



# School Comprehensive Education Plan

## 2022-23

District	School Name	Grades Served
Homer CSD	Intermediate	3-5

### Collaboratively Developed By:

***The Homer Intermediate School SCEP Development Team:***

- Stephanie Falls
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- Dan Carroll
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- Mary Ellen Ensign
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*And in partnership with the staff, students, and families of Homer Intermediate 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 and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

### Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for the Team

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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b><i>We commit to strengthening our ability to provide a cohesive, relevant curriculum.</i></b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school’s vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school’s long-term plans?</i></li> </ul>	<p>Curriculum work should never end. We believe as a school that our students need to share common, relevant curricular experiences to prepare them for success in our schools and beyond. While the articulation of essential learning began in 2021-22, it will expand and continue to be refined in 2022-23.</p> <p>This commitment, and the strategies and methods we will employ towards meeting the commitment- fits squarely within the Homer CSD’s vision of <i>“PRIDE- Partnerships, Respect, Integrity, Diversity and Excellence- is the foundation for the Homer Central School District.”</i> “Partnerships” can be seen in the collaborative nature by which a guaranteed set of essential learning is being articulated; while “Respect, Integrity, Diversity, and Excellence” are all criteria that can be associated with how Homer Intermediate School plans to operationalize this essential learning.</p> <p>When completing the Equity Self-Reflection, the team found that teachers recognized the needs to:</p> <ul style="list-style-type: none"> <li>• prioritize curriculum, texts, content, and assignments that activate connections to student experiences and identities; and</li> <li>• provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum.</li> </ul> <p>This commitment is the right one to pursue for 2022-23 in that it builds upon excellent work that was begun in the 2021-22 school year, while adjusting strategies and/or methods that did not yield the outcomes desired and moving to the next phase of implementation in the case of strategies/methods whose goals were achieved. Moreover, the 2022-23 work associated with this commitment is directly aligned with Homer CSD’s long-term Strategic Plan.</p>

Commitment 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>1. Structured grade-level collaboration that emphasizes common strategies and appropriate routines (PLC)</p>	<p>Grade chairs will define the schedule or rotation for the curricular conversations that occur during grade-level collaboration</p> <p>Instructional Coaching: The instructional coach will provide support directed toward each grade level as well as individual teachers to promote the use of effective instructional practices for each teacher's students.</p> <p>Learning Walks: We will guarantee 10 – 12 rounds of learning walks</p>	<p>Teams will find that they have adequate time, procedures, protocols that help to ensure enough time and attention are given to both ELA and Math.</p> <p>Following every administration of a CFA, teams will identify: (SCEP only)</p> <ul style="list-style-type: none"> <li>• Which students need intervention in order to achieve mastery by the end of the year</li> <li>• Which essential standards will require reteaching or intervention for all students or groups of students.</li> </ul> <p>Learning Walks:</p> <ul style="list-style-type: none"> <li>• After each round of Learning Walks, effective strategies will be shared and replicated in other rooms.</li> <li>• We expect increased levels of trust as a result</li> <li>• It is a way of modeling that learning is something adults and students both do in this community</li> </ul>	<p>Grade chairs will need to meet to develop the schedule and structure for grade-level Meetings. SIG funds could be used to pay for summer work day.</p> <p>Time – making sure the instructional coach has her time protected and is not diverted toward other responsibilities.</p> <p>SIG funds will be allocated to paying substitutes for coverage of Learning Walks</p>

Commitment 1

<p>2. Systematize a process for using Common Formative Assessments (CFA) to drive instruction (ELA and Math)</p>	<p>Make the objective for each collaboration explicit and grounded in the current phase of the instruction-assessment cycle, and utilize a corresponding protocol. Ex:</p> <ul style="list-style-type: none"> <li>• Grade-level: Beginning of unit- identifying essentials and assessments</li> <li>• Grade-level: Pre-assessment identification of assessment items that measure essentials, agreement on which essentials will require small group instructional responses</li> <li>• TEAM: Post assessment work with data- using CFA data to match students with appropriate small group response.</li> </ul>	<p>During team time or another common intervention time in the schedule, small group instructional responses will be in place to address the needs that are identified with the analysis of the CFA data.</p>	<p>Time Structured meetings (collaboration and data collection) Standard materials for Common Formative Assessments collection for students</p>
<p>3. Build capacity around essential standards.</p>	<p>Provide professional development in the use and development of proficiency scales.</p>	<p>Results from the 2022-23 PLC Data Triangle Survey will demonstrate increased understanding of learning expectations by students, staff, and families</p>	<p>Use SIG funds to</p> <ul style="list-style-type: none"> <li>• contract with Solution Tree for professional development</li> <li>• contract with PLC Associates for Data Triangle Survey administration</li> </ul>

Commitment 1

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	C14: We receive specific feedback from our teachers on the tests/assessments we take.	70% Strongly Agree or Agree
<b>Staff Survey</b>	C38: As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress.	40% Strongly Agree or Agree
<b>Family Survey</b>	C18: I receive specific test/assessment information about my child(ren)’s progress.	70% Strongly Agree or Agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
<ol style="list-style-type: none"><li>1. Following every administration of a CFA, teams will identify:<ul style="list-style-type: none"><li>• Which students need intervention in order to achieve mastery by the end of the year</li><li>• Which essential standards will require reteaching or intervention for all students or groups of students.</li></ul></li></ol>

COMMITMENT 2

Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b><i>We commit to providing an inclusive, nurturing environment.</i></b></p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school’s vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school’s long-term plans?</i></li> </ul>	<p>We believe that in order for learning to occur, students need to be provided with an environment that allows them to feel safe and supported.</p> <p>Through our discussions around the Equity Self-Reflection, it became apparent that our school needs to put more attention toward affirming the identities of our students. This theme also came out during our interviews with students, where students shared that at times there can be a sense that some students are favored more than others. Our commitment to addressing this perception by working to build a more inclusive and more nurturing environment will support realizing the Homer CSD’s vision of <i>“PRIDE- Partnerships, Respect, Integrity, Diversity and Excellence- is the foundation for the Homer Central School District.”</i></p> <p>This commitment is the right one to pursue for 2022-23 in that it builds upon excellent work that was begun in the 2021-22 school year, while adjusting strategies and/or methods that did not yield the outcomes desired and moving to the next phase of implementation in the case of strategies/methods whose goals were achieved. Moreover, the 2022-23 work associated with this commitment is directly aligned with Homer CSD’s long-term Strategic Plan.</p>

Commitment 2

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>1. Develop authentic connections between and with students</p>	<p>Make a commitment for all staff to greet students by name at arrival and dismissal.</p> <p>Continue the 7 Habits language and lessons-daily pledge, assemblies, videos</p>	<p>Teachers and students will greet each other by name each morning.</p> <p>Refine process for selecting greeters who model positive behaviors with the goal of making the opportunity more inclusive</p>	<p>Faculty/grade level planning for greeters</p> <p>Student-led sharing of ideas and strategies</p>
<p>2. Establish and implement a process for administering and responding to the results of the BIMAS universal screener for identifying the social-emotional developmental health needs of our students</p>	<p>The SEL Task Force will develop common language and expectations related to the purpose and administration of the BIMAS.</p>	<p>Staff, students, and families will use common language in their descriptions of the BIMAS.</p> <p>SEL Task Force will articulate and communicate examples of responses, protocols, procedures to students identified as at-risk.</p>	<p>SEL Task Force work:</p> <ul style="list-style-type: none"> <li>• Use SIG funds to compensate teachers for summer and after-school work</li> </ul> <p>Adequate time for administering the BIMAS in September, January, and May.</p> <p>Adequate time for analyzing BIMAS data and identifying appropriate student and system-level interventions following each BIMAS administration</p>
<p>3. Create explicit and designated time(s) for buildings, grade levels and classrooms to</p>	<p>SEL Team will draft a menu of Community Building activities and the objective for each. This process will</p>	<p>SEL Team will develop a menu of community building activities will be developed and shared with all teachers.</p>	<p>SEL Team will develop and communicate procedures and expectations for:</p> <ul style="list-style-type: none"> <li>• A menu of Community Building activities from which teachers may choose</li> </ul>

Commitment 2

<p>provide Community Building activities.</p>	<p>promote development of common language and understanding of what we mean by “community building.”</p> <p>Empower teachers by providing them all with the menu of options.</p>	<p>2023 Data Triangle survey results will demonstrate increases in affirmative responses to the statement that: “Our school has created and maintained a positive learning culture”</p>	<ul style="list-style-type: none"><li>• When and how often Community Building activities will take place</li><li>• A format for all teachers to share and celebrate their experiences related to the Community Building activities they have used with their classes.</li></ul>
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## Commitment 2

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

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

**We believe these survey responses will give us good feedback about our progress with this commitment:**

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	SEDH CV4: Our school has created and maintained a positive learning culture.	99%
<b>Staff Survey</b>	SEDH CV4: Our school has created and maintained a positive learning culture.	75%
<b>Family Survey</b>	SEDH CV4: Our school has created and maintained a positive learning culture.	75%

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
<ol style="list-style-type: none"> <li>1. The SEL Task Force will articulate and communicate examples of responses, protocols, procedures to students identified as “at-risk” by the BIMAS.</li> <li>2. The SEL Task Force will develop and communicate procedures and expectations for:             <ul style="list-style-type: none"> <li>• A menu of Community Building activities from which teachers may choose</li> <li>• When and how often Community Building activities will take place</li> <li>• A format for all teachers to share and celebrate their experiences related to the Community Building activities they have used with their classes.</li> </ul> </li> <li>3. By Spring of 2023, Data Triangle survey results from students, staff, and families will reveal increases in the Strongly Agree/Agree responses to the following statements:             <ul style="list-style-type: none"> <li>• Our school has created and maintained a positive learning culture.</li> </ul> </li> </ol>

## Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

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

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

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

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



### State-Supported Evidence Based Strategy

If “X” is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
<p><b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b></p>	<p><u>Commitment 1:</u> Homer Intermediate School’s 2021-22 SCEP lay the groundwork for collaborative development and implementation of Common Formative Assessments (CFA). In the 2022-23 SCEP, the SCEP Team has embedded the following evidence-based parameters of PLC as a vehicle for meeting its Commitment 1 goals:</p> <ul style="list-style-type: none"> <li>• Discuss issues around student learning</li> <li>• Collect and analyze data</li> <li>• Develop and try out instructional solutions</li> <li>• Assess the impact of these solutions</li> </ul> <p>We are confident that by embracing these parameters, not only will our grade-level teams’ practice be strengthened, but more importantly, student learning gains will result.</p>

## Our Team's Process

### ☒ School-Identified

If "X" is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

<b>Evidence-Based Intervention Strategy Identified</b>	Develop authentic connections between and with students.
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	<u>Commitment 2</u> : This intervention will provide an all -inclusive educational environment that allows students to feel safe, nurtured, and accepted so that they can be successful socially, emotionally and academically.
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology</b>	WestEd - <a href="https://www.wested.org/wested-insights/reimagining-excellence-integrating-social-and-emotional-well-being-and-academic-excellence-in-schools/">https://www.wested.org/wested-insights/reimagining-excellence-integrating-social-and-emotional-well-being-and-academic-excellence-in-schools/</a>

## Our Team's Process

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

### Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Stephanie Falls	Principal (Intermediate School)
Christina Hartnett	Instructional Coach (Elementary School)
Jennie Guy	Instructional Coach (Intermediate School)
Kate Pitcher	Special Education Teacher
Dan Carroll	Consultant

Our Team's Process

Doug Pasquerella	Principal (Elementary School)
Jeffrey Evener	Assistant Superintendent of Instruction
Jacque Linguvoski	Gr. 4 Classroom Teacher
Amanda Jackson	Special Education Teacher
Heather Slade	Gr. 5 Classroom Teacher
Mary Ellen Ensign	Parent
Sasha Francis	Secretary (Elementary School)
Lisa Miner	Secretary (Instruction Office)

## Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
June 7, 2022	X	X				
June 13, 2022			X		X	
June 19, 2022					X	
June 30, 2022 (DCIP - HTEC)				X	X	
July 1, 2022					X	

## Learning As A Team

### Directions

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

### Student Interviews

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

The student interview process was very insightful as it provided student voice to this experience, and the participation of all team members in the interview process was powerful. The team processed what the students, and salient portions of the interviews and discussion are below:

#### **Related to Commitment #1: *We commit to strengthening our ability to provide a cohesive, relevant curriculum.***

- Question to students: How do you know if you are on the right track with your learning?
  - *Getting better grades*
  - *When teachers say “good job” or “great job”*
  - *Teachers say it, smile at you (or stare at you), show your work to the class*
  - *Teachers will tell you*
- SCEP Team connected the students' responses to the fact that, while the 2021-22 SCEP led to essential learning being articulated by the adults, students apparently do not objectively know where they stand with their mastery.
- There is a need to empower students (and families) with concrete descriptions of what “mastery” means for the essential learning they have already articulated.
- The development of proficiency scales would address this need, and it is the logical next step for the essential learning work that is already underway.

#### **Related to Commitment #2: *We commit to providing an inclusive, nurturing environment.***

- The students of Homer Intermediate School had many positive things to say about their teachers: (*Teachers are supportive; Teachers are so nice; Teachers make sure everyone is safe; and many more.*)
- However, the students also shared that behavioral disruptions and even bullying among peers are sometimes barriers to their learning and sense of well-being in school. They also provided many suggestions for making their school more inclusive and nurturing, including a “buddy bench,” structured introductions at the beginning-of-year, and more experiences like “Health BINGO”

- The SCEP Team made a connection between students' responses and 2 years' worth of explicitly instructing behavioral expectations being lost due to the pandemic.
- The SCEP Team recognized a great opportunity to involve students in developing some relevant strategies for "Community Building" based on the suggestions they provided.

## Equity Self-Reflection

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

The Equity Self-Reflection resulted in a great discussion amongst team members. The survey results reinforced the teams' on-going need for Commitment 2. Salient portions of the interviews and discussion are below:

### **The SCEP Team has indicated that progress has been made related to the following practices since completion of last year's Equity Self-Reflection:**

- **Prioritize social-emotional learning programs (we need more restorative justice)**
- **Cultivate a school and classroom environment of affirmation and acceptance. Respond to instances of disrespectful speech about student identities by intervening.** For example:
  - These instances are isolated, and they are addressed when they occur.
  - Deliberate inclusion of curricular resources/ classroom libraries that reflect diverse voices.
  - Change of gender-based concert dress code based on student's question
  - Mental Health Awareness month
- **Establish an inclusive space...**
- **Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered**
  - Grade-level collaboration strategy from 21-22 SCEP created venue for this.
- **Create learning communities... (SCEP/ DCIP commitments from 21-22)**
  - Administering Common Formative Assessments with fidelity

### **Emerging Strengths:**

- **A culture in which students and staff feel safe in discussing and addressing changes that would make the community more inclusive.**
  - A lot of surveys (but are they kid-friendly)?
  - More direct engagement with parents using tools like ParentSquare (district-wide consistency now)

- **Initiate student-led civic engagement projects and school-based student leadership opportunities.**
  - Leadership Committee (but only 5 students)
- **Establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator**
  - Integrated co-teaching is the default special education model (“prove us otherwise”)
- **Use resources written and developed by racially, culturally, and linguistically diverse perspectives.**
- 

**Opportunities for growth:**

- Many opportunities for 5th graders, but not so many for 3rd and 4<sup>th</sup>
- From last year’s SCEP: “Student voice and choice” was a strategy, though not widely implemented

**Related to Commitment #1: *We commit to strengthening our ability to provide a cohesive, relevant curriculum.***

- Building upon impact of learning communities/ PLC:
  - Team meets once per month to discuss student-level
  - Grade-level meets once per week around curriculum
- Discussions around CFA’s do not necessarily lead to action
  - Opportunity to leverage math essentials work (including proficiency scales) to strengthen team/PLC process while building capacity around the math work.

**Related to Commitment #2: *We commit to providing an inclusive, nurturing environment.***

- Community building activities- not necessarily identical practices in every classroom, but shared language, beliefs and expectations
- Ensuring that the concept of “inclusivity” extends to families as well as students. There is room to grow in terms of finding accessible ways for all families to engage, be represented, participate, and be heard.
  - Look for connections in Family Engagement Survey results

## Next Steps

### Next Steps

1. **Sharing the Plan:**

- a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
- b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
- c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.

2. **Implementing the Plan** (for all schools):

- a. Ensure that the plan is implemented no later than the first day of school
- b. Monitor implementation closely and make adjustments as needed
- c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
- d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.