New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Central Square CSD	Central Square Middle School	6-8

Collaboratively Developed By:
The Central Square Middle School SCEP Development Team Matt Penrod - CSMS Building Principal Jeff King - CSMS Principal Emily Nugent - Assistant Principal Pam Winchek - CSMS Counselor Lindsay Marshall - ELA Teacher, Department Coordinator Jaime Brown - Math Teacher, Department Coordinator Kelly Mascaro - Music Teacher Concetta Galvan - Assistant Superintendent Joe Stala - Parent Representative Sarah Lucas - Parent Representative

Sue Hamon - Teaching Assistant
Lynn Dowler - Teacher Representative, CSTA President
Laurie Hedges - District Consultant

And in partnership with the staff, students, and families of Central Square Middle 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 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 1

Our Commitment

What is one commitment we will promote for 2021-22?	INTENTIONALITY: Every child has intentional opportunities to practice and build social, emotional, and cognitive skills.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	The *How Learning Happens* document noted that learning is cognitive and that the ability to think, reason, and solve problems deepens our understanding. The document also pointed out that when social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance skills such as teamwork and empathy. Students reported in interviews that their grades had dropped during the pandemic; they also admitted they procrastinated and were not good at self-monitoring. Our survey data indicate that students do not always see a connection made between their classwork and the real world. (30% indicated they felt this way.) Our STAR assessment data shows that only 48% of our students reached proficiency in reading and only 48% reached proficiency in math. The equity self-reflection reminded us that we need to look at our classroom practices and implement more teaching and learning practices that enable students to grow as independent learners, think critically, and apply their learning to meaningful, real world situations. This commitment reflects the *Attributes and Competencies of a Central Square Learner* document adopted by the Board of Education.

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?
Positivity Project	Regular opportunities for the Positivity Project (P2) traits will be embedded into daily content.	Overall daily student attendance will maintain or improve. Student survey results will indicate that students feel respected in their daily school interactions. Students will use positive attributes in their vocabulary.	Monies will be spent on Positivity Project materials and contracts. Time will be explicitly scheduled to allow for activities to take place along with daily embedded content.
Curriculum audits	A K-12 review and rewrite of ELA and Math curriculum continues under the supervision and guidance of the building administrators and the Department Chairs.	Student performance will be monitored by way of creation and implementation of common formative assessments as well as STAR and NYSED assessment data.	A year-long schedule of release time has been designed for teachers of ELA and Math to conduct the audit; Money to support any work delivered outside the instructional/ contractual day has been set aside as has money to support the substitutes required to allow the release time.

Commitment 1

			Support materials have been purchased and distributed to the leaders and teachers as appropriate.
Extended day and support programs	Implement extended day and support programs.

Provide regular opportunities for students to have access to an adult in the school building to use as a resource/connection during after school hours. | Student attendance will maintain or increase.

Student grades will maintain or increase.

Student participation in extended day programs will maintain or increase monthly.

Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school. | Adults and monies to support any meetings outside of the contractual day.

Monies for food/snacks for student meetings. |
| **After school mentoring program** | Implement an after school Mentor program

Provide regular opportunities for students to have access to an adult in the school building to use as a resource/connection during after school hours. | Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school.

Student participation in the after school program will maintain or increase monthly. | Adults and monies to support any meetings outside of the contractual day.

Monies for food/snacks for student meetings. |
| **Common assessments** | Teachers in similar content & grade will create timelines for common benchmark assessments throughout the year. | Student performance will be monitored by way of creation and implementation of common formative assessments. | Time and space and administrative support to create the timeline and agree upon assessments. |

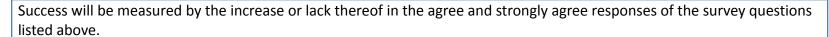|		Common assessments will be administered every four to six weeks.	
Monthly data meetings for ELA/Math	Monthly data meetings in core areas of ELA/Math to review student performance data as a measurement of mastery of curricular expectations at each level Reviewing student performance data to determine the areas of mastery and gaps at each level. Data will be used to drive instructional practice and delivery in the gap areas. As appropriate it will also be used to determine professional development needs for staff in these areas.	Number of students moving out of the "at risk" range in STAR ELA and Math will increase.	Substitutes to cover classes during the data meetings, funding to support the substitutes, materials and resources determined as necessary to support the curriculum and instruction, stipends to staff who work to re-write curriculum and instructional materials outside of the contractual day.

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	At this school, students work on listening to each other to understand what they are trying to say. (61% of students agreed or strongly agreed with this statement.)	65% agree or strongly agree
	It is easy to talk with teachers at this school. (76% of students agreed or strongly agreed with this statement.)	80% agree or strongly agree
Staff Survey	The programs and resources at this school are adequate to support student learning. (73% of staff surveyed agree or strongly agree with this statement.)	78% agree or strongly agree
Family Survey	This school helps me figure out what social and emotional skills my child needs to develop (e.g.,self-control, problem solving, or getting along with others). (32% of parents agreed or strongly agreed with this statement.)	37% agree or strongly agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Success will be measured by the increase or lack thereof in the agree and strongly agree responses of the survey questions listed above.

Success will also be measured by principals' walk through data regarding teachers' use of the gradual release of responsibility and students' access to collaborative work and multi-step instructional tasks.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	BELONGING: Every child feels safe, respected, supported, and has a true sense of belonging.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	The *How Learning Happens* document highlighted the fact that emotions are essential to learning and that feeling safe and respected enhances the ability to learn. We know that COVID 19 resulted in many of our students feeling isolated and anxious. Students reported in interviews that they had been feeling "very stressed out" and expressed concerns regarding their homework, time management, and addiction to gaming and social media. Students also acknowledged that bullying and racism were still present in the school. Our survey data indicate that students feel like they belong. (80% of students responded agree or strongly agree to this statement.) Our data indicate that we had an attendance rate of 95.13%, and 140/800 students (17.5%) were chronically absent. The equity self-reflection and student interviews helped us to realize that we can do more to be inclusive in our school.

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?
Inclusivity awareness sessions	Staff and students will participate in education regarding awareness and inclusivity.	Student surveys and interviews will indicate a better understanding of an inclusive school environment. Students will report hearing fewer non-inclusive conversations.	Time for professional development/ education, time and space for student interviews, and individuals to provide training.
CAPS continues to reach out to students with attendance issues	Implementation of a new attendance tracking procedure to be shared and carried out by the CAPS/Attendance committee.	Overall chronic absenteeism rates will decrease. CAPS members train faculty on new procedures.	CAPS members to provide guidance and carry out new procedures as written.
After school Mentoring programs	Implement an after school Mentor program. Provide regular opportunities for students to have access to an adult in the school building to use as a resource/connection during after school hours.	Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school.	Adults and monies to support any meetings outside of the contractual day. Also bus drivers. Monies for food/snacks for student meetings.

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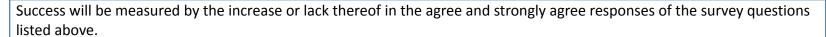|		Student participation in the after school program will maintain or increase monthly.	
Explore and add more after school activities	Increase after school activities to support student connections to school. Invite staff to create and provide after school activities that will engage and motivate learners to participate and become more connected to their learning environment. Activities may but do not have to connect to academic curriculum. Transportation will be available to make access easier.	Overall daily student attendance will maintain or improve. Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school.	Adults to provide activities and drive busses will be required, along with the funding to support their time outside of the contractual day.
Deeper dive into attendance data	Bigger focus on overall chronic absenteeism data. New attendance tracking procedure to better target those students who fall within the chronic absenteeism rate in order to provide targeted support. CAPS meeting to look at student specific data in order to identify any barriers that the students' or their families may be facing.	Chronic absenteeism rate will decrease for identified students.	Time and space for meetings of CAPS. Money for supplies for positive incentives.

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	Adults at this school treat all students respectfully. (83% of students agreed or strongly agreed with this statement.)	86% agree or strongly agree
	I feel like I belong. (81% of students agreed or strongly agreed with this statement.)	84% agree or strongly agree
Staff Survey	At this school, students are given the opportunity to take part in decision making. (43% of staff agreed or strongly agreed with this statement.)	48% agree or strongly agree
Family Survey	At this school, my child feels he/she/they belong. (64% of parents agreed or strongly agreed with this statement.)	69% agree or strongly agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Success will be measured by the increase or lack thereof in the agree and strongly agree responses of the survey questions listed above.

Success will also be measured by students' access and participation in the Mentoring program and the extended day and after school activities.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2021-22?	RELATIONSHIPS: Every child has strong, trusting relationships with adults and peers.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	The *How Learning Happens* document emphasizes that learning is relational, and that relationships play a central role in a child's social, emotional, and cognitive development. Students reported in interviews that they had lost touch with many of their friends during the pandemic. In addition, students stated that they would like teachers to be more approachable and more encouraging. Our survey data indicate that students believe that students could improve working on listening to others to understand what they are trying to say. (~31% of students indicated they felt this way.)

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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?
Use of homeroom time for relationship building	Altering the master schedule to allow time for homeroom/advisorship every day.	Overall daily student attendance will maintain or improve. Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school.	Adults to supervise homeroom activities. Adults to provide activities and drive busses will be required, along with the funding to support their time outside of the contractual day.
After School Mentoring programs	Implement an after school Mentor program. Provide regular opportunities for students to have access to an adult in the school building to use as a resource/connection during after school hours.	Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school. Student participation in the mentoring program will maintain or increase monthly.	Time, space, money for staff to hold activities and remunerate providers, supplies.
Explore and add more after school activities	Increase after school activities to support student connections to school.	Overall daily student attendance will maintain or improve.	Adults to provide activities and drive busses will be required, along with the funding to

| | Invite staff to create and provide after school activities that will engage and motivate learners to participate and become more connected to their learning environment.

Activities may but do not have to connect to academic curriculum.

Transportation will be available to make access easier. | Student participation in the after school activities will maintain or increase monthly.

Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school. | support their time outside of the contractual day. |
|---|---|---|---|
| **Community engagement activities** | Implement a community outreach program that supports activities that connect the school/ students with the local community. | Students will be more connected to their school community and as such overall daily student attendance will maintain or improve.

Student survey results will indicate that students feel safe and connected to their school. | Adults lead the activities, transportation to activities, funds for projects and materials. |
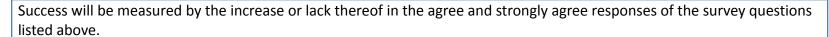
End-of-the-Year Desired Outcomes

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	If I am absent, there is a teacher or some other adult that will notice my absence. (94% of students agreed or strongly agreed with this statement.)	maintain or grow level of agree or strongly agree
	I can talk to a teacher or other adult at this school if something is bothering me. (83% of students agreed or strongly agreed with this statement.)	86% agree or strongly agree
	I feel like I belong at this school. (90% of students agreed or strongly agreed with this statement.)	maintain or grow level of agree or strongly agree
Staff Survey	Students at this school would feel comfortable reporting a bullying incident to a teacher or other staff. (79% of staff surveyed agreed or strongly agreed with this statement.)	83% agree or strongly agree
Family Survey	At this school, the staff really cares about my child. (68% of parents surveyed agreed or strongly agreed with this statement.	73% agree or strongly agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

Success will be measured by the increase or lack thereof in the agree and strongly agree responses of the survey questions listed above.

Success will also be measured by students' access and participation in the Mentoring program and the extended day and after school activities.

Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:
http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

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

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

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

X☐ State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	The school will implement three state supported strategies. PLCs will continue as a vehicle for monthly data team meetings. Also, Instructional Coaching will be utilized for the walkthroughs and actionable feedback, particularly around the gradual release of responsibility and differentiation. In addition, teachers will continue to examine the alignment of ELA and Math curriculum to Next Generation Standards.
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This evidence-based intervention will support Commitment 1 by ensuring the presence of quality instruction and curriculum as well as making sure that every child has intentional opportunities to practice and build social, emotional, and cognitive skills.

Evidence-Based Intervention

X☐ 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	The school will continue to implement the three tier chronic absenteeism intervention model from Attendance Works. hps://www.attendanceworks.org/chronic-abs ence/addressing-chronic-absence/3-ers-of-int ervenon/
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This evidence-based intervention will support all three Commitments by increasing attendance rates for chronically absent students.

Clearinghouse used and corresponding rating

X☐ **What Works Clearinghouse**

 X☐   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

X☐ 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	Improved student-teacher relationships.

We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This evidence-based intervention will support all three Commitments by ensuring that every child in the school has at least one adult at the school with whom they have a positive relationship as well as helping every child to feel safe, respected, and supported.
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	https://www.edweek.org/ew/arcles/20 19/03/13/why-teacher-student-relationships-maer.htmlhps://www.n cbi.nlm.nih.g ov/pmc/articles/PMC5279890/ https://www.americaspromise.org/hlhframework

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
Matt Penrod	Building Principal
Jeffrey King	Building Principal
Pam Winchek	CSMS Counselor
Lindsay Marshall	ELA Teacher, Department Coordinator
Jaime Brown	Math Teacher, Department Coordinator
Kelly Mascaro	Music Teacher
Concetta Galvan	Assistant Superintendent
Emily Nugent	Assistant Principal
Joe Stala	Parent Representative
Sarah Lucas	Parent Representative
Sue Hamon	Teaching Assistant
Lynn Dowler	Teacher Representative, CSTA President
Laurie Hedges	District Consultant

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
May 19, 2021	X	X		X		
June 22, 2021			X	X	X	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
Students reported in interviews that they had been feeling "very stressed out" and expressed concerns regarding their homework, time management, and addiction to gaming and social media. This data informed our choice of Commitments. Students also acknowledged that bullying and racism were still present in the school.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The equity self-reflection and student interviews helped us to realize that we can do more to be inclusive in our school.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. X☐ 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. X☐ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. X☐ 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 adjustments to their plans when appropriate.