

2023-2024

District

School Name

South Country CSD

Bellport Middle School

Punch List

Planning Document  2023 BMS Planning Doc

Commitments

Indicate connections to planning activities

Determine

SCEP Cover Page

Possible Strategy: Design, model, and pilot a MTSS aligned (multi tiered) structure to invite families to participate in decision making and goal setting for their child.

Remove the reference to “justice” in restorative practices.

Complete Cover Page

Identify Commitment 1

Complete explanation of why choosing this commitment

Identify quantitative end of year goals

Identify Survey targets

Identify mid year benchmarks

Identify early progress milestones

Develop specific strategies, methods, and resources

Identify Commitment 2

Complete explanation of why choosing this commitment

Identify quantitative end of year goals

Identify Survey targets

Identify mid year benchmarks

Identify early progress milestones

Develop specific strategies, methods, and resources

Identif



Guidance for Teams

Template

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

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- Explore its vision, values, and aspirations
- Review and analyze internal and external data, including survey data, and reflect on systems and structures
- Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers “

The team



Guidance for Teams

- [Tenet 1 Systems and Structures Inventory](#)
- [: Interviewing Students](#)
-
- [: Cohesive, Relevant Curriculum](#)
- [: Deepening Connections](#)
- [Graduation Through Relationships](#)
- [Graduation and Success Beyond HS](#)

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?

Why are we making this Commitment?

- *H* *C*
- *H* *C*
- *H* *C*

We will commit to creating an environment of belonging, dignity, and connection for all members of the school community.

BMS continues to focus on this commitment as it ties directly into the district focus on a culture of care.

This commitment also connects to the district and building goals to increase student attendance. Students who believe they belong are more likely to come to school regularly.

The building values a culture of care, dignity, and belonging that all members wish to be part of. Through the use of the 3 A's awards, Awesome Thursday awards, students and staff feel a connection toward each other in the school community.

The "We" responsible for creating the environment of belonging, dignity and connection is a representation of staff, faculty, students and parents. Students, staff, and parents involved have brought ideas and steps to action those ideas.

 Progress Tar]



Commitment 1

End-Of-The-Year
Goals

BMS Restorative Pra...

At the completion of the 2023-2024 school year, increase the number of restorative conversations from 42 to 60.

At the completion of the 2023-2024 school year, increase the frequency of data:

Discipline referral data:

2022-2023 - 497
2021-2022 - 675
2020-2021 - 332

Suspensions (OSS):

2022-2023 - 90
2021-2022 - 316
2020-2021 - 119

Superintendent's Hearings
data:

2022-2023 - 13
2021-2022 - 31
2020-2021 - 25

Attendance Data:

Chronic Attendance-
2022-2023- 28.9%

2022-2023- 28.9%

Attendance Rate for the
year:
2022-2023: 91.6%



Commitment 1

	S36. Our school has clubs, activities, and events to help students engage and connect to school. 68.0%	73% - Agree/Strongly Agree	
	S42. I am safe in my school. Increase to 48% Agree/Strongly Agree	55% - Agree/Strongly Agree	
	S43. Student behavior does not interfere with instruction during class time. 39.5% Agree/Strongly Agree	48% - Agree/Strongly Agree	
	S77. Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties.	57% - Agree/Strongly Agree	
Staff Survey	38.4% - Agree/Strongly Agree		
	S75. Our school has a positive and upbeat school culture. 31.3% - Agree/Strongly Agree	41% - Agree/Strongly Agree	
Family Survey	L05. Our school leaders are positive and supportive of families. 16% - Agree/Strongly Agree	39% - Agree/Strongly Agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end

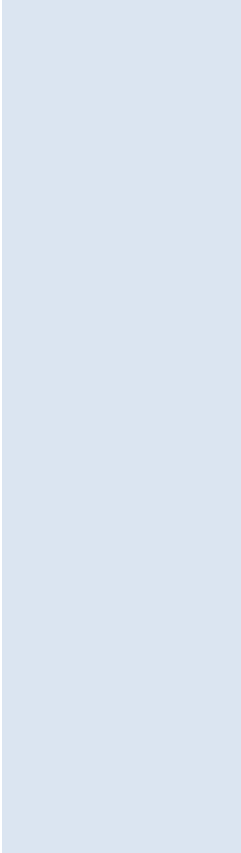


 BMS Restorati

Mid-Year
Benchmark(s)

Commitment 1

Early
Progress
Milestones



Commitment 1

Second Step

Commitment 1

- As all teachers/staff teach the program, each will be able to connect the concepts and vocabulary more pervasively across the building.
- What is taught/discussed in Circles?
 - Establish a syllabus or course of study for circle leaders to follow.

visiting classrooms and having meetings with teachers.

- The Restorative District Coordinator will meet with building administration once a month to discuss the progress of the program.
- Establish a connection between student management and student reteaching around community circles.

~Social workers provide support

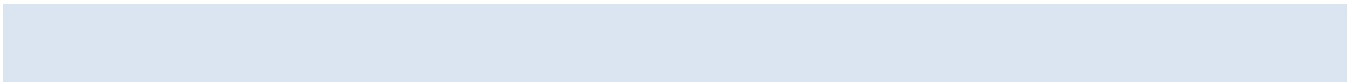
~Professional learning during afterschool professional learning time.

~Common planning periods - professional periods.

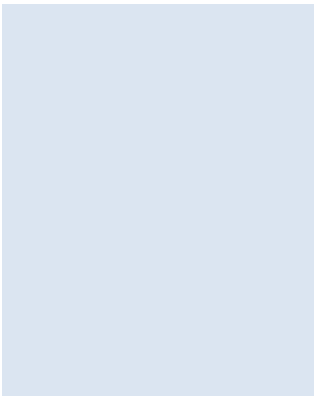
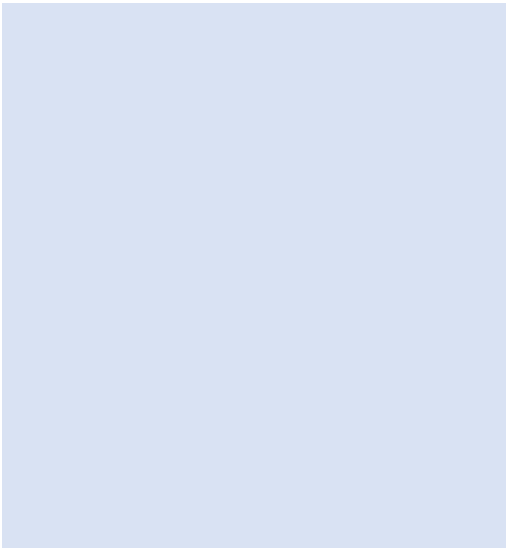
~Release time
Teachers engage with those who have taught it and who will teach the program to ask questions and get answers about the instruction.

~Specific expectations, guidelines, and details around the program

Commitment 1



Com



Commitment 2

Class Visit/learning
doing data
Increase the
percentage of
teachers applying
instructional best
practice in lessons as
measured through
regular class
visits/learning v
doing walks.

- of teachers regularly post a visible learning target
- of teachers' learning targets clearly align to the cognition and vocabulary of the NYS NG Standards
- of teachers unpack their learning target into success criteria and use it meaningfully in instruction.

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

Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)
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Commitment 2

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal



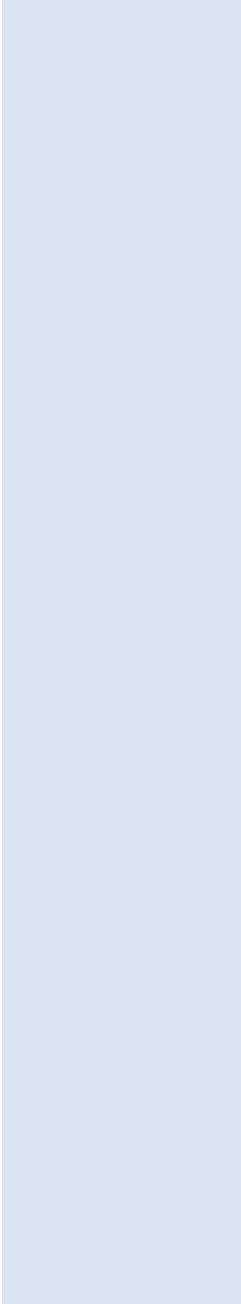
Commitment 2

Mid-Year Benchmark(s)	Winter of 2022-23 Achievement >61 percentile	Winter of 2023-2024 Achievement >61 percentile
	Math: 15% of students	Math: >18% of students
	Reading: 19% of Students	Reading: >22% of Students
	Class Visit/learning doing data Increase the percentage of teachers applying instructional best practice in lessons as measured through regular class visits/learning v doing walks.	of teachers regularly post a visible learning target of teachers' learning targets clearly align to the cognition and vocabulary of the NYS NG Standards of teachers unpack their learning target into success criteria and use it meaningfully in instruction.

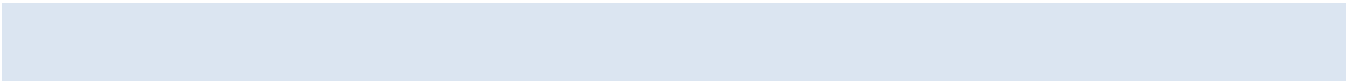
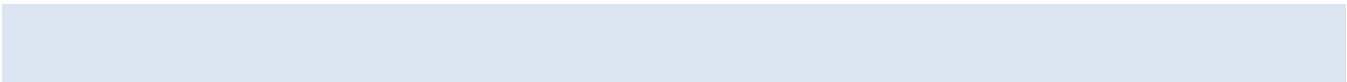
We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year,

EXHIBIT E

Early



Commitment 2



Commitment 3

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

- ☐
 - ☐ Rating: Meets WWC Standards Without Reservations
 - ☐ Rating: Meets WWC Standards With Reservations
- ☐
 - ☐ Rating: Top Tier
 - ☐ Rating: Near Top Tier
- ☐
 - ☐ Rating: Model Plus
 - ☐ Rating: Model
 - ☐ Rating: Promising

School-Identified

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

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

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	
Dr. Jamal Colson	Principal
Rosa Kalomiris	Assistant Principal
Ray Latore	Assistant Principal
Manouchka Daniel	Assistant Principal
Monica Tetuan	Director of ENL and World Language
Jenna Restivo	Director of Guidance
Jack Burke	Director of STEM
Rebecca Donovan	Special Education Teacher
Gina DeVito	Parent
Liz Travers	ELA/SS Teacher
Kyle Sherlock	Music Teacher
Oscar Norena	World Language Teacher
Xiomara Ascencio	Parent

Our Team's Steps

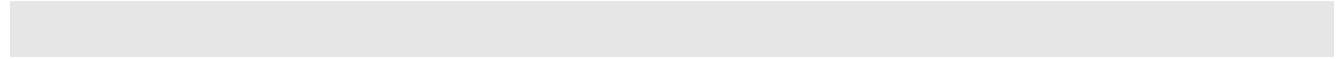
Our plan is the result of collaborating to complete several distinct steps:

1. Exploring the Vision, Values and Approach

Learning As A Team

Directions

After completing the previous sections, the team



Next Steps

Next Steps

1.
 - a. As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful.