

# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Groton Central School	Groton Jr-Sr High School	6-12

**Collaboratively Developed By: Margo Martin, Superintendent**

**The Groton Jr-Sr High School SCEP Development Team**

Margo Martin  
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Monika Dykeman  
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*And in partnership with the staff, students, and families of Groton Jr-Sr High School.*

## Guidance for Teams

### Template

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

### Commitments and Strategies

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

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

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

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

### Resources for the Team

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

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

## COMMITMENT 1

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We are committed to fostering a more positive school culture and building trusting relationships that promote student engagement to aid in the improvement of our students' academic performance.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>In our interviews with students we often hear they feel disconnected from each other and the adults in the building. Students shared that cultural differences were not honored by peers and adults alike. The "How Learning Happens" document and student interviews caused us to consider student-to-student and adult relationships closely.</p> <p>The equity self-reflection caused us to consider a welcoming and affirming environment as it was noted that adults struggle with having difficult conversations with students around cultural diversity.</p> <p>We also heard from students during interviews that students did not feel welcomed, comfortable or safe enough in most of their classrooms to engage in open and honest conversations about racial issues, voicing their own opinions and inappropriate behaviors.</p> <p>During the focus group, multiple students voiced their lack of enjoyment in school.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Targeted Mentoring</p>	<p>Create a mentoring program to build student-staff relationships and also serve as another checkpoint for behavioral and academic monitoring</p> <p>Identify targeted group of students at-risk in grades 6-9 based on academics, attendance and behavioral record from previous school year</p> <p>Training for volunteer staff members on the art of mentoring</p> <p>Building leadership will provide biweekly meetings with mentoring staff to provide feedback and strategies and assess the program</p> <p>Mentors-Mentees will have a touch point twice each month</p> <p>Review mentoring program quarterly to assess Social Emotional Learning (SEL) data and consider modifications to program</p>	<p>Students identified will create a SMART goal around their academic performance that will be evaluated with their mentor every five weeks, and adjusted accordingly.</p> <p>Student surveys to gather details of impact of mentoring experience (Nov.)</p> <p>Attendance rate will improve for identified students by 2% or more.</p> <p>Grades reports will be shared every five weeks with mentors to enable them to build course-specific supports for their mentees.</p> <p>Building leadership will assess student behavior referrals quarterly and share out results of identified students with mentors.</p> <p>Focus groups with students about experiences with mentoring program (Jan/May)</p>	<p>Scheduling time for mentoring to take place.</p> <p>Space for non-teaching staff mentors to meet with mentees during and outside of the school day.</p> <p>Summer PD will be provided to build capacity for mentors, using the Art of Mentoring materials.</p> <p>School Improvement Grant (SIG) will provide a stipend to allow for bi-weekly meetings with mentees before or after school.</p>

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<p>Commonality and consistency of expectations</p>	<p>Establish building-wide set of consistent expectations, and responses to student behavior, as well as consistent modeling of expectations by adults</p> <p>Create a scripted/facilitated guide for respectful discourse practice for staff to engage in</p> <p>Provide building-wide PD on classroom/school management strategies (classrooms, hallways, bathrooms, cafe, etc.)</p> <p>Work with department chairs to define terms used within class expectations (i.e. “respect”) and what that looks like for students</p> <p>Training for new teachers (orientation and mentoring program)</p>	<p>Common strategies are used across content areas and grade levels for classroom behavior expectations.</p> <p>Building leadership will establish a heat map that measures where discipline referrals are originating from and provide appropriate support and professional development to those staff members.</p>	<p>Professional development on Restorative Practices and Classroom Management (Francisco Paler-Large, Behavior Specialist through Central Regional Partnership Center).</p>
<p>Diversity, Equity, and Inclusivity (DEI) PD</p>	<p>Educate ALL staff and students on how to create a more positive environment and have difficult conversations to address inappropriate behaviors effectively</p> <p>Bring awareness to parents and community on DEI highlights/takeaways via monthly e-newsletters</p> <p>Review the code of conduct under the lens of DEI</p>	<p>Teachers will gain perspective early in the school year on the classroom discourse they facilitate and how to build a culture that allows for diverse student perspectives.</p> <p>Student surveys around culture, racism, and student engagement will be administered in January and again in May, with results being shared with faculty during faculty and staff meetings.</p> <p>Student discipline referrals will decrease.</p>	<p>Dr. Sharroky Holle will provide Culturally Linguistic and Responsive PD (June 21 &amp; August 12 &amp; monthly during the school year) for all faculty and staff.</p> <p>E-Newsletters/Website will be used as a means to share info with the community.</p>
<p>Multiple Modalities</p>	<p>Provide professional development to improve teacher understanding and use of multiple modalities of learning so students learn quicker, deeper, retain more, and are able to apply their learning to new situations.</p> <p>Increase opportunity for student discourse, PBL, inquiry-based learning</p>	<p>Student engagement response on surveys increase by 10 percentage points</p> <p>Teacher self-reporting data on modalities used and impact it had in academic performance of the class.</p>	<p>Summer and ongoing PD (multiple modalities, student discourse, inquiry-based teaching)</p> <p>Time for Instructional Coaches to meet with faculty to discuss and</p>

Commitment #2

	<p>Build capacity among dept. leaders to lead discussions on best practices that can be shared amongst content area teachers to build their capacity to differentiate</p> <p>Connect teachers with appropriate instructional coaches in ELA or math to more effectively use student data to inform decision making when it comes to daily instructional planning</p>		<p>review strategies around multiple modalities, student discourse and inquiry-based teaching.</p> <p>Publication of Teacher Center workshops/ resources for faculty to access.</p>
<p>Increase Collaboration</p>	<p>Train more teachers on Kagan strategies of cooperative learning</p> <p>Provide ongoing opportunities to work with instructional coaches via bi-weekly content area meetings</p> <p>Emphasize cooperative learning and collaborative group work to increase student discourse through informal classroom walk-throughs and observations and follow-up discussions with building leadership</p>	<p>Increase student-teacher voice in the classroom from 30-70 to 70-30</p> <p>Student Feedback will be facilitated by classroom teachers in a manner that allows for more open ended responses following each unit of study (Google forms at the end of projects for feedback)</p> <p>Walkthrough data - 80% of informal walk-throughs will have at least one opportunity for students to speak with one another for at least 3 consecutive minutes</p>	<p>Summer and ongoing PD and support on cooperative learning strategies</p> <p>Time for instructional coaches to meet with faculty.</p>

Commitment #2

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	I feel connected to the adults at your school. The rules of the school are fairly enforced. I believe the overall energy of the school is positive. I would be excited to have most of my teachers again in the future.	(Presently - 36%). Desired - 60% (Presently - 53%). Desired - 80% (Presently - 45%). Desired - 75% (Presently - 52%). Desired - 80%
<b>Staff Survey</b>	The school makes sure all students can experience success. I feel I have the freedom to try innovative methods for better learning.	Desired - 85% Desired - 75%
<b>Family Survey</b>	The school values the backgrounds and identities of the school community. The school’s policies and programs reflect, respect, and value the diversity of the families in the community. My child feels connected to this school. The staff at this school care about my child.	Desired - 70% Desired - 70% Desired - 80% Desired - 90%

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.

- High participation in student extra-curricular activities (at least 90% of students participating in at least one activity/year).
- Student Engagement Survey responses will increase by at least 10%.
- Building leadership informal observation data will reveal at least 50% of teachers utilization cooperative learning strategies at least 50% of the time.
- Discipline referrals and suspension rates will decrease by 20% as evidenced by increased engagement and improved student-teacher relationships.
- Lesson plans will demonstrate incorporation of multiple modalities of learning.

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We are committed to creating an aligned, comprehensive and relevant curriculum that promotes the commonality of language and prioritization of learning standards while improving instructional strategies meant to foster and increase student engagement to improve the students' academic performance.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>We believe as a school that our students need to share common curricular experiences across content areas and grade levels. We would like to ensure we use commonality of language to reinforce concepts and build consistent skills. Students shared in interviews that they would like more opportunity to express their thoughts and opinions. Further students expressed a desire to see multiple modalities for learning as well as more project-based or hands-on assignments.</p> <p>Recent schoolwide Panorama surveys indicated only 39% of students reported being engaged in their classes. When completing the equity self reflection, the team found that a small number of teachers build lessons that address rigor and high expectations. Simultaneously, a small number of teachers are including project-based learning activities within their curriculum. In addition, there are pockets of classrooms where students are encouraged to do research, debate, and write about various themes, content and curriculum covered, as well as engage in topics that look to unpack privilege. The team would like to explore ways to support these best practices so that they are more universal and happening with greater consistency across the building.</p>



Commitment #2

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>Establish Commonality of Language (Curriculum Building)</p>	<p>Develop a commonality of language to use across grade levels and disciplines to reinforce concepts and build consistent skills</p> <p>Dept. chairs will lead conversations in commonality of language across content areas and grade levels</p>	<p>Students' voices will regularly reflect the commonly established language.</p> <p>Teacher self-reporting data on common language use</p>	<p>Time and money to offer summer and ongoing PD and instructional coaching to develop and share commonality of language.</p> <p>Time for instructional coaches to meet with faculty.</p>
<p>Prioritized Curriculum Aligned to NextGen Standards (Curriculum Building)</p>	<p>Teachers will continue the work to prioritize the standards within content areas and grade levels</p> <p>Department leaders will work with departments to identify ways teachers can elevate high quality student voices in as many spaces as possible</p>	<p>Student work samples (Formative and summative assessments) will reflect the prioritization and implementation of the NGLS</p> <p>Building leaders will observe student-teacher voice from 30-70 to 70-30 through the collection of data through formal and informal observations and walk-throughs</p>	<p>Time and money for training and collaborative planning to implement district data protocols.</p>
<p>Increase student agency in their learning</p>	<p>Teachers will provide students with the opportunity to drive their own learning through choice; more student voice &amp; involvement in decision making (choice in essay topics, projects completed, etc.)</p> <p>Instructional coaches will make classroom visits and schedule time to meet with individual teachers in order to build their</p>	<p>Students will have opportunities to use multiple modalities through project based assessments</p> <p>Teachers will have feedback forms at the end of each unit of study that measure student agency</p>	<p>Time for instructional coaches to meet with faculty.</p>

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	<p>capacity in planning lessons that allow for student choice</p> <p>Building leadership will oversee the creation of an evidence portal to share and track best practices around feedback</p>	<p>Lessons will demonstrate the use of feedback cycles to inform the planning process and the utilized feedback will be submitted to the evidence portal.</p>	
Differentiate instruction to equalize struggle for all students	<p>Ensure rigor is equitable for all learners by building opportunity for students to work where they are at in given lesson/unit of study</p> <p>Implementation and adjustment of lessons that guide teachers through building of daily lessons using differentiation and immediate measurement of student performance</p>	<p>Administrative expectation of daily implementation of best practice pedagogy</p>	<p>Time and money for summer and ongoing PD on differentiation strategies.</p> <p>Time for instructional coaches to meet with faculty.</p>
Instructional Coaching	<p>Teachers will receive instructional coaching on best practices for student engagement strategies that promote student-centered, hands-on, and project based learning</p> <p>Building leadership in collaboration with instructional coaches will create a process for creating a learning archive (identify and label videos that are appropriate for the archive)</p>	<p>Teachers will collect monthly video artifacts of highly engaged learning strategies with a minimum :30 minute run-time to be woven into best practice and placed in an evidenced archived for modeling best practices.</p>	<p>Time for ELA and Math instructional coaches to meet with faculty.</p> <p>Program for first and second year teachers to receive coaching on professional goals around classroom management, differentiation in classroom, data driven instruction, student engagement (Better Lessons, Inc.)</p>
Consistent Expectations	<p>Teachers will develop and consistently enforce common expectations regarding academic performance within their classrooms</p> <p>Teachers will develop best practice by department</p> <p>Building leadership will conduct formal and informal observations to assess building progress in the implementation of consistent expectations across all classrooms</p> <p>Teachers will develop common strategies to</p>	<p>Building leadership will establish an expectation of daily implementation of best practice pedagogy through the collection and analysis of ongoing student data</p> <p>Teachers will guide students to set biweekly individual goals for academic achievement and/or growth, and as a collaborative team collect data and reflect on progress towards meeting goals</p>	<p>Time for faculty to meet with department chairs to develop building-wide classroom expectations.</p> <p>Time for building leadership to meet with department chairs and faculty to review and discuss walk-through data.</p>

Commitment #2

	motivate and inspire academic performance by developing ongoing feedback cycles to students based on said performance		
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### End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	Teachers have high expectations of students. I am very excited to be in my classes. I get so focused on the activities in my classes that I lose track of time. When not in school, I often talk about ideas from my classes.	(Presently - 66%). Desired - 85% (Presently - 37%). Desired - 75% (Presently - 41%). Desired - 70% (Presently - 30%). Desired - 60%
<b>Staff Survey</b>	I have the resources to link the strategies, content and materials from the previous grades to the current grades. I have opportunities to learn from a range of colleagues. I feel I have the freedom to try innovative methods for better learning. I feel that consistent and common language across the building has improved learning in my room	Desired - 60% Desired - 80% Desired - 75% Desired - 70%
<b>Family Survey</b>	I feel students receive the support they need for academic achievement.	Desired - 75%

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.

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- NYS Assessments... ELA and Math SGP (student growth percentile) will be a score of 60 or higher.
- Regents Scores... 85% pass rate on all regents exams on first administration.
- 4-Year graduation rate of 90%.
- 85% of students will pass all core academic classes.

### 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
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## Commitment #2

**We envision that this Evidence-Based Intervention will support the following commitment(s) as follows**

Helps teachers implement effective, cohesive, commonly aligned curriculum by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.

Curriculum: Coaches will help teachers collect and analyze student data to inform their decision-making for daily instruction. In addition, coaches will provide cooperative learning strategies, PBL strategies, and assist in the development of common language to support cross-curricular skills.

Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction

## 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
Margo Martin	Superintendent
Kent Maslin	Asst. Supt/GES Principal
Jake Roe	Asst Jr-Sr High Principal
Mick LeVick	ELA Coach/Teacher
Babs Carr	STEAM College & Career Readiness
Laurie Williams	7-12 Special Ed Teacher
Billie Downs	K-12 District Admn
Monica Dykeman	Parent
Kelley Neville	Parent
Elizabeth Dykeman	Student
Madalyn Perkins	Student

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Mark Triolo	Dean of Students
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## 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		
5/4/2021	x					
5/13/2021		x				
5/13/2021	x					
5/17/2021			x			
5/20/2021				x		
5/24/2021					x	
5/27/2021					x	
6/1/2021						x
6/3/2021					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**

Student voice was reflected in several formats including surveys, focus group interviews and student reps on the SCEP committee. The SCEP planning team used student feedback to craft both commitments.

#### Equity Self-Reflection

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

Data was compiled and rated via an average of the SCEP committee responses on the equity self-reflection. The team then used that information to build a cultural diversity and inclusivity professional development plan for all faculty and staff for the 2021-2022 school year, beginning with an introduction in June of 2021, followed by summer PD and then a school year long program.



## 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.