



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Mount Vernon	Grimes	K-8

Collaboratively Developed By:

The Grimes School SCEP Development Team
(SCEP Team Members: Severin Cornelius, Mercedes Quinteros, Sharon Allwood, Donna Bailey, Alexis Gonzalez, Joycelyn Rios, Donna DeCecco, Dara Smalls)

And in partnership with the staff, students, and families of Grimes.

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.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target 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.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

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 an intervention from the **State-Supported Evidence Based Interventions** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

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

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

X State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	<ol style="list-style-type: none"> 1. Instructional Coaching 2. Professional Learning Communities 3. Restorative Justice 4. Middle School Flex Schedule
We envision that this Evidence-Based Intervention will support the following Commitment(s)	We feel these evidence-based strategies will support commitments 1-3.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	We felt that we have a common set of shared values that center on student learning. The evidence base strategies gives us a framework to have continuous discussions and build systems and structures that help make learning and discipline visible to staff and students.

Clearinghouse-Identified

If “X’ is marked above, provide responses to the prompts below to identify the intervention, 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 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 intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention 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)	

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>The school must revisit the conversations around what engagement should indicate in every class and grade to ensure there is a mutual understanding and consistent use of strategies.</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> 	<ul style="list-style-type: none"> • In grades K-3, administrators and teachers will continue to implement Foundations with fidelity. Teachers will work in their PLCs, (Professional Learning Communities) to exchange ideas and look at data to improve planning and the utilization of Foundations. • I-Ready data will be examined in PLCs, faculty, and curriculum meetings. Stakeholders will discuss strategies that will strengthen engagement in I-Ready. Stakeholders will ensure that BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) data is completed in a timely fashion and students are giving their best effort. • As Reading Specialists deliver Academic Intervention Services (AIS), they will examine their data periodically and report findings to the classroom teachers and the RTI team. This will enhance Progress Monitoring and assist students who may need to be referred to the committee. • Continue to expand students' participations in the Reading Futures Program to build word recognition skills. • Academic engagement involves celebrating student achievement. Grimes will celebrate student achievement monthly and quarterly utilizing the PBIS model. • Teachers will celebrate student achievement in the classroom through Student of the Month and other activities. Standards based trips will engage students off campus (experiential learning). • Student engagement involves utilizing technology in differentiated ways. Flipped classrooms, Kahoot, Blooket, Kami, Discovery Ed, Kami, i-Ready, Imagine Learning, Reading A-Z and Scholastic. Microsoft apps are examples of the technology teachers will use in class to strengthen engagement. (Ask Dara Names of Programs) • Engaging students means using culturally responsive pedagogy. Teachers will use resources written and developed from racially, culturally, and linguistically diverse perspectives.

Commitment 1

Celebration of Hispanic culture, Black History month, and Women's/International Language Month through assemblies, Read-A-Thons, Read Across America and artistic portrayals, etc.

- Collaboration and reciprocal teaching will be important strategies teachers will use to build engagement.

- Teachers will emphasize the utilization of collaborative groupings.
- Middle school students will mentor 6th graders, giving them the chance to shadow and help ease their transition to the middle school.
 - Academic Power Hour, Morning and Saturday Academy, and afterschool programs will use the data provided by classroom teachers to drive remedial instruction in math, science, and ELA.
 - The goals for Special Ed students will foster student's self-esteem by nurturing appropriate behavior and positive interpersonal relationships, assist with student achievement, promote academic success, and prepare students for transition to the work force or post-secondary education. These essentials are geared toward helping students reach their goals, apply to students with emotional needs and are applicable to youngsters of diverse racial, ethnic and/or social economic backgrounds.
- Students will utilize teacher support to set SMART GOALS (BOY, MOY, and EOY) through data sharing and conferencing.
- Incorporate a data meeting for students once a week aligned with goals.
- Building partnerships with Elementary and Middle School students by reading to one another, forming meaningful relationships, assisting with academics, etc.
 - Support staff will promote mindsets and behaviors in all grade levels that enhance the learning process and create a culture of college and career readiness for all students in social/emotional development.
- Through PBIS, students will be validated for the positive changes they have made in their behavior. Alternative awards ceremonies are conducted where students who have improved, helped others, or contributed to a positive student environment will be honored.
- Increase culturally responsive teaching, allow all students to see themselves reflected in lessons and teaching materials so that students will be engaged and empowered to share their perspective. Use culturally engaging lessons to boost student engagement and

Commitment 1

	<p>Identifying students' likes and interests to get students motivated to learn.</p> <ul style="list-style-type: none"> • The ENL support team will use an integrated ENL model to build English language skills through content area instruction. We will use the push-in and pull-out model. • ENL students will continue to practice their language skills on Imagine Learning, an interactive learning program. • ENL teachers will create a stage production with students to celebrate Hispanic heritage month in Autumn 2024. <ul style="list-style-type: none"> • Social Emotional Needs of ENL students: Students will engage in 5 Minutes of Power. This consists of ENL affirmations, the Mood Meter (the way students express their emotions), positive quote of the day, and a discussion of how to implement this quote in their daily life. <p>The ENL students at Grimes use scaffolds to increase productive language. By using scaffolding strategies for ELL's, the English language is less intimidating and helps to build on what they already know. The use of sentence starters, graphic organizers, visual aids, word banks, and picture dictionaries are what is used on a daily basis by Grimes students. Incorporating total participation strategies like Think Pair Share and technology strategies such as Google translate, Ipads, Imagine Learning, and Learning A-Z help to foster their language skills.</p>
--	--

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
---------------------	---	---

Commitment 1

Implement and consistently apply school wide engagement protocols.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	This includes active learning techniques, frequent formative assessments, student-centered activities, and collaborative learning opportunities.
Enhance our master schedule by adding an additional RTI period to support students in Tier 2.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	We will have two RTI periods embedded in the schedule. There will be one ELA and math RTI period for each grade in K-6.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
When will this be in place?	
The school leadership team will meet to introduce the plan to the staff at the beginning of the school year.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
The school's professional learning communities will meet to review all the protocols outlined in the SCEP. Teachers will discuss implementation of the protocols weekly and keep an agenda for every meeting.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
The administrative team will conduct random walk-throughs and provide feedback to teachers about instructional practices.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Ongoing professional development is required to improve instruction. Teachers will seek their own professional development. The district and the school will also ensure that teachers receive professional development.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
We have updated the schedule to add the additional RTI period. Money is set aside in the school and district budget for professional development for teachers. Teachers will use the PLC meetings as a resource to turnkey best instructional practices to the staff.	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
When will this be in place?	
The scheduling team will meet to create a master schedule that incorporates additional time for Tier 2 RTI instruction. We are committed to improving instruction in Tier one but there are students we need additional support. Students will receive 60-minutes of RTI everyday to support Tier 2.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
The RTI instructional periods will be designed for ELA and Math. There will be a thirty-minute period for each.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 1

- by EPM
- by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY 3

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 3? What steps are involved?

- by EPM
- by MYB
- by EPM
- by MYB
- by EPM
- by MYB
- by EPM
- by MYB
- by EPM
- by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY 4

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 4? What steps are involved?

- by EPM
- by MYB
- by EPM
- by MYB
- by EPM
- by MYB
- by EPM
- by MYB
- by EPM
- by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify*

Commitment 1

Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
---------------------	---	---	--

Commitment 1

<p>End-Of-The-Year Goals</p>	<ul style="list-style-type: none"> • BOY, MOY, and EOY Ready data will be used to determine if we are meeting the terms of commitment • Teachers will look at their MFR (MANAGING FOR RESULTS) data to set goals at the beginning of the year. They will also use NYS (New York State) proficiency data to determine if they met the previous year’s MFR goals. • AIS data can provide valuable insight to the grouping of students. • Special Education teachers will identify initial IEP (Individualized Education Program) goals, measure the student’s performance regularly, and compare the expected progress to actual student’s performance. • ENL teachers will be reviewing the NYSSSLAT exam results, Imagine Learning data, and individual student conference notes. Data from Learning A-Z is also collected during and post lessons. 	<p>When administrators and teachers review the iReady data there should be a 3- 5 percent increase in the achievement scores.</p> <ul style="list-style-type: none"> • ENL teachers hope to see a level increase in students NYSSSLAT scores. While using the Imagine Learning Program we hope to see speaking, reading, listening and writing improve from one level. to the next. An additional program ENL students may use is Learning A-Z. While using this program teachers can administer assessments during the lesson and post lesson. 	

Commitment 1

--	--	--	--

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	i-Ready Data Measure of Interim Progress Data Tracker	All classes should be above 80% of the median on the iReady typical growth chart. 50% of the curriculum will be completed by mid-year. All teachers will have at least a 70% passing rate on all assessments.	
End-of-the Year Targets	i-Ready Data Measure of Interim Progress Data Tracker. State Testing Data	At least 80 percent of all students in each class must meet their typical growth measure. At least 70 percent of all students must meet their stretch growth measure.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	https://forms.office.com/r/hPzfPDFGth			

Commitment 1

Staff Survey	https://forms.office.com/r/SV9cfhAZUT			
Family Survey	https://forms.office.com/r/SV9cfhAZUT			

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Ensure that units and lesson plans are guided by data-driven instruction (DDI) that both aligns with NYS Next Generation Learning Standards, District Curriculum, and District Initiatives which are differentiated to meet students' academic needs.</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> 	<ul style="list-style-type: none"> • Data allows us to better understand students' academic needs to improve our school community, student achievement, and academic growth. • Instruction should be based on data and drive the purpose of units, lessons, and assessments. • Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed timely decisions that positively impact student learning and outcomes. <ul style="list-style-type: none"> • Data enables us to pinpoint the resources needed to ensure equity across grade levels. identify resources that will ensure equity across grade levels. For instance, data can guide the allocation of support (such as tangible resources, Teaching Assistants), financial resources, and personnel while also identifying our weakest areas. • Administrators and teachers will create data walls that make learning visible in the classroom and hallways. • Lateral PLC meetings on all levels. The goal will be to share data and instructional practices, to further prepare each class for the next grade. • Teachers will use data to spiral and reteach important concepts in math and ELA, as added remediation strategies. • The support staff will analyze data to meet with students regarding their assessment outcomes. • Surveys highlight SEL (Social Emotional Learning) will be used to determine services for students. • Suspension data will be discussed, and we will be committed to utilizing restorative practices such as PBIS. Using subgroup data will inform our emotional intelligence and encourage culturally responsive behavior for staff and students. • Based on NYSSSLAT and Imagine learning data, ENL (Other Programs) teachers will differentiate their lesson plans to meet the needs of students on different levels. ENL students on each level receive a different independent practice activity to practice the new skill.

Commitment 2

	<p>English Language Learners:</p> <ul style="list-style-type: none"> • Two curriculums that produce data driven instruction are Imagine Learning and Learning A to Z. Imagine Learning teaches language and literacy skills such as the 5 • Essential components of reading: phonics, phonemic awareness, vocabulary, fluency, and comprehension. Also, the program teaches alphabet and print concepts and oral language skills. • Learning A-Z offers a wealth of literacy resources that align with the science of reading, informed practices, and foster social emotional learning. Created to allow teachers to supplement instruction using varied research platforms and tools. The subcomponents of this program are: Raz Plus, Foundations A-Z, Science, writing, and vocabulary. Data is taken from both these programs to help students with their goals.
--	--

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Utilizing data driven instruction to help teachers plan.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Data analysis will play a crucial role in pedagogy by providing insights that will be used to significantly improve student outcomes.
Teachers will use their PLCs to collaborate and analyze data.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Organizational learning is vital. Teachers will work in small learning communities to exchange ideas and look at data. They will make judgments based on the data and ensure that students understand data.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
The administrative team will share data with teachers weekly.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
The administration will review PLC agendas weekly. The administration will ensure that data is an agenda item every week.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM

Commitment 2

- by MYB
- by EPM
- by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY 4

IMPLEMENTATION

What is our plan for implementing Key Strategy 4? What steps are involved?

When will this be in place?

- by EPM
- by MYB
- by EPM
- by MYB
- by EPM
- by MYB
- by EPM
- by MYB
- by EPM
- by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1	i-Ready Data, formative assessments, and the Measure of Interim Progress data tracker.	We hope to see patterns that show that interventions are working. Increases in formative and summative test scores will help us identify if the implementation is working.	

Commitment 2

2	i-Ready Data, formative assessments, and the Measure of Interim Progress data tracker.	The administrative team will conduct walk-throughs during PLCs. We hope to see vibrant discussions on the students' data. In addition, we hope to see examples of student work and assessments. Student assessment data will be used to make strategic decisions about instruction.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)		All classes should be above 80% of the median on the iReady typical growth chart. 50% of the curriculum will be completed by mid-year. All teachers will have at least a 70% passing rate on all assessments.	
End-of-the Year Targets		At least 80 percent of all students in each class must meet their typical growth measure. At least 70 percent of all students must meet their stretch growth measure.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once)</i>

Commitment 2

				Spring survey results are available)
Student Survey	https://forms.office.com/r/hPzfPDFGth			
Staff Survey	https://forms.office.com/r/SV9cfhAZUT			
Family Survey	https://forms.office.com/r/TvkT2V1B7C			

COMMITMENT 3

(this section can be deleted if there is no third Commitment)

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Ensure the instructional practices and strategies are organized around annual, unit, and daily, lesson plans that address all student goals and needs.</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>When planning a lesson, teachers and teaching assistants consider a wide range of cultural pedagogy that guarantees that instruction will be effective and appropriate for learners. Effective planning includes built-in flexibility so that teachers can respond to what the data reveals about their students' learning as they teach. Planning a series of lessons involves the teacher's knowledge of prior learning, their learning style, what is required to complete the curriculum, and finding the best resources and activities to help students learn.</p> <p>Implement protocols that are adjusted to meet the needs of each student in class:</p> <ul style="list-style-type: none"> • Differentiation • Student collaboration, e.g., Think-Pair-Share • Accountable Talk • Anchor Charts • Teaching Assistant Interaction with students <p>Collaboration between teachers and teaching assistants on lesson planning and communication after each lesson is important to determine if students' needs were met.</p> <p>Daily communication with Teaching Assistants All teachers prepare to meet educational goals of all students including, but not limited to, various tools to design comprehensive lesson plans to meet the curriculum objectives, utilizing multimedia and technology, up to date teaching materials, and cooperative learning.</p> <p>Daily instruction includes:</p> <ul style="list-style-type: none"> • Direct Instruction • Workshop Model • Interactive – Interaction and discussions • Experimental Learning • Independent Study • Lab activities • Vertical planning to discuss curriculum expectations • Use of Smartboard • Videos

Commitment 3

	<p>Consider students' backgrounds, abilities, behaviors, and personalities. Integrate Social Emotional Learning into the lesson plans to support the holistic development of students. For example, apply Positive Behavior Intervention Services (PBIS) consistently in PLCs, curriculum meetings, and MTSS meetings.</p> <p>English Language Learners: ENL students use their NYSESLAT data to create their SMART goals in reading, writing, listening, and speaking. These goals are created with the help of their ENL teacher using the NYSESLAT data. Students must see the progression of their goals till April.</p>
--	--

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Implement lesson plan protocols adjusted to meet each student's needs.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Data driven decisions, flexible lesson plans, differentiated instruction, continuous monitoring, collaborative planning, professional development, and student feedback.
Using the PLCs to collaboratively develop differentiated lesson plans.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The teachers will meet every week to discuss lesson planning strategies and strengthen best practices.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

Commitment 3

--	--

Implementation

KEY STRATEGY 1	IMPLEMENTATION	When will this be in place?
	What is our plan for implementing Key Strategy 1? What steps are involved?	
	Teachers will utilize the Next Generation Standards to develop lesson plans.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	The administration will send a copy of the Next Gen standards to the staff.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	RESOURCES	
	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
	Teachers will continue professional development on planning and preparation.	

KEY STRATEGY 2	IMPLEMENTATION	When will this be in place?
	What is our plan for implementing Key Strategy 2? What steps are involved?	
	The teachers will develop lesson plans from the district issued resources, curriculum, and materials.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	RESOURCES	
	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
	Next Generation Standards, Rubicon Atlas, OneDrive to upload PLC agenda	

KEY STRATEGY 3	IMPLEMENTATION	When will this be in place?
	What is our plan for implementing Key Strategy 3? What steps are involved?	
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM

Commitment 3

	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

KEY STRATEGY 4	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Teachers will utilize the Next Generation Standards to develop lesson plans.	We will review the lesson plans that teachers will upload to OneDrive.	The data should show how teachers are differentiating their lessons and using data to inform instruction.	

Commitment 3

The teachers will develop lesson plans from the district issued resources, curriculum, and materials.	We will see a connection in the lessons to the concepts and standards identified in Rubicon Atlas and the Next Gen Standards.	We hope to see alignment between the standards and instructional planning.	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)	I-Ready Data, formative and summative assessments, lesson plans	When we review the data, we hope to see a 3%-5% increase from the BOY iReady data. We should also see improvement in unit common assessments.	
End-of-the Year Targets	I-Ready Data, formative and summative assessments, lesson plans	When we review the data, we hope to see a 3%-5% increase from the BOY iReady data. We should also see improvement in unit common assessments.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)

Commitment 3

Student Survey	https://forms.office.com/r/hPzfPDFGth			
Staff Survey	https://forms.office.com/r/SV9cfhAZUT			
Family Survey	https://forms.office.com/r/TvkT2V1B7C			

COMMITMENT 4

(this section can be deleted if there is no fourth Commitment)

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</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> 	

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Commitment 4

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 4

by EPM
 by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY 4

IMPLEMENTATION

What is our plan for implementing Key Strategy 4? What steps are involved?

When will this be in place?

by EPM
 by MYB
 by EPM
 by MYB
 by EPM
 by MYB
 by EPM
 by MYB
 by EPM
 by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)

Commitment 4

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	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)			
End-of-the Year Targets			

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	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				
Staff Survey				
Family Survey				

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Collaborative School Improvement Grant Development
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

NYSED requires that the S CEP 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.

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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the S CEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Severin Cornelius</i>	<i>Principal</i>	6/6/24	6/10/24	6/11/24	9/24/24	9/30/24	6/14/24	6/14/24
Mercedes Quinteros,	Teacher	6/6/24	6/10/24	6/11/24	9/24/24	9/30/24	6/14/24	6/14/24
Sharon Allwood	Teacher	6/6/24	6/10/24	6/11/24	9/24/24	9/30/24	6/14/24	6/14/24
Donna Bailey	Special Education	6/6/24	6/10/24	6/11/24	9/24/24	9/30/24	6/14/24	6/14/24
Joycelyn Rios,	ENL	6/6/24	6/10/24	6/11/24	9/24/24	9/30/24	6/14/24	6/14/24
Alexis Gonzalez,	Teacher Assistant	6/6/24	6/10/24	6/11/24	9/24/24	9/30/24	6/14/24	6/14/24
Donna DeCecco	Reading Specialist	6/6/24	6/10/24	6/11/24	9/24/24	9/30/24	6/14/24	6/14/24
Dara Smalls	Guidance Counselor	6/6/24	6/10/24	6/11/24	9/24/24	9/30/24	6/14/24	6/14/24

Our Team's Process

Hailey Perrier	Student	6/6/24	6/10/24	6/11/24	9/24/24	9/30/24	6/14/24	6/14/24
Claudette Cornwall	Parent	6/6/24	6/10/24	6/11/24	9/24/24	9/30/24	6/14/24	6/14/24

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

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

The SCEP committee researched best practices and examined what current practices have yielded the best results in our school. The staff collaborated and discussed what had been accomplished through our PLCs. Ideas from our discussions laid the foundation for our three commitments.

Next Steps

Sharing the Plan

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 compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.