



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
West Hempstead	George Washington	4-6

Collaboratively Developed By:	
The George Washington SCEP Development Team	
Mrs. Michelle Notti	Principal
Dr. Nichelle Rivers	Director of Fine, Performing & Culinary Arts
Ms. Zurika Samuels	Parent
Ms. Jacky Kaszubski	Teacher
Ms. Megan Connor	Teacher
Ms. Carmen Gonzalez	Parent

And in partnership with the staff, students, and families of George Washington 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 cultivating an environment where the social and emotional needs of students and staff are valued.</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 COVID 19 pandemic has illuminated the need to focus on the social and emotional well-being of students and their families. For the majority of the 20-21 school year, students were either virtual or hybrid learners which limited their ability to socialize. Students missed out on extracurricular activities, field trips, and the social interactions that are a part of being a child.</p> <p>As a result of the Equity Self-Reflection Survey, team members believe we are at the Integrating Phase. We continue to strive to provide a welcoming and affirming environment where students feel safe, valued, and respected. We continually strive to ensure that all cultural identities are valued and treated with dignity. We aim to create environments that sustain an Exemplary Level of practices in these areas.</p> <p>The student interviews revealed that students enjoy feeling supported, validated and have a sense of family and community; however, they would like more voice in the learning community.</p> <p>Additionally, one of our District's initiatives and long-term plans is to embed the Habits of Mind into all K-12 learning environments that will develop a common language along with strategies to aid students when confronted with problems the resolution of which may not be immediately apparent. These Habits of Mind will promote behavioral characteristics of lifelong successful learners.</p> <p>Parent surveys yielded the following results: 69% of our parents responded "agree" to the following statement, "The school provides high-quality services to help students with social and emotional needs." We aim to increase this data point.</p> <p>Upon review of the "How Learning Happens" document, we believe and agree that learning is relational and supporting human connections amongst staff and students is critical to a young person's well-being and sense of belonging. To meet the needs of the whole child, we believe that empowering our students is essential to their</p>

Commitment 1

academic and social and emotional success. Additionally, we believe that all stakeholders should have input and feedback as we seek to sustain a positive and inclusive school community.

Additionally, we will adhere to our mission statement established by the district-wide task force on culturally responsive and sustaining practices that state, "To sustain the culturally responsive environment that reflects and celebrates the diverse backgrounds of the West Hempstead community. "

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?
Extend opportunities for student voice.	Ongoing meetings with the principal Implementing student-led conferences Train staff on student led conferences Polling students via surveys	Minutes from student meetings Feedback forms following activities Survey results	Google forms for surveys Staff training feedback forms Parent involvement
Expose students to diverse text that represent who they are.	Purchase diverse text to be utilized during ELA instruction. Create a Padlet which inventories all purchased text. Conduct lessons utilizing interactive read aloud.	Inventory of new books. Student and teacher reflection survey. Ongoing meetings with Literacy coach. Review of lesson plans.	Literacy Coach Interactive read aloud Title I funds General fund school budget
Integrate Habits of Mind (HoM) into instructional practices.	Social workers and guidance counselors conduct push-in lessons. School-wide challenges to promote the new strategies. Display HoM quotes and posters. Student created videos.	Student reflection surveys. # of Videos # of Posters # of school wide challenges actually conducted. Students earn certificates when displaying each HoM.	Chromebooks Art supplies Certificates
Implement daily morning mindfulness activities during	Implement curriculum for morning mindfulness activities Post daily mindfulness activities	Lesson plans that are inclusive of morning mindfulness activities	Mindfulness cards Mindfulness videos Study skill links

Commitment 1

homeroom.	Include morning mindfulness in announcements	Student reflection surveys	Mindfulness curriculum maps. Discussion prompt cards
Staff/stakeholder input to determine baseline.	Conduct a building equity survey	Survey results Action plan based on survey results District-wide plan based on results	Computer Google docs Equity survey

Commitment 1

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 can really be myself at George Washington School. Do you like participating in student-led conferences? Teachers at the school are interested in my ideas. What Habit of Mind have you found helpful? Do morning mindfulness activities help you?	80% agree 80% agree 80% agree 80% agree 80% agree
Staff Survey	The school values the work I do to support students' social and emotional needs.	90% agree
Family Survey	My child feels connected to the school. The staff at the school care about my child.	80% agree 90% 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.

Commitment 1

High parent participation during the student-led conferences.

High percentage of students can verbalize the Habits of Mind and transfer strategies to solve real-world problems.

High percentage of students will be exposed to diverse text.

Decrease in behavioral referrals and out of school suspensions.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to ensuring our students are exposed to instructional strategies that adapt to diverse learning styles.</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>89% of our students surveyed, revealed that students either agreed or strongly agreed to the following statement, "I have a lot of chances, to be a part of classroom discussions and/or activities." 54% agreed with this statement, while 35% strongly agreed. It is our desire to create student-led environments where students feel as if they have multiple opportunities to be part of classroom discussions and activities.</p> <p>The SCEP committee reviewed the data from the Equity Self-Reflection tool. This revealed that school wide practices are at the Integrating Stage under the following topics:-<i>"including students as co-designers of the curriculum, using resources written and developed bi-racially, culturally, and linguistically diverse perspectives, integrating current events into daily instruction, and incorporating curriculum text, content and assessments that activate connections to student experiences and identifies and provides students with opportunities to discover, research, and build deep structural understanding of themes, content, and the curriculum covered."</i> We continue to strive for an Exemplary Level of practice in these areas.</p> <p>Upon reviewing the document, "How Learning Happens", we at the George Washington School fully support the belief that "every child has the opportunity and authority to drive and shape their own learning." This is also reflected in our District's Five-Year Plan, which emphasizes the importance of increasing the opportunities for student self-assessment along with educators elevating the quality and quantity of feedback. Additionally, student interviews reiterated the importance of small group instruction. Students noted feeling most successful when they had multiple opportunities to gain a deep understanding of content. They further revealed that they enjoy working with their peers and would welcome a multisensory approach to learning.</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?
Implement Readers and Writers Workshop model.	<p>Providing students with choice in text and topics, allowing them to demonstrate curiosity and knowledge</p> <p>Teachers will work closely with the Literacy Coach to enhance their pedagogical skills.</p>	<p>Student self-selected text and research</p> <p>NWEA MAP Reading results</p> <p>Benchmark reading results</p> <p>Writing celebrations</p> <p>Student self-assess work utilizing rubrics</p>	Readers and Writers Workshop curriculum and text
Differentiate instruction	Staff integrating differentiated practices into their daily instruction	<p>Review lesson plans</p> <p>Instructional walk-throughs</p> <p>Student groups (small and individualized)</p>	<p>Lesson plans</p> <p>Administrative walkthroughs</p>

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel as if I have a choice in my learning.	90% agree
Staff Survey	I regularly utilize instructional strategies to adapt to the diverse learning styles of my students.	100% strongly agree
Family Survey	The teacher provided my child with different instructional strategies to be successful in their learning.	80% 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.

Increase in student agency.

Increase in staff utilizing a variety of co-taught strategies based upon the learning objective and needs of students.

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>We commit to believing in high expectations for all students while exposing them to rigorous instruction.</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>A review of the Equity Self Reflection Survey revealed that we are in the Integrating Stage for initiating school-based student leadership opportunities.</p> <p>Upon the review of the "How Learning Happens" document, we believe and agree that every child should have the opportunity and authority to drive and shape the learning that is meaningful and relevant to them. Furthermore, we believe in intentionality where students are exposed to intentional opportunities that build social, emotional, and cognitive skills. As a school, we strive to develop units and lessons which engage students in higher level thinking skills, real-world problems, and opportunities to build and support a love of reading and learning.</p> <p>We understand when children are excited and enthusiastic about their learning their ability to connect themes, concepts and skills increases dramatically. Results of the parent climate/culture survey revealed the following: 69% of parents agree and strongly agree that "When children do something good at school, I usually hear about it." 88% of parents agree and strongly agree with the following statement, "This school encourages me to be an active participant in educating my child." It is through this commitment to high expectations and exposure to a rigorous instructional environment that we hope to maintain student excitement about learning. Additionally, we feel strongly that with an increase in student excitement about learning, more parents will feel connected to the school. Students commented during interviews that they sometimes struggle with homework assignments and learning new concepts. The district is currently creating curriculum maps that incorporate our students' feedback in this area.</p> <p>Our District's Five -Year Academic Plan further supports this commitment. We seek to increase project-based learning opportunities in our classrooms. Additionally, we will implement a new math and science curriculum that is aimed at developing lessons</p>

Commitment 3

where students are exposed to real-world problems and are exposed to higher-level thinking.

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>Implement Amplify program</p>	<p>Staff will take a hands-on exploratory approach which seeks to develop critical thinking and problem-solving skills</p>	<p>Review lesson plans Instructional walk-throughs Teacher and student feedback forms Principal led student interviews</p>	<p>Amplify curriculum and pacing guides Professional Development by consultant</p>
<p>Implement Investigation Math</p>	<p>Staff will lead students through real-world investigations and problem solving to build conceptual understanding of mathematical themes, and skills</p>	<p>Review lesson plans Instructional walk-throughs Teacher and student feedback forms</p>	<p>Investigation Math curriculum and pacing guides Professional Development by consultant</p>
<p>Principal and administrative monitoring</p>	<p>During walkthroughs, administrators will look for instructional strategies that demonstrate high expectations and a rigorous instructional environment</p> <p>Students and teachers will be celebrated in newsletters, announcements, and school virtual marquee</p>	<p>Staff feedback cards Review of lesson plans Instructional walkthroughs Positive feedback from students and parents</p>	<p>Time Investigations curriculum Amplify curriculum Grade level meetings Professional development</p>

Commitment 3

<p>Share traditional and cultural assets with teachers to support the integration of these values with the curriculum.</p>	<p>Staff will participate in professional development to prepare them in becoming more culturally responsive in the classroom</p> <p>To plan and implement purposeful questioning which engages students in discussions connecting their cultural backgrounds to the curriculum</p>	<p>Review of lesson plans Instructional walkthroughs Student feedback</p>	<p>Lesson plans Lesson plan prompt cards</p>
<p>Support students in engaging with their local community and other community based inquiry.</p>	<p>Implementation of community-based projects</p>	<p>Review Lesson plans Student feedback Teacher reflection</p>	<p>Lesson plans Community Students</p>
<p>Teacher academy PD offerings to staff In Culturally Responsive pedagogy and Bias Education.</p>	<p>Culturally Responsive pedagogy professional development will be provided after school to engage educators in discussions and share strategies to implement CR practices in the classroom, as well reflect on their current instructional practices</p>	<p>Pre-Post survey</p>	<p>Facilitator Instructional strategies</p>

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I feel challenged at school. I understand and feel connected to what I am learning.	100% agree 100% agree
Staff Survey	I work in an environment where students’ backgrounds and identities are valued. I work in a learning environment where there are high expectations and rigorous instruction planned for students every day.	100% agree 100% agree
Family Survey	I feel comfortable supporting my child with math at home. The school values the backgrounds and identities of the school community.	70% agree 70% 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.

Commitment 3

Increase in benchmark data scores and NYS assessment scores.

Positive culture and climate survey results.

Each grade level will host a curriculum celebration during the school year.

Commitment 4

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	INSTRUCTIONAL COACHING
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>The identified strategy of instructional coaching will support commitments 1-3.</p> <ol style="list-style-type: none"> 1. We commit to cultivating an environment where the social and emotional needs of students and staff are valued. Our Literacy Coach will create a Padlet inventorying our culturally diverse text and engage teachers in coaching session that will allow staff to integrate the text into their instruction. 2. We commit to ensuring our students are exposed to instructional strategies that adapt to diverse learning styles. Our Literacy Coach and administrators will engage teachers in coaching sessions to ensure students are exposed to instructional strategies that adapt to the diverse learning styles,

Evidence-Based Intervention

	<p>by reviewing benchmark data and planning small group instruction based on student's strengths and areas of growth.</p> <p>3. We commit to believing in high expectations for all students while exposing them to rigorous instruction.</p> <p>Our Literacy Coach in collaboration with the building administrator will work with staff on enhancing reading and writing lessons to ensure high expectations and rigorous instruction.</p>
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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. Michelle Notti	Principal
Dr. Nichelle Rivers	Director of Fine, Performing & Culinary Arts
Ms. Zurika Samuels	Parent
Ms. Jacky Kaszubski	Teacher
Ms. Megan Connor	Teacher
Ms. Carmen Gonzalez	Parent

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		
4/29/21		x	x	x		
5/19/21	x		x			
5/26/21					x	
6/1/21					x	
6/3/21					x	
6/3/21						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 team used the data collected from the student interviews to identify instructional strategies that will be used to enhance student instruction during the 21-22 school year.

Additionally, the data from the student interviews was used to formulate student, staff and parent survey questions. Lastly, student interview data was used to formulate all three of the George Washington School commitments.

Equity Self-Reflection

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

The team used the data collected from the Equity Self-Reflection as followed:

The Equity Self-Reflection allowed staff to have a collaborative discussion that was grounded in the Culturally Responsive Sustaining Framework on how we can best incorporate the best practices from the document.

Additionally, it provided teachers an opportunity to reflect on their current practices within our school community, which resulted in our utilizing the data to inform all aspects of the SCEP.

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.