School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Berlin Central School District	Berlin Middle/High School	6-12

Collaboratively Developed By:
The Berlin Middle School/High School SCEP Development Team: **Kim Brownell, Loretta Cozza, Fred Hutchinson, Sam Brewer, Amy Donohue, Nate Ellis** *And in partnership with the staff, students, and families of Berlin Central School District.*

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

What is one commitment we will promote for 2021-22?	We commit to understanding the academic needs of our students and provide specific strategies, supports and programs to address those academic needs.
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 vision of Berlin Central School District states, "All Berlin Central School District students will graduate with an excellent education and experiences that prepare them to become productive members of society. Our students will be ready to assume responsibility for their own success in the workforce, college, the community and life." *This commitment is connected to our vision because to support students in achieving the ultimate goal of graduating from high school, they need to successfully complete the curriculum and academic expectations for the grade level in which they are enrolled. Why did this emerge as something to commit to? *Students shared in interviews they had experienced difficulty, frustration and a lack of motivation, related to remote learning. Also, our review of SRI/SMI data in June 2021 indicated that 56.4% of students in grades 6-8 were basic or below basic in reading and 62.7% of students in grades 6-8 were basic or below basic in math. While reviewing this data we noted that we were unable to fully pinpoint the specific areas of concern in a usable fashion. As a building we decided to move to iReady as our assessment beginning in Fall 2021 in order to better determine our students' specific areas of concern to provide support in those areas. In what ways is this commitment influenced by: "How Learning Happens" Learning is multidimensional. Students' ability to think, reason and solve problems enhances their cognitive domain, which will have a direct impact on their academic development.

Equity Self-Reflection
The SCEP team, in a review of the equity self-reflection data, regarding High Expectation and Rigorous Instruction, found our school was rated at the integrating level in terms of establishing an inclusive space that encourages cultural identity development. By providing a more inclusive educational environment, through incorporating learning resources that address issues of diversity, our plan is that students will become critical thinkers and independent learners.

Student Interviews
Students indicated in the student interviews they would like more communication among teachers, on teams and grade levels to support coordination on assignments of large projects, tests and homework to avoid similar due dates.

How does this fit into other commitments and the school's long-term plans?
Students achieving a level of academic success and receiving support for their academic needs will have a positive impact on student engagement, including behaviors.

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?
SRSD	Continued implementation across all subject areas. Creating Google docs and folders to collect evidence of student writing. This will be done for ELA, Social Studies, Science and Math departments. Professional development for new teachers. Ongoing embedded support.	Each department has established expectations for the amount of student writing that is collected, the rubrics that will be used, and an electronic method to use for evidence collection. Collection of student work samples will be done on a prescribed, regular basis, throughout the school year. Review of student writing will be done by teachers and analyzed by departments. Walk-through observations of teachers implementing SRSD lessons will be conducted throughout the school year, as well.	Time provided at the beginning of the school year for new teacher training on SRSD. Time will be provided for ongoing embedded support during the school year. Administrator time given to walk through observations. Purchasing materials to support SRSD continued implementation.
Rollout of iReady (new progress monitoring assessment)	Training in implementation and data analysis for all teachers and support staff members.	Data review completed in fall, winter, and spring. Based on data results, some students will exit and enter	Time given to training of teachers and support staff members. Once assessments are

	Testing is completed 3 times per year and analyzed by administrators, grade level teams, and teachers.	RtI, making this more of a fluid model. Teacher feedback to gauge their confidence and competence level using the program.	completed, information is shared in a variety of ways: with administrators, at grade level RtI meetings. Data analysis will be completed by departments and by teachers. Purchasing materials to support the implementation of iReady.
Meeting individual student needs after COVID	We will continue with a co-teaching model of instruction, which provides a smaller student to staff ratio. Specially designed instruction will be provided to students as prescribed on their IEPs. Professional development will continue to be offered regarding the use and implementation of differentiation in all courses. A new grading policy is being developed and implemented district wide, which will address grading procedures and minimum grades. The implementation of a literacy coach will provide support to teachers of reading instruction to promote best practices. In addition, it will also collaborate with teachers of various content areas to promote literacy development. The continuation of our PM school and homework club, and will provide support	Observation of teachers using Walkthroughs to ensure the most effective models of instruction and instructional practices are being implemented. Ongoing professional development regarding instructional strategies and differentiation will be provided by district staff and Questar consultants.	Funding for Questar training needs to be budgeted. Time scheduled for professional development, administrator time for walkthroughs, and follow up meetings with teachers. Funding for PM school and homework club advisor positions.

	for students that need to complete work with assistance outside of class time.	

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 have academic needs that are not being met by the school.	Growth based on the fall survey results
	My teachers provide me with the skills, resources, and strategies I need to be successful in my classes.	Growth based on the fall survey results
	I feel that if I need support I can ask my teacher and they will provide it for me.	Growth based on the fall survey results
	I am given opportunities to resubmit work to improve my understanding of the content.	Growth based on the fall survey results
	Have you experienced pressure having large assignments, projects, and/or unit exams due on the same day?	Growth based on the fall survey results
Staff Survey	I am supported and have the resources available in my classroom to meet the needs of all learners.	Growth based on the fall survey results
	I have been provided the information and instructions to implement SRSD in my classes.	Growth based on the fall survey results

	I have been trained and provided ongoing support regarding the use of iReady assessment.	Growth based on the fall survey results
Family Survey	I feel comfortable supporting my child at home with reading and writing.	Growth based on the fall survey results
	The school's revised grading policy has been implemented and reflects my child's academic performance.	Growth based on the fall survey results

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.
- Increased student performance in reading and writing samples as measured by SRSD rubrics   - Increased competence of teachers incorporating SRSD strategies in lessons   - Increased student's performance at or above grade level on iReady based on fall baselines   - Increased use of strategies in the classroom to meet individual student needs

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to improving equity and inclusion while integrating cultural diversity into the learning environment.
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?*	How does this commitment fit into the school's vision? *The vision of Berlin Central School District states, "At Berlin Central School District, our focus is on maximizing the diverse talents and aspirations of our students and developing successful, responsible, and contributing members of our 21st Century society." This commitment is connected to our vision because in order to become productive members of society, students must have an awareness of cultural diversity, to instill the importance of improving equity and inclusion for all. Why did this emerge as something to commit to? In completing the equity self-reflection, we discussed the need to incorporate culturally diverse resources into our curriculum and to improve the level of equity and inclusivity in our overall school community. In addition, the idea to continue a point of contact for students came out of student interviews. This would foster the inclusion of students on an academic and emotional level. In what ways is this commitment influenced by: "How Learning Happens" Learning needs to be relevant and connected to a student's sense of identity in order for students to be fully engaged in the learning process. Equity Self-Reflection In the equity self-reflection completed by the committee, responses indicated that we were emerging in the area of resources reflecting diverse perspectives.

Our plans are to incorporate resources that enhance the curriculum, to ensure educational materials reflect diverse perspectives.

Student Interviews

The student interviews indicated a desire to keep a point of contact that provides a check-in and an opportunity for extra help. Students want more positive relationships with teachers to freely express their concerns. Students have a perception of preferential treatment of some students from some teachers. Students report that they lack cultural understanding and acceptance of their beliefs if they are different from the core group and/or staff. Bullying is still a concern for some students.

How does this fit into other commitments and the school's long-term plans?
This connects to commitment #1 in the sense that we will modify or enhance our academic programs by including topics of diversity, equity, and inclusivity. Increased student engagement will lead to more student time in class, which will ultimately have a positive impact on academic outcomes.

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?
Restorative Practices	Introduction of Tier 1 strategies (community building, growth mindset, collaborative expectations) and training in Tier 2 (circles for classroom problem solving, content, or events, and restorative chats).	Decrease in referrals, suspensions, and classroom removals. Increased student engagement and sense of belonging. Increased evidence in classroom walkthroughs.	Time for training and embedded support, money for RP consultant and liaisons, money for materials, time for administrators to complete walkthroughs.
Point of Contact/Advisory?	Assigning a point of contact in the building for each student that they can use for support; students having specific time during the advisory period to check in with their point of contact.	Increased sense of belonging. Increased relationship building between staff and students. This will be accomplished through student surveys.	The master schedule will be modified to include a daily advisory period. This time in the schedule will be for the point of contact to interact with students.
Bullying?	A student survey will be conducted to determine the extent to which students experience bullying incidents at school. A committee will be formed to discuss and address the bullying concerns that were shared by students during interviews at the end of the 2020-2021 school year.	Decrease in the number of students reporting incidents of bullying. This information will be gathered through student surveys and student focus groups. Decrease in the number of reported bullying incidents.	Creation of a committee of various school stakeholders. Review and revision of documents that record incidences of bullying. Purchase of materials to promote positive language, behaviors

			and methods of communication for students and staff.
RtI-B	Expand the developed K-5 RTI-Behavioral Plan to include grades 6-8	Decrease in referrals, suspensions, and classroom removals. Increased support for students struggling behaviorally and their teachers	Time for stakeholder to meet to determine the best way to incorporate at the MS level; Utilization of some RTI meeting time to introduce and instruct staff
Recovery Zone	Creation of an alternative to ISS for students to process behaviors and feelings and possibly re-enter the learning environment. This space will utilize restorative practices with students as a way to address their off task behaviors.	Increased in the number of students that use the recovery zone room in lieu of ISS. Increased students' ability to process and reflect on their behaviors and feelings and the impact they have on others.	Dedicate time at the beginning of the school year to introduce a recovery zone to students and staff as an alternative to ISS. Training the staff person who will be working with students in the recovery zone room.
Curriculum Resources	Departments will determine how to measure diversity and inclusion within their curriculum and determine any ways to enhance the educational materials to enhance more diverse perspectives.	Each department will submit a plan to enhance the curriculum by November 15th.	Department time will be given to review curriculum resources and current practices. Funding will be supplied to departments for resources that are needed for enhancing the curriculum.

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 (e.g. % agree or strongly agree)
Student Survey	Adults are available when I need to talk with them. (Spring 2021 - 71.7% agree or strongly agree)	Growth based on the fall survey results
	Students respect one another. (at school) (Spring 2021 - 49.1% agree or strongly agree)	Growth based on the fall survey results
Staff Survey	Students utilize the point of contact supports to increase their success in school	Growth based on the fall survey results
	I effectively support my students as a point of contact.	Growth based on the fall survey results
Family Survey	Adults working at this school help students develop strategies to understand and control their feelings and actions.	Growth based on the fall survey results
	This school helps me figure out what social and emotional skills my child needs to be successful (e.g. self-control, problem solving, or getting along with others).	Growth based on the fall survey results

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.

- Surveys for students, parents, staff (Fall, Spring)
- Decrease in the number of students going to ISS when compared to the 2020-21 referral data by utilizing the recovery zone
- Information collected from the various departments about the integration of diverse curriculum resources.
- Decrease in the number of bullying incidents reported for 2021-22

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?	
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?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey		

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

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

COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2021-22?	
Why are we making this commitment? *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?*	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey		

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

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

Evidence-Based Intervention

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

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

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

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

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

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

☐ State-Supported Evidence Based Strategy

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

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

☒ 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	**Self-Regulated Strategy Development**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment #1: Academics

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
Kim Brownell	Principal
Fred Hutchinson	Director of Curriculum, Instruction and Assessment and CIO
Samantha Brewer	Director of Exceptional Education
Loretta Cozza	School Support Specialist
Wade Prather	Parent
Kim Collen	Parent
Gina Caitlin	Parent
Amy Donohue	RTI Coordinator
Nate Ellis	Teacher
Ariel Gilbert	Teacher
Steve Mellor	Teacher
Jen Overocker	Teacher
Michelle Baldwin	Teacher
Melissa Putterman-Hoffman	Social Worker
Bailey Caitlin	Student
Alicia Minkler	Student
Jordanne Brazie	Student
Dawn Demmick	Clerical Staff

Our Team's Process

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
4/30/21		X				
5/17/21	X					
5/25/21	X					
6/1/21	X	X	X			
6/15/21	X	X	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

Student interviews informed the plan by providing the team with direct information about what worked from this past school year and what did not work. They made suggestions to keep a form of point of contact and to promote coordination among teachers/teams/grade levels in terms of due dates for tests, projects and long-term assignments.

Equity Self-Reflection

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

The Equity Self-Reflection informed the team about where we were as a school community in regards to high expectations and rigorous instruction. We determined that we needed to incorporate additional resources into the curriculum that address issues of equity, inclusion and diversity.

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 adjustments to their plans when appropriate.