



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Mt. Vernon City Schools	Hamilton School	K-8

Collaboratively Developed By:

Delete the red text upon completion.

The Hamilton SCEP Development Team

(SCEP Team Members: Marc A. Molina, Veronica Cordero-Turner, Yesenia Avenaut-DeFreitas, Julie-Ann Barbuto, Wendy Lang, Jennifer Quiros, Jerrian Grant)

And in partnership with the staff, students, and families of Hamilton 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

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

What is one Commitment we will promote for 2023-24?	To diminish disruptive behavior
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	We are making this commitment because: <ul style="list-style-type: none"> • disruptive behaviors have gotten in the way of academic success, especially in Middle School • it aligns with our school’s mission to provide a safe environment and assist students in becoming successful professionals and global citizens • it will provide students and families outside resources

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>
End-Of-The-Year Goals	<ul style="list-style-type: none"> • PBIS Majors & Minors • Suspension Data 	<ul style="list-style-type: none"> • Less PBIS Majors & Minors compared to previous years • Decreased suspension rates 	

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	What behavior(s) upset you and make you feel uncomfortable in school? What do you think makes students behave well in school?	65%	
Staff Survey	If you had only 3 rules in the school about behavior what 3 do you think would be the most important rules to have?	90%	

Commitment 1

Family Survey	Have you any thoughts about behavior in our school?	60%	
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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)	PBIS Major & Minor Data Suspension Data	Less major and minor incidents reported Lower suspension rate	

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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Majors & Minor Forms	Less major incidents reported	
Adult/Schoolwide Behaviors and Practices	Following SCORE Behavior Matrix	SCORE Behavior matrixes are posted in each classroom and are followed to fidelity	
Student Behaviors and Practices	Setting goals for Tier 2 & 3 Behaviors	CICO groups for Tier 2 & 3 Students	

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?
Drug & Alcohol Counselor Assembly	Speakers come in to discuss the impact of drug use on academics	\$1500

Commitment 1

SNUGS Assembly	Mental Health professionals will speak to the children	For assemblies and parent meetings
Big Brothers Big Sisters program (ages 7-17)	Mentoring program provided through SNUGS	
Youth Bureau (Woodbury)	Meetings with at-risk youth & parents	
Mental Health (WJCS)		
Guidance Center		

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	Incentives
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	We are making this commitment because: <ul style="list-style-type: none"> • it will support student academic and behavioral progress • It will provide adequate communication between staff, student, and parents in terms of behavioral/academic concerns

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>
End-Of-The-Year Goals	<ul style="list-style-type: none"> • JTAP Program Logs • Reading Buddies • PBIS Hornets of the Month & Most Improved Students of the Year • PBIS Tier 2 & 3 Incentives & CICO Groups • Community Service • Attendance & Honor Roll 	<ul style="list-style-type: none"> • Increased participation in JTAP and reading buddies • Increased incentives among all students • Ensuring that all students are recognized in some capacity • Recognition for students who have satisfactory attendance and show academic effort 	

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>

Commitment 2

Student Survey	What kind of rewards do you think pupils should get to encourage them to behave well in school?	80%	
Staff Survey	kind of sanctions do you think could be used to encourage pupils to behave better?	80%	
Family Survey	Why do you think some students behave badly in school?	55%	

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)	<ul style="list-style-type: none"> • JTAP Program Logs • Reading Buddies • PBIS Hornets of the Month & Most Improved Students of the Year • PBIS Tier 2 & 3 Incentives & CICO Groups • Community Service • Attendance & Honor Roll 	<ul style="list-style-type: none"> • Increased participation in JTAP and reading buddies • Increased incentives among all students • Ensuring that all students are recognized in some capacity • Recognition for students who have satisfactory attendance and show academic effort 	

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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)

Commitment 2

Student Data	PBIS Spreadsheets & Forms Attendance Tracker	Increase of attendance and decrease in major behaviors	
Adult/Schoolwide Behaviors and Practices	Attendance Committee	Following up with parents and guardians regarding attendance concerns	
Student Behaviors and Practices	Setting goals for attendance	Meetings with school support staff	

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?
<ul style="list-style-type: none"> JTAP Program Logs 	Reviewing the logs for attendance and participation	Teachers & students
<ul style="list-style-type: none"> Reading Buddies 	Reviewing the logs for attendance and participation	Teachers & students
<ul style="list-style-type: none"> PBIS Hornets of the Month & Most Improved Students of the Year Incentives 	Reviewing the Excel spreadsheet and comparing it to last year	\$1500 For school-wide incentives during assemblies
<ul style="list-style-type: none"> PBIS Tier 2 & 3 Incentives & CICO Groups 	Reviewing CICO logs	\$500 For Tier 2 & 3 assemblies
<ul style="list-style-type: none"> Field Trips 	Senior trip and incentive trip for students who meet certain criteria	\$3000 For senior trip and incentive trip

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>To create a school environment that provides opportunities to increase student motivation that will enhance academic achievement.</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>Hamilton will provide a safe environment where all staff members, in partnership with parents and families, are fully committed to providing an education to students. Our vision enables students to acquire, demonstrate, and articulate the skills that will support them as lifelong learners, and prepare them to contribute to the global community.</p> <p>Increase staff training/professional development in ways to motivate students and develop an understanding that student success is dependent on engagement of the learning process.</p> <p>Increase staff/student conversation to create an environment for students to express their preferences, interests, concerns, and suggestions regarding school climate.</p> <p>September – Schoolwide survey to assess student knowledge regarding high school expectations, career awareness and student responsibility.</p> <p>Development of career study/topics to broaden the knowledge of students to increase awareness of career opportunities.</p> <p>Follow up survey/interview with students, quarterly, to evaluate feedback.</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>
End-Of-The-Year Goals	Student Survey	We hope to see data that shows that the students gained knowledge of high school expectations, career awareness and their student responsibility as they transition from middle school to high school.	

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	I am a responsible student. I am well prepared to enter High School. My teachers helped to support me. My school provided opportunities for me to share my opinions are interests. My teacher shared data regarding my progress. My teachers helped me select appropriate goals. My teachers challenged me to work hard. I was able to speak to guidance counselors and support staff when stressed. I can name 3 careers I am interested in.	60% to 85% agree or strongly agree	
Staff Survey	I shared expectations with my students. I shared data from schoolwide and state assessments with my students. I guided students to pick appropriate goals.	60% to 85% agree or strongly agree.	

Commitment 3

	<p>I provided differentiated materials to help students meet and exceed their goals.</p> <p>I communicated to support staff regarding students at risk or in emotional turmoil.</p> <p>I gave parents suggestions of how to help their child academically.</p>		
Family Survey	<p>I am aware of the requirements of my child to enter High School.</p> <p>I am comfortable reaching out to school staff.</p> <p>The teachers have a system to communicate with me about my child.</p> <p>I have attended PTA and/or curriculum Nights.</p> <p>I have spoken to my child about their strengths and interests.</p> <p>I have spoken to my child regarding college aspirations.</p> <p>I talk with my child about my occupation.</p> <p>I talk to my child about possible career paths.</p>	60% to 85% agree or strongly agree	

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)	Student Survey	We hope to see data that shows that the students gained knowledge of high school expectations, career awareness and their student responsibility as they transition from middle school to high school.	

Commitment 3

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>)
Student Data	Student Surveys		
Adult/Schoolwide Behaviors and Practices	Teacher Survey		
Student Behaviors and Practices	Teacher and Parent Survey		

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?
Exposure to careers-Career Day (include parents) Scholarship Opportunities; High School expectations (GPA awareness) Internship, community service Extracurricular activities	<ul style="list-style-type: none"> Administer beginning of the year interest & preference questionnaires Parent and Community Member Visits to share college and career paths College Day Career Day Motivational Speakers to share information regarding community service, internships, scholarships, 	<ul style="list-style-type: none"> Board of Education Staff and Resources Parent Community Staff Community Local Businesses and Community Agencies Former Mt. Vernon HS Graduates College Representatives

COMMITMENT 4

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Increase Student Ownership of Academic Progress with Parental Involvement</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>Hamilton strives to be a learning community with a culture that leads to the success, well-being, and high academic outcomes for all students. The mission is devoted to ensuring that our children become successful professionals and global citizens of today.</p> <p>iReady data, content-area grades and a growing number of students not meeting Regents requirements reveal that students’ drive to be successful academically diminishes from 5th through 8th grades.</p> <p>Our commitment to academic achievement is the result of the initiatives of the previous three commitments.</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>
<p>End-Of-The-Year Goals</p>	<p>iReady EOY data Regents Eligibility lists</p>	<p>iReady EOY data will show increase Increase in the number of students eligible to participate in Regents exams.</p>	

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>
<p>Student Survey</p>	<p>Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and</p>	<p>65%</p>	

Commitment 4

	build deep structural understanding of themes, content, and curriculum covered.		
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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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	iReady MOY results Regents level classes grades	We hope to see data trending toward grade level expectations. Students in Regents level classes are on track with grades and labs.	

We believe we will be on track to meet our Mid-Year Benchmark 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>
Student Data	iReady BOY data	School-wide review of data and identification of target areas to focus on.	
Adult/Schoolwide Behaviors and Practices	School-wide Goal-setting conferences	Action plan to address target areas with specific actionable steps and resources identified.	
Student Behaviors and Practices	Goals established and monitored	Attainable action plan to address personal learning goals.	

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

Commitment 4

		necessary to support these strategies?
Students set academic goals for the school year	<p>This initiative is discussed at initial curriculum meeting.</p> <p>Discuss this initiative with parents at first PTA meeting of the school year and through all media communications. A copy of each student's is shared with parents and is reviewed at each parent-teacher conference.</p> <p>Roll out the initiative at a school-wide assembly, followed up with classroom discussions to clarify questions and concerns.</p>	<p>Create a presentation for faculty and parents outlining the initiative.</p> <p>Create a goal-setting template for students to use school-wide.</p> <p>Establish a calendar for implementation that includes check in dates.</p>
iReady Refresh	Review with students the importance of iReady data as well as other standardized tests in school-wide assembly, within the classroom, and at parent meetings.	Data Wall Posters
Introduction to middle school for elementary students	Set expectations for younger students and what they must be working toward. Instill a sense of preparedness and empowerment. Include parents in information sessions.	Guest Speakers
Introduction to high school for middle school students.	Set expectations for students and what they must be working toward. Instill a sense of preparedness and empowerment. Include parents in information sessions.	Guest Speakers from the high school Visible reminders (posters) and Large check-in calendars

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	<i>Early Warning Intervention and Monitoring System</i>
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment #4 Students and their families must partner with the school to communicate expectations, progress and intervention strategies in order to increase student ownership of their learning leading to increased achievement.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	There is a disconnect between academic expectations and student motivation to meet them. The school and families must partner together to encourage students.

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
Marc A. Molina	Principal
Wendy Lang	Teacher
Yesenia Avenaut-DeFreitas	Guidance Counselor
Veronica Cordero Turner	Reading Specialist
Julia-Ann Barbuto	Special Education Teacher
Jennifer Quiros	ENL TEACHER
Jerrian Grant	Parent

Our Team's Process

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
<i>Example: 4/6/21</i>				x	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

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.