



School Comprehensive Education Plan 2022-23

| District | School Name | Grades Served |
|--------------------------------------|-------------------------------------|---------------|
| Greater Amsterdam School District | Wilbur H. Lynch Literacy Academy | 6-8 |

Collaboratively Developed By:

The Lynch Literacy Academy SCEP Development Team

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And in partnership with the staff, students, and families of Wilbur H. Lynch Literacy 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 2022-23 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 202 2-23?</p> | <p>We commit to deepening connections among students, staff and the community in order to create a sense of belonging.</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>Over the past several years our students and staff have been faced with the tremendous task of continuing learning during a global pandemic. Upon returning to the 2021-2022 school year, we continued to face many challenges such as various periods of interrupted learning due to COVID-19. Students and staff were tasked with adapting to ever changing guidelines on masks and social distancing. Those that attended remained 6-feet apart from their peers and extra curricular activities and field trips were still adapting to changing COVID protocols and restrictions. The consistency and connections that many of our students craved was challenging to maintain and sustain. Our students have expressed feeling a loss of their connection to school and their peers and the inability to make new friends and strengthen existing friendships. Students are also experiencing struggles with returning to the learning environment in school and a sense of normalcy.</p> <p>When conducting our student interviews, we discussed the lasting effects of the pandemic and the need for students to feel connected to the school community and reacclimate to a learning environment. This is where we found the connection between our school’s vision and our goal of equipping students with the necessary skills to face the challenges of the future as accomplished learners and leaders. Through the student interviews, students confirmed our observation that the pandemic and resulting health and safety protocols negatively impacted our students’ connection to each other, our staff, and our school community. The adjustments to our learning environment that needed to be made in response to COVID-19 made it increasingly difficult to foster those deep connections within our school</p> |

Commitment 1

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| | community and we are prioritizing restoring, developing, and strengthening them both within our school and within our community. |
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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? |
| Revamping non-instructional time ex: academic advisory, lunch, etc. | To deepen connections to create a sense of belonging we are planning to implement the following strategies in non-instructional times: <ul style="list-style-type: none"> ● SEL lessons ● Team building activities ● “Town Hall” meetings for students quarterly | We will know this strategy is making a difference by: <ul style="list-style-type: none"> ● Survey data from students, staff, and families (see questions in the assessment section) | SEL Committee Space within the building to offer activities. Funding for the activities |
| Extracurricular activities | Start new and continue a variety of extra curricular activities based on student and staff interest. Build awareness of clubs, modified sports, and after school tutoring/academic help | We will know this strategy is making a difference by: <ul style="list-style-type: none"> ● Participation of students in | Funding for extra curricular activity stipends and transportation for students after school |

Commitment 1

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| | by hosting a Club Fair, utilizing ParentSquare, Open House, google classroom, PTO, and social media. | extracurricular activities | |
| Orientation for each grade level | <p>Plan and implement an orientation for every student including:</p> <ul style="list-style-type: none"> ● Transition night for incoming students that includes building tours and student panel ● Meet & Greet the teacher ● Course Information Sheets ● Community Building | <p>We will know this strategy is making a difference by:</p> <ul style="list-style-type: none"> ● Student, staff, and family feedback following grade level orientations | Scheduled events |
| Community Events | <p>Host and join community events to build community and family connections including:</p> <ul style="list-style-type: none"> ● PTO Events and meetings (ex. Club Fair, Teen Scene, family movie nights) | <p>We will know this strategy is making a difference by:</p> <ul style="list-style-type: none"> ● Attendance at events ● Feedback from attendees | <p>Funding for food at events</p> <p>Funding for bringing in guest speakers or workshops for families</p> <p>Community, transportation for families</p> |

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 | The school offers after school activities for people like me. | 80% |
| | I feel like I have a connection with my teachers. | 75% |
| | My school respects my identity. | 85% |
| | Kids like me can help make the community a better place. | 60% |
| | Teachers at this school make an effort to connect with their students. | 85% |
| Staff Survey | This school makes an effort to ensure that all students can experience success. | 85% |
| | This school values the work I do in order to support students. | 85% |
| | This school allows opportunities for the staff to connect to the community. | 85% |
| Family Survey | My child feels connected to this school. | 75% |
| | The staff at this school care about my child. | 85% |
| | The staff at this school care about our community. | 75% |

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 2022-23 school year.

Our goal is to meet the following goals as evidence of our progress with Commitment #1:

- Increased participation in after-school activities (50% of students staying after school)
- Increased participation in community based events ex. PTO meetings
- Decreased chronic absenteeism
- Decreased referrals

COMMITMENT 2

Our Commitment

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| <p>What is one commitment we will promote for 202 2-23?</p> | <p>We commit to providing meaningful learning opportunities that reflect the diverse learning styles and abilities of our students as well as the cultural diversity of our student population.</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>We believe that in order to prepare our students for success in middle school, students should be provided with opportunities to show what they know through common curricular experiences.</p> <p>We believe that our students need to share their individual experiences to prepare them for life outside of middle school. We believe that the best way to ensure that our students feel connected to their learning and to the school community is through material that connects to their identities.</p> <p>When asked about their classroom experiences, students shared that they felt more connected to class when the teacher made an attempt to get to know them personally. They expressed that when they felt a personal connection to their teachers, they felt better mentally prepared for the day's tasks. This connects to Commitment 1 because when students can see themselves in the curriculum and feel connected to staff, peers, and school community it enhances opportunities for meaningful 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? |
| Culturally Responsive Curriculum | <p>During the September PLC meetings, each department will review curriculum, materials, and content to evaluate and make changes so that staff can agree to the statement “our curriculum represents the identities of our students.” From October-June, teachers will continue to use PLC meetings to continue to adjust curriculum, materials, and content.</p> <p>Curriculum Leaders will participate in targeted professional development related to culturally responsive curriculum. Professional Development will also be offered to all staff. Through monthly department meetings curriculum leaders will facilitate conversations to define a collective understanding and foundation for a culturally responsive curriculum and what it looks like at LLA.</p> | <p>We will know this strategy is making a difference by:</p> <ul style="list-style-type: none"> ● adjusted curriculum, materials, and content to represent the identities of our students ● updated curriculum documents in Rubicon Atlas ● professional development attendance by curriculum leaders ● family feedback after Open House regarding course curriculum | <p>Common planning time</p> <p>Materials and content that represent the identities of our students (ex. The House on Mango Street)</p> <p>Professional development will be needed for staff on what culturally responsive curriculum is and how to apply it to their content areas.</p> |

Commitment 2

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| | <p>To facilitate family partnerships and engagement, every department will create and communicate a course syllabus including content and materials through Open House. We will ask families to provide feedback regarding the statement, “the content and materials, reflect, respect, and value the diversity of the families in the community.”</p> | | |
| <p>Strategic Scheduling</p> | <p>We are going to utilize block scheduling in sixth grade. Seventh and eighth grade will follow a traditional period schedule.</p> <ul style="list-style-type: none"> ● Block scheduling will provide more time for students and teachers to dive deeper into topics, use critical thinking, take academic risks, and hone a growth mindset to learn from mistakes. With longer class periods, activities can be chunked, allowing students time to collaborate with peers, work on independent learning assignments, and teachers will have time to provide small group instruction. ● Block scheduling cuts down on transitions and hallway time, increasing the time students and teachers have together in the classroom. Students also expressed the need to go back | <p>We will know this strategy is making a difference by:</p> <ul style="list-style-type: none"> ● Reduction in referral data based on less transitions and more opportunities for meaningful learning ● Increased attendance (reduced chronic absenteeism) ● Student performance as measured by common formative assessments (i-Ready, unit tests, mid-terms, etc.) | <p>The PBIS and Building Leadership Teams will monitor referral data, attendance, and student performance data, looking for trends and provide feedback on the impact of reduced transitions, positive relationships, and meaningful learning on student conduct.</p> |

Commitment 2

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| | <p>more often and revisit content that was not understood in previous lessons. Block scheduling will allow for the time to review misconceptions.</p> <p>To facilitate more time engaged in meaningful learning we will:</p> <ul style="list-style-type: none">● Strategically implement traffic patterns● Staggered dismissal by transportation type and grade level <p>We are going to utilize traditional 42 minute periods for grades 7 and 8.</p> <ul style="list-style-type: none">● 42 minute classes allow for more opportunities in the schedule for student movement.● It increases the flexibility in scheduling.● Students will attend all of their classes every day. This will decrease student stress by giving them shorter classes, more transitions, and breaks throughout the day.● Attending classes every day will cause students less stress of making up missing work due to absences.● | | |
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Commitment 2

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| <p>i-Ready</p> | <p>We are continuing to utilize i-Ready which provides:</p> <ul style="list-style-type: none"> ● universal diagnostic data and screening (three times per year) to identify tiered supports (RTI) ● individualized lessons in reading and math (60 minutes per week in each content) ● targeted small group instruction <ul style="list-style-type: none"> ○ Q1 & Q2: staff will focus on whole group, individual MyPath lessons ○ Q3 & Q4: after the 2nd diagnostic, we will transition to targeted small group instruction <p>Weekly, staff will monitor student participation, providing feedback and support for students that are struggling in a particular domain.</p> <p>During monthly grade level PLCs, teachers will monitor and analyze data to drive discussions about student achievement and growth.</p> | <p>We will know this strategy is making a difference by:</p> <ul style="list-style-type: none"> ● increased percentage of lessons passed ● increased student participation ● student growth as measured by the diagnostic | <p>Diagnostic assessments scheduled (3 times per year)</p> <p>Professional Development to:</p> <ul style="list-style-type: none"> ● effectively and efficiently analyze student participation data ● differentiating instruction in contents beyond ELA and Math based on i-Ready data ● implementing targeted small group instruction |
| <p>Accelerated Coursework</p> | <p>We will offer the following opportunities for accelerated coursework:</p> <ul style="list-style-type: none"> ● U.S. History/Humanities (English) ● Algebra ● Living Environment ● Heritage Spanish | <p>We will know this strategy is making a difference by:</p> <ul style="list-style-type: none"> ● Regents' passing rates ● Student interest in accelerated coursework | <p>Curriculum planning time in the summer and throughout the school year</p> <p>Communication Materials such as</p> |

Commitment 2

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| | <p>In 7th grade, students have the opportunity to take two of three accelerated courses for Math, Science, and Social Studies.</p> <p>In 8th grade, students have the opportunity to take two of three regents exams for Algebra, Living Environment, or U.S. History.</p> <p>Native Spanish speakers have the opportunity to participate in the Heritage Spanish course that builds on the strengths that they bring to class. They take the Spanish checkpoint A and B at the end of 8th grade, earning high school credit towards graduation.</p> <p>Bring community awareness to the accelerated course offerings and application process through Open House (families), Faculty Meetings (staff), and vertical classroom visits (students). We will continue to seek opportunities for communication such as the public library, parent liaison, etc.</p> | <ul style="list-style-type: none"> ● Accelerated course passing rates ● Increased community awareness of accelerated coursework | <p>posters, brochures, social media posts</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> |
|-----------------------|--|---|
| Student Survey | I feel like my teacher knows the real me. | 80% |
| | I learn about the achievements of people who look like me. | 80% |
| | I see people of many races, cultures, religions, and genders represented in the things we use at school. | 80% |
| Staff Survey | I have opportunities to learn from a range of colleagues. | 80% |
| | I have the resources to link the strategies and content to my curriculum. | 80% |
| Family Survey | The school values the backgrounds and identities of the school community. | 80% |
| | The school's policies and programs reflect, respect, and value the diversity of the families in the community. | 80% |
| | The staff at this school care about our community. | 80% |

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.

Our goal is to meet the following goals as evidence of our progress with Commitment #2:

- i-Ready diagnostic data (Student Growth Report)
- i-Ready weekly participation data (Personalized Instruction Summary)
- Common Formative Assessment data
- Student, Staff, and Family survey data
- Decrease in Chronic Absenteeism
- Increased registration in the Accelerated Courses
- Decrease in referrals

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:

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| <p>Evidence-Based Intervention Strategy Identified</p> | <p>Middle School Flexible Scheduling</p> |
| <p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p> | <p>The Evidence-Based Intervention of Middle School Flexible Scheduling is aligned to our second commitment, to provide meaningful learning experiences. We envision this will support this commitment because in order to provide meaningful learning experiences we need the flexibility of extended periods/chunks of time in order to provide targeted and student-led learning opportunities. Middle School Flexible Scheduling will allow us to increase opportunities for more authentic learning, increase instructional time overall and decrease transitions and time lost to transitions.</p> |

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:

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| 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.

| | |
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| 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 |
|--|---------------------|
| Adrienne Cetnar | Teacher |
| Corie Quattrocchi | Teacher |
| <u>Lisa Kmen-Riker</u> | Teacher |
| Heather Harpine | Teacher |
| Kelsey Heck | Teacher |
| Kristina Savoie | Teacher |
| Matthew Lewis | Principal |
| Mike Gennett | Assistant Principal |
| Chuck Myers | Assistant Principal |
| Wendy Swezey | Parent |
| Sarah Gennett | Parent |

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 |
|--------------------|-----------------------|--|---|---|------------------|--|
| 3/1/2022; 4/5/2022 | | x | | | | |
| 4/5/2022 | | | x | | | |
| 5/4/2022 | x | | | | | |
| 5/5/2022 | x | | | | | |
| 5/9/2022 | x | | | | | |
| 5/11/2022 | | | x | x | x | |
| 5/12/2022 | | | x | x | x | |
| 5/24/2022 | | | x | x | x | |
| 5/25/2022 | | | x | x | x | |
| 5/24/2022 | | | | 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 team developed a whole school student survey using questions from the “Imagining September” document. Based on the student survey responses we developed questions from themes that we noticed and to address what we wanted/needed to know more about. To identify students we created a list of ‘subgroups’ that we believed were important for equitable representation. We asked staff to recommend students. As a whole team we interviewed three students and then broke up into groups to interview small groups of students in pairs/triads.

The student interview responses and data was invaluable as we brainstormed priorities and developed our commitments. After sharing overall student interview feedback as a whole group we used a jamboard to document our ‘big takeaways’ (see image below). We grouped student ideas together in categories and used color coding to find themes. Our two commitments (connections & meaningful learning) come directly from the student survey and student interviews. We recognized that students need opportunities to connect and reconnect to others as this was a significant challenge over the past year due to the pandemic. In addition, students shared that academically they struggled with remote learning.

As a team we utilized the student survey responses to refine our student interview questions and then we used the student interview responses to develop our commitments for the 2021-22 school year.



Equity Self-Reflection

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

Individually we completed the Equity Self-Reflection and then as a group we completed the Self-Reflection together, sharing ideas, thoughts, areas of growth, and how we can better serve our students and community.

Analyzing the data and reflecting upon the process we recognized that overall we are inconsistent with most areas in the Equity Self-Reflection. For example, in response to “initiate student-led civic engagement projects and school-based student leadership opportunities” we have some areas where this is happening but it is not schoolwide or evident in most classrooms.

As a team we used the Equity Self-Reflection to focus strategies and methods under our second commitment related to providing meaningful learning opportunities. For example, one strategy is making meaningful learning opportunities through culturally relevant materials and curriculum. We will see success when 80% of student survey respondents agree or strongly agree to the statement, “I see people of many races, cultures, religions, and genders represented in the things we use at school” and when 80% of family survey respondents agree or strongly agree to the statement, “the school’s policies and programs reflect, respect, and value the diversity of the families in the community.”

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. X 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. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X 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.