



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Buffalo City School District	Southside Elementary School #93	Pre-K to 8

**Collaboratively Developed By:**

**The Southside Elementary School SCEP Development Team:**

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*And in partnership with the staff, students, and families of Southside 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><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to strengthening our ability to engage our students in a cohesive, student centered learning environment.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>We believe as a school that our students need to share common curricular experiences to prepare them as lifelong learners. We also would like to make sure these experiences and related materials connect to the cultural identities of our students.</p> <p>The students shared in interviews that many lack self-confidence in both academics and social relationships. Students have felt disconnected from their peers and school community due to COVID and virtual learning. Many students have expressed anxiety in both social and academic relationships. By making learning experiences more relevant and inclusive of our student community, we hope to increase student academic and social confidence and in turn, increase academic success.</p> <p>We will strive to engage students in meaningful learning that is relevant to them, while making connections to academic content and building relationships with others.</p> <p>When completing the <i>Equity Self-Reflection</i>, the team found that our school has an emerging need to incorporate an inclusive curriculum that meets the needs of all of our students.</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><b>Differentiation</b></p>	<p>Professional Development for all PK-8 teaching staff with work sessions embedded into the day. Staff will work with grade level teams to develop differentiated plans and activities that align to the curriculum and standards for that grade.</p>	<p>We will know this strategy is working if:</p> <ul style="list-style-type: none"> <li>● Multiple methods of differentiation are present in daily lesson plans that will be monitored weekly by administration.</li> <li>● The administration team will use the <i>Instructional Coaching Tool</i> to monitor weekly the implementation of differentiated instructional practices.</li> <li>● Differentiated Learning Areas will be established and monitored through weekly walk-throughs by administration.</li> </ul>	<ul style="list-style-type: none"> <li>● Self-paced option for those teachers who are unable to attend Professional Development. (<i>Building Technology Coach</i>-create a supplemental nearpod activity)</li> <li>● Arrange for district personnel to facilitate Professional Development.</li> <li>● Secure district funding for Professional Development per the <i>School-Based Budget</i>.</li> </ul>

Commitment 1

	<p>Differentiated grading and assessments for all students.</p> <p><i>Academic Intervention Service (AIS) in grades 8, 7, &amp; 5</i></p>	<p>We will know this strategy is working if:</p> <ul style="list-style-type: none"> <li>● Student grades on report cards will be more reflective of '<i>student efforts.</i>'</li> </ul> <p>We will know this strategy is working if:</p> <ul style="list-style-type: none"> <li>● Increase and growth in formative assessments (BOY, MOY, &amp; EOY).</li> <li>● The administration team will use the <i>Instructional Coaching Tool</i> to monitor weekly the implementation of AIS instructional practices.</li> <li>● Multiple methods of differentiation are present in daily lesson plans that will be monitored weekly by administration.</li> </ul>	<ul style="list-style-type: none"> <li>● Secure district level support and training for differentiation of assessments and grading of all students.</li> <li>● Scheduled time in students' schedules for the re-teaching of instructional strategies and targeted support.</li> </ul>
<p><b>Data Driven Instruction (DDI)</b></p>	<p>During <i>Grade Level Meetings</i>, teachers will analyze content-based data to inform:</p> <ul style="list-style-type: none"> <li>● Instructional decisions/practices.</li> </ul>	<p>We will know this strategy is working when:</p> <ul style="list-style-type: none"> <li>● Teachers create and facilitate small group lessons/action plans outlining differentiation</li> </ul>	<ul style="list-style-type: none"> <li>● Scheduled time during <i>Grade-Level Meetings</i> to discuss DDI action plans and re-teaching strategies.</li> </ul>

### Commitment 1

	<ul style="list-style-type: none"> <li>● Create differentiated instructional groupings.</li> <li>● Scaffolded curriculum that aligns to students' individual needs.</li> </ul>	<p>(standards, objectives, student groupings, instructional strategies, materials) as monitored monthly by administration.</p> <ul style="list-style-type: none"> <li>● Increase and growth in formative assessments (BOY, MOY, &amp; EOY).</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that adequate grade level meeting time is devoted to the DDI process monthly.</li> </ul>
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## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>● This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.</li> <li>● I feel safe at this school.</li> <li>● My teachers give me individual attention when I need it.</li> <li>● My teachers often connect what I am learning to life outside the classroom.</li> <li>● My teachers expect me to do my best all the time.</li> </ul>	

Commitment 1

<b>Staff Survey</b>	<ul style="list-style-type: none"><li>• The programs and resources at this school are adequate to support students' learning.</li><li>• Teachers at this school feel that it is a part of their job to prepare students to succeed in college.</li></ul>	
<b>Family Survey</b>	<ul style="list-style-type: none"><li>• This school has high expectations for students.</li><li>• This school sees me as a partner in my child's education.</li></ul>	

We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.</p> <p>Our goal is to have 80% of teachers implementing differentiated instruction utilizing the <i>Data Driven Instructional Process</i>.</p> <p>We will base our instructional outcomes on a balanced approach of growth shown with proficiency in content areas and formative assessments.</p>
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## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to building and strengthening the relationships between staff and students to build a supportive, affirming and inclusive learning environment.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>We believe that children are best able to learn when they feel cared for, respected and connected to others. We also feel that it is important that they see themselves in the learning and social activities that we provide.</p> <p>For more than a year, our students, families, teachers and staff have been isolated from one another.</p> <p>79% percent of our students were 100% virtual during the 2020-2021 school year.</p> <p>Based on the <i>Student Interviews</i>, students expressed feelings of loss and grief over missing friends , teachers and the structure that the everyday routine of coming to school encompasses.</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><b>Invisible Mentoring Program</b></p>	<p>8 week program where a mentor meets with a student twice weekly- following a <i>check and connect model</i> with option to continue as needed (+2 weeks to assess).</p> <ul style="list-style-type: none"> <li>● Quarter 1 will be our 8th grade identified subgroup.</li> <li>● Students/mentors have the option to continue informal mentoring beyond successful completion of the program.</li> </ul>	<p>We will know this strategy is working:</p> <ul style="list-style-type: none"> <li>● We will use student, teacher and parent surveys (google forms) after 8 weeks to reassess the program based on attendance, office discipline referrals (ODR) and beginning of the year assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify mentors to assign to a specified cohort of students.</li> <li>● Funding for incentives.</li> </ul>

Commitment 2

<p><b>Social Activities &amp; Incentives</b></p>	<p>Quarterly activities/incentives that will promote social connections and wellness.</p> <ul style="list-style-type: none"> <li>● An <i>interest survey</i> to be completed by students to schedule events for the year.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Student Attendance Data</i> will improve and be monitored using Infinite Campus Reports during <i>Student Support</i> monthly meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● Committee formed to support efforts and schedule events.</li> <li>● Students to complete <i>Interest Survey</i>.</li> <li>● Funding for incentives.</li> </ul>
<p><b>Restorative Circles</b></p>	<p>Professional Development on facilitating <i>Restorative Circles</i> by a district trainer.</p> <ul style="list-style-type: none"> <li>● 10-minute circle time in daily schedules (Pre-K to 6)</li> <li>● <i>Fist to Five</i> Check-In every period in grades 6 to 8.</li> <li>● <i>Team Building Circles</i> prior to Lunch in Grades 7 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>● Decrease in <i>Office Discipline Referrals</i> as monitored by administration.</li> <li>● Decrease in short and long-term suspensions as monitored by administration.</li> <li>● Higher attendance in monthly incentive activities as monitored monthly by the <i>Student Support Team</i>.</li> <li>● Administration will monitor <i>Restorative Practices</i> during weekly walk-throughs using the <i>Instructional Coaching Tool</i>.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Restorative Practices</i> will be scheduled in daily routines.</li> <li>● Example prompts being provided in the <i>Daily Bulletin</i> (i.e., circle &amp; team building).</li> <li>● Secure district funding for Professional Development per the <i>School-Based Budget</i>.</li> <li>● Self-paced option for those teachers who are unable to attend Professional Development (<i>Building Technology Coach</i>-create a supplemental nearpod activity).</li> </ul>

## 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>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>• At this school, students talk about the importance of understanding their own feelings and feelings of others.</li> <li>• At this school, students work on listening to others to understand what they are trying to say.</li> <li>• I feel socially accepted.</li> <li>• I can talk to my teachers about problems I am having in class.</li> <li>• I can talk to a teacher or other adult at this school about something that is bothering me.</li> <li>• Adults working at this school help students develop strategies to understand and control their feelings and actions.</li> </ul>	
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>• This school provides quality counseling or other services to help students with social or emotional needs.</li> <li>• This school places a priority on helping students with their social, emotional, and behavioral problems.</li> <li>• I feel comfortable discussing feelings, worries, and frustrations with my supervisor.</li> </ul>	
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>• This school provides high quality services to help students with social or emotional needs.</li> <li>• Discipline is fair.</li> </ul>	

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 2

Our goal is to have 85% of teachers complete the Restorative Circle training.

100% of teachers will implement *Restorative Practices* in daily routines (i.e., circles, team building, fist to five).

## Evidence-Based Intervention

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

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

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

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

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

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

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

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

### X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Restorative Justice
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	<ul style="list-style-type: none"> <li>● Improve and sustain student and adult trusting relationships.</li> <li>● Implement a year-long system that reduces the use of suspensions and permanent removal of a student from a school system in response to student misbehavior to eliminate racial inequalities in discipline practices.</li> <li>● Develop district-wide staff professional development on culture change and restorative justice approaches.</li> </ul>

#### Evidence-Based Intervention

- Adopt social and emotional support systems by including interventions that range from individual and group counseling to mediation.

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

#### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	



Evidence-Based Intervention

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

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## Our Team's 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).

<b>Name</b>	<b>Role</b>
<b>Patricia Brucz</b>	<b>Principal</b>
<b>Katie Goldman</b>	<b>Assistant Principal (PK-2)</b>
<b>Ashley Nsengiyumva</b>	<b>Assistant Principal (3-5)</b>
<b>Marcus Anderson</b>	<b>Assistant Principal (6-8)</b>
<b>Sam Cappozi</b>	<b>PTO-Parent Representative</b>
<b>Karri Shantz</b>	<b>Parent Facilitator</b>
<b>Tammy Banks</b>	<b>Parent</b>
<b>Maureen Leonard</b>	<b>Parent</b>
<b>Tiffany Charles</b>	<b>Parent</b>
<b>Bonnie Wrobel</b>	<b>Parent</b>
<b>Colleen Kowalczewski</b>	<b>BTF Delegate (ENL Teacher)</b>
<b>Bridget Hudson</b>	<b>Teacher (Kindergarten)</b>
<b>Jim Williams</b>	<b>Teacher (4<sup>th</sup> Grade)</b>
<b>Dana Cassata</b>	<b>Teacher (5<sup>th</sup> Grade)</b>
<b>Dottie Kenney</b>	<b>Teacher (8<sup>th</sup> Grade ICT)</b>
<b>Brian Rauber</b>	<b>Teacher (Instrumental/Band)</b>
<b>Eileen Wszalek</b>	<b>Teacher (6<sup>th</sup> Grade ICT)</b>
<b>Rene Cooley</b>	<b>Teacher (7<sup>th</sup>/8<sup>th</sup> NYSSA)</b>

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<b>Stefanie Franko</b>	<b>Literacy Coach</b>
<b>Michelle Evans</b>	<b>Instructional Coach</b>
<b>Christan O'Leary</b>	<b>Reading Teaching</b>
<b>Lynn Lystad</b>	<b>Building Math Teacher</b>
<b>Nicole Herkey</b>	<b>Reading Teacher</b>
<b>Nicole Sperrazza</b>	<b>Building Math Teacher</b>
<b>Theresa Maciejewski</b>	<b>Teacher Assistant</b>
<b>Andrea Moyer</b>	<b>Community Partner Consultant</b>
<b>Stephanie Leguori</b>	<b>School Psychologist</b>
<b>Robyn Rotella</b>	<b>Social Worker</b>
<b>Liza Waters</b>	<b>Guidance Counselor</b>
<b>Diane O'Connell</b>	<b>Guidance Counselor</b>
<b>Sarah Gallien</b>	<b>Library Media Specialist</b>

## 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
4-14-2021	X	X	X			
4-16-2021	X		X			
4-26-2021			X			
4-28-2021		X				
5-17-2021	X		X			
6-3-2021			X	X	X	
6-9-2021			X	X	X	
6-12-2021			X	x	X	
6-15-2021			X	x	X	
6-17-2021					X	

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<b>6-19-2021</b>					<b>X</b>	
<b>6-22-2021</b>					<b>X</b>	
<b>6-24-2021</b>					<b>X</b>	<b>X</b>
<b>7-12-2021</b>					<b>X</b>	<b>X</b>

## 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 students' thoughts and experiences were our driving force in creating the SCEP. It showed us how important it is to hear the voice of our student population reflected in the document. The survey had a recurring theme of severed relationships between home and school connections. We feel the commitments we made will bridge the social emotional and academic gaps that were evident in the surveys and in the data collected.

### Equity Self-Reflection

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

The Equity Self-Reflection document revealed the deficits that we have in our curriculum and teaching methodologies. As a school community, we are fostering connections with students so that they feel comfortable and secure having critical conversations that are pertinent to their culture and community. We feel the commitments acknowledge and address the needs of the school community and our stakeholders to create the vision of our school.

## 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.