



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Patchogue-Medford	Canaan Elementary School	K-5

Collaboratively Developed By:

The Canaan Elementary School SCEP Development Team:

Cassandra Doherty, Robert Epstein, Karen Eten, Danielle Gebhardt, Laura Hanzich, Jeanne Huggard, Jill Kolesar, Eileen Rella, Kristi Rossy, Lori Stratton

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to ensuring that every child feels safe, respected, supported, and a true sense of belonging. Only when these components are in place can increased academic achievement occur.</p>
<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> 	<p>The motto at Canaan Elementary School is, "At Canaan, Kindness counts." Our "kindness" initiative includes students being identified and celebrated for committing kind deeds. These students receive a "kindness card" signed by the teacher and principal and their names are announced over the PA during the morning announcements. Each month, those students who have received the most kindness cards from each grade, are invited to a bagel breakfast with their parents/guardians and become members of the "Canaan Kindness Court". Students and parents have shared how much they appreciate this program.</p> <p>However, after analyzing the results of the <u>student interviews</u>, it has become clear that some student-to-student interactions are not driven by kindness. Students have shared instances of name calling, pushing and using bad words. Students will not have a sense of belonging if they experience situations such as these.</p> <p>Without possessing a true sense of belonging, academic achievement is compromised. Students cannot be fully engaged in the learning process if stressors exist.</p> <p>We are committed to ensuring that our motto is not simply a hollow statement that isn't resonating with all of our students and teachers. As we strive to ensure, as mentioned in "<u>How Learning Happens</u>," that we are intentional in our whole child approach to our student's social, emotional and cognitive needs, we must make belonging a top priority.</p> <p>As indicated in our <u>Equity Self-reflection</u>, there exists a strong need to assess school climate using a variety of measures so that we better promote a sense of belonging for all students. We are dedicated to creating an atmosphere wherein all people are treated with respect and dignity and all cultural identities are affirmed valued and used as vehicles for teaching and learning.</p>

Commitment 1

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>Hiring a Community Liaison who is familiar with our school culture to enhance community outreach and increase student voice</p>	<p>The Community Liaison will serve as a conduit between students, teachers, parents and administration to assist in assessing school climate.</p>	<p>A schedule of formal monthly meetings with and between all constituents will be created wherein topics of concern and ideas to improve school climate will be discussed. Informal meetings will take place as necessary. Minutes/Anecdotal notes will be recorded on areas of discussion. Follow-up meetings and daily observations of school climate will serve as evidence of progress.</p> <p>Parent meet-and-greet opportunities will take place each month in order to give parents a voice and hear their concerns/ideas.</p>	<p>Community Liaison salary.</p> <p>Funds for parent guides to SEL and parent resources</p>

Commitment 1

<p>Peer Mediation</p>	<p>The Community Liaison will serve as the Peer Mediation advisor to help guide and train students in Peer Mediation. Peer Mediation groups will provide students an additional avenue to problem solve and have their voice heard.</p>	<p>Weekly meetings will take place wherein trained student peer mediators will work with Community Liaison and those children who have experienced conflicts or have concerns that effect their sense of belonging.</p>	<p>Funds for Peer Mediation training, activity materials, etc.</p>
<p>Formulation of SEL Clubs</p>	<p>The Community Liaison will design clubs similar to “Beautiful Me” or “Natural Helpers” that will promote social skills and problem-solving strategies.</p>	<p>After school clubs will be provided that will focus on empathy, self-reflection, social skills and conflict resolution.</p> <p>When given opportunities to voice concerns, take part in mediation, interact with SEL activities and participate in clubs, students will have a deeper sense of belonging resulting in increased student engagement. As a result, increased academic performance, as evidenced by I-Ready results and classroom formal/informal assessments results will exist.</p>	<p>Funds for stipends and materials for after school clubs.</p>

Commitment 1

<p>Weekly dedicated circle time</p>	<p>Each class will devote time (30 minutes-more or less as necessary) minimally, on Monday and Friday to allow students to share experiences they have had wherein they were either the recipient of unkind behavior or behaved in an unkind manner. Additionally, during this time, students will have opportunities to share times they were treated kindly. These meetings will be a combination of student led/teacher led discussions. The class will brainstorm ways of how kindness could have prevailed during these experiences with the goal of having students modify their behavior in future similar situations.</p>	<p>Notes/anchor charts related to topics discussed will be created and displayed/distributed. Daily teacher classroom observations will take place to monitor the rate of improved student interactions to determine if topics need to be revisited.</p> <p>Student surveys related to topics discussed will take place to gauge the rate of improvement in these areas.</p>	<p>Purchase of professional materials related to circle time such as <u>Morning Meeting Book</u>, <u>Thorny Behavior Problems</u> and the <u>Power of our Words</u>, available through Responsive Classroom Publishers.</p>
<p>Explicit dedicated SEL Instruction/activities</p>	<p>Ensure that the Patchogue-Medford SEL framework, in addition to other methods of appropriate SEL activities (i.e., Sanford Harmony, Lion’s Quest, mindfulness, etc.) are applied with fidelity and that teachers are dedicating appropriate amounts of time to SEL.</p>	<p>Student self-reflection (written and oral) will take place to determine levels of understanding of strategies taught.</p> <p>Observations of classroom interactions and students' decision-making strategies will occur.</p> <p>Principal will review teacher’s SEL lesson/unit plans for evidence of activities devoted to SEL.</p>	<p>Funds to purchase materials associated with the SEL activities listed.</p>

Commitment 1

<p>Promotion of empathy</p>	<p>Incorporate literature, research projects, world/historical events, etc. that can serve as conduits to reflect on the power and necessity of empathy. In addition to helping to create a sense of belonging for all students, when learning in an empathetic environment occurs, students will be more engaged and academic performance will increase as evidenced on I-Ready results and formal/informal assessments.</p>	<p>Classrooms will contain and students will interact with literature that contains components/examples of empathetic behavior. Events in this literature will serve as anchor experiences to be referred to in authentic settings</p> <p>Role playing of various scenarios will be incorporated into classroom instruction to provide students opportunities to demonstrate empathetic decision making.</p>	<p>Funds to purchase a variety of literature such as <u>Out of my Mind</u>, by Sharon Draper, <u>Wonder</u> by R. J. Palacio, <u>The Giving Tree</u>, by Shel Silverstein, etc.</p>
<p>Weekly meetings between groups of students and Principal/Community Liaison</p>	<p>Time will be scheduled each week to meet with student groups in order to assess school climate, provide student voice and learn of concerns related to this commitment.</p>	<p>Principal/student Liaison will survey students after meetings to gauge levels of success with addressing their ideas/concerns. On-going observation to gather evidence of implementation of items discussed will occur.</p>	
<p>Opportunities for students to learn about each other's cultures and traditions</p>	<p>Students will be encouraged and given opportunities during scheduled circle times to share their heritage and traditions as well as life experiences. Projects dedicated to learning about</p>	<p>Classrooms will contain and students will interact with literature dedicated to various cultures. Student projects related to their</p>	<p>Funds to purchase a variety of literature related to cultures around the world to enhance classroom</p>

Commitment 1

	<p>various cultures and their histories will be completed. By learning about other cultures through various modalities, (art, music, physical activities, dance, currency, traditions) we will not only be teaching acceptance/tolerance, but the resulting sense of belonging will translate into increased academic performance as evidence by I-Ready results and formal/informal assessments.</p>	<p>own cultures will be displayed in the classroom. Student writings/drawing will be housed in the "Cultural Corner" for other students to self-select to read.</p>	<p>libraries for self-selected reading as well as research.</p>
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Commitment 1

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	Canaan Elementary School does not allow bullying	85%
	At Canaan Elementary School students treat each other with kindness and respect	85%
Staff Survey	Canaan Elementary School does not allow bullying	90%
	At Canaan Elementary School students treat each other with kindness and respect	85%
Family Survey	Canaan Elementary School does not allow bullying	75%
	My child has indicated that at Canaan Elementary School, students and staff treat each other with kindness and respect.	75%

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.

Commitment 1

On student survey, 85% of students will indicate that students and staff treat each other with kindness.

On student survey, 85% of students will indicate that Canaan Elementary School does not allow bullying.

Evidence of student projects on celebrating cultures will be evident in classrooms and hallways.

Existence of circle time observed during classroom visits.

SEL components contained in lesson plans.

The existence of Peer Mediation groups and evidence of its effectiveness through review of meeting minutes and students' modified decision making.

Student participation in after school clubs.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to ensuring that every child is engaged in meaningful learning that is relevant to them.</p>
<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> 	<p>As mentioned in "<u>How Learning Happens</u>," every child must be engaged in meaningful learning that is relevant to them. For students to truly "own" concepts presented, they must understand "why" they are learning what is being presented and "how" is it relevant to their lives. After analyzing data collected during our <u>student interviews</u>, it has become clear that there exists among the representative group of students interviewed, discomfort asking questions in class.</p> <p>One of the driving forces at Canaan Elementary School is a dedication to kindness amongst all school students and staff. It is essential as part of our kindness initiative that we are committed to ensuring relationships and classroom environments exist wherein kindness is prevalent. This will result in students feeling comfortable asking questions.</p> <p>For meaningful learning to take place it is essential that students are encouraged to ask questions in order to fully grasp material presented and understand its relevance. Additionally, as we have learned through our professional development related to higher level thinking, it is by formulating questions such as "What if" questions, that learning becomes relevant and meaningful.</p> <p>Furthermore, as part of ensuring we meet the social emotional and cognitive needs of our students, classroom environment must be risk free with meaningful relations existing between students and teachers. As mentioned in "<u>How Learning Happens</u>" every child must have strong, trusting relationships with adults and peers. Only once these relationships are present will students feel comfortable asking questions.</p> <p>As indicated on the <u>Student Voice Survey</u>, 88.6% of students feel, "My teacher explains things clearly when I make mistakes in class or on a test." It is partially through posing questions, to clarify learning, that makes what is being taught/assessed "clear" to students.</p>

Commitment 2

After completing our Equity Self-Reflection, it has become apparent that there exists a need to assess school climate using a variety of measures. By doing so, we will better be able to provide the students a voice and address areas of concern that we might be unaware of.

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?
Provide students with opportunities to practice asking questions	At the start of a new unit or lesson, teachers will have their class think of as many questions about the new topic as they can. These questions can be written on the board without being answered right away. This will help students become comfortable getting used to asking questions.	<p>Utilize KWL charts to activate students' prior knowledge and pique their interest resulting in posing questions related to topic discussed.</p> <p>Provide opportunities for students to write down/ask verbally questions at the mid-point of lessons to gauge progress made and help inform how to proceed with the remainder of the lesson/follow-up lessons.</p> <p>Student journals wherein they record questions about topics discussed or areas of interest. Teachers will review these journals to help inform instruction.</p>	Funds to purchase student journals and KWL charts.

Commitment 2

		<p>As meaningful student questioning is a sign of active engagement, this commitment will result in increased academic achievement as evidenced by I-Ready results, as well as formal/informal classroom assessment.</p>	
<p>Celebrate/praise all questions</p>	<p>Teachers will praise student's questions to further create a safe environment wherein students are willing to take risks. Teachers must demonstrate that asking questions is valued and encouraged and provides opportunities for students to learn from one another as well as the teacher.</p>	<p>Teachers will encourage students to ask questions and will allot specific "question time" during lessons wherein students must pose questions whether verbally or in written form, etc.</p> <p>Students will have opportunities to ask each other questions during the lesson either in small groups, one-on-one or whole class depending on their preference.</p> <p>Teachers model questioning by learning from students by asking them questions about topics the students are familiar with.</p>	

Commitment 2

		<p>Students will engage with the various task cards that promote higher level thinking in our Outdoor Learning Center (funded through 2020/2021 SCEP funds)</p> <p>Additionally, they will pose questions based on their observations while in the Outdoor Learning Center.</p>	<p>Funds to purchase additional “stations” for Outdoor Learning center such as a weather station, water station, vegetable, shrub garden, etc.</p>
<p>Explicitly teach students how to ask questions</p>	<p>Continue utilizing the questions stems based on Bloom’s Taxonomy that were posted in all classrooms last year.</p> <p>Teachers will post Webb’s Depth of Knowledge charts in all instructional spaces to be used as a resource throughout the year.</p>	<p>Teachers/students will utilize the questions stems displayed in all classrooms based on Bloom’s Taxonomy when formulating questions and having discussions.</p> <p>Teachers/students will explicitly refer and model how to utilize the posted Webb’s Depth of Knowledge charts that each classroom will have posted.</p>	
<p>Embed student reflection</p>	<p>Time will be allotted for students to reflect on how questioning helped their thinking.</p>	<p>Exit tickets will include opportunities for students to reflect on how questions posed during lessons promoted deeper understanding. Students will also have opportunities to embed additional</p>	

Commitment 2

		questions in these self-reflection opportunities to help teachers inform future instruction.	
Professional Development	The professional book, <u>The Power of Making Thinking Visible</u> , written by Ron Ritchhart and Mark Church will be utilized as a resource to help realize this commitment. Additional professional development will be provided to support teachers as they become proficient in utilizing/teaching strategies related to role-playing, active listening, debate, etc.	Teachers will be observed utilizing strategies contained in <u>The Power of Making Thinking Visible</u> such as “Question Sorts” “Take Note” and “Peeling the Fruit”.	Funds for professional materials.

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 feel comfortable asking my teachers questions.	85%
Staff Survey	All students in my class regularly formulate and ask questions.	85%
Family Survey	My child has indicated that he/she feels secure in regularly asking questions in school.	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.

As feeling comfortable asking questions is a necessity for students to be actively engaged in their learning, we believe that academic performance will increase. We believe that a larger percentage of students will meet their I-Ready targets this year as opposed to last year.

We believe that we will observe an increased number of questions being asked by students during lessons as well an increase of higher-level thinking as evidence by the types of questions students ask.

We believe that by January 85% of our students will indicate on a student survey that they feel comfortable asking questions in class.

Commitment 3

Commitment 4

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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

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:

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	I-Ready previously approved by SED
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Through a sense of belonging and active student engagement through questioning, we envision students’ academic progress to increase this year over last year as evidenced by the comparison of I-Ready results in Math and ELA.
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
Cassandra Doherty	Teacher – Special Education
Robert Epstein	Principal
Karen Eten	Teacher – Grade 3
Danielle Gebhardt	Teacher – Physical Education
Laura Hanzich	Teacher - ESL
Jeanne Huggard	Librarian
Jill Kolesar	Parent
Eileen Rella	Social Worker
Kristi Rossy	Parent
Lori Stratton	Teacher – Grade 1

Our Team's Process

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
04/28/2021			x	x		
05/17/2021		x		x		
05/20/2021	x					
05/24/2021	x					
05/26/2021	x					
06/17/2021			x	x	x	
07/14/2021					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

After analyzing the data collected during student interviews, the team designed commitments to address what was voiced. The interviews made us aware that incidents of unkind behavior exists that often faculty members are unaware of. The team designed commitment 1 in order to address this. The interviews also made clear that there is a hesitancy among some of our student body to ask questions in class. As questioning leads to deeper learning, the team created commitment 2 to ensure that strategies exist to promote students questioning and create classroom environments in which students are comfortable taking risks.

Equity Self-Reflection

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

Through completing the Equity Self Reflection, it became apparent to the team that there exists a strong need at Canaan Elementary School to assess school climate using a variety of measures. We have embedded strategies into our plan to promote student voice and assess school climate on a regular basis. Additionally, the Equity Self-Reflection indicated that an increase in student leadership opportunities was necessary. Therefore, we created several strategies that will allow for student leadership to occur so that a sense of belonging exists and students have a vested interest in examining/reacting to areas related to school climate.

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.