



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Worcester CSD	Worcester Central School	PK - 12

Collaboratively Developed By:

The Worcester Central School SCEP Development Team

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And in partnership with the staff, students, and families of Worcester Central School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

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

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

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

Strategies

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

Resources for Team

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

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

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to strengthening our system for supporting all learners through a tiered system of instruction, supports, and interventions.</p>
<p>Why are we making this commitment? <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 the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We will continue this commitment, which was included in our 2021 - 2022 SCEP plan, adding new strategies and methods to extend our work.</p> <p>Two interconnected elements of our district vision align with this commitment:</p> <ul style="list-style-type: none"> • <i>Everyone will work together to support our students</i> • <i>Everyone will strive to achieve at the highest levels</i> <p>By focusing on providing each student with strong Tier 1 instruction, as well as needed support and interventions, we will ensure all are achieving at the highest levels possible.</p> <p>Similar to Spring 2021, our end of year benchmark data indicates high numbers of students in grades K - 8 are performing below benchmark in both reading and math. In grades 1, 2, 3, and 5, at least 20% of students scored at the Urgent Intervention level on the Spring 2022 administration of the Star assessment in reading, highlighting the significant need to address reading instruction and intervention in our plan. Similarly, benchmark scores for math show the need for focused attention as well.</p> <p>In the Spring 2022 USDE School Climate Survey, 24% of instructional staff disagree with the statement "The programs and resources at this school are adequate to support students' learning." Student responses to this item may also point to the need to revamp the system of support:</p> <p style="text-align: center;"><i>"My teachers give me individual attention when I need it" - 46/163 (28%) of students Disagree or Strongly Disagree</i></p> <p>Collectively, student achievement results and survey items reinforce the need for continued attention to this focus area in order to achieve our district vision.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Implement a revised system for Response to Intervention (RtI)</p>	<ul style="list-style-type: none"> - School leaders will lead a team to revise the district RtI plan, including clarifying definitions of each tier of service, adding cut scores for entry/exit to Tiers 2 and 3, and detailing procedures for progress monitoring, documentation and reporting procedures for providing parents and grade level teachers with information - School leaders to revise the format for grade level meetings, to focus on using data to identify Tier 1 instructional practices and strategies to support student learning - School leaders will work with RtI teachers to revise the practices for data meetings to incorporate the updated entry/exit and progress monitoring elements of the written plan - School leaders will provide teachers with training and guided practice in 	<p>Benchmarking administration schedule and data meeting calendar</p> <p>Review agendas/minutes to confirm multiple data sources are discussed</p> <p>Review intervention plans and progress for Tier 2 and 3 students - RTI team will meet every 6 weeks and teacher teams will conduct data meetings 3 times per school year.</p>	<p>Funds to attend the RtI Summit and time to work on the written RtI plan in Summer 2022</p> <p>Funds for Universal Screener and Reporting System (Star 360) and training by Renaissance</p> <p>Funds for professional learning (BOCES staff development), including substitutes to provide teachers with release time</p> <p>Time for staff to meet for data and grade level meetings</p> <p>Time for interventionists and special education</p>

	<p>using universal screener (Star 360) reports and other data to identify and plan for student needs</p> <ul style="list-style-type: none"> - Interventionists and Special Educators will conduct an intervention inventory and identify additional materials resources for purchase to support students' learning needs - School leaders will revisit the updated RtI plan to monitor implementation and work with Interventionists and Teachers to make adjustments if necessary - School leaders facilitate regular discussions about student needs. - Teachers use multiple sources of data to identify students in need of additional support. They make plans to meet student needs in the classroom setting, and gather data to progress monitor interventions. - Interventionists make plans to meet student needs when additional supports are needed, and gather multiple sources of data to progress monitor interventions and make recommendations for increasing or decreasing intervention intensity. 		<p>teachers to conduct the intervention inventory and identify needed resources</p> <p>Funds for curriculum materials and resources to support delivery of tiered interventions and specially designed instruction</p>
<p>Strengthen Tier 1 Instruction and Interventions (Academics)</p>	<ul style="list-style-type: none"> - Grades PK - 3 Teachers will receive professional learning to deepen their knowledge of evidence based reading instruction, building on the <i>Shifting the Balance</i> book study and Orton - Gillingham Training provided in 2021 - 2022 	<p>Teachers of Grades PK - 6 will be able to identify the five essential elements of reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension) and discuss what evidence based reading</p>	<p>Funds for professional learning (BOCES staff development) for elementary ELA and math</p> <p>Funds for Freckle by Renaissance</p>

	<ul style="list-style-type: none"> - Elementary Principal will lead Grades PK - 3 teachers to collaboratively develop a common structure for literacy block time - Grades 4 - 6 Teachers will receive professional learning to build foundational knowledge of evidence based reading instruction - Elementary Principal will coordinate efforts to expand partnerships with families and Community Organizations (e.g., Worcester Library) to increase students' access to books and opportunities to read outside the classroom. Elementary Teachers and Elementary Principal will develop opportunities such as Read for Ronald McDonald house Charities, for parents to engage in incentive based reading challenges and other activities to support increased opportunities to read - Elementary Principal will collaborate with Elementary Teachers to establish a plan for implementing Freckle by Renaissance to provide differentiated practice and support Tier 1 instruction in ELA and Math - Grades K - 5 will implement the Eureka Math Squared Curriculum 	<p>instruction looks like at their grade level by fall of 2022.</p> <p>Teachers of Grades PK - 3 will have a clearly defined plan for implementing their literacy block by winter 2022.</p> <p>Participation rates for parent events and partnerships - data will be collected at each event and reviewed quarterly with the SCEP team.</p> <p>Teachers of Grades K - 5 will implement Eureka Math Squared during math instruction</p> <p>Elementary teachers will utilize Freckle as a tool to differentiate instruction and provide opportunities to practice ELA and Math</p>	<p>Funds for Eureka Squared Math curriculum, and Time for teachers to work with staff developer to implement</p> <p>Time for Elementary Teachers to meet for professional learning and collaboration re: ELA</p>
<p>Strengthen Tier 1 Instruction and Interventions (Behavior)</p>	<ul style="list-style-type: none"> - The PBIS Committee will review the current PBIS system and identify revisions to accommodate the differing needs of elementary and secondary students 	<p>Exit surveys at PBIS quarterly events to gather student feedback and make revisions as appropriate</p>	<p>Time for PBIS Committee to meet and plan for revisions to the current system</p>

	<ul style="list-style-type: none"> - Identified Teacher(s) will pilot Pax Good Behavior Game with support from the Student Support Services Coordinator and the External Coach (ONC BOCES). Elementary Principal and Student Support Services Coordinator will gather data to determine appropriateness for schoolwide implementation in 2023 - 2024 - Teachers and students in Pax pilot classroom(s) will implement Pax Kernels and use common language aligned with Pax 	<p>Measure of success for Pax - spleen counts to monitor and decide on additional supports (coaching)</p>	<p>Funds for professional learning, kits and coaching to implement Pax Good Behavior Game (funded by System of Care grant)</p> <p>Internal (SSSC) and External (ONC BOCES) coaching support for teacher(s) implementing Pax</p> <p>Time for coaching and implementation monitoring activities to support Pax GBG pilot</p>
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End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	My teachers give me individual attention when I need it [Baseline - 72% Agree or Strongly Agree]	85% Agree or Strongly Agree
Staff Survey	The programs and resources at this school are adequate to support students’ learning. [Baseline - 76% Agree or Strongly Agree]	85% Agree or Strongly Agree
	Once we start a new program at this school, we follow up to make sure it’s working. [Baseline - 65% Agree or Strongly Agree]	75% Agree or Strongly Agree
Family Survey	N/A	

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.
No more than 15% of students will score at the Urgent Intervention level on the End of Year benchmark assessment (Star)
For each grade level, there will be a common structure for literacy block time.
There will be an intervention inventory detailing the resources and curriculum for Tier 2 and 3 interventions and Special Education.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to fostering a sense of emotional well - being, belonging and connection between students, families and staff at Worcester Central School</p>
<p>Why are we making this commitment? <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 the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We will continue this commitment from our 2021 - 2022 SCEP, incorporating different strategies and methods to move our work forward.</p> <p>Student responses to the annual School Climate survey point to the continued need to increase their sense of belonging and connection to the school.</p> <ul style="list-style-type: none"> • I feel like I belong - 63% Agree or Strongly Agree • I feel like I am a part of this school - 65% Agree or Strongly Agree <p>Through our student interviews, students indicated they are happy to have many of their favorite activities resume, but want to see even more pre - COVID events and activities come back in the future (e.g., drumline, dances). Through survey data and interviews, we learned that there are concerns about bullying, and students expressed concern about the quality of peer and adult relationships. There was also a very high rate of chronic absenteeism that may indicate a disconnect from school, though it is difficult to separate the impact of COVID isolations and infections within this data.</p> <p>This commitment aligns with our district vision, which states <i>"Everyone will work together to support our students."</i> It also connects to elements of <i>How Learning Happens</i>, including belonging and relationships.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increase student access to activities that foster student engagement and school pride</p>	<ul style="list-style-type: none"> - District and School leaders will collaborate with club leaders to develop a comprehensive district wide plan for club leadership, to include guidelines for scheduling and hosting meetings, designed to increase student access to existing opportunities - School leaders will create a common calendar for tracking meeting dates for student clubs and activities in order to avoid conflict, so students can participate in numerous activities - District and School leaders will collaborate with staff to identify ways to increase student access to clubs and other extracurricular activities (e.g., increased fundraising) to foster student engagement and school pride. - School leaders will develop a system for extracurricular mapping, to identify students who are involved in 	<p>The baseline data of student participation in clubs and extracurricular activities will be collected in the fall and reviewed quarterly. Student participation in clubs and extracurricular activities will increase by 5% by the end of the school year.</p> <p>Activities that have been suspended since March 2020 will resume, and parents will attend key events and attendance data will be tracked throughout the year.</p>	<p>Time for collaborative meetings to develop the plan for club leadership</p> <p>Time to develop a common calendaring system to track meetings</p> <p>A process for mapping students' current participation and gathering information from non - participators</p> <p>Funding for additional clubs and/or extracurricular activities</p>

	<p>current activities, as well as those who are not currently engaging in any clubs or activities. Leaders will tap into students who are not involved to identify what activities or clubs might be of interest.</p> <ul style="list-style-type: none"> - School leaders will collaborate with staff to resume activities that have been restricted due to COVID (e.g., pep rallies, dances, drumline) and identify ways to include families in events that foster school pride - School leaders will work to reinvigorate the PTO and help the PTO to facilitate opportunities for community events 		
Foster a positive, safe and supportive school climate	<ul style="list-style-type: none"> - School leaders will work with staff to establish a system for recognizing positives/good things that are occurring at Worcester CS - School leaders will develop a plan for providing additional opportunities for student voice through involvement in committee and participation in making important decisions - School Leaders and School Counselors will provide student and family education about bullying definition and reporting procedures to increase accurate reporting - School Leaders will work with College for Every Student (CFES) FES Advisor to expand the Peer Mentor program to support students' needs for 	<p>There will be artifacts (e.g., Facebook posts, newsletter stories, bulletin boards) highlighting the good things that are occurring at Worcester CS, this will be reviewed at the midyear faculty meeting.</p> <p>School leaders will schedule bimonthly meetings of the Student Life team and invite student participation in making decisions about important matters at Worcester CS</p>	<p>A process for reporting the good things that are happening</p> <p>Time for school leaders to meet to develop plan for increasing student voice in key decisions</p> <p>Time for delivering education to students and families about bullying and reporting procedures</p> <p>Time for PBIS Committee to meet and plan for revisions to the current</p>

	<p>connection and belonging</p> <ul style="list-style-type: none"> - School leaders will develop a plan to improve parents' access to information about the school (e.g., class parents, active PTO). - School leaders will investigate ways to improve the school district website to improve functionality and navigation, and provide parents with useful, easy to access information 	<p>Students and families will report suspected instances of bullying through the appropriate channels</p> <p>A higher number of students will be assigned CFES mentors</p> <p>Families will be provided with an end of year survey regarding the effectiveness of school/home communication.</p>	<p>systemTime for the CFES Advisor and school leaders to meet and plan for expanding peer mentoring activities</p> <p>Funds to improve the district's website</p>
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End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	I regularly participate in extracurricular activities offered through this school, such as school clubs or organizations, musical groups, sports teams, student government, or any other extracurricular activity [Baseline - 74% Agree or Strongly Agree]	85% Agree or Strongly Agree
	Students at this school are often bullied [Baseline - 50% Agree or Strongly Agree]	20% Agree or Strongly Agree
	At this school, students have lots of chances to help decide things like class activities and rules. [Baseline - 51% Agree or Strongly Agree]	70% Agree or Strongly Agree
Staff Survey	I think that bullying is a frequent problem at this school. [Baseline - 35% Agree or Strongly Agree]	20% Agree or Strongly Agree
	Students at this school would feel comfortable reporting a bullying incident to a teacher or other staff. [Baseline - 73% Agree or Strongly Agree]	90% Agree or Strongly Agree
	This school provides students with opportunities to take a lead role in organizing programs and activities. [Baseline - 53% Agree or Strongly Agree]	70% Agree or Strongly Agree
Family Survey	Bullying of students at school or school activities is a problem at this school. [Baseline - 26% Agree or Strongly Agree]	15 % Agree or Strongly Agree

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

A common calendar and system for scheduling club meetings and activities will be in place

Parents will have access to high quality information about the school through a variety of methods such as website, Facebook, and increased communications

Due to increased involvement in extracurricular activities, chronic absenteeism rates will decrease from the 2018-2019 school year.

Based on our survey results, parents will indicate that communication and involvement of families with the school has improved.

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.

X 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	Principal Leadership Development
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>This strategy supports all commitments identified by the school for 2022 - 2023. According to NYSED’s State Supported Strategies webpage, effective school leadership is one of the top two factors that impact student learning.</p> <p>Our principals will participate in monthly professional learning opportunities through ONC BOCES Principal Academy. This provides them with a strong principal network and opportunities for ongoing learning. In addition, the district’s Superintendent will provide leadership mentoring and coaching through weekly group meetings and supplemental individual meetings. Finally, the Elementary Principal will</p>

participate in the ONC BOCES Principal Mentor program for new leaders, which provides group sessions as well as individual mentoring with a retired school leader. This multi-pronged approach to principal development will foster growth in our two untenured principals.

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) as follows	

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) as follows	
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 "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
Diana Brady	Special Education Teacher
Steve Fancher	Secondary School Counselor
Ashley Head	Licensed Teaching Assistant
Maizy Jaklitsch	Staff Developer, ONC BOCES
Valerie Joern	Elementary Teacher
Melissa Leonard	Secondary Principal
Poletta Louis	Elementary School Counselor
Winsome Zinkievich	Student Support Services Coordinator
Katie Sill	Elementary Principal
Michelle McGowan	Parent
Katie Reynolds	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
April 20, 2022		X	X			
May 3, 2022	X	X	X			
May 18, 2022	X		X	X		
June 6, 2022			X	X	X	
June 22, 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 interviews were designed to deepen our knowledge about data from the School Climate survey. The questions allowed us to gather additional information about specific areas of need, and to gain clearer understanding of students' perceptions and concerns. In addition, notes from the student interviews were shared with the School Climate team to inform their work in developing a school climate improvement plan for 2022 - 2023 (a component of the DCIP). Student voice, through the interview process, amplified the need to focus on fostering a positive and supportive school climate.

Equity Self-Reflection

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

Through our discussion and completion of the Equity Self Reflection, we learned that our district's work in the areas of school climate and SEL are viewed as strengths, but that we still have work to do in those areas. This informed the DCIP, where both areas are identified priorities for 2022 - 2023. The focus on fostering and maintaining a welcoming and affirming environment is evident in Commitment #2's strategies and methods.

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.