



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
City School District of the City of Niagara Falls	Niagara Falls High School	9-12

Collaboratively Developed By:

The Niagara Falls High School SCEP Development Team:

Mrs. Cynthia Jones, Chief Educational Administrator

Mr. Edward Ventry, Team 1 Administrator

Mr. Bryan Rotella, Team 2 Administrator

Mrs. Cheryl Vilardo, Team 3 Administrator

Mrs. Fredia Hart-Cowart, Teacher

Mrs. Cari DuBois, Teacher

And in partnership with the staff, students, and families of Niagara Falls High School.

Guidance for Teams

Template

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

Commitments and Strategies

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

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

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

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

Resources for the Team

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

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

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2021-22?	<p>We are committed to help foster trusting relationships between students and adults and increase relevance in school in order to help students reach post-secondary success.</p>
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> 	<p>This commitment aligns with the mission of the Niagara Falls Board of Education because our goal is to guarantee educational excellence by creating strategic goals which we will monitor, analyze, assess and evaluate utilizing the quality process and ensuring customer satisfaction</p> <p>Students need exposure in high school to gain technical skills in order to attend either vocational training schools, meet skill-based job requirements, achieve college level writing and math skills to be successful in post high school life. During high school students should have access to meaningful learning to ensure they have positive learning environments.</p> <p>According to the Student Interviews, students shared that they did not feel that lessons and programs reflected their beliefs and interests. They did not feel that the work they were completing was relevant to their lives and meaningful. Students were also not motivated to complete coursework.</p> <p>The How Learning Happens document is an excellent reminder of the importance of meaningful learning, belonging, and relationships, especially as we emerge from a global pandemic. It is imperative for us to shift the narrative from thinking that relationships are a "nice to have" to recognizing that relationships are a "must have" for the growth of young people.</p> <p>The Equity Self-Reflection results caused us to consider "Fostering close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences." Only 21% of staff who completed the survey indicated that the school is "Sustaining" in this area. It is</p>

Commitment 1

imperative to shift the narrative from lacking diversity to “a narrative that is acutely responsive to young people’s identities and experiences”.

On the Student Voice Survey, a relatively small number of students indicate that they find their classes interesting and hold their attention. If students do not view their coursework as relevant to their lives after high school, they will be less likely to graduate on time and enjoy post-secondary success.

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?
School Counselor and Team Restructuring	School Counselors, Deans, and Administrators will be restructured so all Team members will be assigned to a group of 9 th graders and stay connected with those students through 12 th grade.	The number of students signing in to Student Support Centers.	Office space: New office to be built in Rooms 120 and 140. Office furniture: New student-centered, comfortable furniture in each Team office. Electronic form to monitor student visits to Student Support Centers.
Book Clubs	Teachers, teacher aides and staff complete a survey to select a book to read and discuss. The books should be culturally relevant to help connect and build relationships with diverse groups of students.	The number of staff completing the surveys and the amount attending discussion groups	Money to buy books People to select books, facilitate book study discussions and create surveys Days to have discussions

Commitment 1

			TEAMS channel to host collaborative discussion boards TRC Resource Director
Career Pathways	Courses aligned to Career Pathways will be developed and work-based learning opportunities will be sought for seniors.	Enrollment in pathway opportunities All 9 th and 10 th grade students have developed career plans that are used regularly by counselors and teachers.	PS2 Coordinators Community Partners (businesses, higher ed, etc.) Marketing strategy for students, staff, families.
Multi-Tiered System of Interventions	Development of Tiers 1, 2, and 3 school-wide interventions. Revision of START Team process. Implementation of the Positive Approach to Student Support Team as a Tier 3 intervention.	Regular analysis of A, B, C (attendance, behavior referrals, course failures) school-wide data. Review of students as they move between the three tiers.	Additional Staff (PASS Team members) Consultants from Florida International University Professional development for implementing tiered interventions (i.e., classroom level interventions, etc.)
Supportive Adult Initiative	By late September all students will be surveyed to ensure they have at least 1 “supportive adult” they can go to at NFHS.	Survey students again in March to monitor and ensure all students can identify at least one supportive adult at school.	Administration will need to create and administer surveys to students

Commitment 1

	<p>On November 2 Staff Development Day, a list of students who did not identify a supportive adult will be shared with staff along with strategies for building relationships. A plan will be determined for targeted outreach to these students.</p>		<p>Professional Development Day: Facilitator with targeted strategies to give to teachers</p> <p>Identify how teachers will connect with students after plan has been created Classroom / Space Time</p>
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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	Classes are interesting and keep my attention. (Question T21 – Previous Year 22.5%)	27.5%
Staff Survey	We work together across grade levels and content areas in order to provide an integrated approach to student learning. (Question C35- Previous Year 56.0%)	61%
Family Survey	Teachers make classes interesting and engaging (Question T21- Previous Year 50%)	55%

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.

Completed surveys
Increased graduation rates
Increased enrollment in pathway programs
Better relationships between teachers and students

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to increasing belonging and connectedness among the students, staff, and the school community.
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> 	<p>One common theme in all the feedback is a desire to increase a sense of ownership, inclusion, and connectedness in our school community. This is expressed by students and staff in many ways.</p> <p>For example, the feedback from the Student Voice B survey gives a clear indication of the need for more student interaction and discourse during instruction. In question T18, which states "In class, we often work in partners or in groups" only 12.8 % students strongly agreed/agreed (29% in 2019). Likewise, in question T24 only 38% of students (35% in 2019) feel that "Teachers provide time for students to discuss topics and learn from each other." Also, only 22.5% of students (21.4% in 2019), expressed that, "Classes are interesting and keep my attention." Our students are asking to have a voice and to be heard in their classrooms.</p> <p>The How Learning Happens document and student interviews emphasized the need for a sense of being part of the school and learning process. When students can safely feel they can be themselves in the most individual sense, they are able to have a more genuine connection to their school.</p> <p>Based on student interviews, students feel their sense of self is limited, which hinders their meaningful learning opportunities. They are asking for conversations where they can feel safe to express their views and opinions. Also, the student interviews revealed that students wanted others to see both sides of an issue and that it is okay to talk about uncomfortable things. Furthermore, in the interviews, students expressed a desire to have more diverse programs and extra-curricular activities that reflect all members of the student body.</p> <p>The student interviews are closely aligned with the Equity Self Reflection questionnaire results. All questions that involved inclusivity, acceptance and/or cultural responsiveness were only "emerging" or "integrating" in terms of practice. This reflective survey shows that these areas must be implemented at a level of</p>

Commitment 2

sustainability in order to build connectiveness and belonging among our students. Coincidentally, the student interviews expressed the same need. Therefore, we need to create opportunities for students and staff to share and connect with others through common interests.

To improve student outcomes, we must create an environment where students and staff connect, feel they belong, and take ownership.

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?
Peer Advisory/Student Ambassadors	<p>Student training on providing simple support for students seeking advice. This support could include discussion on post-secondary plans, current academic needs, or available resources for the student's needs. Additionally, provide new students with tours of the school.</p> <p>Peer advisors will be housed in Team Offices throughout the day.</p>	We will have feedback forms for students who meet with peer advisors on regarding their feeling of connectedness and sense of support.	Staff costs for student advisory and development of the program. Additional costs of materials for peer-to-peer meetings.
Diverse Clubs	Administration will provide more clubs to students. There will be an interest survey given to students during Orientation Camps. Current staff members and community members will offer clubs that students will be interested in. These clubs will reflect student culture, identity, and beliefs.	The weekly attendance in the clubs will provide feedback. Staff can gain perspective on what club's students are actively involved in by how many students attend.	Time and Funding – These teachers and community members will be provided after school time to meet with students in the club.
Adopt-a-Student	Students will fill out a survey about their likes and interests. Staff will also fill out a survey about their likes and interests.	Each month staff can turn in a form that states how many times they met with students	Time – Students and staff will have to find a mutual time that they can meet.

Commitment 2

	<p>Once the surveys are completed the student and staff will be paired based on their results. There will not be names associated with this activity so that pairing can be completed based on interests.</p> <p>Students and staff will then meet on a regular basis to talk, eat lunch and just touch base.</p>	and if there were any students that did not attend.	
Courageous Conversations	Utilizing multiple social media formats (podcast, YouTube, etc.) to provide a platform for students to have conversations that are important and purposeful to them.	Discussion topics will be determined by the end of December. Students will be instrumental in identifying the topic and planning steps to implement the project.	Cost of staff time outside of classroom to plan scheduling, developing, recording and broadcasting conversations. Additional resources (equipment) may also be required. Student training on difficult conversation facilitation.
Discussion and Interaction	Incorporating instructional techniques in the classroom to increase conversation and interaction among students and with teachers regarding content.	Teachers will begin to implement different ideas and techniques that they saw when they visited each other's classrooms. Teachers will attend professional learning sessions led by other teachers and by P.L.C. representatives to learn about different instructional techniques to	Substitutes will be needed to cover teacher classrooms while they attend professional learning. This can be accomplished with "The Wheel" at no additional cost. Staff members will need to

Commitment 2

		increase discussion and interaction. Classroom walkthroughs by administration will indicate an increase in the percentage of Student Discourse and Engagement Look Fors.	use collegiality and collaboration to plan intervisitations with each other.
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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	In class, we often work in partners or in groups – (T18 – previous year - 12.7%)	18%
	Teachers provide time for students to discuss topics and learn from each other. - (T24 – previous year - 38%)	43%
	Classes are interesting and keep my attention. - (T21 – previous year - 22.5%)	27.5%
Staff Survey	At this school, we talk about the importance of understanding and accepting each other. (DV74 – previous year - 83%)	88%
	Students of different backgrounds try to understand each other. (DV69 – previous year - 60%)	65%
Family Survey	T26. My child(ren) feels secure in taking risks and asking questions in class (T26 – previous year - 50%)	55%

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

Students will have meaningful learning experiences.

Students will feel connected to school.

Students will support, understand and learn from each other.

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>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> 	

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 (e.g. % agree or strongly agree)
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 (e.g. % agree or strongly agree)
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	Establish an Early Warning Intervention and Monitoring System
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We envision that Establishing an Early Warning Intervention and Monitoring System (EWIMS) will support Commitment 1. This EWIMS will be part of the Multi-Tiered System of Interventions currently being developed and that will be implemented during the 2021-2022 school year. Providing appropriate and individualized interventions to students, and monitoring their success, will help build the support and trust students need to succeed in high school and post-secondary.

☐ 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
Mrs. Cynthia Jones	Chief Educational Administrator
Mr. Edward Ventry	Team 1 Administrator
Mr. Bryan Rotella	Team 2 Administrator
Mrs. Cheryl Vilaro	Team 3 Administrator
Mrs. Fredia Hart-Cowart	Teacher
Mrs. Cari DuBois	Teacher

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		
6/3/21		x				
6/8-6/10/21	x					
6/13/21		x				
6/17/21			x	x	x	
7/7/21					x	
7/12/21						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

We selected from a diverse group of students based on race, age and gender. We selected the questions and gave the students the list so that they could prepare for the interview. Each team member met with the student and completed the interview process. We reviewed the Interview Protocol beforehand to ensure students felt safe and respected during the process. Based on the interview questions we made the following conclusions:

Students feel adults need to get to know them

Students are afraid to be themselves because they will be judged

Students ask for student support groups and diverse clubs

Students are looking forward to the normalcy of school this upcoming year

Students would like a safe spaces for conversation to be created

Equity Self-Reflection

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

Albeit limited in respondents, the Equity Self Reflection was used to identify trends and beliefs staff have in regarding our school and practices. This data was then compared to other datasets from multiple stakeholders to create our commitments. The Equity Self Reflection indicated many responses fell in the "Emerging" and "Integrating" areas of measurement. Specifically, Commitment #2 was developed with the emphasis on students feeling connected and belonging to our school. We identified that teachers felt that they needed to build better relationships with their students to help create a better sense of belonging within the classroom.

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.