



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Ogdensburg CSD	Ogdensburg Free Academy	7-12

## Collaboratively Developed By:

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*And in partnership with the staff, students, and families of Ogdensburg Free Academy.*

## 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 I

### Our Commitment

<b>What is one commitment we will promote for 2021-22?</b>	We commit to strengthening our curriculum and instruction to better engage students, so they take ownership of their own learning.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>We believe as a school that our students learn best when they are engaged in learning that connects to their identities. Every student should have the opportunity to shape their own learning with opportunities to practice and build social, emotional and cognitive skills.</p> <p>Students shared in interviews that they preferred hands-on activities with real world relevance. In order to create ownership students should be presented with options and be able to work collaboratively with classmates.</p> <p>On the student survey administered in the spring of 2021, only 10.2% of students agreed or strongly agreed with the statement "In class we often work in with partners or groups".</p> <p>Only 15.5% of families agreed or strongly agreed that "Teachers make classes interesting and engaging".</p> <p>When completing the Equity Self-Reflection, the team recognized a need to implement more hands-on learning activities with real world relevance that enables students to take ownership of their learning.</p>

## 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?
School leader monitoring.	<p>During 6-8 monthly classroom visits the school leaders will look for teachers using the priority student engagement strategies identified last year and provide them actionable feedback.</p> <p>The look-for tool will be updated to include new initiatives (i.e., cooperative and hands-on group work).</p> <p>Ongoing support from instructional coaches and consultants on the priority strategies during bimonthly coaching sessions.</p>	<p>Using the look-for tool school leaders will evaluate the priority student engagement strategies of bell ringers, check for understanding, and learning targets in their classroom walkthroughs.</p> <p>The strategies will be seen in classroom visits 60% of the time by January and 80% of the time by June.</p>	<p>Leveraged Leadership Administrator Coaching program:</p> <ul style="list-style-type: none"> <li>recognizing quality engagement strategies,</li> <li>provision of feedback to teachers,</li> <li>tracking and using data from the look-for tool.</li> </ul> <p>Funding for instructional coaches and consultants.</p>
Structured teacher collaboration that emphasizes common strategies and appropriate materials.	<p>Teachers will discuss horizontal and vertical curriculum during monthly department meetings. They will identify strategies/ protocols that are used across grade levels e.g. writing rubrics, problem solving protocols to develop best practices for each grade.</p> <p>Departments will develop common strategies/protocols that they will commit to using on a consistent basis by October 30.</p>	<p>Monthly department meeting notes outlining the common strategies/ protocols that were identified will be shared with administrators.</p> <p>School leaders will add the strategies/protocols to their look-for tool to track the</p>	<p>Schedule time for department meetings.</p> <p>Substitutes provided for department meetings, as needed.</p> <p>Stipends for after school and summer meetings.</p>

Commitment 1

	<p>School leaders will add the category of strategies/protocol to their walk-through tool by November.</p> <p>During bimonthly coaching sessions, the English language arts (ELA) instructional coach and the mathematics instructional coach will provide specific support directed towards the staff in grades seven, eight, and nine, ensuring that teachers are using the same strategies/protocols.</p> <p>Teachers will coordinate across grade levels for the planning of major assignments.</p> <p>In the fall, departments will review the books they read to consider exposure to different experiences, cultures, and discuss their discoveries to increase their culturally responsive curriculum.</p>	<p>implementation of the strategies/protocols.</p> <p>School leaders will see 50% implementation of the strategies in planning and classroom practice by January and 65% by June.</p> <p>School leaders will identify teachers needing support for implementation of the strategies to arrange for additional coaching support.</p> <p>The departments will share the revised curriculum materials with school leaders by January 2022.</p>	<p>Funding for English language arts (ELA) and mathematics instructional coaches.</p> <p>Culturally responsive books and materials bought for both school and classroom libraries.</p>
Increased emphasis on collaborative learning and group work.	<p>Collaborative learning and hands-on group work will be prioritized in classrooms, discussed in department meetings, and supported through training provided by instructional coaches and consultants. This will help students be college and career ready.</p> <p>Teachers will meet monthly as a department to discuss curriculum and opportunities for collaborative learning, group or partner work and project-based learning.</p>	<p>Department notes on strategies to include more hands on, and collaborative projects will be shared with school leaders.</p> <p>School leaders will add the strategies to their look-for tool to track the implementation of the strategies. School leaders will see 50% implementation of the strategies in planning and</p>	<p>Schedule time of department meetings.</p> <p>Consultant to provide professional development.</p> <p>Funding for instructional coaches.</p>

Commitment 1

	<p>Peer classroom visits to observe effective strategies will be facilitated by the school leaders to begin by December.</p>	<p>classroom practice by January and 65% by June.</p> <p>School leaders will identify teachers needing support for implementation of the strategies and arrange for additional coaching support.</p> <p>There will be a 10% increase from mid-year to the end of the year in the number of students and families strongly agreeing or agreeing to the statement about interesting and engaging classes.</p>	<p>Stipends for after school and summer professional development.</p> <p>Funding for substitute teachers.</p> <p>Stipends for a teacher leader for peer observations.</p>
<p>Increase student ownership of learning.</p>	<p>Beginning in September, teachers will offer opportunities for student choice on project and assessment options that have real world relevance.</p> <p>Teachers will have ongoing individual conversations with students to provide feedback, review academic work and create future goals.</p> <p>Teachers will share assessment data quarterly with students to discuss progress on their goals and next steps in their learning.</p>	<p>By the end of the year, there will be less than a 15% difference between the staff and student survey responses strongly agreeing or agreeing about providing feedback to students.</p>	<p>PLC Associate's survey costs for yearly survey of all students, teachers and parents</p> <p>Costs for ongoing surveys for participatory budgeting and the School Comprehensive Education Plan (SCEP) evaluation.</p> <p>Purchase multiple copies of <i>Leaders of Their Own Learning</i> by Ron Berger.</p>

Commitment 1

	<p>Teachers will create and share assessment grading criteria with students prior to the assessment.</p> <p>Instructional coaches will support teacher implementation and monitoring of the student goals during coaching sessions and at data meetings.</p> <p>A consultant will provide professional development sessions in the fall for all staff on developing independent learners.</p>		<p>Stipends for book studies on developing independent learners.</p> <p>Consultant costs.</p> <p>Travel costs for site visits.</p>
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## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	We receive specific feedback from teachers on test/assessments we take.	80% strongly agree/agree (SA/A)
	My teachers often check to see if all students understand what is being taught.	85% SA/A
	My teachers make my classes interesting and engaging.	80% SA/A
	I actively participate in the learning in my daily lessons.	70% SA/A
<b>Staff Survey</b>	As a school, we have created structures so that students are able to reflect on their learning.	85% SA/A
	Teachers are skilled in providing specific and targeted feedback to students in a way that impacts their learning.	90% SA/A
<b>Family Survey</b>	Teachers make classes interesting and engaging.	75% SA/A



Commitment 1

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.

STAR ELA data – grades 7-8: Decrease the number of seventh and eighth grade students whose performance falls below the twenty-fifth percentile rank to less than 23.5%.

STAR mathematics data – grades 7-8: Decrease the number of seventh and eighth grade students whose performance falls below the twenty-fifth percentile rank to less than 13.1%.

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to improving our school atmosphere and culture to be more welcoming and accepting to all by increasing communication, cultivating relationships and bridging differences.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>We believe as a school that we should cultivate a school and classes that are welcoming and accepting where students have an opportunity to practice and build social emotional skills.</p> <p>Students shared in interviews that they were looking for opportunities for building relationships and personal connections with teachers, faculty and staff. Students communicated more of a willingness to engage in classes with teachers who developed an atmosphere of safety, respect and belonging.</p> <p>In the spring 2021 student survey they agree or strongly agreed with the following statements:</p> <p>52% - teachers are supportive and encouraging.  46.5% - they are comfortable asking questions  55.4% - teachers care about me</p> <p>The survey results show the need to improve the students' sense of belonging and building stronger relationships.</p> <p>The commitment allows the school to address student concerns that were noted above from the survey and continue to work on mentoring and improving student behavior from the 20-21 SCEP.</p> <p>Improving the school atmosphere to be more welcoming will create better student engagement, more positive attitudes by students, and more positive connections between students, teachers, and staff.</p>

## 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?
Increase teacher awareness and implementation of strategies that support students' social emotional learning.	<p>Starting in the fall, the school leaders will identify teacher leaders to facilitate an Instructional Rounds Model of peer classroom visits to identify effective social emotional strategies currently being used in district classrooms.</p> <p>Teachers will use observational data from the Instructional Rounds and feedback from school leaders' classroom visits to implement effective social emotional strategies in their own classrooms to create a positive classroom climate.</p> <p>Planning a series of facilitated discussions at quarterly faculty meetings on the "How Learning Happens Messaging Framework" particularly focusing on learning is relational.</p> <p>In the fall, the positive messaging committee, comprised of multiple stakeholders will evaluate current messaging (i.e., posters) in</p>	<p>Student survey answers will show that at least 60% of their teachers have a positive classroom atmosphere by mid-year and 80% by end of the year.</p> <p>Students will be surveyed asking the statement that "I think that school leaders and teachers work to create relationships and bridge differences." The target will be that 60% of students strongly agree or agree with the statement.</p>	<p>Stipends for teacher leaders.</p> <p>The teacher leaders will schedule teachers and substitutes for classroom visits.</p> <p>Notepads or tablets will be provided.</p> <p>Funding for substitutes.</p> <p>Consultant to facilitate training/discussions.</p> <p>Purchase more positive messaging materials.</p>

## Commitment 2

	<p>the classrooms and throughout the school to ensure a more positive climate.</p> <p>Student input from surveys will be used to schedule events throughout the school year to create a sense of a cohesive community:</p> <ul style="list-style-type: none"> <li>• transition day,</li> <li>• welcome back to school event</li> </ul> <p>Students will be surveyed annually to determine interests and the development of possible new clubs based on student interests.</p> <p>Students share information on different clubs to encourage participation by having current members present their experiences at orientations in the fall. Additionally, clubs will be highlighted during morning announcements.</p> <p>Social studies department will work with students to develop and complete one community service project annually.</p> <ul style="list-style-type: none"> <li>• in the fall, social studies classes will explore needs and wants of the community,</li> <li>• in the spring, the projects will be implemented.</li> </ul>	<p>Student survey answers will show that they have increased opportunities to participate in school community activities.</p> <p>Student survey answers will indicate their interests in existing clubs and allow for suggestions for new clubs.</p> <p>Classes will identify projects by December and implement the projects by May.</p>	<p>Stipends for positive messaging committee facilitators.</p> <p>Funding for materials. Posters and flyers. Stipends for club advisors.</p> <p>Stipends for after school or summer department meetings. Materials for service-learning projects.</p>
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Commitment 2

Improve student and teacher relationships.	<p>By the end of October, school leaders will seek volunteers to mentor at-risk students identified by the Child Study Team (CST). The purpose of the program is to improve attendance, behavior and develop relationships with staff.</p> <p>A teacher leader will be identified to support the mentors and track the mentor forms and other data.</p> <p>Mentors will participate in professional development training and follow practices in the “Check and Connect” intervention model in the fall.</p> <p>Mentors will be actively involved with the families of at-risk students in the “relationship based” model as described in the “Check and Connect” model.</p>	<p>Mentors will complete and submit mentoring forms monthly.</p> <p>Training on the “Check and Connect” model will be completed, and mentors assigned students.</p> <p>CST will review quarterly the completed mentor forms to monitor progress of at-risk students.</p>	<p>A consultant or on-line training will be utilized to provide professional development on mentoring for teachers.</p> <p>Stipends for mentors.</p> <p>Stipend for teacher leader for mentors.</p> <p>Stipend for teacher leader for Positivity Project.</p>
Developing trauma sensitive strategies	<p>The school will develop a trauma sensitive culture through professional development and support of McKinney-Vento Homeless support leaders and the district’s trauma sensitive team.</p> <p>Twenty-five teachers will participate in the online training <i>101: Mindfulness Foundations</i> through <a href="http://mindfulschools.org">mindfulschools.org</a>.</p> <p>Teachers will create a calming room and the CST will develop a protocol for using the calming room by September 1. By September 30, the entire faculty and staff will have training regarding the appropriate use of the</p>	<p>Areas of need will be identified by using the Trauma Sensitive Schools Fidelity Tool from the Wisconsin Department of Public Instruction.</p> <p>90% of participating teachers will complete the online training.</p> <p>Data relative to the identified reason(s) for using the calming</p>	<p>Funding to support the faculty training by support leaders.</p> <p>Funding for online training on mindfulness.</p> <p>Materials for the calming room.</p>

Commitment 2

	<p>calming room. Students and adults will use the calming room when necessary to help regulate their emotions.</p> <p>The guidance department will research and implement, by November, a student social emotional screener to identify at-risk students. They will then implement student specific supports.</p>	<p>room will be monitored and reviewed quarterly by the CST.</p> <p>Further training for teachers on trauma sensitive strategies will be determined by data analysis.</p> <p>At-risks students will be identified and supports provided by January.</p>	<p>Funding for staffing of the calming room.</p> <p>Stipends for trainers.</p> <p>Social emotional screener.</p> <p>Supports for at-risk students.</p>
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## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<p>Our school leaders, faculty, and staff strive to create a welcoming and accepting atmosphere.</p> <p>Our school leaders provide opportunities for students to share interests and give feedback.</p> <p>School leaders and teachers work to create relationships and bridge differences.</p>	60% for all
<b>Staff Survey</b>	<p>Our school leaders strive to create a welcoming and accepting atmosphere for staff and students.</p> <p>Students are provided opportunities to share interests and give feedback in the school setting.</p> <p>School leaders and teachers work to create relationships and bridge differences for staff and students.</p>	60% for all
<b>Family Survey</b>	<p>My child feels that our school has a welcoming and accepting atmosphere.</p> <p>My child feels that they are provided opportunities to share interests and give feedback.</p> <p>School leaders and teachers work to create relationships and bridge differences for students.</p>	60% for all

## Commitment 2

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.

Chronic absenteeism: target less than 8.9% for grades 7-8 students.

Serious discipline infraction: targets – a baseline will be developed.



## 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.

### X 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	<p>Commitment 1 – by coaching the school leaders to recognize quality engagement strategies, provide feedback to teachers and track and use data from the walk-through tool.</p> <p>Commitment 2 – by supporting the discussion by all staff of the “How Learning Happens Messaging Framework” and the implementation of trauma sensitive strategies.</p>

## Evidence-Based Intervention

### ☐ 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

#### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## 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).

[illegible]

## 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
4/26/21 – Overview of process						
4/28/21		x				
5/20/21		x				
6/8/21	x					
6/9/21			x			
6/16/21			x			
6/22/21			x	x	x	
7/1/21				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**

The student interviews validated many things that the team suspected. The information helped focus the two commitments particularly about identifying the need for more hands-on and group work as well as focusing on improving the atmosphere and culture in the school.

#### Equity Self-Reflection

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

The Equity Self-Reflection was helpful in having the team examine their current practices and discuss what they could reasonably accomplish in this next year. It created much more cultural awareness and the need for developing the students' ownership of learning.

## 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.