



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Patchogue-Medford	Tremont	K-5

Collaboratively Developed By:

The Tremont Elementary School SCEP Development Team

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And in partnership with the staff, students, and families of Tremont Elementary School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to building a more culturally responsive school community.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The Patchogue-Medford School district has committed itself to creating authentic and creative learning experiences for its students. Tremont is going to embody that vision by increasing our cultural competency such that diversity comes alive in the classroom. During the student interviews it was revealed that students are unaware of different cultures and races such that there is a "color blindness". Tremont elementary has been mainly homogenous in racial demographics for some time but now the face of the community is changing. We see this as an opportunity to celebrate our differences and unique cultural beauty. Furthermore, when the teachers participated in the Equity Self-Reflection it was revealed that the curriculum can be improved to provide more opportunities to celebrate culture and to fortify the curriculum with culturally responsive practices. Thus, it is a commitment for this coming school year to include such instructional practices, enhance our curriculum and celebrate our school's blooming diversity.</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?
Appoint a cultural awareness chairperson	Appointing a point person that will plan assemblies for students, enhance classroom libraries, plan and lead the community wide multicultural events	Student and family surveys (winter & spring) Student interviews (Spring '22)	Stiped for chairperson Schedule of desired events Money for enhanced libraries
Increase equitably represented texts in classroom libraries	The cultural awareness chairperson will ensure that there is representation amongst classroom libraries	Student and family surveys (winter & spring) Student interviews (Spring '22)	Stiped for chairperson Money for enhanced libraries
Host a multicultural night for families	Classes will host a multicultural night where different classes present research, information and aspects of different cultures at a showcase for families	Student and family surveys (winter & spring) Student interviews (Spring '22)	Schedule of desired events Various supplies for the showcase Texts to support student research
Provide assemblies to students regarding diversity	The chairperson will work with the PTA to plan and provide different assemblies to students that speak to embracing and celebrating diversity	Student and family surveys (winter & spring) Student interviews (Spring '22)	Schedule of desired events Stiped for the chairperson Money for assemblies
Provide professional development to	The principal will utilize a Generation Ready coach to assist with planning and delivering professional development to	Teacher surveys (winter & spring '22)	Schedule of desired events

Commitment 1

teachers regarding cultural competency	teachers regarding culturally competent instruction	Spring '22 Equity Self Reflection	Money for the Generation Ready Coach Planning time between Principal and coach
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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 (e.g. % agree or strongly agree)
Student Survey	<ul style="list-style-type: none"> -I feel like my teacher knows the real me. -I learn about the achievements of people who look like me. -My race, culture, gender are celebrated in the work we do at school. 	70% agree or strongly agree
Staff Survey	<ul style="list-style-type: none"> -I have diverse materials to teach the curriculum in a culturally responsive way. -The school makes sure all students can experience success. -I have opportunities to grow and learn more about cultural responsiveness. 	70% agree or strongly agree
Family Survey	<ul style="list-style-type: none"> -The school values the backgrounds and identities of all students. -The schools' programs reflect, respect and value the diversity of the community. -My child feels connected to the school. 	60% agree or strongly agree

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 2021-22 school year.

All students will participate in assemblies regarding cultural diversity

All students will participate in a multi-cultural event, showcasing a project surrounding diversity

All teachers will participate in professional development regarding cultural competency

Increase in the racial diversity of the main characters from books in classrooms

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to deepening connections among students by leveraging SEL curriculum and restorative practices.</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>While conducting student interviews, students explained that remote learning and the hybrid schedule taxed their mental wellbeing. They expressed that it was deeply difficult to learn and felt disconnected from school. Today, we are back full time, but students are still struggling to feel connected as social distancing has limited socialization and other peer to peer opportunities. Patchogue-Medford has prided itself on being a place that services the whole child for nearly a decade. Thus, Tremont is committed to upholding that vision and servicing its students by focusing on forming meaningful connections with students via SEL curriculum, leveraging restorative strategies and training its teachers in ways to support social and emotional learning through daily practices.</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?
Appoint a restorative community liaison to assist with restorative practices	<p>The liaison will build relationships with students via push in read alouds and sessions regarding positive choices and restorative practices (Sept 21-June 22)</p> <p>The liaison will plan character ed assemblies (Sept 21-22)</p> <p>The liaison will assist the PE staff with enhancing the building wide PBIS system</p> <p>The liaison will train teachers with regards to restorative practices and trauma informed practices (Sept 21-June 22)</p> <p>The liaison will work with parents via workshops and small groups to discuss restorative practices at home (Nov 21-May 22)</p> <p>The liaison will train teachers in restorative practices and model how to utilize them</p>	<p>Student, teacher and family surveys (winter & spring)</p> <p>Student interviews (Spring '22)</p>	<p>-Money to allocate for the position and night time workshops</p> <p>-Instructional resources for classroom push-ins</p> <p>-Professional development to train liaison on restorative practices</p>
Appoint a conscious discipline liaison	The liaison will utilize the conscious discipline materials to train teacher and serve as a lab site to showcase how to use strategies and materials to	Student, teacher and family surveys (winter & spring)	<ul style="list-style-type: none"> - Money for the position - Money for the materials

Commitment 2

	incorporate trauma informed practices into instruction	Student interviews (Spring '22)	<ul style="list-style-type: none"> - Ongoing PD and coaching for the liaison
Principal will present restorative practices/ SEL programs to the community	The principal will explain the school's approach to support behavior through restorative practices and trauma informed practices to the community at fall PTA meetings	<p>Student and family surveys (winter & spring)</p> <p>Student interviews (Spring '22)</p>	<ul style="list-style-type: none"> - Time for the principal and liaisons to create presentations for the community
Utilize a Social Skills for Children coach to assist with parent training	Social Skills for Children Coach will host small group meetings in the evenings to support parents at home with behaviors particularly as it pertains to students with disabilities	<p>Student and family surveys (winter & spring)</p> <p>Student interviews (Spring '22)</p>	<ul style="list-style-type: none"> - Money to hire a Social Skills for Children Coach - A process for registering small groups of parents for training - A schedule of trainings/meetings for parents

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	-I feel like my teacher knows the real me. -I can really be myself at school. -The school has helped me navigate my feelings.	70% agree or strongly agree
Staff Survey	-I have opportunities to grow and learn about SEL. -The school values the work I do to support student success.	75% agree or strongly agree
Family Survey	-My child receives the support they need for their social emotional success at school. -The staff at school care about my child.	65% agree or strongly agree

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.

All teachers will receive training in restorative practices and/or conscious discipline.
 Parents will be offered small group support through the Social Skills for Children Coach.
 All students will participate in assemblies surrounding character development and SEL.
 All students will receive enhanced SEL curriculum.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p><i>We commit to meeting students where they are by utilizing PLCs to leverage students' strengths and implement instructional strategies that adapt to diverse learning styles.</i></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>Teacher teams, or professional learning communities (PLCs), have a direct impact on student performance. Based on our 2020-2021 iReady data, 51% of our students are at or above grade level in reading and 34% of our students are at or above grade level in math. Covid slide has widened some achievement gaps. However, the creation of PLCs can increase students that are at or above grade level by first capitalizing on student strengths and then serving as a forum for teachers to explore and implement instructional strategies that will speak to our students' diverse learning needs.</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>PLCs will start where students are</p>	<p>Teachers will use students’ diagnostic data, observation results, and information from parent survey to triangulate the data and determine students’ individual learning needs and levels.</p> <p>Unpack IReady reports including instructional grouping reports.</p>	<p>I-Ready Diagnostic results (Winter & Spring ‘22)</p>	<p>Schedule, PD and time to review and triangulate student data and utilize instructional groupings.</p>
<p>Teachers will receive training in effective inquiry team practices and protocols from the Principal and grade team leaders</p>	<p>Appoint a leader primary teacher and lead intermediate teacher to support PLC’s and to improve instruction</p> <p>Principal will provide teachers with data protocols.</p> <p>Principal will provide teachers with differentiated PD on PLCs and data analysis.</p>	<p>I-Ready Diagnostic results (Winter & Spring ‘22)</p> <p>Teacher Surveys (Winter & Spring)</p>	<p>-Time will be needed for PD. Grade level teams will need to dedicate time to implement data protocols.</p> <p>-Protocols and structures to support PLC’s</p> <p>-Money to fund lead teacher stipends</p>

Commitment 3

	<p>Principal will create structures and infra structures so grade-level teams can meet to utilize protocols.</p> <p>Principal will meet individually with each teacher at least once every two months to support their understanding of student data and the importance of the triangulation of the data to inform instructional planning and intervention.</p> <p>Beginning in November, teachers will use IReady and classroom data to develop a plan to support students.</p> <p>Principal will attend PLC data meetings to support and extend teachers growth.</p>		
<p>PLCs will present data and findings in share fairs</p>	<p>Teachers will present their data and effective strategies and experience each trimester</p>	<p>I-Ready Diagnostic results (Winter & Spring '22)</p> <p>Teacher Surveys (Winter & Spring)</p>	<p>- Schedule of Share fairs to assist in holding teachers accountable for discussing their data and findings</p>
<p>PLC's will meet to discuss data and instruction</p>	<p>Teachers will meet on an ongoing basis with either the principal and/or lead teacher to analyze I-Ready and student writing data to create data driven decisions surrounding instruction</p>	<p>I-Ready Diagnostic results (Winter & Spring '22)</p> <p>Teacher Surveys (Winter & Spring)</p>	<p>-Time will be needed for PD. Grade level teams will need to dedicate time to implement data protocols.</p>

Commitment 3

			<ul style="list-style-type: none"> -Protocols and structures to support PLC's -Money to fund lead teacher stipends
Level Up Club	A club will convene that provides students (as per I-Ready) to have more time to access material and work with an educator in a small group on a rotating basis	Nov-21-June 22	<ul style="list-style-type: none"> -Money to fund the club -A club facilitator -A schedule of sessions

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	-My school challenges me in what we are learning. -The things I am learning about in school are relevant to me.	70% agree or strongly agree
Staff Survey	-I have the resources to engage in relevant and rigorous teaching. -The school makes sure all students experience success.	70% agree or strongly agree
Family Survey	-My child feels successful at school. -My child receives academically rigorous instruction.	65% agree or strongly agree

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 spring '22 60% of students K-5 will be on or above grade level in reading,
By spring '22 40% of students K-5 will be on or above grade level in math.

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	Use of I-Ready
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We will use I-Ready to provide a depiction of student performance in math and ELA in grades K-5 to meet them where they are. The data will be used to have transparent conversations with teachers and families and it allows students to take ownership of their learning and progress.

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 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>			x	x		
4/16/21			X			
4/21/21		X				
4/28/21		X				
5/4/21			X			
5/25/21	X					
5/25/21				X	X	
6/22/21					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 interviews revealed that students missed socializing during this school year. Due to various restrictions in light of Covid-19 they felt like they missed connections with their peers the most and being able to talk to each other. This informs our decision to have a point person available to assist with SEL needs as students may struggle with socializing as we look forward to a more traditional school year. Additionally, the interviews revealed that there is a "color blindness", here. Students are unaware as to what racism and intolerance are. They express that the don't see color and love each other all the same. While in some ways this is a beautiful thing, in other ways being color blind makes it difficult to understand the beauty of differences and diversity. Thus, this informed the decision to approach cultural competency from a celebratory angle and to introduce other cultures and diversity through events, assemblies and an enhanced curriculum.

Equity Self-Reflection

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

The equity self-reflection revealed that 53% of teachers felt that they could incorporate more highlighted materials that affirmed identities. This informs the decision to appoint a chairperson that can assist with combing through curriculum and libraries to assist with ensuring that there are materials and instructional strategies that speak to representation and cultural competency. Furthermore, about 56% expressed that the school could improve how it incorporates curriculum, texts, content and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research and build deep structural understanding of themes, content and curriculum covered. This fortifies the decision to approach cultural competency from an instructional lens through an enhancement of material and strategies. Additionally, this indicates that the school should move in the direction of leveraging restorative practices as it will help build more connections, resonate with curriculum and honor diverse student identities.

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.