



School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Green Island UFSD	Heatly High School	Pre-K-12

Collaboratively Developed By:

The Green Island UFSD SCEP Development Team

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And in partnership with the staff, students, and families of Green Island UFSD

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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023 -24?</p>	<p>1. We commit to increasing student academic engagement with research-based, inclusive, culturally responsive, challenging, and relevant programming.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Our school is committed to providing instruction allowing all students to succeed academically, socially, and emotionally. As we look to realign our efforts, our district-wide values of Respect, Safety, Support, Trustworthiness, and Integrity will continue to inform our approaches to inclusive, culturally responsive, challenging, and relevant programming. Our district-wide values are the foundation for building self and collective efficacy among our staff.</p> <p>Our data and focus groups feedback revealed that teachers need support in their professional learning and resources to design and implement proven lessons that support individual student needs. Professional learning support begins with building teacher awareness of existing resources to design and implement meaningful and relevant delivery of curriculum and instruction. Based upon our follow-up efforts, curriculum mapping, instructional coaching, and professional feedback will remain primary sources for exposing teachers to research-based approaches and practices to increase student academic success.</p> <p>Several key findings from our data and focus group feedback noted that embedding student voices in academic decisions would increase engagement. Our stakeholders reported that clear and concise communications and celebrating the success of groups and individuals were essential to establishing an environment in which students were successful.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>

Commitment 1

<p>End-Of-The-Year Goals</p>	<p>Walkthrough data</p> <p>School Improvement Survey</p> <p>Mid-year academic growth data (IXL and F&P)</p>	<p>Teachers are referencing learning intentions, success criteria, common strategies, and resources regularly (80%) during instruction.</p> <p>The SI Survey will show a positive trajectory of 4 weighted scores with the indicated statements regarding Curriculum Maps, PLC time, Instructional Coaching, and non-evaluative instructional feedback.</p> <p>50% of students will be performing at proficiency in ELA and 25% in Math K-10.</p>	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>Student: Teacher’s modify instruction to meet my needs</p> <p>Student: I believe I can succeed at Heatly academically</p> <p>Student: Teacher’s use books and other resources that are relative to my culture</p>	<p>Weighted average score above 3.5 on a 5 point likert scale</p>	
<p>Staff Survey</p>	<p>Staff: I regularly use curriculum maps to help design my instruction</p> <p>Staff: I find PLC time highly effect towards increasing instructional outcomes</p> <p>Staff: I find Instructional coaching impactful for improving student academic outcomes</p>	<p>Weighted average score above 3.5 on a 5 point likert scale</p>	

Commitment 1

	Staff: I find non-evaluative instructional feedback important to improving academic outcomes.		
Family Survey	Community: When I speak to my scholar they find the instruction engaging Community: The instruction reflects my scholars needs	Weighted average score above 3.5 on a 5 point likert scale	

We believe achieving the following **Mid-Year Benchmark(s)** will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Walkthrough data School Improvement Survey Mid-year academic growth data (IXL and F&P)	Teachers are referencing learning intentions, success criteria, common strategies, and resources regularly (50%) during instruction. The SI Survey will show a positive trajectory with the indicated statements regarding Curriculum Maps, PLC time, Instructional Coaching, and non-evaluative instructional feedback greater than 3 weighted score on a 5 point likert scale. 45% of students will be performing at proficiency in ELA and 20% in Math K-10.	

We believe we will be on track to meet our **Mid-Year Benchmark(s)** if six to ten weeks into the school year, we are able to reach the following **Early Progress Milestones**:

Commitment 1

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Academic and Behavioral Data	We hope to see an increased number of students grade level proficient (45%) and behavioral referrals that are administratively handled reduced (5%) compared to 22-23	
Adult/Schoolwide Behaviors and Practices	Walk through data	Teachers are referencing learning intentions, success criteria, common strategies, and resources regularly (30%) during instruction.	
Student Behaviors and Practices	Students will complete surveys in Quarter 1 and Focus groups in Quarter 2.	-Alignment of focus group responses around, Teacher's modify instruction to meet my needs, believing they can succeed academically and Teachers use books and other resources that are relative to my culture	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES	
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Design curriculum maps identifying high yield instructional practices for all courses inclusive of research based resources to align with current state priority standards.	3 days a week for 45 minutes PLC time , summer professional development and conferences days will be utilized. Additionally, embedded instructional coaching time will be utilized. The teachers will build capacity in ELA (PreK-6) curriculum mapping. Secondary teachers in Grades 7-12 will select one course to map.	Instructional Coaches	Assistant Superintendent

Commitment 1

<p>Implement and monitor curriculum maps as designed aligned with classroom practice.</p>	<p>Modalities including but not exclusive to: Walk-through tools, Instructional Coaching Observations, Mentoring, etc</p>	<p>Administrative Team, Instructional Coaches</p>	<p>Principal</p>
<p>Provide Instructional Feedback</p>	<p>Create and implement a walk-through tool utilized by administrators and instructional coaches to provide effective feedback for instructional practices aligned with collected data that is informative (versus evaluatory).</p>	<p>The data will guide our instructional coaching priorities and individuals to better support teachers</p>	<p>Principal</p>
<p>Student Instructional Feedback</p>	<p>During the focus groups students will provide feedback on culturally relevant and engaging curriculum based on their experiences</p>	<p>Administrative team</p>	<p>Assistant Superintendent</p>
<p>Quarterly Academic Awards</p>	<p>Implement quarterly awards that reflect academic success for the students and staff.</p>	<p>Administrative team, instructional coaches, student voices, student council</p>	<p>Principal</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023 -24?</p>	<p>We commit to creating a physically and psychologically safe environment where students and staff genuinely feel our school is the most desirable place to work and learn.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>During the 2022-23 school year, the culture and climate of the school significantly improved, as reported in the survey data and stakeholder focus group feedback. The student interviews indicated different varying responses to similar topics of common educational terms. To that end the students' interviews were instrumental in framing this goal.</p> <p>Furthermore, in establishing a robust community school model, we will intentionally take steps toward a common language of academic excellence and behavioral expectations to have clear and consistent expectations across different areas throughout the school.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete at the end of the year)</i></p>

Commitment 2

End-Of-The-Year Goals	Walkthrough data	Teachers are referencing common language and values during walkthroughs at (80%) of the time.	
	School Improvement Survey	The SI Survey will show a positive trajectory of a 4 weighted score with the indicated statements regarding SEL Skills, conflict resolution skills and ability to handle online bullying.	
	Attendance and Behavioral Data	Reduction in office managed referrals from 22-23 of 281 incidents detention, OSS, Lunch detention, and ISS combined to 23-24 to 265 of those combined categories. Reduction in chronic absenteeism with comparison from 41%(106) in 22-23 to 36% (93) in 23-24.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<p>Student: I am taught skills for handling conflict</p> <p>Student: I am taught skills for handling my emotions</p> <p>Student: If I see bullying online or in person I report it.</p> <p>Student: I am confident in a positive resolution will happen to conflict at school</p> <p>Student: my parent/guardian feels welcome at school</p> <p>Student: My teachers communicate positive information home</p>	Weighted average score above 3 on a 5 point likert scale	

Commitment 2

<p>Staff Survey</p>	<p>Staff: I am confident in my ability to incorporate SEL benchmarks into my instructional practices</p> <p>Staff: I confident using second step consistently</p> <p>Staff: My attendance everyday matters to student success</p> <p>Staff: I believe students can success academically</p>	<p>Weighted average score above 3 on a 5 point likert scale</p>	
<p>Family Survey</p>	<p>Community: Events at the school are relevant to me.</p> <p>Community: I want to attend events but cannot due to time restraints</p> <p>Community: I would appreciate a positive phone call home.</p> <p>Community: The positive phone call home improved my relationship with the school.</p> <p>Community: Student attendance everyday matters</p>	<p>Weighted average score above 3 on a 5 point likert scale</p>	

We believe achieving the following ~~Year~~ **Mid-Year Benchmark(s)** will give us good insight into our ability to reach our year-end goal:

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete when reviewing mid-year data)</i></p>

Commitment 2

Mid-Year Benchmark(s)	Walkthrough data	Teachers are referencing common language and values during walkthroughs at (50%) of the time.	
	School Improvement Survey	The SI Survey will show a positive trajectory with the indicated statements regarding SEL Skills, conflict resolution skills and ability to handle online bullying.	
	Attendance and Behavioral Data	Reduction in office managed referrals from 22-23 of 281 incidents detention, OSS, Lunch detention, and ISS combined to 23-24 to 253 of those combined categories. Which would be 126 at mid year. Reduction in chronic absenteeism with comparison from 41% (106) in 22-23 to 36% (93) in 23-24. which would be 36% at mid year.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
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Commitment 2

Student Data	Behavioral Data	Reduction in office managed referrals by 10% from 22-23 of 281 incidents detention, OSS, Lunch detention, and ISS combined to 23-24 to 253 of those combined categories for the year which means Q1 2022 70 to Q1 2023 63 Reduction in chronic absenteeism with comparison from 41% (106) in 22-23 to 36% (93) in 23-24. Q1 2022 35% Q 1 2023 32%	
Adult/Schoolwide Behaviors and Practices	Walk through data	All students identified with poor attendance will be assigned a faculty mentor. Mentors will have weekly check-ins with students. Classroom instruction has deep engagement, is rigorous and is differentiated.	
Student Behaviors and Practices	Students will complete surveys in Quarter 1 and Focus groups in Quarter 2.	-Alignment of survey and focus group responses around, teaching skills for handling conflict, emotions, and online bullying.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES	
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Train all faculty in the PLC+ model of collaborative decision making.	Build self and collective efficacy, empowering faculty to learn and apply highly effective practices that enhance student learning. This model will be inclusive of data teams, as well as	Impact Team coaches to lead and support our PLC+ implementation	Interim -Director

Commitment 2

	<p>embedded professional development focusing on high yield target areas to support faculty to positively impact student learning. The interim-Director of Innovation will train all faculty over the summer and in September. The Interim-Director will also progress monitor the implementation throughout the year with refresher or enrichment opportunities based on observation of PLC meetings.</p>	<p>. utilizing the professional time from 7:15-8:00 am on Tuesdays, Wednesdays, and Thursdays to schedule focused team meetings as well as create targeted Tier I professional development.</p>	
<p>Design common language and criteria to identify the most desirable place to work and learn by conducting a staff organizational development process.</p>	<p>During summer retreat, and on opening day with staff, co-construct Success Criteria for professionalism, communication, effective feedback, and trust so that we all understand them to mean to a Heatly staff member. Monitor regularly during PLC time throughout the year and embed into our progress toward annual goals .</p>	<p>Impact Team coaches to lead and support utilizing the professional time from 7:15-8:00 am on Tuesdays, Wednesdays, and Thursdays to schedule focused team meetings as well as create targeted Tier I professional development.</p>	<p>Interim -Director</p>
<p>Establish common language and criteria to identify student norms with developmentally appropriate rubrics that become part of our formal report card.</p>	<p>In September, faculty will engage with students to co-construct Success Criteria for key learning dispositions: Self-Regulation, Self-Motivation, Resiliency, and Teamwork. Consistently and cohesively utilizing Second Step, Code of Conduct, and District Core Values.</p>	<p>Grade level teachers utilize time at the start of the school year</p>	<p>Interim - Director, Principal</p>
<p>Professional development and implementation of</p>	<p>Immersion of NYSED SEL Benchmarks through Professional Development,</p>	<p>Faculty will design lessons that include</p>	<p>Principal</p>

Commitment 2

Tier 1 SEL instruction and feedback tool.	Curriculum Map Design, and Instructional Coaching.	content and social learning intentions and success criteria.	
Implement and monitor SEL standards as designed aligned with classroom practice for faculty.	Modalities including but not exclusive to: Walk-through tools, Instructional Coaching Observations, Mentoring, etc	Administrative Team, Instructional Coaches	Principal
Organize and facilitate and monitor community opportunities to enhance the greater community connection to the school.	Annual events will be held for the community that promotes community engagement.	Design an events calendar identifying dates, purpose and locations for these events.	Director of Behavioral Health

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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	We envision instructional coaching to support Commitment 1 which focuses on teaching and learning.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Instructional coaching is an embedded support within our district that was heard through feedback of focus groups as a way to improve the craft of our faculty. Furthermore, students and community members identified teachers that were excellent as exemplars for what Heatly could be.

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
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 "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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
Dan Kalbfliesh	Assistant Superintendent
Maria McNulty	Parent
Teigin Legault	Parent
Rose Pchales	Parent
Bruce Potter	Interim-Director of Innovation
Mario Fernandez	Pre-K-12 Principal
Jodi Mazzeo	Director of Behavioral Health
Laura McDaniel	Capital Region BOCES School Improvement Consultant
Sharon Swain	Capital Region BOCES School Improvement Consultant
Colleen Ulrich	Special Education Consultant
Melissa Smith	AIS Teacher
Jenny Starr	Science Teacher
Nicole Littlejohn	CSE Chair, MTSS Coordinator, DASA Coordinator, McKinney Veto coordinator
Steph Bouchey	Instructional Coach, AIS teacher
Erica McCarthy	TA, Turnaround room facilitator
Erica Legault	AIS Teacher
Tara Edick	SLP Teacher
Ilyne Weinberg	Capital Region BOCES Instructional coach

Our Team's Process

Laurie Van Valkenburg	2nd Grade teacher
Jodi Fowler	PE/Health Teacher
Jessica Jones	Elementary Counselor
Sodelys Hilario	4th Grade Teacher

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
May 23rd	x						
May 25th					x		
June 1st	x	x	x				
June 5th		x		x			
June 13th				x		x	
July 11							x

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Student interviews were an integral part of our planning process. We held an intensive day of focus group interviews made up of students K-12. The feedback and qualitative data gathered from all subgroups of students were utilized as a part of the internal analysis of our school improvement process. As we continue to use multiple data points to draw conclusions and new ideas the students' interviews were then used to triangulate trends and findings. The students' feedback was grouped into four categories: Student voice and Agency, Academics, and Bullying. On average the students K-6 felt that they were prepared for the state assessment and that their teachers loved them but also taught them. 7-12 students felt on average that their academics were not rigorous enough and the students' responses showed general instructional strategies that lack complexity and high standards.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.