



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Middle Country Central School District	Selden Middle School	6-8

Collaboratively Developed By:

The Selden Middle School SCEP Development Team

- Principal: Andrew Bennett
- Classroom Teacher: Carissa Donarummo
- Classroom Teacher: Liz Scott
- Classroom Teacher: Mary Story
- Classroom Teacher: Patrizia Tabolt
- Reading Teacher: Rebecca Jamison
- Special Education Teacher: Doreen Barry
- Director of World Studies: Amy Pacifico
- Parent: Melissa Tiseo
- District Liaison: Ryan Milano

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

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
 - [Activity 1: Analyze: Data Variation Identification](#)
 - [Activity 2: Analyze: Data Variation Share and Explore](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
 - Following *Activity 1: Analyze Data Variation Identification*
 - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to 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	
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	X
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	X
Principal Leadership Development	X
Professional Learning Communities	X
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

Student interviews led to the development of Instructional Key Strategy 1, as students indicated that vocabulary lessons were very helpful for them when it came to success in school.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

The team has determined that the strategies within this plan are likely to result in improved subgroup performance because it focuses strongly on strategies designed to teach language and background knowledge across content areas by developing a schoolwide focus on vocabulary development.

Instructional Key Strategies for Improvement

Key Strategies

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

In column 1, input at least one, but no more than five strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY (What are we doing?)	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses. Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.
Implement a schoolwide focus on academic vocabulary development	X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> • Data analysis showed that reading scores for ENL students lagged behind all students. • Student interviews identified that explicit vocabulary instruction was particularly helpful in understanding concepts.
Develop a common understanding and framework for student data and goal setting through professional learning	<input type="checkbox"/> NEW X EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> • School climate survey data indicated that differentiation is an area for growth. • Data analysis showed that reading scores for ENL students lagged behind all students.

Implementation

How will we do this?

KEY STRATEGY 1	Implement a schoolwide focus on academic vocabulary development
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BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION	What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
	Staff will be scheduled with common planning periods by "house"	9/2/2025
	Purchase supplies and materials for professional learning and vocabulary development strategies	9/2/2025
	Strategically program grade 6 entering and emerging ENL students in a clustered cohort	9/2/2025
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?
	Development of a building-wide vocabulary professional development committee	9/15/2025
	Plan and implement professional learning during a faculty meeting to share student data and develop staff buy in	10/1/2025
	Plan and implement professional learning to share existing, high-quality vocabulary strategies	11/30/2025
	Development of high-leverage departmental word lists to identify trends, patterns, and common vocabulary words	12/23/2025
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?
	Continued meetings for vocabulary professional development committee	2/1/2026
	Collect feedback and reflections from staff to assess implementation	2/15/2026
	In response to feedback, develop two additional professional learning sessions	5/30/2026

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)	Google reflection forms after the first two meetings	Average rating of 3 on each question	
Mid-Year Benchmark(s) (outcome data)	i-Ready Winter 2026 Reading Diagnostic	Increase from 36% on/above grade level to 41% on/above grade level in Vocabulary domain	
End-of-the Year Targets (outcome data)	i-Ready Spring 2026 Reading Diagnostic	Increase from 41% on/above grade level to 46% on/above grade level in Vocabulary domain	

Instructional Key Strategies for Improvement

KEY STRATEGY 2

Develop a common understanding and framework for student data and goal setting through professional learning

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?
Staff will be scheduled with common planning periods by “house” or departmentally		9/2/2025
Scheduling of faculty and department meetings for the year		9/2/2025
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?		
Implement i-Ready diagnostic 1		10/1/2025
Plan i-Ready professional development for non-math and ELA teachers to help them understand the data in the i-Ready platform		12/1/2025
Plan i-Ready professional development for math and ELA teachers to help them understand the data in the i-Ready platform		12/1/2025
Implement i-Ready diagnostic 2		2/1/2026
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?		
Plan i-Ready professional learning sessions based on feedback from teachers following the first session		2/1/2026
Implement i-Ready diagnostic 3		6/15/2026
Plan local celebrations of data after the third diagnostic		6/15/2026

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)	Google form feedback on i-Ready professional development	Average rating of 3 on each question	
Mid-Year Benchmark(s) (outcome data)	Winter i-Ready reading diagnostic 2026	Reduction of students performing two or more grade levels below from 41% to 36%. We also hope to see the same 5% reduction for ELLs based on grade level data	
End-of-the Year Targets (outcome data)	Spring i-Ready reading diagnostic 2026	Reduction of students performing two or more grade levels below from 40% to 35%. We also hope to see the same 5% reduction for ELLs based on grade level data	

Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Winter i-Ready reading diagnostic 2026	Key Strategy 1 and 2	Reduction of students performing two or more grade levels below from 41% to 36%. We also hope to see the same 5% reduction for ELLs based on grade level data	
End-of-the Year Targets	Spring i-Ready reading diagnostic 2026	Key Strategy 1 and 2	Reduction of students performing two or more grade levels below from 40% to 35%. We also hope to see the same 5% reduction for ELLs based on grade level data	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	My teachers know my strengths and where I struggle.	Key Strategy 2	52%	57%	
Staff Survey	Students receive support that addresses their individual needs.	Key Strategy 2	60%	65%	
Family Survey	My child receives support to address individual needs.	Key Strategy 2	64%	69%	

Non-Instructional Key Strategies for Improvement

Key Strategies

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

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies**.

Any strategy selected should reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, specify whether the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial for our school. For any Key Strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Increase community and family engagement	X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> • Our school climate survey indicated that parents being encouraged to volunteer at school was an area for growth. • Our school climate survey indicated that parents/guardians being satisfied with the level of communication from school was an area for growth.

Implementation

(How will we do this?)

KEY STRATEGY 1	Increase community and family engagement
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BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION	What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
	Plan PTA meetings and events for the 2025-2026 school year	9/2/2025
	Explore the possibility of planning a welcome back event in connection with PTA	9/2/2025
	Identify monthly awards to distribute at PTA meetings	9/2/2025
	Include promotional materials as a part of the summer mailing	9/2/2025
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?
	Develop "Parent University" committee	10/1/2025
	Provide professional development on communication platforms, including those that translate for families who may not speak English at home	11/1/2025
	Develop promotion/communication plan for "Parent University"	11/1/2025
	Plan "Parent University" workshop on supporting students academically	11/1/2025
	Plan an additional "Parent University" workshop	1/31/2026
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?
	Plan and conduct two additional "parent university" workshops in conjunction with PTA meetings	5/30/2026
	Begin to explore opportunities for daytime and afternoon workshops to accommodate parents who work in evenings	4/30/2026

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 PTA meetings	Attendance at PTA meetings for the fall will increase by 5% over the prior year	
Mid-Year Benchmark(s) (outcome data)	Online report card access	500 parents will access the report card online using Powerschool	
End-of-the Year Targets (outcome data)	Online report card access	700 parents will access the report card online using Powerschool	

Non-Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Winter i-Ready reading diagnostic 2026	Key Strategy 1	Reduction of students performing two or more grade levels below from 41% to 36%. We also hope to see the same 5% reduction for ELLs based on grade level data	
End-of-the Year Targets	Spring i-Ready reading diagnostic 2026	Key Strategy 1	Reduction of students performing two or more grade levels below from 40% to 35%. We also hope to see the same 5% reduction for ELLs based on grade level data	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing: <i>(complete once Spring survey results are available)</i>
Student Survey	My family attends school events, such as games, plays, and fundraisers.	Key Strategy 1	44%	49%	
Staff Survey	There are strong school-community partnerships at my school.	Key Strategy 1	42%	47%	
Family Survey	I am satisfied with the communication I receive from my child's school.	Key Strategy 1	61%	66%	

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
Ryan Milano	District Liaison	3/4/25	4/7/25	5/28/25	6/5/25	5/30/25, 6/5/25	6/12/25	6/12/25
Andrew Bennett	Building Principal	3/4/25	4/7/25	5/28/25	6/5/25	5/30/25, 6/5/25	6/12/25	6/12/25
Amy Pacifico	Director of World Studies	3/4/25	4/7/25	5/28/25	6/5/25	6/5/25	6/12/25	6/12/25
Liz Scott	Teacher			5/28/25	6/5/25	6/5/25	6/12/25	6/12/25
Patrizia Tabolt	Teacher			5/28/25	6/5/25	6/5/25	6/12/25	6/12/25
Carissa Donarummo	Teacher			5/28/25	6/5/25	6/5/25	6/12/25	6/12/25
Doreen Barry	Teacher				6/5/25	6/5/25	6/12/25	6/12/25
Rebecca Jamison	Teacher				6/5/25	6/5/25	6/12/25	6/12/25
Melissa Tiseo	Parent			5/28/25	6/5/25	6/5/25	6/12/25	6/12/25
Mary Story	Teacher				6/5/25	6/5/25		

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.