New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Mount Vernon City School District	Rebecca Turner Elementary School	PreK-4th Grade

Collaboratively Developed By:
The Rebecca Turner Elementary School SCEP Development Team Doris Dapaah Josephine Kirkland Hudson Jeanna Casino Melissa Sansotta Laurie Kellogg Luisa Marin *And in partnership with the staff, students, and families of Rebecca Turner Elementary 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

- **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 1

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to ongoing professional development and support.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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?*	It is Rebecca Turner's belief that professional development will strengthen the school's community and, in turn, continue to drive student achievement by strengthening teacher practice and enhancing teacher skill set to meet the various needs of all students. After reviewing NYS assessment data and current teacher observation data, we have determined our areas of focus and professional development needs. Building the instructional capacity of our teachers is crucial to accomplishing school goals and makes this the right commitment to pursue. This commitment will support in achieving our ELA and Math goals. We commit to striving for high expectations and implementing a rigorous curriculum.

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 *(complete at the end of the year)*

| **End-Of-The-Year Goals** | Observation data Progress reports Report cards District walkthrough data School administration walkthrough data

Formative and summative assessments Student work Dibels and iready data | 100% of walkthrough and observation data will show that teachers are incorporating the strategies learned during professional development.

Administration will view student work and observe strategies learned being used in daily work.

The school leadership team will monitor student achievement data (formative and summative assessments). | |

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** *(e.g., % agree or strongly agree)*	**What we ended up seeing** *(complete once Spring survey results are available)*
Student Survey	My teacher utilizes a variety of strategies to meet my learning needs.	75% agree	
Staff Survey	The professional development learned this year has expanded my instructional repertoire to effectively teach to my students' varied learning styles.	90% agree	
Family Survey	The quality of student assignments/projects has increased my child's academic performance this school year.	75% 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)	District and building administration walkthrough and observation data Student MOY iReady and Dibels data Teacher feedback	Observations and walkthroughs are 50% completed with staff receiving feedback 80% of the time. 2 curriculum meetings devoted to analyzing the walkthrough data and making any necessary changes to school goals	

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	iReady and Dibels	10% growth in ELA and in math.	
Adult/Schoolwide Behaviors and Practices	Walkthroughs and observations	70% will demonstrate teachers incorporating learned strategies.	
Student Behaviors and Practices	RTI and PBIS referrals.	A 10% - 15% decrease in RTI and office referrals (compared to last year).	

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?
Fundations structured literacy program	Teachers in grades K-3 will receive professional development in implementing Fundations that provides research-based materials and strategies essential to a reading program.	Fundations Tier 1 kits for grades K-3 teachers. There will be six 45-minute sessions with a Wilson Literacy Specialist schedule throughout the school year. There will be one to one hours scheduled with an instructor.

Balanced Literacy	Teachers will receive professional development on implementing balanced literacy.	Literacy specialists/consultant will meet with teachers during Superintendent's conference days and curriculum meetings.
Data-Driven and Differentiated Instruction	Teachers will receive professional development from the school leadership team on how to differentiate instruction and use data to drive instruction during PLC and curriculum meetings. Teachers will use data to differentiate instruction monthly and develop an action plan during the first six weeks of school based on individual student outcomes.	Teachers will receive a toolbox of strategies they can use to work with all students in their classrooms. Data-Driven Instruction and Research-Based Instructional Strategies PD.
Leadership Team Observations and Walkthroughs	Building administrators will continue to conduct classroom observations to ensure all teachers are implementing instructional strategies that are student-centered, differentiated and incorporated during core instruction.	By May 2024, 100% of teacher observations will be completed. Administration will create an informal observation schedule. Administrators will meet regularly with staff to provide data on observations and walkthroughs.
Problem Solving Strategies in Math	Teachers will receive professional development on the school's problem-solving graphic organizer for Math. Teacher will receive professional development on the new math program.	Teacher will utilize the problem-solving strategy into the daily lessons. This training will be conducted by a district level administrator and teacher leader.

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to an inclusive, welcoming, and affirming environment for the Rebecca Turner Elementary School community.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* *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?*	At Rebecca Turner, we believe the safety of all students is paramount for an effective learning environment. Rebecca Turner continues to make progress towards achieving a safe and effective learning environment by implementing PBIS, Character Education, Social Emotional Learning, and an Anti-Bullying Campaign/No Place for Hate. This commitment aligns with the following Superintendent's Action Goal: Holistic Student Wellness & Success: The MVCSD will begin to develop now and implement by the opening of the 2023-2024 school year, a comprehensive plan to support the social/emotional needs of all students. This will include anti-bullying education, mindfulness, restorative justice and conflict resolution programs. This commitment is important to re-establish the norms and routines for the Character Education Program and Positive Behavioral Interventions and Supports. The teams will meet monthly to analyze behavioral data to generate patterns and trends that can be used to develop action plans to improve Tier I, II and III supports. This commitment is also important due to the following: - Compliance with NYSED and ESSA Plan for implementation of Social Emotional Competencies and mental health supports for all students and adults. - According to the Student Survey Results, 42% of students feel bullying is an issue - According to the Parent Survey Results, 15% of parents feel students threaten and bully each other. Previous Fall Benchmark of Quality Survey indicates improvements needed in faculty commitment and data analysis. Increase bullying awareness, prevention, and intervention activities by 15% to promote a safe learning environment. By June 2024, 100% of adults and students will continue to be introduced to Social Emotional Learning (SEL). Teachers and the school counselor will incorporate SEL practices in classroom instruction for 30 minutes/week.

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 *(complete at the end of the year)*

End-Of-The-Year Goals	The school leader in collaboration with the PBIS team will review the 2022-2023 data including RTI referrals, behavior incidents, office discipline referrals, suspensions, DASA referrals, and/or promotion/ retention lists to identify students who may need additional academic and/or social/emotional support for the 2023-2024 school year. Identified students will be referred to the appropriate team for follow-up intervention and support (ie: Problem Solving Team, RTI Team, PBIS Team, Check-in/Check-out, Social Skills Instructional Groups, DASA Team, SRO Officer, Character Education, Clinical Support Staff, In-School Counseling, parent liaison, Community Resources). Greater effort is needed by the school leadership team to ensure that these activities are sustained throughout the second half of the school year.	By June 2024, the school leader and stakeholders will expand bully prevention activities, promote a safe learning environment, and other programs to improve the social/emotional developmental health of students as evidenced by a 10% decrease in student suspension, the appropriate use of the major and minor student referrals, and an increase in classroom discussions and school-wide activities.	

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** *(e.g., % agree or strongly agree)*	**What we ended up seeing** *(complete once Spring survey results are available)*
Student Survey	I feel safe and heard at school.	75% yes	
Staff Survey	Students are adhering to school policies. 100% of students and staff will be introduced to the Social Emotional Learning Competencies.	95% yes	

Family Survey	My child (children) feels safe and heard at school. Their social emotional needs are met.	80% yes	

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)	The leadership team will determine adequate progress towards achieving school goals by: 1) mid-year review of student referral and suspension data, 2) ensuring teachers have an understanding of what differentiation looks like, 3) ensuring all teachers are familiar with character education, PBIS and No Place for Hate procedures.	A 5% decrease in office discipline referrals by January 2024. All teachers will have implemented the goals to ensure struggling learners receive the intervention they need.	

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	Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.	Data for PBIS tier 2 and tier 3 referrals will decrease from September to June. Data from No Place for Hate team survey will be implemented from September to June.	

Adult/Schoolwide Behaviors and Practices	Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.	Family & Community Engagement participation in school wide activities and workshops will increase from September to June. Data for PBIS tier 2 and tier 3 referrals will decrease from September to June. Data from No Place for Hate team survey will be implemented from September to June. Collaboration with PTA and SEPTA will increase from September to June. Staff & Family Engagement newsletter, robocalls and communication will continue to improve from September to June.	
Student Behaviors and Practices	Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.	Participation in school wide activities will increase from September to June. Students being recognized positively in PBIS and Character Education will increase from September to June. Suspensions and discipline referrals will continue to decrease. SEL/Character Education classroom activities.	

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?
Health & Safety Team Meetings	They will meet to review safety drill procedures and emergency drill procedures held at the school. The safety team leader and/or representative will keep the faculty informed on safety policies and procedures at faculty and curriculum meetings.	Quarterly meetings will be held. Minutes will be kept and shared with staff. The team will be representative of the various grade levels, staff, and community members.
Social Emotional Learning	The leadership team will implement the five components of Social Emotional Learning with the school community. The team will collaborate with the support staff and determine adequate progress in Bullying awareness activities through assemblies, school-wide activities, targeted student intervention, support groups, hot spots, community referrals, DASA referrals, school counselor classroom presentations, and family engagement workshops.	This will be measured by administrator walkthroughs, discipline referrals, suspension data, staff, student and parent feedback. SEL classroom presentations from school counselor
Continuation of Anti-Bullying Campaign- No Place for Hate	The school leader in collaboration with the support staff, Dignity for All Students Act (DASA) team and No Place for Hate Committee will conduct assemblies, classroom presentations, family & community engagement workshops and professional development focused on bully prevention, tolerance, social justice, career development, health and fitness, and academic strategies to support student outcomes.	Lesson Plans Buddy Mentoring program with school counselor Continuation of the Buddy Bench during lunch/recess periods School-wide assemblies Quarterly Family workshops PTA meeting minutes
Continuation of Character Education	The school leader and school counselor will hold a school-wide assembly for all stakeholders and staff to re-establish routines for the character education program which is designed to improve students' social/ emotional wellness and developmental health.	Character Education lesson plans School-wide assemblies Continuation of the Buddy Bench during lunch/recess periods. SEL/character education classroom presentations from school counselor
Continuation of Positive Behavioral Interventions and Supports (PBIS)	The school leader in collaboration with the PBIS Team will review data on a monthly basis to identify areas of concern and provide feedback to teachers, staff, and parents at scheduled faculty meetings, and parent	PBIS Tier II meeting minutes. Eagles of the Week Eagle of the Month Buddy Mentoring

	workshops. The PBIS Tier II Team will meet monthly to strengthen Check-in/Check-out (CICO) and Social Skills Instructional Groups (SAIG) to target struggling students.	program with school counselor Continuation of the Buddy Bench during lunch/recess periods.

Orientation and Transition Plan	The school support staff will conduct parent workshops and student check-ins related to students (new and returning) transitioning back to learning from summer break. During these workshops, parents and students will learn strategies to develop a positive school concept that will lead to academic and social emotional success. School counselor will conduct parent and student meetings regarding fifth grade transition. Parent and student resources will be provided in efforts to equip students/ families with strategies/ recommendations that will ease the transition process.	Parent and student workshops PBIS Tier II check in Check out Utilizing support staff (attendance team, school psychologist) Newcomers group with school counselor Middle school survival guide for students Parent newsletters Visit/tour of Benjamin Turner Middle School

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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?*	

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 *(complete at the end of the year)*
End-Of-The-Year Goals			

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 *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey			
Staff Survey			
Family Survey			

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)			

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			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

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?

COMMITMENT 4
This section can be deleted if the school does not have a fourth commitment.

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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?*	

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 *(complete at the end of the year)*
End-Of-The-Year Goals			

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 *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey			
Staff Survey			
Family Survey			

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)			

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? (*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			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

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?

Evidence-Based Intervention

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

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

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

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

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

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

☐ State-Supported Evidence Based Strategy

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

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

☐ 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
Doris Dapaah	Principal
Jeanne Casino	Teacher
Melissa Sansotta	Special Education Teacher
Luisa Marin	ENL Teacher
Laurie Kellogg	Teaching Assistants
Josephine Kirkland Hudson	Social Worker

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
Example: 4/6/21				*x*	*x*		
6/21/23	X	X		X			
6/22/23		X	X				
7/3/34						X	X
7/5/23						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.