



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# 2020-21

## School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Niagara Falls City School District	Cataract Elementary School	Jeffrey Showers	PreK3-6

## Accountability Data

### 2018-19 Accountability Data

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

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

### Elementary and Middle Indicators

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
Economically Disadvantaged	2	2	2		2	1
All	2	2	2			
Black	2	1	1		2	1
White	3	2	3		4	3
Hispanic	3	3	3		4	1
Multiracial	2	2	2		1	1
Native American	n/a	n/a	n/a		n/a	n/a
SWD	4	3	3		2	2

## HS Indicators

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

### Stakeholder Participation

## Stakeholder Participation

### Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholderparticipation.pdf>.

### Required Steps

There are five distinct steps involved with developing the SCEP:

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

## Meeting Dates

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

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals	Step 5: Identifying a plan to communicate the priorities with different stakeholders
<i>Example: 3/6/20</i>	x	x			
6/10/20	X	X			
6/15/20	X	X	X		
6/17/20	X	X	X		
6/22/20	X	X	X	X	X
6/25/20	X	X	X	X	X

## Stakeholder Participation

### TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	



## 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-basedinterventions>

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 evidencebased intervention and follow the corresponding directions for that path.

**State-Supported Evidence Based Strategy**

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

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

**Clearinghouse-Identified**

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

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	
<b>Clearinghouse used and corresponding rating</b>	
	What Works Clearinghouse
	Rating: Meets WWC Standards Without Reservations
	Rating: Meets WWC Standards With Reservations
	<b>Social Programs That Work</b>

			Rating: Top Tier
			Rating: Near Top Tier
		<b>Blueprints for Healthy Youth Development</b>	
			Rating: Model Plus
			Rating: Model
			Rating: Promising

Evidence-based Intervention

**School-Identified**

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

<b>Strategy Identified</b>	
<b>SCEP Goal(s) this strategy will support</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	



Tenet 1 or Tenet 2 Goal

Tenet 1 or Tenet 2 Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
1E	Designing coherent instruction	Through the co-teaching model and differentiated instruction, all students will increase their NWEA RIT score by 8 points, from the Fall to Spring administration.	Due to the COVID shutdown effective March 13, we were not able to compare our Spring NWEA RIT score growth to winter or fall of 2019-2020.

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
According to the 2020 building walk through data, 55% of teachers are not differentiating instruction in the classroom	Yes
35% of students with disabilities account for building absences, while 48% of students with disabilities were suspended, which affected their level of instruction.	Yes

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? (add additional rows as needed)		
Start	End	Action
Sept 2020	Oct 2020	Each student will be administered the NWEA assessment
Oct 2020	Oct 2020	Students will be placed into differentiated groups based on their NWEA score, for both math and ela
Sept 2020	Oct 2020	Building level special education meetings will be scheduled to share expectations/examples of differentiated instruction and co-teaching models
Sept 2020	Jan 2021	Building leader will check plans and implementation of the co-teaching model via class walk through
Sept 2020	Jan 2021	Based on walk through data, professional development support will be offered for teachers focused on differentiated instruction


**Mid-Year Benchmark**

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
NWEA	Each student will increase 5 RIT points on the NWEA between the Fall and Winter test

Mid-

Tenet 1 or Tenet 2 Goal

### Year Student Performance Measure

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

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

Data Source	January 2020 Performance	January 2021 Target
N/A- for tenets 1 & 2		

### Planning for January to June

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

Start	End	Action
Jan	May	After Winter NWEA scores are received, differentiated student groupings will be evaluated and adjusted accordingly
Jan	May	Ongoing Focus Walks with specific feedback from the building leader, focused on differentiated instruction and co-teaching models, will be shared with teachers
Jan	Feb	A survey will be created and administered to co-teaching teams to evaluate the program needs and effective practices.
Feb	May	The results of the survey will guide professional development topics related to the co-teaching model of instruction

### Addressing COVID-19 Related Challenges

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

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

Tenet 3 or Tenet 4 Goal

### Tenet 3 or Tenet 4 Goal

DTSDE Pillar	DTSDE Sub-Pillar (If applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
<b>Professional Responsibilities 4C</b>	Communication with families	We will get 100% of all student and families to be inventoried checked for at-home Distant Learning capabilities.	Spring 2020 COVID shutdown data for internet capabilities along with products was applied.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (Grade/content area?)
<b>It is a priority that we as a school know what capabilities students/families have in their homes in the event we return to Distant Learning.</b>	Yes

### Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above?  
*(add additional rows as needed)*

## Mid-

Start	End	Action
Aug 2020	Oct 2021	Special open houses held for Autistic and language delayed learners to meet teachers, associates, administrators, counselor and buss staff to alleviate anxieties of students and families.
Aug 2020	Oct 2021	Open house for general educations students affording them and their families the opportunities to meet teachers, staff and familiarize themselves with teacher/classroom expectations.
Sept 2020	Jan 2021	Host grade level events for parents to attend so they can become familiar with classroom instruction and current practice, hopefully allowing parents to assist students with homework.
Sept 2020	Jan 2021	Host grade level instruction with parent of how to navigate teacher webpages.
Aug 2020	Jan 2021	There will be an inventorial check survey for parents for Distant Learning Capabilities in their home.
Aug 2020	Jan 2021	Teachers will sustain home/school partnerships, allowing both parties to work cohesively to support student achievement.
Aug 2020	Jan 2021	We will continue to work with families to help guide them towards outside agencies who may be beneficial to their domestic lives.
Aug 2020	Jan 2021	Extend school based options (Gateway-Longview, UB, etc.) to help students and parents formulate meaningful relationships.
Aug 2020	Jan 2021	In the event that distance learning continues, teachers and staff will complete wellness checks on 100% of our student body and their families.
Aug 2020	Jan 2021	Assist families with distant learning resources.

## Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
Databased survey on Distant Learning.	Review ways to assist families with applied Distant Learning Resources.

Tenet 3 or Tenet 4 Goal

Year Student Performance Measure

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

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

Data Source	January 2020 Performance	January 2021 Target
Internet Capability Survey	March/April Survey, numbers of students with internet resources	To have an accurate number of student utilizing Teacher/District Remote Learning resources reflected based on work completed.

Planning for January to June

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

Start	End	Action
Jan 2021	June 2021	Identify how many students are able to access District provided remote learning tools with established success. Completed by teachers and co-teachers.
Jan 2021	June 2021	Assess student work return with valued feedback by teachers and co-teachers.
Jan 2021	June 2021	Feedback survey from families to support next steps in resources for user friendliness. Completed by school administration.

Mid-

### Addressing COVID-19 Related Challenges

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

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

School-Selected Tenet Goal

School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
<b>4E: Professional Responsibilities</b>	Growing & Developing Professionally	That 80% of all instructional staff are at level six of their technological development.	In keeping this goal with COVID 19 rollout, it is anticipated that teachers adjust and adapt to distant learning webinars and professional development.

Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
<b>Recognizing that as a school, we must adapt our Distant teaching practice to meet the differentiated learning needs of students.</b>	Yes

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
9/2020	12/2020	Teachers will plan for virtual classroom instruction by participating in the District led virtual classrooms.
9/2020	12/2020	Teachers sign up for contractual professional development to enhance their own web pages.
9/2020	12/2020	Feedback and progress checks by school principal of teacher status of their learning continuum.
9/2020	12/2020	Microsoft whiteboard, Microsoft lens into teams. School principal will assemble staff into office 365 Teams and be prepared to meet virtually with grade level teams, special areas, and the Special Ed department
9/2020	6/2020	Grade level meetings and faculty meetings will be created virtually.
9/2020	6/2020	Phil Miano will provide staff development for primary teachers in developing their early educational instructional websites.



## School-Selected Tenet Goal


### Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
Office 365	All teachers need to be at level 6 on the continuum of their development.
Teacher Webpages	Everyone is at a proficient level 6 in creating and utilizing webpages

### Year Student Performance Measure

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

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

Data Source	January 2020 Performance	January 2021 Target
Participation and attendance rates	Students are able to demonstrate through feedback to their teachers that they can navigate the teacher’s assignments and measured assessment.	
Student engagement	The return percentage rate of students who have completed assignments.	

School-Selected Tenet Goal

Planning for January to June

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

Start	End	Action
1/2020	6/2020	Microsoft whiteboard, Microsoft lens into teams. School principal will assemble staff into office 365 Teams and be prepared to meet virtually with grade level teams, special areas, and the Special Ed department
1/2020	6/2020	Teachers will be able to create assignments, rubrics and grading in office 365 Teams.
1/2020	6/2020	PreK – Grade 2 teachers will create classroom teams for our younger students.
1/2020	6/2020	Grade level meetings and faculty meetings will be created virtually.
1/2020	6/2020	Teachers will provide feedback to student learning, performance and returned work.

Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When

School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal

School-Selected Tenet Goal

2a	Creating an environment of respect and rapport	By June 2021, our suspension rate of students of color will be reduced by 25%.	The suspension rate of students of color compared to Caucasian students was disproportionate at 67%.
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Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
<b>Though suspensions of black and multiracial students were at 67%, some of those students were repeat suspensions. We need to look at the needed support for those students to be successful.</b>	Yes
<b>88% of students suspended were of economically disadvantaged status based on the Suspension Accountability Report.</b>	Yes

Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Sept 2020	Jan 2021	Cataract Elementary will create a Restorative Justice Team
Sept 2020	Jan 2021	All staff will be visible in the morning to provide students with warm welcome as they arrive.
Sept 2020	Jan 2021	Staff training on the principles of Trauma Informed Care.
<b>Sept 2020</b>	Jan 2021	Adhering to principles of Trauma Informed Care, teachers will seek assistance for themselves if the need arises.
<b>Sept 2020</b>	Jan 2021	Continue to work with staff and students on Restorative Justice practices, focusing on both the infractions and repairing damaged relationships.
<b>Sept 2020</b>	Jan 2021	Continue to work with staff and students on Restorative Justice practices to encourage them to see different points of view and perspectives.
<b>Sept 2020</b>	Jan 2021	Routine meetings with Gateway-Longview, University at Buffalo Trauma Informed Care team and our building Crisis Team to assess and guarantee we are implementing strategies that will lead to successful outcomes.
Sept 2020	Jan 2021	Celebrating students who have demonstrated traits associated with respect.

### School-Selected Tenet Goal

Sept 2020	Jan 2021	Monthly school wide assemblies that promote traits associated with respect through song, skits and eyewitness accounts of students demonstrating respect.

### Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
Suspension of Black males	Students who are in the Trauma Champions Program and those participating in Restorative Justice Circle groups will be tracked to see that their disciplinary referrals are cut by 50% from the previous year.

### Year Student Performance Measure

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

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

Data Source	January 2020 Performance	January 2021 Target

### Planning for January to June

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

Start	End	Action

### School-Selected Tenet Goal


### Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When

## Survey Goal

### Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results <i>(if no survey was conducted in 2020, indicate that the results are from 2019)</i>
Parent/Families	It is anticipated that 90% of all parents will have been contacted at least once each marking period.	By the end of June 2021, there will be a 30% return on the Family Engagement Surveys.	Due to COVID closure of 2020, we used the results from the 2019 Family Engagement Survey.

### Root Causes

What <b>theories or hypotheses</b> does the school have as to why the school received the results identified above?
There is a critical need for school-based transparency and value added input from all parents. This will be reflected with our instructional program and the ways we communicate with the greater Cataract communities that represent our parent stakeholders.

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address the <b>root causes</b> identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Aug 2020	Jan 2021	Practice community-building activities/events for parents each quarter.
Sept 2020	Jan 2021	Use “Dads Take Your Child to School Day” as opportunity for sharing the school’s plan to celebrate inclusive diversity.
Aug 2020	Jan 2021	Continue to grow our PEG/family and community school events.
Sept 2020	Jan 2021	Continue to improve parent/teacher/student contact and accessibility, and provide immediate feedback to parents.
Aug 2020	Jan 2021	Create opportunities for parents to participate in events and projects through diverse events and celebration.
Sept 2020	Jan 2021	Parents of children who have been selected Student of the Month or are receiving an award will be invited to attend the ceremony.


### Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
School created survey	We will look for a 25% return on parent surveys either hard copy or on our School Webpage.

### Survey Goal

### Planning for January to June

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

Start	End	Action
Jan 2021	June 2021	Meet with Building Committee and our Character Team to look at our mid-year survey results.
Jan 2021	June 2021	Address survey concerns that may be a common thread within the results.
Jan 2021	June 2021	Invite a speaker to our faculty meeting that may be able to assist with the challenges our teachers face and coping with stress.
Jan 2021	June 2021	Create a second semester open house to our after school clubs.
Jan 2021	June 2021	Roll out the Family Engagement Survey in hard copy and on the Cataract Website.

## Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When

Submission Assurances and Instructions

## Submission Assurances

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

1.  The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
3.  The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4.  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**CSI Schools:** Submit to [SCEP@nysed.gov](mailto:SCEP@nysed.gov) the following documents:



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

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

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