking system for MTSS referrals  40%  Begin a baseline data tracking system for the number of adults utilizing proactive RP strategies and the number of students who participate in an RP conference.
<b>Mid-Year Benchmark(s)</b> (outcome data)	-MTSS referral numbers  -Collaborative Learning observed through class visits.  -Restorative Practices	Continue longitudinal MTSS referral tracking and student progress/outcomes.  60%  Increase RP Proactive Strategies by 5%
<b>End-of-the Year Targets</b> (outcome data)	-MTSS referral numbers  Collaborative Learning observed through class visits.  -Restorative Practices	Continue longitudinal MTSS referral tracking and student progress/outcomes.  80%  Increase RP Proactive Strategies by 5%

Instructional Key Strategies for Improvement

Spring Survey Targets

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

	<b>Survey Question(s) or Statement(s)</b>	<b>Corresponding Key Strategies</b>	<b>2024-25 data if available (e.g., % agree or strongly agree)</b>	<b>Desired response (e.g., % agree or strongly agree)</b>
<b>Student Survey</b>	S36. My Teachers Care about me.	MTSS	2023-2024 38.5% 2024-2025 63.7%	75%
	T17. My teachers give the type of assignments that help me learn.	MTSS	2023-2024 23% 2024-2025 55	65%
	T34. My teachers explain things in different ways so that all students learn.	MTSS	2023-2024 28% 2024-2025 51%	60%
<b>Staff Survey</b>	S77. Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties.	MTSS - Behavioral	2023-2024 27.3% 2024-2025 12.5%	25%
<b>Family Survey</b>	T29. Teachers use regular assessments” checks” to monitor my children’s learning.	MTSS	2023-2024 68.2% 2024-2025 60.0%	65%

Non-Instructional Key

Strategies for Improvement

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?	<p><b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i></p> <p><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>Successful development of a positive school culture that fosters a sense of belonging will include the creation of the 3A's Clipper PRIDE (PBIS) team system and new clubs to support a positive school climate and culture for both students and staff.</p>	<p>X NEW  <input type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>The 3A's Clipper PRIDE (PBIS) team system and new clubs to support a positive school climate and culture for both students and staff. The development of this PBIS program aligns with Bellport Middle School core values and educational goals, and will thoughtfully meet the specific needs of our students. It incorporates research-based strategies that foster academic achievement, positive behavior, student motivation, and a strong sense of school pride all while reflecting the unique culture, identity, and spirit of our school community.</p>

Non-Instructional Key

Strategies for Improvement

Implementation

*(How will we do this?)*

<b>KEY STRATEGY 1</b>	Successful development of a positive school culture that fosters a sense of belonging will include the creation of the 3A's Clipper PRIDE (PBIS) team system and new clubs to support a positive school climate and culture for both students and staff.
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Summer training PBIS, Team Building, 1 teacher trainer, 15 teachers -10 hours@50 per hour <b>Summer Training Overview</b> <ul style="list-style-type: none"> <li>● <b>Focus Areas:</b> PBIS (Positive Behavioral Interventions and Supports), Team Building</li> <li>● <b>Participants:</b> 1 Teacher Trainer, 15 Teachers</li> <li>● <b>Duration:</b> 10 hours</li> <li>● <b>Rate:</b> \$50 per hour</li> </ul> <p>This training aims to enhance teaching strategies and foster collaboration among educators.</p>	July-August
Preparation for the opening of school 2025-2026	
Organize Team structure -A community within the school	
First Day Academic Pep Rally	
3A's Clipper Team System (PBIS) coordinator, advisors, team leaders, student leaders	
	When will this be in place?
Screen Free Club-reducing screen time and providing productive alternatives	August-December
Stock Market Finance Club- Financial investing educational activities,	
Play Club -problem solving, reducing screen time	
Civics Club- problem solving supporting a positive school community	
Welcome Wagon Club-staff and students welcome new entrants to the community	
Healthy Hustler Club- Exercise and healthy food choices	
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b> What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Teacher empowerment opportunities	January-June
Weekly recap forms	
Caught being Great - student recognition	
Schoolwide integration -advisory periods, classroom routines, community events	

Non-Instructional Key

Strategies for Improvement

Survey parents,teachers,students	May-June
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Progress Monitoring

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

	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data?</b>
<b>Early Progress Milestones</b> (implementation/outcome data)	Attendance Data Qtrly Team Points Student Discipline Data	Overall attendance 97% Team participation 40%
<b>Mid-Year Benchmark(s)</b> (outcome data)	Attendance Data Qtrly Team Points Students Discipline Data	Overall attendance 96% Team participation 60%
<b>End-of-the Year Targets</b> (outcome data)	Attendance Data Qtrly Team Points Student Discipline Data Student	Overall attendance 95% Team participation 80%

Non-Instructional Key

Strategies for Improvement

Progress Monitoring

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.

	<b>What student data will we be reviewing?</b>	<b>What Key Strategies are intended to directly impact this student data?</b>	<b>What do we hope to see when we review that student data?</b>
<b>Mid-Year Benchmark(s)</b>	Out of School Suspension Data	Decrease students Out of School Suspensions.	Decrease in out of school suspension <55 incidents
<b>End-of-the Year Targets</b>	Out of School Suspension Data	Decrease students Out of School Suspensions	Decrease in out of school suspensions <110 incidents

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:

	<b>Survey Question(s) or Statement(s)</b>	<b>Corresponding Key Strategies</b>	<b>2024-25 data if available</b>	<b>Desired response (e.g., % agree or strongly agree)</b>

Non-Instructional Key

Strategies for Improvement

			<i>(e.g., % agree or strongly agree)</i>	
<b>Student Survey</b>	S39.I feel welcomed and part of my school.	Successful development of a positive school culture that fosters a sense of belonging will include the creation of the 3A's Clipper PRIDE (PBIS) team system and new clubs to support a positive school climate and culture for both students and staff.	2023-2024 35.7% 2024-2025 54.2%	60%
<b>Staff Survey</b>	S.80 Our school has sufficient clubs, activities and events to help students become engaged and connected to school.	Successful development of a positive school culture that fosters a sense of belonging will include the creation of the 3A's Clipper PRIDE (PBIS) team system and new clubs to support a positive school climate and culture for both students and staff.	2023-2024 76.5% 2024-2025 80.8%	85%
<b>Family Survey</b>	S.36 Our school has clubs, activities and events to help students become engaged and connected to school.	Successful development of a positive school culture that fosters a sense of belonging will include the creation of the 3A's Clipper PRIDE (PBIS) team system and new clubs to support a positive school climate and culture for both students and staff.	2023-2024 81.8% 2024-2025 72.2%	80%

## Civic Empowerment Project

### 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. Students Reimagining School
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their proposed Key Strategies.

#### Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2025-26 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Students Reimagining School
- Design Your Own (proposals should be sent to [FieldSupport@nysed.gov](mailto:FieldSupport@nysed.gov))

## Our Team's Process

### Our Team's Process

#### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team](#)" This section outlines how we worked together to develop our plan.

#### Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Activity 1: Analyze: Data Variation Identification
2. Activity 2: Analyze: Data Variation Share and Explore
3. Activity 3: Analyze: Survey Data
4. Activity 4: Listen: Student Interviews
5. Activity 5: Envision: Reflect and Synthesize
6. Writing the Plan

#### Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (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
Dr. Jamal Colson	Principal		5/5/25	5/30/25	5/30/25	6/3/25	5/30/25	6/4/25
Rosa Kalomiris	Assistant Principal		5/5/25			6/3/25	5/30/25	6/4/25
Anthony Aiello	Assistant Principal		5/5/25	5/30/25	5/30/25	6/3/25	5/30/25	6/4/25
Jack Burke	Director of STEM		5/5/25	5/30/25	5/30/25		5/30/25	
Jessica Prush	Assistant Director of Special Education		5/5/25					
Jenna Restivo	Director of Guidance		5/5/25	5/30/25	5/30/25		5/30/25	
Rebecca Donovan	Teacher		5/5/25	5/30/25	5/30/25		5/30/25	
Martino Sottile	Director of Athletics							
Eliabeth Travers	Teacher		5/5/25	5/30/25	5/30/25		5/30/25	
Kyle Sherlock	Teacher		5/5/25	5/30/25	5/30/25		5/30/25	
Veronica Goodman	Parent		5/5/25					
Yanese King	Parent		5/5/25	5/30/25	5/30/25		5/30/25	
Naomi Escobar	Teacher		5/5/25	5/30/25	5/30/25		5/30/25	

## Our Team's Process

## 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.