



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

2020-21

## School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Port Jervis	Port Jervis Middle School	Jean Lain	7-8

## 2018-19 Accountability Data

**CSI Schools:** In the space below, provide the levels (e.g. 1-4) that the school received for the “All Students” subgroup based on the 2018-19 school-level data for the accountability indicators below. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

**TSI Schools:** In the space below, provide the levels (e.g. 1-4) that the school received for the subgroup(s) identified as TSI based on the 2018-19 school-level data for the accountability indicators below. Add additional rows if the school has more than two identified subgroups. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

### Elementary and Middle Indicators

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
Student with Disabilities	2	1	1	-	3	1

### HS Indicators

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level

## Stakeholder Participation

### Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, 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-for-meaningful-stakeholder-participation.pdf>.

### Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

### Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an “X” in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	X	X			
7/27/2020	X	X	X	X	X
8/1/2020	X	X	X	X	X

## Stakeholder Participation

### TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
Teachers responsible for teaching each identified subgroup	Use of PLC Associates School Performance Scan Survey and PLC Professional Learning Reflection Tool Composite Report
Parents with children from each identified subgroup	Use of PLC Associates Family Engagement Survey and Parent Phone Interviews
Secondary Schools: Students from each identified subgroup	Use of PLC Associates Student Voice Surveys

## Stakeholder Involvement Signature Page

### Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP.** If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

**COVID-19 UPDATE:** NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)										Signature
		7/22	7/27	7/28	7/29	7/31	8/1					
Jean Lain	Principal	X	X	X	X	X	X					
Anthony Lazzaro	Assistant Principal		X	X	X	X	X					
Heather Heidelberg	Administrative Intern/ Teacher		X	X	X	X	X					
Meagan Sullivan	Director of Pupil Personnel Services	X	X									
Elizabeth Conners	Consultant	X	X									

## 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 goal(s) it will support:

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	

**Clearinghouse-Identified**

If "X" is marked above, provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	
<b>Clearinghouse used and corresponding rating</b>	
<input type="checkbox"/>	<b>What Works Clearinghouse</b>
	<input type="checkbox"/> Rating: Meets WWC Standards Without Reservations
	<input type="checkbox"/> Rating: Meets WWC Standards with Reservations
<input type="checkbox"/>	<b>Social Programs That Work</b>
	<input type="checkbox"/> Rating: Top Tier
	<input type="checkbox"/> Rating: Near Top Tier
<input type="checkbox"/>	<b>Blueprints for Healthy Youth Development</b>
	<input type="checkbox"/> Rating: Model Plus
	<input type="checkbox"/> Rating: Model
	<input type="checkbox"/> Rating: Promising

## Evidence-based Intervention

**School-Identified**

If "X" is marked above, complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

<b>Strategy Identified</b>	<b>Develop a Guaranteed and Viable Curriculum</b>
<b>SCEP Goal(s) this strategy will support</b>	Goal 2
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	<a href="https://www.wyoleg.gov/InterimCommittee/2012/Z02MarzanoLevels.pdf">https://www.wyoleg.gov/InterimCommittee/2012/Z02MarzanoLevels.pdf</a>

## Tenet 1 or Tenet 2 Goal

### Tenet 1 or Tenet 2 Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
<b>2D Provides High Quality Instructional Leadership</b>	Expectations	By June 2021, 70% of the classrooms at Port Jervis Middle School will demonstrate evidence of differentiated instruction and practice as collected through the administrative walk-through tool.	Monthly walkthrough data from the 2019-2020 school year provides evidence that the Foundational Five Instructional Strategy of differentiated instruction was observed in 45% of the classrooms visited.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
PJMS focused on the Foundational Five Instructional Strategies during the 2019-2020 school year. Teachers focused on all five strategies. The school made significant in the areas of learning targets, student engagement, and checking for understanding. The next priority area is differentiated instruction.	7-8

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
September 2020	November 2020	PLC Associates will provide in-depth training on Differentiated Instruction to all staff. Including the 'Why' behind it.
October 2020	December 2020	Teachers will share in a coaching session examples of tier 1 lessons that were differentiated to meet the needs of all learners.
October 2020	January 2021	Administrators will conduct walkthroughs providing targeted feedback around differentiated instruction.
January 2021	January 2021	Teachers will share in Focus Groups evidence of tier 1 activities that differentiate lessons to meet the needs of all learners.

### Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.
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## Tenet 1 or Tenet 2 Goal

Data Source	January 2021 Target
Walkthrough Data	55% of teachers will differentiate instruction to meet the needs of all learners.

### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)**

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Performance	January 2021 Target
N/A	N/A	N/A

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January 2021	March 2021	PLC Associates will provide in-depth training on Higher Order Complex Questioning to all staff. Including the 'Why' behind it.
March 2021	June 2021	Teachers will share in a coaching session examples of tier 1 higher order complex questioning.
May 2021	June 2021	Administrators will conduct walkthroughs providing targeted feedback around higher order questioning.

### Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Teachers did not complete additional training in the area of differentiated instruction	Provide teachers with additional training in the fall.	September/October

Tenet 3 or Tenet 4 Goal

Tenet 3 or Tenet 4 Goal

DTSDE Pillar	DTSDE Sub-Pillar (If applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
<b>3A Curriculum Coherence and Progression</b>	<b>Student Feedback and Reflection, Teachers Analysis and Reflection</b>	By June 2021, 100% of Port Jervis Middle School content area teachers will work in content specific teams to create a rigorous guaranteed and viable curriculum based on the identification of essential standards that will be utilized to create differentiated activities to meet individual student needs as evidenced by data collected during walkthroughs throughout the school year.	Review of current Port Jervis Curriculum Maps in ELA, Math, Science, and Social Studies

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
PJMS curriculum maps need to focus in on a guaranteed and viable curriculum. Teachers need to collaborate around the essential standards so that special education teachers can differentiate the lesson and provide scaffolds so that all students are able to master the standards while learning at high levels.	7-8

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
September 2020	September 2020	Administration and PLC Associates will provide an overview of a guaranteed and viable curriculum.
October 2020	December 2020	PLC Associates will provide high quality professional development around essential standards to all teachers.
October 2020	January 2021	Teacher’s will collaborate around essential standards for each course identifying standards that have leverage, endurance, and readiness.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.
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## Tenet 3 or Tenet 4 Goal

Data Source	January 2021 Target
NY Learns	100% of PJMS teachers will have started to update their curriculum maps to reflect the agreed upon essential standards.

### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals.)**

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Performance	January 2021 Target
MAPS Assessment	6th Grade: ELA- 212.8 Math- 216.5  7th Grade: ELA- 216 Math- 221	7th Grade: ELA- 216.5 Math- 225  8th Grade: ELA- 219.1 Math- 228

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January 2021	March 2021	Teachers will meet in vertical teams to review essential standards.
March 2021	June 2021	Teachers will work in collaborative teams to differentiate and scaffold activities outlined in the curriculum maps.
June 2021	June 2021	Administrators will review all curriculum maps to ensure alignment of department and grade level maps against a rubric.

### Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>

Tenet 3 or Tenet 4 Goal

Teachers did not have the opportunity to teach students all the standards required for the 2019-2020 school year	Teachers will identify essential standards students must master in order to be successful in the next grade level,	September/October 2020
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## School-Selected Tenet Goal

### School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
<b>5 Establishing Schoolwide Practices and Policies that Support SEL</b>	Goals and Data	By June 2021 PJMS will implement the district written RtI plan that clearly outlines protocols for staff to regularly analyze and compare student outcome data based on attendance, behavior and academics every five weeks to identify areas within the school program that require additional attention.	During the COVID closure staff tracked contacts with parents to address attendance, academic, and behavior concerns. PJMS will need to expand their tiered system to ensure support for all students.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
The school has a number of practices in place to address individual student behavioral, academic, and attendance needs. Data needs to be analyzed at the building and department level to look for root causes of why students are struggling.	7-8

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
September 2020	October 2020	Administration and RTI Coordinator will unpack the PJ RtI plan with teachers.
October 2020	November 2020	Building administrators will create a data system to develop a quarterly data snapshot for teachers to analyze around attendance, behavior, and academics.
November 2020	December 2020	PLC Associates will provide an overview for teachers on how to analyze the data snapshot.
December 2020	January 2021	Teachers begin to analyze their first data snapshot in collaborative groups looking for grade level/ department trends

### Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
<b>Data Source</b>	<b>January 2021 Target</b>

## School-Selected Tenet Goal

PJ Rtl Plan	The Rtl plan will be rolled out to all teachers along with the data snapshot.

### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets.)**

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Performance	January 2021 Target

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
January 2021	June 2021	Administration will share data snapshot with teacher teams every 5 weeks.
January 2021	June 2021	Provide time for teams and department of teachers to review the data snapshot.
January 2021	May 2021	Teachers identify the trends in the data.
March 2021	June 2021	Administrators and teachers create a system of interventions to respond to building level data concerns.
January 2021	May 2021	PLC associates will administer the Data Triangle Survey.
June 2021	June 2021	PLC associates will assist the building to create goals and action plans for 2021-2022 to address the data trends identified in the data snapshot as part of the school improvement process.
June 2021	June 2021	Administration will celebrate with staff and student's areas of growth identified within the data snapshot.

### Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Review and refine the system to collect data on contacts	Refine a system to track contacts with families.	August/ September

School-Selected Tenet Goal

made with parents and students during the closure		
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## School-Selected Tenet Goal

### School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
<b>6A Systems for Communication</b>	<b>Communication to Families</b>	By June 2021, teachers by department will create and share with parents 1-page visual representation that provide families with easy to understand information about the essential standards being taught in all content areas.	DTSDE Survey #41. Our school actively engages our families in conversations around student needs/ progress (60%).

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Currently PJMS does not have a schoolwide system to provide to parent's information around the essential standards that students are learning in each class.	7-8

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
September 2020	December 2020	Teacher's will be provided staff development on essential standards.
November 2020	January 2021	Teacher's will collaborate around essential standards for each course identifying standards that have leverage, endurance, and readiness

### Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
Data Source	January 2021 Target
Curriculum Maps in NY Learns	100% of the teachers will have worked in collaborative content groups to update their curriculum in NY Learns to reflect the essential standards.

## School-Selected Tenet Goal

### Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)**

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Performance	January 2021 Target

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
February 2021	May 2021	Teachers will work in collaborative content groups to develop 1-page visuals of essential standards students will need to master in their course/grade level.
May 2021	June 2021	PLC Associates will share course level/ content visuals will be shared with parent focus groups for feedback.
June 2021	June 2021	Administration will place final products will be printed for distribution in the fall and placed on the school website.

### Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Teachers did not have the opportunity to teach students all the standards required for the 2019-2020 school year.	Teachers will identify and communicate to parents the essential standards missed during the COVID-19 closure that students must master in order to be successful in the next grade level.	September/October 2020

## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results <i>(if no survey was conducted in 2020, indicate that the results are from 2019)</i>
Students	<b>#6 Our school curriculum is challenging</b>	60% Agree or Strongly Agree	45.6% Agree or Strongly Agree

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
The rigor of the curriculum is not challenging to all students.

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
September 2020	October 2020	Administration will provide an overview to all staff of a Guaranteed and Viable Curriculum
October 2020	December 2020	PLC Associates will provide teachers with high quality professional development on essential standards.
September 2020	January 2021	PLC Associates will provide staff with small group sessions around rigor and open-ended questioning.
November 2020	January 2021	Teachers will work collaboratively to create open-ended essential questions with each unit that is created as part of the guaranteed and viable curriculum.

### Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.	
Add additional rows when necessary if there are multiple targets across multiple sources of data.	
Data Source	January 2021 Target
Survey question and focus groups	50% of the students agree or strongly agree with the statement our school curriculum is challenging.

## Survey Goal

### Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the <b>second half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 2021	May 2021	Teachers will continue to update maps with a focus on rigor.
March 2021	June 2021	Focus groups will be facilitated by PLC Associates with students around curriculum and rigor.
January 2021	May 2021	PLC Associates Survey will be re-administered to students.

### Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Teachers did not have the opportunity to teach students all the standards required for the 2019-2020 school year.	Teachers will identify the standards students must master in order to be successful in their fall 2020 grade level.	September/October 2020

## Submission Assurances

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

1.  The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) 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.  As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
3.  The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4.  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5.  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:** Submit to [SCEP@nysed.gov](mailto:SCEP@nysed.gov) the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
  - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
  - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

**TSI Schools:** The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).