New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Poughkeepsie City School District	SFB Morse Elementary School	1-5

Collaboratively Developed By:
Delete the red text upon completion.   **The SFB Morse Elementary School SCEP Development Team**   **Samantha Velez-Mitchell - Principal**   **Patrice Woods - Assistant Principal**   **Janet Bisti - Supervisor of Elementary Education**   *And in partnership with the staff, students, and families of SFB Morse Elementary School.*

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 and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month

- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to providing high-quality academic instruction to all students in order to improve academic success.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	We are making this commitment to increase students' academic achievement, address any potential learning gaps, and provide students with academic interventions using iReady in ELA and Math to make ongoing, measurable growth and access to grade-level curricula. We believe in meeting students where they are in terms of academic, social, and emotional needs and are committing to adaptive curricula, such as the use of iReady and Voyager Passport that provide ongoing formative assessment data to better understand and support students' individual and ever-changing needs. Furthermore, we believe that by creating a rich culture of data-driven instruction, we can better identify students' needs, address learning gaps, and share and develop instructional strategies that will best address those gaps. Through the use of Ready Curriculum and the iReady diagnostics and online individualized pathways for ELA and Math, students will receive individualized, targeted instruction to meet their academic needs. By viewing their student's growth on iReady through reports and supporting students in targeted classroom interventions, parents will be able to monitor their student's growth. This process will provide parents and students the tools that they need in order to identify and meet their academic needs and continuously head towards success. According to our student interviews, students are not feeling challenged by the work that's being presented. This indicates that while students know what is expected of them, they are not fully engaged in rigorous criteria and that teachers are not setting consistently high expectations for their students. As such, we are determined this year to not only provide a curriculum that will

address learning gaps, but will also allow students to engage in higher order thinking and problem solving activities.

Our self-reflection indicated that we are in the integrating stage for having high expectations with rigorous instruction. Our master schedule allows for meeting students' individual academic needs through several opportunities daily for targeted direct instruction. Our commitment this year ensures that we will continue our progress in setting high expectations for our students consistently across all grade levels.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Execute the Ready Curriculum with Fidelity in ELA and Math	This strategy was selected as a way to monitor the implementation of Ready ELA & Math curriculum & Explicit Direct Instruction: 1. Develop walkthrough observation protocols 2. Give Actionable, timely teacher feedback 3. Adhere to administrative walkthrough Schedule 4. Identify PD topics based on observation evidence Guidance	Progress monitoring of program implementation will include regular walkthroughs using the district FILW form. Building and district administration will review data and provide regular feedback to teachers, as well as adapt and/or adjust the building	Curriculum Associates materials (iReady, Ready Reading, Ready Math) and Scholastic Diagnostics as well as running records. We will also have iReady consultants to support the teachers with the implementation of iReady, analyzing data

	5. Create Look fors based on evidence & data **Explanation:** Incorporating an administrative walkthrough schedule to monitor Ready implementation will help to improve the academic levels of students. Feedback to teachers in a timely manner on observations from walkthroughs will help teachers guide their instruction. Use the "look fors" from evidence from walkthrough observation to inform professional development plans. PD will be provided as needed based on walkthroughs, observations and data. The data from the iReady Beginning of the Year Diagnostic as well as the Scholastic assessments allow teachers and AIS providers to level, provide targeted instruction, monitor students' academic growth and move students through the grade levels toward mastery of standards. The Regional Partnership Center (RPC) through BOCES provided all PCSD staff professional development in Explicit Direct Instruction. During the 2021-22 school year, the RPC will continue to assist Morse staff in intertwining the district approved curriculum with EDI.	professional development schedule in accordance with the teachers' needs. Student progress will be monitored through formative assessments and the iReady diagnostic, which will be implemented 3 times per year.	and planning lessons for Ready curriculum. Students will have access to Chromebooks daily to support using the Ready curriculum resources. Teachers will be provided with access to disaggregated data from iReady and Scholastic at COP and grade level meetings.
Revised Master Schedule to include Blocks for ELA and Math and WIN time	This strategy was selected to incorporate a balanced literacy approach to student learning. This approach will include the following: 1. 40 min of guided reading 2. 40 min whole group instruction in core curriculum Ready 3. 40 min of writing instruction- Ready 4. 40 min of WIN (What I Need) using Voyager Passport	Administration will monitor the components of the balanced literacy approach through instructional walkthroughs. PD & feedback will be provided based on walkthroughs.	Staffing requirements for block schedule and time for common planning and data tracking weekly. Ready Reading and Math curriculum

	5. Implement station rotation (Daily 5- iReady, Word Work, Writing, Independent Reading & Guided Reading) 6. Monitor teacher's Instructional Practices via walkthroughs **Explanation:** The master schedule incorporates an 80 minute block for whole and small group instruction, a 40 minute writing period as well as a 40 minute intervention period(**WIN**). Guided Reading will continue to be a daily, building-wide initiative. During guided reading time, teachers will meet with a group of students in a small group where students are engaged in literacy centers. Students will also have an intervention block utilizing Passport Voyage(WIN) for 40 minutes. The schedule also allows for AIS teachers to create weekly schedules to pull the lowest percentile of students 2-3 times per week. See attached schedules.	Student progress will be monitored through formative assessments and scores on iReady ELA and Math diagnostic assessments three times per year.	iReady diagnostic assessment and data tracking online Common planning protocol and common FILW form
Implementation and monitoring of MTSS interventions (AIS & ELL)	Build an MTSS Team to monitor data and share with faculty and families students' progress towards goals. A multi-tiered support system (MTSS) MTSS core components work together to create an integrated, comprehensive framework that focuses on the New York State learning standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavioral, and social success. MTSS offers the potential to create	MTSS uses the following 3 tiers: **Tier 1 – Universal or primary – Majority of students (75-90%)** As the largest and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom	Staffing needs (AIS teachers, Crisis Counselors) Access to iReady data FILW walkthroughs Progress Monitoring of student data to determine progress.

	needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students in general education contexts.	management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2. **Tier 2 – Secondary – Small groups of students (10-25%)** Some students need extra assistance in meeting academic and behavioral goals. It is in Tier 2 that these individuals receive that support. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-in/Check-out (CICO) interventions are often a part of Tier 2 as well. This targeted support allows students to work toward catching up with their peers under the watchful support of an identified staff member. **Tier 3 – Tertiary – Individual students (< 10%)** A subset of students has significant challenges that do not respond to the interventions and support in Tier 1 or Tier 2. This Tier 3 gives these students individualized support, including assistance	

		from outside agencies such as behavioral counselors or family therapists.	
Data-Driven Instruction	This strategy was selected as a way for teachers to participate in collaborative discussions of student data. The protocol to implement this process is as follows. 1. **Establish Data conversation protocols to utilize during Common Planning Time (CPT).** 2. **Set goals based on baseline iReady data in Math and ELA** 3. **Monitor progress of Schoolwide goals set by the administration in collaboration with classroom teachers.** 4. **Create lessons to meet students' learning needs** 5. **Create student rubrics so students understand the academic expectation and so teachers focus their feedback** 6. **Analyze students' errors to determine focus areas** 7. **Monitor students' Reading growth and Math mastery** **Explanation:** Teachers will review iReady data in Math and ELA, in addition to the Scholastic Running Record to create instructional groups. Teachers will use the data to set grade level and standards aligned content area goals for students. Teachers will progress monitor students to analyze the data and determine next steps. Teachers will create lessons to provide explicit direct instruction.	The strategies determined by teachers will be monitored in-house through formative assessments such as stop and jots, exit tickets and pre-determined writing prompts. Students will continue to work on their i-Ready lessons, and teachers will be able to assign specific lessons when needed to address student needs and monitor their students' growth. The iReady diagnostic will occur at the beginning, middle, and end of the year to monitor overall student progress in Reading and Math. Scholastic Assessment will occur at the beginning of the year and every 6-8 weeks thereafter to continuously monitor student growth.	Curriculum Associates materials (iReady, Ready Reading, Ready Math) and Scholastic running records. Students will have access to Chromebooks daily. Teachers will be provided with access and disaggregated data from iReady and Scholastic at COP and grade level meetings.

Structured and Targeted Professional Development for Teachers	Professional development for faculty and staff will focus on academic achievement based on student data. Professional development sessions will provide teachers with specific strategies and interventions to address the areas of need they are seeing in their classrooms. This may include collaborative professional development workshops; additional coaching from the Supervisor of Elementary Education, as well as the RPC; high-quality, informal non-evaluative feedback; and high quality, focused instructional walkthroughs.	After reviewing the results of each diagnostic and iReady activities to determine student progress, PD will be implemented to sustain and ensure ongoing growth. This information will be obtained from focused instructional learning walks, observations, feedback surveys, and student growth data.	Google Form for instructional walkthroughs (FILW) Create a walkthrough schedule with building administration. Scheduled time and professional development calendar in collaboration with the district and other PD providers.

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*
Student Survey	I learn from class lessons. My teacher wants me to do my best. My teacher helps me when I need it.	80%
Staff Survey	Helping students meet challenging academic goals is a primary focus of my school. Student progress is monitored with formative evaluations. Student achievement data informs school decision-making. I have received adequate training to deliver online instruction.	80%

Family Survey	I am satisfied with the education my child receives in school. This school focuses on meeting my child's needs. Teachers set high expectations for my child.	80%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
By the end of the school year, at least 80% of students will have made 75% of a year's growth in i-Ready reading and math according to the diagnostic assessments and projected growth chart by Curriculum Associates. 90 % of teachers will demonstrate proficiency in the key Ready curriculum linked to the New York State Next Generation Learning Standards.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to ensuring an inclusive and positive learning environment where all students feel they belong.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	It is clear that academic success does not happen in isolation; that it is connected to a healthy mind, heart, and a supportive learning environment. Learning is relational and contextual, which means that building relationships is essential to students' cognitive learning abilities and growth. We are committed to providing an environment where students feel safe, included, and cared for. This is achieved through the building of positive relationships between and among students and adults. We believe that students need to learn how to build friendships, recognize their feelings, and react and express themselves appropriately. Using a comprehensive PBIS program embedded in daily instruction and interactions helps build these relationships and teach students the vocabulary they need to identify their emotions and the strategies to manage them. Additionally, we believe celebrating progress builds a sense of belonging, inclusion, and motivation. Student interviews revealed that students do not always feel respected by their peers and are sometimes bullied. We are committed to ensuring that all students have a safe, respectful, and nurturing learning environment. This includes teaching students how to interact with one another, the language of emotions, and how to handle and work through challenging situations. Our self-reflection indicated that Morse is in the integrating stage in a welcoming and affirming environment . We are collaborating with the RPC to aid in our SEL development and Culturally Responsive programming. The RPC is also assisting the administration and staff to ensure our curriculum and assessments are appropriate for our community.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Monitor and increase student and teacher attendance	We will begin the school year off with our first IST(Instructional Support Team) Attendance Meeting during the first month of in-person school. The IST consists of the IST Chair, school Social Worker, School Psychologists, Speech Pathologist, AIS and ENL teachers, and the Building Administrators. During this meeting we will analyze our 2020-21 attendance data, end of year iReady and Scholastic data with regard to student performance. Student data will be shared with the staff for the purpose of tracking students's daily attendance and lateness. Our Monthly Perfect Attendance Assembly information, PBIS Initiatives and attendance expectations will be shared with families. Our first assembly will be held upon transition back into the school building as motivation and incentive.	IST will use the Tiered Framework to guide their weekly meetings and to analyze student trends and iteratively report back to the school leader. The report will follow the progression of the framework by addressing the critical components for each tier: criteria (using actual ADA data); prevention strategy; intervention strategy; communication strategy; and SEL strategy.	Tiered Framework IST meeting protocols & schedule
Extended learning time	The ELT programming is dependent upon the approval of district administration.	Attendance and progress in academics during ELT will be taken, and monitored through	CBP Partnerships for the enrichment of the ELT program

	The Academic Enrichment portion of the ELT program relies heavily on teacher recommendation based on students' academic needs, parent request for additional support, possible IST request and AIS provider suggestions. ELT at Morse Elementary School will require working with our community-based partnerships to provide project-based, engaging activities that support learning and language building, problem-solving skills, and reinforcement of PBIS targeted characteristics.	iReady scores and regular data tracking. CBO providers will meet regularly with the administration to monitor student progress and behavior. Celebrations and student project presentations will occur at the completion of units/semesters.	Staffing for academic portion of the ELT program Funding

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g. % agree or strongly agree)*
Student Survey	Other students in this school respect me. I am safe in school. School is fun. All students are treated fairly in this school.	80%

Staff Survey	Students do not threaten and/or bully each other in this school. I regularly use data to identify my students' strengths and weaknesses. I feel prepared to meet the social and emotional needs of my students.	80%
Family Survey	I feel welcome in my child's school. My child is treated fairly regardless of his or her race, culture, religion, sexual orientation, gender, or special needs. My child is accepted in this school. This school provides a caring environment for my child.	80%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
By the end of the 2021-2022 school year, the percentage of students identified as chronically absent will decrease by 10%. Student attendance goal by the end of the year is 90% and teacher attendance to increase to 93%.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet 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

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:
http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☐ State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	SSP to ensure Principal Mitchell is monitoring the academic instruction to all students in order to improve academic success and providing an inclusive and positive learning environment where all students feel they belong. Monitoring of academic instruction will take place in the form of FILWs and data will be shared with teachers to indicate areas of strength and areas in need of improvement. Principal Mitchell will attend professional development to support her own growth and reflection as an instructional leader.

☐ 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	Communities of Practice (COP/Professional Learning Communities)
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Morse Elementary will continue to utilize COP periods to foster opportunities for professional development, data discussions, and peer collaboration of best practices. There will be an expectation that meeting facilitators and participants adhere to the following meeting structures: set team norms; develop and share meeting agendas; take notes; develop a goal; create and design tasks to accomplish the goal; track tasks and follow up; acknowledge accomplishments. The administration and school leadership team will monitor shared folders to ensure that teacher teams adhere to meeting expectations and provide actionable feedback when required. ● i-Ready Data Cycle (Admin facilitated) ● Attendance Monitoring Team (School Counselors facilitated) ● PBIS team

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ 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) as follows	
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 "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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	Role
Samantha Velez-Mitchell	Principal
Patrice Woods	Assistant Principal
Janet Bisti	Supervisor of Elementary Education
	Teacher
	Parent

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the" Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the" Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
Aug 23, 2021		x	x	x	x	
Aug 26, 2021				x	x	
Aug 28, 2021					x	
Aug 30, 2021		x	x		x	
Aug 31, 2021	x	x			x	x

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

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

Student feedback is an essential part of the process as they provide information and feedback on what is working and what is not. Ultimately, student success is the goal of everything we do. Our students' input guides our commitments, our initiatives, and our needs for professional development. This plan takes into account our two main focuses: student achievement and student social-emotional wellbeing. These goals are interconnected - we know that students learn better when they feel safe, supported, and encouraged. It is with this in mind that we have made the commitments and strategies to best support our students.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

According to Maslow's Hierarchy of Needs, aside from physiological needs, safety, security and inclusivity are the most fundamental of needs. If students don't feel safe, they will not move into their growth needs. Morse School is committed to an environment where students are respected for who they are as individuals. To ensure students are feeling safe and included, students will complete an interest survey in the beginning of the year. Student focus groups(student government) will also meet to address inclusivity. Morse School is committed to high expectations with rigorous instruction. Administration is in continuous communication with the RPC to develop learning opportunities and coaching for staff. Administration revised the master schedule to include numerous opportunities for targeted direct instruction to close the learning gaps. Administration is also working with RPC in ensuring a Culturally Responsive curriculum.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ☐ The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☐ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.