Leveraging Resources to Support Our 2022-23 School Comprehensive Education Plan (Optional)

# Objectives

* To empower SCEP Development Teams to consider how resources may be leveraged to support identified SCEP strategies
* To help Districts gain insight into what resources SCEP Development Teams consider to be beneficial.

# Background

Districts with schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) are permitted to apply for Title I School Improvement Grant (SIG) funds to support the implementation of the District Comprehensive Improvement Plan (DCIP) and each School Comprehensive Education Plan (SCEP). The District will complete an application and, upon approval, receive funds to be used toward the implementation of the DCIP and SCEP.

Members of the school community often have firsthand experience with observing how effectively all resources (time, money, roles, space, etc.) have been deployed in their school and can offer insights to District leaders regarding their allocation and use.

After the team completes its SCEP, representatives from the school should **confer with the District to consider if it would be useful to complete part or all of this documen**t.  Since Districts may already have existing structures that allow schools to articulate their resources needs, this document is not required to be completed.

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| --- | --- | --- |
| DISTRICT NAME | SCHOOL NAME | STATUS(CSI or TSI) |
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# Part 1 – Linking Resources to Commitments

This section of the document is designed for teams to identify ways in which setting aside funding for certain expenses would be helpful in advancing the commitments identified in the SCEP.

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| For our plan to be successful, we need to make sure that we have financial resources devoted toward the following expenses: | These resources will support this strategy: | Which is part of this SCEP Commitment: |
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# Part 2 – Strategic Resource Decisions

This section is designed to allow teams to offer insights into decisions to be made about resources. In recognition that resources (time, space, and money) are finite, any request to receive more of something would likely need to be accompanied with an acceptance of receiving less of something in return.

The team should explore the sentence frame below to determine if there are any specific responses regarding existing resources provided to the school that fit into that frame to share with the District. If the team is unable to identify specific ways to complete the sentence frame below, the section can be left blank.

**Sentence Frame:**

Our SCEP Development Team would be comfortable with less of/fewer \_\_\_\_\_\_\_\_\_\_\_, if it meant we could receive more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |
| --- | --- |
| LESS OF/FEWER | MORE |
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**Once completed, this document should be shared with the District**. Districts should review the document and take into consideration the suggestions provided by the school when completing its District Comprehensive Improvement Plan (DCIP) Planning Document, its District Comprehensive Improvement Plan (DCIP) and, later, its Title I SIG BASIC grant application. Since decisions about how resources are allocated happen during various times throughout the year, the District is encouraged to reach out to the SCEP Development Team when additional clarification or insights would be helpful.