



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
MVCSD	Pennington	PreK-8

Collaboratively Developed By:

The Pennington School SCEP Development Team

SCEP Team Members: Alan Gonzalez, Francia Mendoza, Tania Galin, Alexis Santavicca, Claudia Carmona, Kathaleen Rosario, Narjis Raza, Sahar Miandoabi, Kathryn Weiss, Lucy Valentin, Zenith Costa, Timothy Valentin, Maya Delima

And in partnership with the staff, students, and families of Pennington 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 and cultivating a nurturing and culturally inclusive learning environment by building relational capacity.</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> 	<ul style="list-style-type: none"> • Students shared in interviews that they would like to have open communication with teachers, daily check in, and breaks throughout the instructional day. • When completing the Equity Self Reflection, the team found that create and cultivate an environment of acceptance and affirmation. • Based on parent feedback, parents would like to see their cultures celebrated/recognized in the classroom. This will enable students to feel a sense of belonging and will support their individual identities in the classroom. • Due to COVID and limited opportunities for human connection, students are in need of building relationships with their peers and school staff. As evident in the students whose families chose in person instruction, they stated they were happy to be back in the school building.

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?
Climate Survey	The climate survey will be given electronically to students, staff and parents. The survey will be translated to Spanish, Portuguese and Arabic to meet the language needs of our community.	Survey given at the beginning, middle and end of the school year. School leadership team will analyze the survey data.	Create the survey (Microsoft forms) Schedule for administration of survey.
AVID Culturally Responsive Teaching Strategies	Strategies focused on building relational capacity, empowering student voice, holding high expectations and respecting experiences. There are 3-4 strategies for each category mentioned. Expectations shared with students and families.	Professional development provided for each strategy during monthly faculty, curriculum, PLCs and conference days. Observations, walk-throughs and inter-visitations will show the effectiveness of the strategies.	Schedule the strategies to be highlighted for the month. Incorporating PBIS coaches and guidance counselors.
Social Emotional Learning (SEL) time	SEL time built into the schedule in order to build SEL skills and deepen student-teacher relationships. For elementary, it would take place during morning check ins and for middle school it would be happen every class period.	Professional development on the five competencies. Climate survey will show a positive change in the student/staff feeling accepted and belonging in the community. Improve the referrals and suspension data.	Calendar of SEL activities. Character curriculum

Commitment 1

<p>Improving engagement in (PBIS) Positive Behavior Intervention Strategies, PRIDE expectations</p>	<p>Teachers with the support of the PBIS coaches will model, implement and reinforce character lessons to enhance relationship skills and increase positive interactions between students and staff. PRIDE expectations in the classroom, cafeteria, bus, field trips, recess/playground, and hallways.</p>	<p>Professional development on PBIS Character lessons, protocols. Improve the referrals and suspension data.</p>	<p>Character curriculum, calendar of activities, Bulletin board dedicated to highlighted students from every class, referral forms for minor and major behaviors.</p>
<p>Energizers for students</p>	<p>Students voiced during the interviews that they would like mental and physical breaks to continue throughout the school year because it helps them focus and enhance mental health awareness student/staff relationships. They would like energizers that promote building relational capacity.</p>	<p>Professional development on energizers. Climate survey will gauge success. Walkthroughs and observations will show impact.</p>	<p>AVID strategies GoNoodle</p>
<p>Culture Project</p>	<p>Students voiced during the meeting that a cultural project is needed to promote diversity in the school. Students/class will select a country to focus on, conduct research and present to the school.</p>	<p>Completed culture project and work displayed in the classrooms and school.</p>	<p>Research materials Art materials</p>
<p>Lunch Bunch</p>	<p>Teachers will meet during lunch with a small group of students (rotate) to build and strengthen relationships.</p>	<p>Surveys completed before and after lunch bunch.</p>	<p>Lunch Schedule</p>
<p>1:1 conference with students</p>	<p>1:1 conference with students who are struggling to provide coping/support skills. Students that are on or above grade level also need to meet with the teachers.</p>	<p>Conference notes</p>	<p>Schedule Student data</p>

Commitment 1

<p>Next steps, after elementary school years</p>	<p>Students voiced during the meeting that there is a disconnect between elementary and secondary. Engage in a discussion with middle school students in order to understand their needs and changes. Create a plan for middle school students to continue to engage with younger children as role models. Showcasing the whole school, communication with multiple teachers.</p>	<p>Minutes from meeting Student survey</p>	<p>Student survey</p>

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	Elementary: Students do not bully each other in this school	18% strongly agree, 21% agree
	Elementary: All students are treated fairly in this school.	23% strongly agree, 33% agree
	Elementary: My teachers want to hear about what I do when I am not in school.	21% strongly agree, 17% agree
	Secondary: Students in my school are treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs.	22% strongly agree, 29% agree
	Secondary: Students treat staff members with respect.	11% strongly agree, 25% agree
	Secondary: Staff members treat students with respect.	18% strongly agree, 30% agree
Staff Survey	Students in my school are treated fairly, regardless of race, culture, religion, sexual orientation, gender, or special needs.	70% strongly agree
	Students do not threaten and/or bully each other in this school. In this school, students meet behavioral expectations.	15% strongly agree, 45% agree
	Students treat staff members with respect.	15% strongly agree, 55% agree
Family Survey	My child is accepted in this school.	35% strongly agree, 62% agree
	I feel welcome in my child’s school.	35% strongly agree, 58% agree

Commitment 1

	Students do not threaten and/or bully each other.	16% strongly agree, 33% agree
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We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Survey for Instructional staff: 70% (strongly agree) of students at Pennington School are treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs.

Survey for Elementary students: 23% (strongly agree) all students are treated fairly in this school.

Survey for Secondary students: 22% (strongly agree) students in my school are treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs.

Survey for Parents: 35% (strongly agree) my child is accepted in this school.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to providing opportunities for students to engage in rigorous and meaningful learning that promotes academic growth.</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? Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> • Students shared in interviews that take into account their interests. • When completing the Equity Self Reflection data and reviewing the "How Learning Happens" document, the team found that the curriculum needs to be cohesive and relevant in order for the students to be engaged in meaningful learning. • Based on parent feedback, parents would like to see more rigorous instruction with differentiation for students at all levels. • Due to COVID and distance learning, students have dealt with gaps in instruction. This commitment will help to bridge the deficit in their understanding of content being taught.

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?
Diagnostic Assessments	Students will be assessed 3 times a year at the beginning, middle and end of year to monitor growth and develop instructional groups.	Scheduling assessments for BOY, MOY, EOY. The data will help show the gaps in understanding and allow for teachers to spiral review and help with differentiation of content. Discuss data during PLCs.	Academic Intervention Services Power Hour RTI Block PLC Iready DIBELS
Implementation of ELA Structure for Instruction	Teachers will plan and implement an ELA instruction that includes standards, teacher led group, word work/vocabulary, reading comprehension and small group instruction. This literacy structure will build on skills and help promote student growth. Teachers will use the "I do/We do/You do" structure during mini lessons. Teachers will align curriculum during weekly grade level meetings.	Teachers will develop a schedule/pacing guide for lessons that will also include spiral review based on student data. Teachers will differentiate instruction.	Next Generation Learning Standards Assessment Calendar Journeys/Collections Iready DIBELS Waterford CKLA
Increase emphasis on RTI.	RTI period will be embedded into the master schedule. Teachers will plan for different groups during the period. The building RTI team will meet monthly to discuss data and referrals. Teachers will	Student data from DIBELS, Journeys, Collections, Envisions and Iready will show student growth. Completed referrals with documentation.	Schedule RTI Manual Reading Specialist RTI Team

Commitment 2

	submit referrals and documentation on time as necessary. Reading specialist will work with tier 3 students. Use student data and prior knowledge to foster critical thinking and taking risks.		
Create and maintain parent partnerships.	Faculty will present informational workshops based on curriculum topics, technology support, social emotional and grade level expectations (partnering with the teachers and working together along the way) . Staff-parents/guardians' relationships, get to know the families, sense of community .	Parent evaluations will provide feedback on how to continue supporting our families.	Schedule Refreshments Teachers/ support staff to present. Parent Liaison
Structured Vertical Team Collaboration	A representative from each grade level and subgroup will meet once a month to discuss school goals, instructional data, PD and turnkey the information to their colleagues.	Teachers will reference strategies and resources during instruction.	Schedule Representative from each grade/subgroup SCEP Plan PD Plan School Data
Interim Assessment	An assessment will be given every 6-8 weeks covering the standards that were taught. Teachers will conduct a data analysis based on the assessment. Data will be used for data driven instruction.	Interim Assessment Data	Interim Assessment Schedule/Test Accommodations
Levels of Thinking and Questioning, on or above level students	Grouping, differentiation, consistency with rigorous instruction especially for students who are on or above grade level (enrichment activities).	Student data RTI plans	Student data AVID WICOR strategies

Commitment 2

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>
Student Survey	Elementary: I feel challenged at school.	28% strongly agree, 47% agree
	Elementary: My class lessons prepare me to do well on my schoolwork.	44% strongly agree
	Secondary: I feel challenged at school.	34% strongly agree
	Secondary: My classes are interesting.	18% strongly agree, 33% agree
	Secondary: My teachers know my strengths and where I struggle.	28% strongly agree
Staff Survey	Students are learning what they need to be successful in the next grade or after graduation.	31% strongly agree
	I am given the instructional support I need to teach my students.	28% strongly agree
Family Survey	I am satisfied with the education my child receives at school.	18% strongly agree, 44% agree
	My child is being prepared to do well in the next grade or after graduation.	14% strongly agree, 60% agree
	Staff members work with the community to build support for my child.	13% strongly agree, 41% agree

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.

By June 2022, the goal of Pennington School is to increase the overall number of ELA tier 1 students in iReady from 49% to 54%. By June 2022, the goal of Pennington School is to increase the overall number of Math tier 1 students in iReady from 34% to 39%. With this data, we believe that we can improve our students' achievement by engaging all stakeholders to participate and support the learning process. The plan we've created will help us in ensuring that our students are engaging in rigorous and meaningful learning. An assessment will be given every 6-8 weeks covering the standards that were taught. Teachers will conduct a data analysis based on the assessment. Data will be used for data driven instruction and to monitor student growth. Information will be shared with parents and academic plans will be created based upon the individual needs of their child.

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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? 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>	

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?

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		
Staff Survey		
Family Survey		

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 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>	

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?

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		
Staff Survey		
Family Survey		

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.

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	
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
Alan Gonzalez	Principal
Francia Mendoza	Assistant Principal
Claudia Carmona	Teacher (Gen. Ed)
Sahar Miandoabi	Teacher (SPED)
Kathaleen Rosario	Guidance Counselor
Alexis Santavicca	Social Worker
Narjis Raza	Teacher (ENL)
Tania Galin	Parent Liaison
Lucy Valentin	Parent
Zenith Costa	Parent
Timothy Valentin	Student
Maya Delima	Student

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
March 23, 2021			x			
April 8, 2021			x	x		
April 15, 2021			x	x	x	
May 4, 2021					x	
May 6, 2021			x	x	x	
May 10, 2021	x					
May 11, 2021	x		x	x	x	
May 13, 2021	x	x				
May 18, 2021			x	x	x	
May 25, 2021			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 student interview process informed the team's plan:

- Students voiced during the interviews that they would like mental and physical breaks to continue throughout the school year because it helps them focus and enhance mental health awareness student/staff relationships. They would like energizers that promote building relational capacity.
- 1:1 conference with the teachers in order for their academic, social and emotional needs to be met including the students performing on or above grade level.
- Rigorous and meaningful instruction that challenges them. Take into account students' interests.

Equity Self-Reflection

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

The Equity Self-Reflection informed the team's plan:

- As a school we need to assess school climate using a variety of measures to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity, and inclusion.
- As a school we need to facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.
- As a school we need to provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion.

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.