



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Gilboa-Conesville	<b>Gilboa-Conesville</b>	PreK-12

### Collaboratively Developed By:

**The Gilboa-Conesville SCEP Development Team - Dawn Bialkowski, Shawn Davis, Michelle Dumas, Jack Etter, Eileen Flicker, Gage Gockel, Heather Gockel, Larkin Graham, Melissa Halat, Darcy Jaeger-Brand, Anne Kovac, and Karen Potter, *and in partnership with the staff, students, and families of Gilboa-Conesville Central 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

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 2022-23 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.

### Strategies

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 Team

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

- [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](#)

## COMMITMENT 1

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>Every student finds purpose in learning.</p>
<p><b>Why are we making this commitment?</b></p> <p><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 remain focused on developing our curriculum and instruction so that all students understand the purpose of and value their learning. As articulated in our 2021-2022 SCEP, our school's mission statement emphasizes that learning is a life-long process. We surmise that when students find purpose in learning they continually strive to seek knowledge and understand in-depth concepts throughout their lifetime.</p> <p>Our surveys inform us that many students are hesitant to ask questions in class when they don't understand. We are committed to examining students' reluctance to ask questions and its impact on their learning. Teachers' increased observation of students during lessons and in informal settings will guide teachers to provide students with needed assistance. This observational data along with other formative assessments continue to drive our differentiated instruction. When teachers adjust the pace and teaching method to be accessible to all, students experience meaningful and enjoyable learning.</p> <p>Another way we will address students' reluctance to ask questions in class is through direct instruction and practice in questioning. We will reflect on the types of questions that dominate class time to ensure students are provided questions that promote high levels of cognition and not merely recall and remembering. Additionally, students will have opportunities to practice developing and asking questions in small and whole group activities.</p> <p>To further facilitate students' understanding of the purpose of learning, we will use learning targets, New York State Standards written in student-friendly language. Lessons begin with teachers sharing the learning targets so that students know upfront the focus and expectations. Teachers then return to the learning targets to reflect on what was learned as closure.</p> <p>Students indicated on surveys and in interviews that they are overwhelmed by the amount of homework assigned. We wish to alleviate this concern because if students' workload is unmanageable, the only purpose is to finish it. Therefore, we will monitor deadlines and the amount of homework, projects, and quizzes/tests. One option that will be considered is giving students a range of dates in which to turn in assignments.</p>

Commitment 1

	We continue to map our curriculum and instruction as part of an ongoing process of school improvement. As teachers collaboratively reflect on their maps, they will identify additional ways to make learning joyful and purposeful for students.
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## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Observation &amp; Formative Assessment</b>	<p>Teachers are cognizant of students’ verbal and non-verbal communication when checking for understanding. They often ask students if there are any questions and they wait for responses.</p> <p>Formative assessment is used to gauge students’ skill level and understanding of concepts. Teachers provide targeted support and alternative strategies as indicated by the data in small groups.</p>	<p>Students are engaged in small, teacher-led and cooperative groups.</p> <p>Formative and summative assessments demonstrate student growth.</p>	<p>PD (internal or external) on observation and applying formative assessment where teachers share their effective strategies with one another.</p> <p>Consultants support teachers individually and in small groups.</p> <p>PLCs where teachers discuss data from their observations and formative assessments.</p>
<b>Teach Questioning</b>	<p>Students are given opportunities to develop and ask questions in a variety of contexts as a class, in small groups, and individually.</p> <p>Teachers refer to Bloom’s Taxonomy Question Prompts to ensure they are asking a variety of question types.</p>	<p>Students readily ask questions in class.</p> <p>Elementary and ELA teachers use the Fountas &amp; Pinnell Prompting Guide.</p>	<p>PD on Questioning.</p> <p>PLCs where educators share strategies for teaching students to ask meaningful questions.</p>
<b>Assignments/Deadlines</b>	Grade-level middle and high school teachers meet regularly to discuss appropriate student workload. They cooperatively modify due	Students’ grades improve as they have sufficient time to study and complete assignments on time.	Schedule that allows for grade-level meetings.

Commitment 1

	dates so that students are not assigned too much work at any given time.		
<b>Learning Targets</b>	BOCES consultants work with teachers to identify learning targets or “I Can” Statements based on their grade-level standards.	Students will be able to articulate what they are learning. This will be gauged through in-class discussions, student focus groups, and student surveys.	Staff will be provided with guidance and support by the BOCES consultants.
<b>Curriculum Mapping</b>	<p>Teachers revise their maps from year-to-year to adapt to the needs of the current students.</p> <p>Teachers continue to work collaboratively to vertically and horizontally align their curriculum.</p>	<p>Our curriculum is increasingly more coherent and comprehensive, giving students a clearer understanding of the purpose of learning.</p> <p>New teachers and long-term subs have a blueprint for instruction.</p>	<p>Ongoing PD on curriculum mapping.</p> <p>PLCs where teachers vertically and horizontally align their curriculum.</p>

Commitment 1

## End-of-the-Year Desired Outcomes

Schools 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>	<ul style="list-style-type: none"> <li>Do teachers help you understand the purpose of each lesson?</li> <li>Do you feel the time it takes to complete your homework assignments is manageable? If no, why?</li> </ul>	<p>51% of students report that they understand the purpose of teachers’ lessons.</p> <p>51% of students report that their homework is manageable.</p>
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>Do students express that learning is meaningful or purposeful?</li> </ul>	51% of staff surveyed report that students articulate how learning is meaningful or purposeful.
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>Do your children express that learning at school is meaningful or purposeful?</li> </ul>	51% of parents/guardians report that their children express that learning at school is meaningful or purposeful.

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 2022-23 school year.
<ul style="list-style-type: none"> <li>iReady data demonstrates student growth in reading and math as compared data from the same point in time in the 2021-22 school year.</li> <li>Data from Fountas &amp; Pinnell Benchmark Assessment shows reading growth for all students (K-8) between September 2022 and June 2023.</li> <li>Students report on surveys and interviews that learning is more purposeful for them.</li> </ul>

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>Academic success is attainable for all students.</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>The GCCS's Mission Statement highlights that we "accept ALL students at their present levels and help them move forward academically, socially, emotionally and personally." This assertion is critical for our work with students as each one has unique needs, strengths, weaknesses, communication styles, and learning profiles. For each student to succeed, teachers must differentiate their instruction, communication, and support in the general education classroom as well as in small-group support services.</p> <p>We began to enhance our AIS and RTI processes three school years ago as a part of CSI, first distinguishing these two support systems. Our policies and procedures were revamped to create more streamlined practices to boost our struggling students. These practices were readily adopted in the elementary school but because of staffing shortages and schedule limitations, we were unable to make significant improvements in the middle and high school. That is our primary focus for AIS in the 2022-23 school year. We aim to provide all identified students in the middle and high school with targeted skill support by content-specific teachers in English, math, science, and social studies.</p> <p>This commitment aligns with SCEP Commitment #1, which promotes students finding meaning in their learning, as well as SCEP Commitment #3, which will facilitate equity in learning for all.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Revised Schedule</b>	A scheduling team worked over the 2021-22 school year to innovate our Prek-12 schedule to allow for more AIS in the middle and high school. We anticipate having an enhanced schedule for the 2022-23 school year.	Study halls and other duties are covered by non-certified teachers, freeing certified teachers to provide more AIS in the MS/HS.  All students who qualify for AIS and RTI receive support from a content-specific teacher.	Administrative oversight to ensure that the team meets and that strategies proposed are investigated.  Additional support staff.
<b>AIS/RTI Policies</b>	The School Leadership Team (SLT) reviews our current policies and makes recommendations for modifications prior to BOE approval for the 2022-23 school year. All teachers are provided with copies of the revised policies prior to the beginning of school in September 2022.	Teachers follow the procedures as articulated in the policies for students entering and existing AIS and RTI.	Time for the SLT to review policies.  Time for administrators to review policies and procedures with teachers during the September 2022 Conference Days.
<b>Shared Data</b>	A database is created or adopted for teachers to record students' progress monitoring data during AIS and RTI. This data drives the focus of the student	At any point, classroom teachers and administrators can view student data to be used for differentiated	Time to create the shared database or funds to purchase access to one.



Commitment 2

	support and identifies next steps (i.e., exiting or increasing/modifying the service).	instruction and communication with families.	
<b>Student Review Meetings</b>	Classroom teachers and counselors attend Student Review Meetings as appropriate to share their data and experiences about the student with the AIS and RTI teachers and administrators. A team approach to student support will help to provide the most targeted intervention.	There is documentation of Student Review Meetings, which includes attendees.	Coverage for classroom teachers to attend meetings during the school day or pay for after school meetings.

## Commitment 2

### End-of-the-Year Desired Outcomes

Schools 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>	<ul style="list-style-type: none"><li>I receive high quality academic support as needed.</li></ul>	75% of students agree or strongly agree.
<b>Staff Survey</b>	<ul style="list-style-type: none"><li>Students receive high quality academic support as needed.</li></ul>	90% of teachers agree or strongly agree.
<b>Family Survey</b>	<ul style="list-style-type: none"><li>Students receive high quality academic support as needed.</li></ul>	55% of parents/guardians agree or strongly agree.

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
<ul style="list-style-type: none"><li>iReady data demonstrates student growth in reading and math as compared data from the same point in time in the 2021-22 school year.</li><li>Data from Fountas &amp; Pinnell Benchmark Assessment shows reading growth for all students (K-6) between September 2022 and June 2023.</li><li>Higher rates of students passing NYS Regents exams the first time.</li></ul>

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>The community embraces Anti-Bias Education.</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>Our school's Mission Statement includes the belief that, "beyond academic mastery we must work to raise our students' cultural and technological awareness. Furthermore, we will strive to increase our students' abilities to work together and to communicate with collaboration and respect. We will teach our students to develop an appreciation for differing opinions and life styles, and help them gain the awareness that education is a life-long process."</p> <p>In our 2021-22 DCIP, we first prioritized addressing anti-bias education. We began asking students about their experiences with racism and other forms of bias in surveys and interviews. Students reported that they have observed or directly experienced what they perceive as bias because of gender, race, sexual orientation, or learning abilities. This school year, we commit to providing teachers and staff with training on anti-bias education. We will reflect on our own beliefs and practices and learn how racism or other iterations of bias impact our school and other facets of society. We believe this process is essential to help us best prepare students to thrive in a world that is diverse in race, religion, ethnicity, language, gender and sexual orientation, and abilities. This training is a first step in becoming more responsive to the bias that impacts our students.</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>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Anti-Bias Training for Teachers &amp; Staff</b></p>	<p>Experts on Anti-bias Education facilitate PD for all teachers and staff.</p> <p>School administrators provide opportunities for additional whole and small group conversations on bias and ways to reduce it in school.</p> <p>Teachers consider how to address bias within curriculum topics and current events.</p>	<p>Completion of training for all teachers and staff.</p> <p>PLCs devoted to Anti-Bias Education.</p>	<p>PD on Anti-Bias Training.</p>
<p><b>Communication with Families</b></p>	<p>Families are informed about teacher/staff training and our school-wide efforts to address bias and racism.</p>	<p>Families indicate on surveys and in informal conversations that they approve of our focus on Anti-bias Education. Push-back by some parents is minimal.</p>	<p>Administrators are prepared for questions and concerns expressed by some families.</p> <p>Teachers are given talking points for responding to families' concerns.</p>

## End-of-the-Year Desired Outcomes

Schools 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>	<ul style="list-style-type: none"> <li>Are there adults at school you feel comfortable talking to about racism or other forms of bias/discrimination if you ever observe it at school?</li> <li>Do you believe that incidences of racism or other forms of bias/discrimination you may observe are appropriately addressed by staff?</li> </ul>	<p>90% of students agree or strongly agree.</p> <p>55% of students agree or strongly agree.</p>
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>How do you address racism and other forms of bias/discrimination when observed?</li> </ul>	90% of teachers provide comprehensive response.
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>I support the school’s efforts in providing Anti-bias Education training to all staff.</li> </ul>	55% of students agree or strongly agree.

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
<ul style="list-style-type: none"> <li>Students and parents communicate positively about our anti-bias education efforts in focus groups, surveys, and interviews.</li> <li>Students are empowered to call out racism and other forms of discrimination if observed and staff respond to all incidences observed and reported.</li> </ul>

## 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	Professional Learning Communities (PLCs)
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	PLCs support our work on Commitment #1 because it gives teachers an opportunity to discuss their observations and formative assessments. Additionally, educators share strategies for teaching students to ask meaningful questions in their PLCs. PLCs also support Commitment #3 as there will be time devoted for teachers to addressing Anti-Bias Education.

## 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:

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

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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## 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).

<b>Name</b>	<b>Role</b>
Dawn Bialkowski	School Counselor
Shawn Davis	Principal
Michelle Dumas	AIS/Special Education Teacher
Jack Etter	Superintendent
Eileen Flicker	Educational Consultant
Gage Gockel	Student
Heather Gockel	Parent
Larkin Graham	Student
Melissa Halat	Parent
Darcy Jaeger-Brand	Elementary Teacher
Anne Kovac	MS/HS Math Teacher/Union President
Karen Potter	Elementary Grade Teacher



## 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 (OPTIONAL)

## 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	OPTIONAL : Completing the “Leveraging Resources” document
4/27/22			x			
5/25/22		x	x	x		
6/6/22	x					
6/7/22	x					
6/22/22 (email communication)			x	x		
6/29/22			x	x	x	
6/30/22					x	
7/7/22 (email communication)					x	
7/8/22					x	
7/11/22 – 7/15/22 (email communication)					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**

The interviews were elucidating in that the students readily shared their beliefs and perspectives. Students who participated seemed appreciative of the opportunity to express their thoughts and feelings freely with no time constraints and without fear of being teased by peers. It was an opportunity to delve deeper into issues raised in student surveys and we pledge to continue this practice. Students' responses to interview questions directly led to Commitment #3 as well as the need to promote student questioning in Commitment #1.

### Equity Self-Reflection

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

This experience has led us to reflect on financial inequity within the school's population as well as the need for equity in academics. Commitments #2 and #3 demonstrate our motivation to "even the playing field."

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **CSI Schools:** 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 August 1, 2022.
  - b. **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 2022-23 school year.
  - c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.