



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Liberty Central School District	Liberty High School	9-12

Collaboratively Developed By:

The Liberty High School SCEP Development Team

Amy Black, Aaron Salvadge, Derek Adams, Kelly O'Donnell, Laurene M. McKenna, Maria Caro, Michelle Quick, Laura Padilla, Dylan Parks, Stephen Matuszak, Tiffane Barrow, Greg Speranza, Patrick Sullivan, Kristen Kitson, Cathleen Jorge, Teresa Ponce, Kala Jackson, Elizabeth Fuentes, Kevin Ferguson, Michelle Clark, and Julie Buck.

And in partnership with the staff, students, and families of Liberty High 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 commit to creating a respectful and inclusive school environment for students, staff, and families.</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>Liberty High School has a very diverse student body. We believe that this commitment would account for all of our students and help them feel recognized and welcome. We believe that this would promote a sense of belonging and will influence learning in a positive way.</p> <p>This commitment emerged through student focus groups, in which some of the students expressed that they did not always believe that there was a comfort level for all teachers and students to have engaging conversations regarding current events in their classes. Some students also shared that they did not always find what they read or what was taught was culturally relevant to them, and that they did not always see themselves in the main characters which they read about.</p> <p>The members of the SCEP team believe that to create a respectful and inclusive environment for all, each aspect of school life needs to be addressed, in the classroom and out.</p>

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>Cultural awareness and celebrations within and for the community</p>	<p>School recognition of cultural holidays - students can suggest and lead this.</p> <p>Representation at Open house, Career Fair, and other public spaces.</p> <p>Showcase staff and student cultures/identities.</p> <p>Morning announcements include once a month and showcase culture</p> <p>Make culture an integral part of lessons, in terms of perspectives, power and privilege.</p> <p>Get to know parents' barriers to participating or engaging in their children's education.</p>	<p>Students feel accepted and free to express their cultures without feeling judged and measured by regular, periodic surveys and/or self-reporting.</p> <p>Focus Groups- students, staff and families will be interviewed 2 to 3 times a year to gain input on their views and suggestions regarding the school's ability to provide a welcoming and inclusive environment for all stakeholders.</p>	<p>Find out more about the living environment, family culture.</p> <p>Host celebrations throughout the year with students (Leader in Me) organizing the event.</p>
<p>Focused Professional Development for</p>	<p>PD on how to include diverse posters, people, etc. in the classroom and curriculum. This needs to be focused on</p>	<p>Self-reporting by teachers and monitoring and</p>	<p>Class Sub Coverage or time during a conference day</p>

Commitment 1

teachers and staff and time	<p>each subject area (ex: Music - specific composers that can be highlighted, how to obtain music from other parts of the world, etc.)</p> <p>PD on how to facilitate classroom discussions on current events.</p>	<p>feedback from school and district leadership.</p> <p>Staff survey</p>	
Bilingual Communication	<p>School announcements stated/written in English and Spanish, as well as other communications to families and the community.</p>	<p>Student/parent surveys and/or self-reporting</p> <p>Focus Groups- students, staff and families will be interviewed 2 to 3 times a year to gain input on their views and suggestions regarding the school's ability to provide a welcoming and inclusive environment for all stakeholders.</p>	<p>Leader In Me/Student Council/Ms. Arpino assigned students for announcements/Parent Staff Community Group</p>
Inclusive Physical Space	<p>Enlarged Map in the Entrance Hallway of the High School that is reflective of the countries the students were born as well as flags that represents their country</p>	<p>Student's interaction with the map and student feedback</p> <p>Student/staff survey</p>	<p>Ms. Arpino/Building Admin/Leader In Me Students/Staff</p>
Experience Sharing	<p>Students create videos of stories unique to their experience and possible solutions in Liberty HS, ex. MLLs, Students with Special Needs, and any other sub group willing to participate</p>	<p>Student Surveys and focus group.</p>	<p>Leader In Me, Student and Staff Lighthouse team/Admin, Guidance</p>
Relationship Building	<p>A series of team building activities and gestures between the admin team and staff throughout the school year</p>	<p>Restored Climate</p> <p>Staff survey</p>	<p>Admin/Entire Staff</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	<p>For which of the following are students treated unfairly?</p> <ul style="list-style-type: none"> ● Race/Ethnicity ● Culture ● Religion ● Sexual Orientation ● Gender ● Special Needs ● Other 	<p>A decrease in 10% points year to year. 2020-2021 results:</p> <table border="1"> <caption>2020-2021 Results - Student Survey</caption> <thead> <tr> <th>Category</th> <th>Parents (N=20)</th> <th>Instructional Staff (N=6)</th> <th>Secondary Students (N=66)</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity</td> <td>75%</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>Culture</td> <td>25%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>Religion</td> <td>50%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Sexual Orientation</td> <td>25%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Gender</td> <td>15%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Special Needs</td> <td>15%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Other</td> <td>30%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table>	Category	Parents (N=20)	Instructional Staff (N=6)	Secondary Students (N=66)	Race/Ethnicity	75%	100%	80%	Culture	25%	50%	40%	Religion	50%	40%	40%	Sexual Orientation	25%	50%	50%	Gender	15%	50%	50%	Special Needs	15%	50%	50%	Other	30%	50%	50%
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Commitment 1

<p>Family Survey</p>	<p>For which of the following are students treated unfairly?</p> <ul style="list-style-type: none"> ● Race/Ethnicity ● Culture ● Religion ● Sexual Orientation ● Gender ● Special Needs ● Other 	<p>A decrease in 10% points year to year. 2020-2021 results:</p> <table border="1"> <caption>2020-2021 Results Data</caption> <thead> <tr> <th>Category</th> <th>Parents (N=20)</th> <th>Instructional Staff (N=6)</th> <th>Secondary Students (N=66)</th> </tr> </thead> <tbody> <tr> <td>Race/Ethnicity</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Culture</td> <td>25%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Religion</td> <td>10%</td> <td>17%</td> <td>43%</td> </tr> <tr> <td>Sexual Orientation</td> <td>25%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Gender</td> <td>15%</td> <td>17%</td> <td>50%</td> </tr> <tr> <td>Special Needs</td> <td>35%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Other</td> <td>35%</td> <td>17%</td> <td>50%</td> </tr> </tbody> </table>	Category	Parents (N=20)	Instructional Staff (N=6)	Secondary Students (N=66)	Race/Ethnicity	100%	100%	100%	Culture	25%	50%	50%	Religion	10%	17%	43%	Sexual Orientation	25%	50%	50%	Gender	15%	17%	50%	Special Needs	35%	33%	50%	Other	35%	17%	50%
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We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.</p>
<p>Qualitative data- observations via focus groups with students, staff, and families.</p>
<p>Quantitative data- staff, student, parent surveys.</p>

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>Preparing students to be successful individuals by creating opportunities for them to explore all areas not limited to college, career, and military service.</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 at Liberty High School believe that opportunities to enhance students' social-emotional well-being, develop an interest in life-long learning, and discover personal meaning should be promoted. Additionally, due to the changing demographics of the community, it is important that all students be made aware and given the opportunity to explore post secondary outcomes. This includes, but is not limited to, a future inclusive of college, career, or service. We seek to do a better job of sharing the information, to better prepare them for whatever path they might take to become successful. Also, as part of our commitment to educating the whole student, we believe in empowering students to identify and reach for personal goals through the implementation of the Leader in Me program. We believe these opportunities can serve to motivate students to set goals and strive to obtain them, if they are presented early and often.</p> <p>Students expressed in surveys and focus groups that they feel unprepared for their futures after high school. They feel unaware of all the options available to them in terms of career, college, service and wish the school would better prepare them by helping them explore as many options as possible. They also expressed that they feel unprepared to enter the workforce and college. They want the school to better prepare them to be successful adults by helping them to build skills they will use later on such as interview skills, time management, study skills for college, etc.</p>

Commitment 2

This commitment allows for the inclusion of the NY State Standards, and our mission as educators, to make students “college and career ready” while taking into consideration that academics are not our only focus.

Commitment 2

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>Increased access to and awareness of guidance services</p>	<p>Students meet with Guidance early in the year</p> <p>Guidance office hours - widely advertised (staggered lunch schedule so that someone is always available)</p>	<p>Post meeting surveys (i.e. was it helpful, what could have been more helpful etc.-anonymous?)</p>	<p>Scheduled time for meetings</p>
<p>Utilize Naviance and ASVAB to support students in identifying interests and skills</p>	<p>Giving different tests to inform students of strengths and weaknesses to better prepare and start discussions about avenues.</p> <p>These surveys will allow students to get to know themselves better, which may help to improve social-emotional well-being and provide some personal meaning, especially if there is ongoing dialogue as well.</p> <p>Following up with students, continuing to have dialogues to motivate students to</p>	<p>Students self-reporting (survey and/or focus group conversations)</p> <p>Increased completion of Naviance and ASVAB by students (need to know current data to set goal)</p> <p>Improved academic performance, which could reveal a motivation to pursue their goals</p> <p>Quick checks via Google forms as well as continued rotating focus groups</p>	<p>Class time for guidance to administer OR PD for teachers to know how to administer.</p> <p>Time dedicated to ongoing dialogue to assist students in reaching their goals</p>

Commitment 2

	<p>continue pursuing their goals and how to achieve them.</p> <p>Inform students about how Naviance and other assessments are available to them and what the purpose of each assessment is.</p>		
<p>College readiness seminars/panel</p>	<p>Offer seminars and/or panels of college students so high school students can learn from them? (time management, financial aid, college tours, activities, etc.?)</p> <p>Some will be created ahead of time and additional seminars can be created based on student feedback and student identification of needs.</p> <p>Offer a interest survey to staff who would be willing to plan</p> <p>Meet with staff with interest to speak about outline of planning and expectation guide</p>	<p>Student surveys/self-reporting</p>	<p>Class coverage or hours</p> <p>Some Staff member(s) with interest to plan and implement.</p> <p>College and newly graduated students to be on the panel.</p>
<p>Host Career Fair</p> <p>Attend College Fair</p>	<p>Enhance attendance at SCCC college fair through recruitment, branding, and sharing on social media.</p> <p>Career fair to exhibit local and non-local jobs and careers.</p>	<p>Satisfaction survey</p> <p>Students list colleges that they want more information on or about.</p>	<p>Participation of colleges around NYS and elsewhere.</p> <p>Class coverage or hours</p>

Commitment 2

	<p>Offer a interest survey to staff who would be willing to assist</p> <p>Meet with staff with interest to speak about outline of planning and expectation guide</p> <p>Invite college reps into the buildings and plan how to re-engage students</p>		Some Staff member(s) with interest to plan and implement.
Classroom Guest Speaker Presentations and Assemblies	<p>Speakers brought into classes or the auditorium (Alumni, Entrepreneurs, Professionals, Politicians, etc.</p> <p>Students Incentives to attend Homework Pass (1 night any course except Honors or College Course, the course teachers will supplement with another incentive),</p>	Increased in Student Confidence and Morale	Leader In Me/Student Council/Interact/GSA/Guidance
Study skills development	Students would be introduced to and learn Study Skills, Reading, Organization, Typing	Higher Test Scores and Quality of Work	Library Specialist, Leader in Me Lighthouse team
Career for a day/Faculty for a Day	Senior Privilege to shadow a teacher or professional and dress like the profession	Better since of career path	Admin/All Staff
Professional Development	Admin will provide staff with learning opportunities to enhance knowledge and understanding of Learning Targets, Exit Tickets, Essential Questions, Check for Understandings	Increase in Student Understanding	Admin/All Staff
Interdisciplinary Meetings	Staff will meet in multiple-discipline groups to discuss and make plans for struggling students and create ideas of	Increase in class scores	All Staff, Admin

Commitment 2

	extensions to create cross curriculum strategies and more rigor for high achieving students.		
Field Trips	Enhance the multicultural and educational view for all students by connecting real world experiences to the the lesson learned	Increase in student perspective and worldview	All Staff, Submissions of responses from essential questions Cost of transportation and venue

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	What I learn in school helps me outside of school.	60% percent (last year was 44%)
Staff Survey	The curriculum in my grade/subject area is aligned with state standards.	100% percent (last year was 97%)
Family Survey	My child feels a sense of community.	50% percent (last year was 38%)

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.
Qualitative data- observations via focus groups with students, staff, and families.
Quantitative data- staff, student, parent surveys.

Commitment 2

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

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

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

X–State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1 and 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	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)

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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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		

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

Equity Self-Reflection

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

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.