



School Comprehensive Education Plan 2025-2026

District	School Name	Grades Served
Patchogue-Medford Schools	South Ocean Middle School	6-8

Collaboratively Developed By:

The South Ocean Middle School SCEP Development Team

Tim Piciullo, Michelle Marrone, Pilar Erdmann, Kerin Moser, Shannon Ott, Erica Blaney, Jessica Cordova, Jessica Wroblewski, Sarah Bruno, Ronald Fehr, Ryan Jones, Melissa Cole (Parent), Susana Sarmiento (Parent)

And in partnership with the staff, students, and families of South Ocean Middle School

Guidance for Teams

Navigating the Plan

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

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
 - [Activity 1: Analyze: Data Variation Identification](#)
 - [Activity 2: Analyze: Data Variation Share and Explore](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
 - Following *Activity 1: Analyze Data Variation Identification*
 - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school’s improvement vision and the district’s vision.

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie’s [High Impact Teaching Strategies](#) and the resources gathered at [Visible Learning](#), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The [Diagnostic Tool](#)

[for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year’s approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2025-26 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy’s success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created [the SCEP Rubric](#) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
Align High School and College Courses to Increase Post-Secondary Transition Outcomes	
Community Schools	
Elementary School Looping	
Establish an Early Warning Intervention and Monitoring System	
Evidence-Based Instructional Methods	
Expanding access to high-quality Out-of-School-Time programs	
High-Quality Instructional Materials	
High-Quality Tutoring	
Incoming Student Induction Programs and Summer Bridge Programs	
Instructional Coaching	X
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.

During the school interview process, we selected classes to interview across grade levels that included targeted subgroups. The diverse student groups provided the team with multiple viewpoints to consider for each question posed. The team spent time coding and reviewing all student responses to carefully inform the key strategies within the plan.

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.

During committee activities 1, 2, and 3, the team carefully reviewed data. This data showed that over the last 3 years, we have shown consistent growth in our index scores in ELA and Math for our targeted subgroups. Additionally, the survey data from parents, students, and staff showed favorable results for the items posed.

Therefore, the committee determined that continuing the efforts in previous plans towards differentiated and scaffolded instruction, vocabulary development, and engaging and culturally relevant instructional practices would likely result in continued improvement in subgroup performance.

Instructional Key Strategies for Improvement

Key Strategies

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

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

<p>KEY STRATEGY (What are we doing?)</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses. 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.</p>
<p>Professional Development and support for Scaffolding for ENL and SWDs and Differentiation for all students. (On-Job Embedded Professional Development, Instructional Coaching)</p>	<p> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>Teachers will implement High-Impact Instructional Strategies (HIIS) in the classroom to better personalize instruction. Teachers and students have indicated stronger student engagement with the use of HIIS strategies.</p> <p>Scaffolding allows students to access the curriculum through different means of support and provides varied levels of support to meet students where they are currently performing. All teaching staff will receive two training sessions in total: one in the Fall and one in the Spring. Teachers from the World Language, Art, Music, Business, Tech, Health, and Physical Education departments will participate in coaching. The teachers who participate in coaching will receive 3 coaching sessions (during marking periods 2, 3, and 4).</p> <p>Differentiation allows the lesson to adapt to all students' needs, providing multiple modalities for different types of learners to access the general education curriculum and meet with success.</p> <p>Teachers will receive training in the use of additional technology (Promethean Boards) in the classrooms to support various co-teaching models, including parallel teaching, alternative teaching methods, and station teaching.</p>
<p>To foster a culturally responsive learning environment by integrating students' diverse cultural backgrounds into classroom</p>	<p> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>An analysis of the staff and student surveys points directly to the need for sustained, high-quality professional development that assists teachers in integrating cultural perspectives and developing</p>

Our Team's Process

<p>practices that reinforce school-community relationships. Strategies: providing ongoing professional development and inclusion of cultural perspectives in the classroom. (On-Job Embedded Professional Development, Instructional Coaching)</p>		<p>responsive teaching strategies. By creating culturally affirming classrooms we can significantly improve student engagement, strengthen relationships, and close achievement gaps. The data confirms that the proposed strategy is not only timely but essential in addressing the root causes of our performance challenges. This year's strategy builds on last year's foundation by expanding professional development to include a stronger focus on language acquisition strategies alongside cultural responsiveness. It also refines our approach by embedding these practices into content-area instruction, ensuring that students' cultural and linguistic identities are not only acknowledged but actively leveraged through community engagement to support academic growth.</p>
<p>Provide opportunities for educators and administrators to develop professionally through in-person and online collaborative sessions. Focus: Annotation, RACE, Writing Rubrics, Student Choice, Middle Schools to Watch Program. (Principal Leadership Development, Professional Learning Communities)</p>	<p> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>Professional development remains a cornerstone of our improvement efforts, now refined to deliver sustained, data-informed, and collaborative learning focused on evidence-based and culturally responsive practices. Enhanced by ongoing coaching and feedback, this strategic approach deepens instructional impact, accelerates student growth, and will strengthen our path to meeting state standards and exit the accountability list.</p>

Implementation

How will we do this?

KEY STRATEGY 1	Professional Development and support for Scaffolding for ENL and SWDs, and Differentiation for all students	
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?
Train all content areas in HHS strategies.		June 2025
Conduct student interviews to gain student perspectives on needs.		May 2025
Administered a survey to staff and parents to gain input from all stakeholders to determine areas of need.		May 2025
Meet with the instructional coaching firm to create an instructional coaching schedule for the 2025-2026 school year.		September 2025
Identify the dates for professional development on differentiation for the school year. (Cindy Rice)		September 2025
Identify the dates for professional development on scaffolding for the school year. (Carrie McDermott)		September 2025
Purchase additional Promethean boards to be used in co-teaching settings.		September 2025
Purchase the text, <i>Differentiation in the Middle and High School Classroom: Strategies to Engage All Learners</i> , by Doubet and Hockett, for all differentiation PD participants.		September 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?
Provide the first half of professional development for all teaching staff on scaffolding strategies with Carrie McDermott.		December 2025

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Provide the first half of PD for ELA, Math, Science, Social Studies, 6 th grade, ENL, and Special Education staff on differentiation with Cindy Rice.	December 2025
Provide co-teacher training to new co-teaching pairs on parallel instruction, alternative teaching, and station teaching utilizing two Promethean boards in the classroom.	December 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?
Provide the second half of PD for all teaching staff on scaffolding strategies with Carrie McDermott.	June 2026
Provide the second half of PD for ELA, Math, Science, Social Studies, 6 th grade, ENL, and Special Education staff on differentiation with Cindy Rice.	June 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. What are our next steps? complete when reviewing data
Early Progress Milestones (implementation/outcome data)	Administrative walkthroughs and observations Failure reports for Marking Period 1	The implementation of differentiation and scaffolding in classrooms. For example, use of sentence frames/stems and graphic organizers, tiered assignments or choice boards, promethean board usage in co-teaching settings for language modeling and scaffolding 6-10 weeks in: 50% of observed lessons demonstrate at least one scaffold support (i.e. visuals, modeling, sentence starters, etc.) 10% decrease in failure rates among ELLs and SWDs from the previous school year's Q1 results.	
Mid-Year Benchmark(s) (outcome data)	Administrative walkthroughs and observations Mid-Winter iReady diagnostics	90% of observed lessons demonstrate differentiation by process (i.e. flexible grouping, tiered activities, and/or pacing) or product (choice boards and/or rubric-based projects) iReady Math and Reading: 60% of the ELLs and SWDs will demonstrate 50% of their individual growth goal by mid-year.	

Our Team's Process

End-of-the-Year Targets (outcome data)	Administrative walkthroughs and observations	Evidence of student mastery aligned to differentiated instruction (i.e. increased proficiency on writing rubrics)	
	Spring iReady diagnostic scores/growth, Final Exam performance, Failure reports for Marking Period 4	iReady Math and Reading: 60% of the ELLs and SWDS will demonstrate 100% of individual growth goals by the end of the school year.	
	Staff Survey Questions: C5. Our school leaders encourage professional development and application of content.	10 % decrease in the number of classes failed by ELLs and SWDs for the school year compared to the previous school year. Staff survey results for question C5 will increase to 65% agree or strongly agree.	

KEY STRATEGY 2	Foster a culturally responsive learning environment by integrating students' diverse cultural backgrounds into classroom practices.	
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?

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Gather demographic and community data to understand the cultural backgrounds of the student population. (Identify countries of origin and languages spoken). <i>SCEP Lead Teacher</i>	July 1, 2025
Develop professional development on culturally responsive teaching (CRT), implicit bias, language acquisition strategies, and trauma-informed practices. <i>SCEP Lead Teacher</i>	July 1, 2025
Establish a Multicultural Connections Committee. <i>Multicultural Connections Committee</i>	July 1, 2025
Create multicultural bulletin boards that students will contribute to throughout the year.	July 1, 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?
Conduct professional development during faculty meetings on culturally responsive teaching (CRT), implicit bias, trauma-informed practices, and language acquisition strategies. <i>SCEP Lead Teacher</i>	January 1, 2026
Provide teachers with materials to assist with building relationships with students through culturally relevant icebreakers, interviews, and interest inventories. <i>SCEP Lead Teacher</i>	January 1, 2026
Ensure all classroom environments are provided with multicultural texts, visuals, and/or displays that affirm diverse identities.	January 1, 2026
Host multicultural appreciation family nights to deepen school-community relationships. <i>SCEP Lead Teacher</i>	January 1, 2026
Establish which teachers will provide after-school tutoring hours for students and create a schedule for the tutoring hours.	January 1, 2026
Establish a schedule of meetings of the Multicultural Connections Committee and complete 5 meetings.	January 1, 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?
Complete the remaining 5 meetings of the Multicultural Connections Committee.	June 1, 2026
Collect and utilize student data and surveys to evaluate the effectiveness of culturally responsive strategies and adjust school-wide plans accordingly. <i>Multicultural Connections Committee</i>	June 1, 2026
Lead professional development to deepen culturally responsive instruction by incorporating student-led projects and collaborative inquiry based on global and cultural issues. <i>SCEP Lead Teacher</i>	June 1, 2026
Host the remaining multicultural family nights to deepen school-community relationships. <i>SCEP Lead Teacher</i>	June 1, 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. What are our next steps? complete when reviewing data
Early Progress Milestones (implementation/outcome data)	Walkthrough data	100% of classrooms have culturally responsive materials. For example, use of multicultural texts and anchor charts that reflect diverse authors and famous professionals, and/or	

Our Team's Process

	Multicultural dates	classroom norms created with student voice. The Multicultural Connections Committee has been established with members and all dates are scheduled. All cultural night dates have been scheduled and are posted on the district calendar.	
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Our Team's Process

<p>Mid-Year Benchmark(s) (outcome data)</p>	<p>Review the staff feedback from the PD on CRT utilizing the survey.</p> <p>Survey data and feedback from cultural events.</p> <p>Tutoring attendance logs</p>	<p>100% of teachers utilize at least one CRT strategy with documented evidence (i.e. lesson plans, bulletin boards, student reflections, etc).</p> <p>A 20% increase in community participation in cultural events from the previous school year.</p> <p>85% attendance of the targeted students for tutoring.</p>	
<p>End-of-the-Year Targets (outcome data)</p>	<p>Review the staff feedback from the PD on CRT utilizing the survey</p> <p>Multicultural Connections Committee agendas and attendance</p> <p>Survey data and feedback from cultural events</p> <p>Tutoring attendance logs</p>	<p>75 % of teachers implement two or more strategies, with evidence of student work demonstrating cultural relevance.</p> <p>Review of all agenda items includes goals towards completing multicultural bulletin boards and multicultural family nights.</p> <p>80% of teachers attend all sessions.</p> <p>A 20% increase in community participation in remaining multicultural family nights from the previous school year.</p> <p>85% attendance of the targeted students for the remaining tutoring sessions.</p>	

<p>KEY STRATEGY 3</p>	<p>On-going Professional Development</p>		
<p>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?</p>		<p>When will this be in place?</p>	
<p>Seek staff to conduct professional development sessions on annotation, RACE, rubrics, and student choice.</p>	<p>August 30, 2025</p>		
<p>Create a schedule of professional development and PLC sessions.</p>	<p>August 30, 2025</p>		

Our Team's Process

Seek a lead teacher of SCEP.	August 30, 2025
Seek a Middle School to Watch consultant to work with the administrative team.	August 30, 2025
FIRST HALF OF THE YEAR IMPLEMENTATION	
<i>What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?</i>	When will this be in place?
Hold PLC sessions for new instructional staff on annotation and RACE strategies to review what has previously been taught.	January 1, 2026
Utilize faculty meetings to review building expectations for SCEP's key strategies.	January 1, 2026
Offer professional learning sessions on annotation and RACE during after-school professional development hours for returning instructional staff to refine practices.	January 1, 2026
Introduce the Middle Schools to Watch consultant to the administrative team. Create a schedule for mentoring and leadership development based on the Middle Schools to Watch rubric.	January 1, 2026
SECOND HALF OF THE YEAR IMPLEMENTATION	
<i>What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?</i>	When will this be in place?
The Middle Schools to Watch Consultant will complete all leadership development sessions with the administration.	June 30, 2026
Hold PLC sessions with all staff to review elementary writing rubrics and refine the rubrics for middle school expectations/standards.	June 30, 2026
Hold PLC sessions focused on incorporating more student choice through the use of choice boards.	June 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)	Administrative walkthroughs	100% of staff have their RACE strategies displayed in their classroom.	
Mid-Year Benchmark(s) (outcome data)	Administrative walkthroughs	60% of students use the RACE strategy independently, with accurate citation and explanation 60% of students will score at least a 3 on the district writing rubric for constructed responses using RACE	
End-of-the-Year Targets (outcome data)	Administrative walkthroughs	80% of students consistently apply RACE to extended responses without scaffolding 75% of students will meet or exceed this benchmark 100% of staff have displayed samples of student work with rubrics.	

Our Team's Process

	<p>Student Survey Question- L01. Our school leaders walk around our school and visit classrooms.</p> <p>Student Survey Question- C14. We receive specific feedback from our teachers on the</p>	<p>Student survey results for question L01 will increase to 65% agree or strongly agree.</p> <p>Student survey results for question C14 will increase to 65% agree or strongly agree.</p>	
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Instructional Key Strategies for Improvement

	tests/assessments we take.		
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Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	iReady benchmark data for winter diagnostic	Key Strategy #1, 2, and 3	iReady Math and Reading: 60% of the ELLs and SWDs will demonstrate 50% of their individual growth goal by mid-year.	
End-of-the Year Targets	iReady benchmark data for spring diagnostic	Key Strategy #1, 2, and 3	iReady Math and Reading: 60% of the ELLs and SWDS will demonstrate 100% of individual growth goals by the end of the school year.	

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 <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	Our school leaders walk around our school and visit classrooms.	Strategy 3	Q1 – 45% agree or strongly agree	Both questions will increase to 65%	

Instructional Key Strategies for Improvement

	We receive specific feedback from our teachers on the tests/assessments we take.		Q2 – 47% agree or strongly agree	agree or strongly agree.	
Staff Survey	Our school leaders encourage professional development and application of content.	Strategies 1 and 3	45% agree or strongly agree	Staff survey results for question will increase to 65% agree or strongly agree.	
Family Survey	Our school leaders help families to become partners in the education of their children	Strategy 2	50% agree or strongly agree	Results will increase to 65% agree or strongly agree.	

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	Parent Meeting to Review & Solicit Feedback
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>	
Timothy Piciullo	Principal	4/29	5/14	5/21	5/21	5/16	5/29	5/29, 6/9, 6/16	
Pilar Erdmann	Assistant Principal	4/29	5/14	5/21	5/21	5/16	5/29	5/29, 6/9, 6/16	
Shannon Ott	Director of Special Education	4/29	5/14	5/21	5/21	5/16	5/29	5/29, 6/9, 6/16	

Instructional Key Strategies for Improvement

Kerin Moser	Director of Reading	4/29	5/14	5/21	5/21	5/16	5/29	5/29, 6/9, 6/16	
Michelle Marrone	Director of ENL and World Languages	4/29	5/14	5/21	5/21	5/16	5/29	5/29, 6/9, 6/16	
Ronald Fehr	ELA/Special Education Teacher	4/29	5/14	5/21	5/21	5/16	5/29	5/29, 6/9, 6/16	
Ryan Jones	ELA (TESOL) Teacher	4/29	5/14	5/21	5/21	5/16	5/29	5/29, 6/9, 6/16	
Sarah Bruno	SS Teacher	4/29	5/14	5/21	5/21	5/16	5/29	5/29, 6/9, 6/16	
Jessica Wroblewski	ELA (TESOL) Teacher	4/29	5/14	5/21	5/21	5/16	5/29	5/29, 6/9, 6/16	
Jessica Cordova	Math Teacher	4/29	5/14	5/21	5/21	5/16	5/29	5/29, 6/9, 6/16	
Erica Blaney	SS Teacher				5/21	5/16	5/29	5/29, 6/9, 6/16	
Melissa Cole	Parent								7/31
Susana Sarmiento	Parent								7/31

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.

Ensure that there is professional development provided to support the strategic efforts described within this plan.



School Comprehensive Education Plan School Improvement Grant Expenditure Plan 2025-2026

District	School Name	Grades Served
Patchogue-Medford Schools	South Ocean Middle School	6-8

School-Level SIG Expenditure Plan

Instructions

After the School Comprehensive Education Plan (SCEP) has been finalized, representatives from the school should work with representatives of the district to determine how best to leverage Title I, 1003 School Improvement Grant (SIG) funding to implement the Key Strategies outlined.

This template will need to be attached to the SCEP and submitted as one document in the Business Portal as part of the SIG application process.

There are four different types of expenses that can be included:

1. Instructional Key Strategies identified through the SCEP
2. Non-Instructional Key Strategies identified through the SCEP
3. Plan Monitoring
4. Plan Development expenses for 2026-27

Evidence-Based Intervention Category

All expenses must adhere to the Every Student Succeeds Act definition of an [evidence-based intervention](#). To assist with this, the Department has identified 16 [State-Supported Evidence-Based Interventions](#), that if implemented in accordance to the parameters provided, fulfill this criteria.

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

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

Plan Monitoring and Development

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

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

SIG Expenditure Plan

Budget Code

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

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

Expenses That Go Across Key Strategies

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

Instructional Key Strategy Implementation

INSTRUCTIONAL KEY STRATEGY 1			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Professional Development- CMG ED Group-Differentiated Instruction for Meeting the Needs of Multilingual Learners \$2,200/day for 6 days)	Instructional Coaching	Code 40	\$13,200
Cindy Rice-Differentiation and Scaffolding for Students with disabilities (\$2,900/day for 8 days)	Instructional Coaching	Code 40	\$23,200
Promethean Boards @\$5,000 each – 5 boards	Instructional Coaching	Code 20	\$25,000
Substitutes \$135 per day (8 Days for 20 people)	Instructional Coaching	Code 15	\$21,600
Purchase the text, <i>Differentiation in the Middle and High School Classroom: Strategies to Engage All Learners</i> , by Doubet and Hockett - \$30 a Book – 150	Instructional Coaching	Code 45	\$4,500
Lead Teacher for SCEP	Instructional Coaching	Code 15	
Administrator for SCEP	Instructional Coaching	Code 15	
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$87,500

INSTRUCTIONAL KEY STRATEGY 2			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost

SIG Expenditure Plan

Multicultural Family Night chaperones @ \$44 (18 hours)	Restorative Practices	Code 15	\$792
Extended Day hours @ \$44 (200 hours)	Multi-Tiered System of Supports – Integrated (MTSS-I)	Code 15	\$8800
Culturally responsive classroom materials (posters and supplies)	Restorative Practices	Code 45	\$1400
Lead teacher for SCEP	Instructional Coaching	Code 15	
Administrator for SCEP	Instructional Coaching	Code 15	
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$10,992

INSTRUCTIONAL KEY STRATEGY 3			
Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Consultant for MS to Watch Program 5 days, equivalent to 40 hours at \$2,000 per day	Principal Leadership Development	Code 15	\$10,000
Lead Teacher for SCEP	Instructional Coaching	Code 15	
Administrator for SCEP	Instructional Coaching	Code 15	
TOTAL AMOUNT FOR THIS INSTRUCTIONAL KEY STRATEGY			\$10,000

Plan Monitoring Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Lead Teacher of SCEP	Plan Monitoring	Code 15	\$6,229
Administrator of SCEP	Plan Monitoring	Code 15	\$4,999
TOTAL AMOUNT FOR PLAN MONITORING			\$11,228

2026-27 Plan Development Expenses

Expense	Evidence-Based Intervention Category	Budget Code	Full Cost
Teacher hours for committee @ \$44 – 120 total hours	Plan Development	Code 15	\$5,280
TOTAL AMOUNT FOR 2026-27 PLAN DEVELOPMENT			\$5,280