



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Newburgh Enlarged City School District	Heritage Middle School	6-8

Collaboratively Developed By:

The Heritage Middle School SCEP Development Team

Jessica Layne	Principal
Bonnie Bradley Juarez	ENL Teacher
Shaneequa Cameron	Assistant Principal
Chris Fiorentino	Director of Math
Michael Grammer	Grade 6 SS Teacher
Tara Lapierre	SpEd Teacher
Rosella LaTorre	PPS~ School Counselor
Jenn Laudiero	Grade 6 SS Teacher
Lauren Noriega	SpEd Teacher
Zeeba Pavri	Grade 6 ELA Teacher
Carlos Santiago	Assistant Principal
Carla Spensieri	World Language Teacher
Sue Valentino	Assistant Principal
Catherine Bullock	Parent
Aneudys De Los Santos	Parent

And in partnership with the staff, students, and families of Heritage Middle 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 I

Our Commitment

What is one commitment we will promote for 2021-22?

We are committed to closing the opportunity gap for students in our subgroup populations by utilizing data in our Professional Learning Communities (PLCs) to adapt instruction (across all content areas) focusing on literacy skills to better support these students.

- Sub-groups: ELL, SWD, ED, Black.

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?*

- ***How does this commitment fit into the school's vision?***

Working to close the opportunity gap or achievement gap for these students is aligned with our vision of being diversified in our heritage and unified in our excellence. It also taps into our district vision, "Through the work of all we achieve inclusive excellence". Every student has the right to learn, be exposed to a myriad of learning experiences, and enter the world with the tools and skills they need to succeed.

- ***Why did this emerge as something to commit to?***

Data from a variety of sources including (iReady, NYSESLAT, State assessments, NYS Report Card, in-school classroom assessments, and in-school student report card grades demonstrate that these particular sub-groups are underperforming. Staff also confirmed the data while conferencing during PLCs (Professional Learning Communities)-, Faculty Meetings, and PD sessions).

- ***In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?***

The "How Learning Happens" document, the "Equity Self-Reflection" document and interviews of students, and their families have helped us reflect on our practice as a school community, which are helping us map out our upcoming school-year and adapt our pedagogy and other school practices to better support our student body. As a school community, this year we had many conversations revolving around the idea that children learn at all times, and in all places. Therefore making full use of all our available resources, particularly our digital tools (Google class and other

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web-based resources), allow our students access to the learning wherever they may be and whenever they desire to do so.

We learned that our students appreciate learning that is relevant to their own realities as well as incorporates and/or takes into account their own individual uniqueness (culture, race, language spoken, identity).

Our students thrive the most when they have a sense of belonging and have strong supportive relationships with their peers and the adults in the building. Most importantly, we learned that our children simply want to have a voice in what they learn and how they learn.

We also learned that staff morale and work ethics are heightened as a result of collaborative efforts and taking full advantage of the expertise within our building. Creating opportunities for staff to share their knowledge and work together to develop creative and innovative learning experiences for our children brings staff together with the same goal of academic excellence for all. As a TSI school, the students in our subgroup populations

- ***What makes this the right commitment to pursue?***

This commitment focuses on our neediest population while ensuring that all students have access to learning that will enable them to achieve academic success. Data from NYS Assessments, iReady, student academic report cards and teacher in-class assessments show that students in our subgroup populations are underperforming in comparison to their peers. Data shows that a deficiency in literacy skills affects their performance across all content areas.

- ***How does this fit into other commitments and the school's long-term plans?***

This commitment is intertwined with our other commitments and the school's long-term plans of becoming a School to Watch. Intentionally focusing on closing the opportunity gap will empower our subgroups to function at the same level as our higher performing students thereby enabling the school to continue to improve the learning experiences of our students. This will allow us to continue to make the learning relevant and challenging while simultaneously having a student-body that has a sense of belonging, a voice that is heard and is able to think creatively and critically. These skills will better prepare our students to be successful in their adult years in their everyday lives as well as in their career choice. Improving their literacy skills will enable them to conquer everyday tasks, such as being able to read and follow an instructional manual, and to make oral and/or written communications for work purposes.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Collaborate with Meadow Hill School to learn about their PLC practices revolving around their use of data to inform instruction</p>	<ul style="list-style-type: none"> ● Scheduling time with Meadow Hill team. ● Identifying practices that could be replicated at HMS. ● Create expectations for HMS PLCs' use of data focusing on our targeted/identified subgroups. ● Create a template that includes expectations for PLC meeting agendas/minutes. 	<ul style="list-style-type: none"> ● Increased evidence of data driven PLC meetings (agendas/minutes). ● Increased evidence of level 1 subgroup conversations/problem solving (agendas/minutes). 	<ul style="list-style-type: none"> ● Time/schedule. ● PLC meeting protocol/ expectations. ● PLC agenda/minutes format (template). ● Google Drive to archive agenda/minutes.
<p>Professional Learning Communities (PLCs) will triangulate data to focus on the performance of identified/targeted sub-groups</p>	<ul style="list-style-type: none"> ● Lead Teachers will work with the administrative team, PPS team and ITF to gather and maintain data (on our identified sub-groups), which will be shared with teacher teams. ● PLCs (aka: teacher teams) will meet regularly to analyze student data to identify the learning needs of our students and develop interventions and instructional strategies to meet those needs. Student data sets will be 	<ul style="list-style-type: none"> ● Agendas from PLC meetings. ● Evidence of interventions being implemented with students. ● Evidence of instructional strategies being used in the classes where 	<ul style="list-style-type: none"> ● HMS Staff Website to organize and archive documents, agendas and house other resources. ● Professional Development provided to support staff with assistance of district staff and other external agencies. PD sessions offered based on staff need via self-reporting by

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	<p>acquired from iReady, NYS Assessments including NYSESLAT, report card data, as well as in-class assessments.</p> <ul style="list-style-type: none"> ● Teams will conference with students, families, and other staff members to better support students in the identified sub-groups. Conferences with students include IRLA/ENIL meetings, which are a part of our ARC (reading) program, and teacher team/PPS conferences to provide further academic and socio-emotional support. 	<p>subgroup students are learning.</p> <ul style="list-style-type: none"> ● Resources/tools made available for students (i.e. web-based resources, google resources, etc.). ● Improvement on overall iReady scores in ELA, course pass rates, and other data sources. used to monitor student progress. 	<p>staff, observations by admin. team, as well as learning walks.</p>
<p>Professional development to align use of data with instructional practices</p>	<ul style="list-style-type: none"> ● Survey of staff to assess needs. ● PD on strategies to incorporate, and reinforce literacy skills across all content areas will be offered to staff on an ongoing basis throughout the year. ● Collaboration among staff to learn from each other including sharing of effective instructional strategies. 	<ul style="list-style-type: none"> ● BOY survey to assess staff PD needs. ● Mid-year survey to measure successes and modifications needed. ● Walk-through data to progress monitor and provide follow-up support. ● PD session list documented and maintained 	<ul style="list-style-type: none"> ● Professional development offered by in-house (school and district) staff. Initial PD sessions include use of data to inform instruction, and implementation of RACES strategy. ● PD offered by external agencies. ● Budget to pay for external PD

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>
Student Survey	I am confident that my teachers try to teach in a way that helps me understand better.	Strongly agree-strongly disagree
	I am confident that my teachers are helping me to read and write better.	Strongly agree-strongly disagree
Staff Survey	I am confident in my ability to gather and interpret data.	Strongly agree-strongly disagree
	I am confident in my ability to use the knowledge learned from data analysis to adapt my instruction to better meet the learning needs of my student.	Strongly agree-strongly disagree
Family Survey	I am confident that my child’s teachers try to teach in a way that helps him/her understand better.	Strongly agree-strongly disagree
	I am confident that my child’s teachers are helping him/her to read and write better.	Strongly agree-strongly disagree

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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.

- iReady Reading Assessments
 - 3% increase in iReady Reading Assessment Scores from BOY to EOY for Level 1 identify subgroups
- iReady Math Assessments
 - 3% increase in overall iReady Math Assessment Scores from BOY to EOY for Level 1 identify subgroups.
- 100% of PLCs are using data to drive discussions and instruction.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to reducing chronic absenteeism in our targeted subgroup populations.</p> <ul style="list-style-type: none"> ● Sub-groups: ELL, SWD.
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> Reducing chronic absenteeism in our targeted subgroup populations by Increasing daily attendance goes hand in hand with our school vision (... "diversified in our heritage and unified in our excellence") as well as our district vision ("Through the work of all we achieve inclusive excellence"). This includes creating an environment where students and staff feel a sense of belonging, -a place where students feel supported and motivated to come to school and engage in the learning. ● <i>Why did this emerge as something to commit to?</i> The need for this commitment was exemplified by looking at data from a variety of sources including surveys (of staff, parents and students), attendance reports from Infinite Campus, DataDashboard, as well as our NYS Report card. Chronic absenteeism is when a student is absent more than 10% of the school year. ESSA data indicated that chronic absenteeism for ELL, and SWD are two areas to target improved attendance. ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> The "How Learning Happens" document emphasizes some of the ideas/concepts that we learned about and conversed with our various stakeholders in regards to attendance and active engagement. Students that have a sense of belonging, feel valued, respected and cared for will be more eager to come to school every day and be an active and engaged learner. This idea resonated in the "Equity Self-Reflection" document as well as in our student interviews and other focus groups conducted throughout the school year.

Commitment 2

- ***What makes this the right commitment to pursue?***
Attendance is at the crux of being able to teach students and empower them with the necessary skills to be successful in academia as well as in adulthood. If a student is not present, a school can not make much of an impact. Therefore, getting students to school daily and creating an environment where they feel safe, encouraged and willing to participate in the learning is crucial for us as a school community.
- ***How does this fit into other commitments and the school's long-term plans?***
This commitment is the foundation that will allow us to execute our first commitment of closing the opportunity gap. By improving attendance, we will be able to make improvements instructionally that will impact our students in a positive way.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>MTSS Team (composed of teachers, admin., and PPS staff)</p>	<ul style="list-style-type: none"> ● MTSS team will monitor subgroup student attendance. ● Identify students in need of support, as well as create and carry out interventions, which can include both in-class and out-of-class supports. ● Positive reinforcement for students with good attendance within the targeted subgroup will also be provided (i.e.: recognition, small rewards, etc.). 	<ul style="list-style-type: none"> ● MTSS Team agenda minutes. ● Log of students receiving interventions. ● Progress monitoring of students receiving interventions (pass rate, socio-emotional coping skills improving, etc... Monitoring will look different depending on the individual circumstances). 	<ul style="list-style-type: none"> ● Budget to have planning meetings over summer to develop protocols on how the team will function. ● Google Drive system set up to archive meeting minutes as well as document work with students (including progress monitoring).
<p>ISS Program to support with MTSS and Restorative practices</p>	<ul style="list-style-type: none"> ● ISS program will be more proactive via a variety of intervention programs to support at-risk students within our subgroup population prior to suspensions. 	<ul style="list-style-type: none"> ● Reduction in recidivism rate (students that were repeatedly suspended the previous year). ● Reduction in number of referrals submitted. 	<ul style="list-style-type: none"> ● Train new ISS teachers in HMS practices and protocols. ● PD on SEL and restorative practices.

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	<ul style="list-style-type: none"> ● ISS program will continue to implement and expand the use of restorative practices. ● SEL component in collaboration with admin and PPS team. 		
<p>Town Halls & Other Celebratory / Empowerment Events</p>	<ul style="list-style-type: none"> ● Grade level town halls will be used to celebrate and honor positive student contributions and achievements including attendance accolades. Attendance accolades include improvement in overall attendance (i.e. targeted subgroup students coming off the chronic absentee list). ● Events throughout the year to create a more inclusive, welcoming, and motivating school environment (i.e. Dad’s Day, Family BBQ, International Night, and others) with the intention of instilling in students the desire and want to come to school. 	<ul style="list-style-type: none"> ● Archive of agendas from town halls, and other events held throughout the year. ● Comparison of attendance rates (monthly perfect attendance, overall attendance rate, reduction in chronic absenteeism) -specifically students in our targeted subgroups. ● Comparison of awards and recognitions achieved by the student body-specifically students in our targeted subgroups. ● Surveys of the student body (baseline, mid-year and end of year) to assess effectiveness of the program. 	<ul style="list-style-type: none"> ● Space to hold town halls and other events (cafeteria, gym, media center). ● Budget to provide awards, recognitions, and other incentives. ● Schedule developed for each of the events. ● Google system to recommend students as well as document/archive data.

Commitment 2

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>
Student Survey	The school keeps track of my attendance.	Strongly agree-strongly disagree
	The school communicates with me, and supports me to improve my attendance.	Strongly agree-strongly disagree
Staff Survey	The school monitor's student attendance.	Strongly agree-strongly disagree
	The school communicates with students and establishes interventions/supports to improve student attendance.	Strongly agree-strongly disagree
Family Survey	The school keeps track of my child's attendance.	Strongly agree-strongly disagree
	The school communicates with me to support my child with improving his/her attendance.	Strongly agree-strongly disagree

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.
<ul style="list-style-type: none">● 3% reduction of chronic absenteeism within our targeted subgroup population● 5% increase in attendance rate for students in our targeted subgroup population

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:

<p>Evidence-Based Intervention Strategy Identified</p>	<p>State-Supported Evidence Based Strategy: Instructional Coach to work with ELL and SWD subgroups.</p>
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<ul style="list-style-type: none"> ● Provide ongoing support to teachers in their respective classrooms via: <ul style="list-style-type: none"> ○ Classroom observations with actionable feedback ○ Modeling ○ Co-Teaching ○ Support with curriculum alignment and implementation ○ Developing opportunities for sharing and collaboration among pedagogical staff ○ Support in triangulation of data including gathering of data and analyzing it to adapt/modify instruction based on student needs.

Commitment 2

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) as follows	

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
Jessica Layne	Principal
Bonnie Bradley-Juarez	ENL Teacher
Shaneequa Cameron	Assistant Principal
Chris Fiorentino	Director of math
Michael Grammer	Grade 6 SS Teacher
Tara LaPierre	SpEd Teacher
Rosella LaTorre	PPS-School Counselor
Jenn Laudiero	Grade 6 SS Teacher
Lauren Noriega	SpED Teacher
Zeeba Pavri	Grade 6 ELA Teacher
Carlos Santiago	Assistant Principal
Carla Spensieri	World Language Teacher
Sue Valentino	Assistant Principal
Catherine Bullock	Parent
Aneudys de los Santos	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
4/13/21		X	X	X	X	
5/4/21		X				X
5/1-5/14	X					
6/2/21		X	X			
6/8/21			X	X	X	
6/15/21				X	X	
7/15/21					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 conversations our staff had with students confirmed our team's analysis of the varied data sources/points discussed during the trajectory of the process to develop and create the SCEP. Their insight about their own academic needs as they relate to the acquisition and strengthening of literacy skills helped us map out our 1st commitment as well as determine our present status and next steps needed to better meet their learning needs. They were also able to give us genuine feedback on attendance. Students communicated with the team their thoughts and reasons of why kids stay home from school as well as ideas of how they would be motivated to be in school everyday. One idea that resonated with the team was the need for students to feel appreciated, seen, heard and supported so they can feel a part of the community. Their feedback allowed us to see what was working and set a plan to improve upon and expand those strategies.

Equity Self-Reflection

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

The equity self-reflection enabled the team to obtain input/feedback from all the stakeholders in our community including students, parents, and staff. Data from a variety of sources including surveys (of students, parents and staff), learning walks, report card grades, State assessments, and iReady allowed us to take a deeper look at the functioning of the school, which empowered us to identify our areas of strengths and areas of growth. This, ultimately, led us to the development of the plan and its included commitments. As a result, our school community is better equipped to gather and maintain data, analyze said data to then make instructional decisions to help our students improve academically to close the opportunity gap and support students socio-emotionally as well as academically to be present daily in school.

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 adjustments to their plans when appropriate.

Submitted August 31, 2001