



School Comprehensive Education Plan 2022-2023

District	School Name	Grades Served
Hempstead	Jackson Main	1-6

Collaboratively Developed By:

The **Jackson Main School** SCEP Development Team

Mr. Richard Brown, Ms. Rowena Costa, Mr. Shem Ishmael, Mrs. Sanderson-Austin, Mrs. Genell Bradley, Mr. Richard Mata-Castro, and Mr. Davon Williams, Parent.

And in partnership with the staff, students, and families of Jackson Main 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>

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

COMMITMENT 1

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to creating a safe, nurturing, and respectful learning environment to support all to develop inquiring, knowledgeable confident and caring young people who will grow to become lifelong learners.</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 believe as an International Baccalaureate (IB) Primary Years Programme (PYP) school, our mission at Jackson Main is to develop, inquiring, knowledgeable, confident, and caring young people who want to grow to become lifelong learners.</p> <p>The IB PYP framework is a globally recognized model of approaching all work with children and youth. This will align our work toward a common purpose of creating lifelong learners and inquiring minds who want to change the world around them.</p> <p>This inquiry process will cultivate a global perspective so that all students can create a positive impact with our local and global communities. This has led us to a continuation of inquiry-based instruction/learning model. This program will utilize specific culturally inclusive literature to support and enhance instruction.</p> <p>Additionally, this will promote a positive and welcoming learning environment across all grade levels. We are committed to imbuing international mindedness as a foundation for instruction across all grade levels. This is a commitment that all Jackson Main stakeholders will ensure equity for all students we serve.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Looping	One 3 rd grade teacher, one 4 th grade teacher, and two 5 th grade teachers will loop with their current students and teach the same students in 2022-2023 in the next grade.	<p>A series of reconfiguration meetings will take place for grade 1, grade 2, and grade 5. The goal is to inform and involve parents in the process to be more comfortable at the beginning of the school year.</p> <p>The benefits of looping include fewer attendance and behavior issues, particularly at the beginning of the school year.</p>	Lengthening Professional Learning Community (PLC) meetings in each grade level.
Curriculum Alignment (Vertical and Horizontal Articulation)	<p>Creating collaborative transdisciplinary units on Toddle App with the following elements:</p> <ul style="list-style-type: none"> Concepts – What do we want students to understand? 	Teachers are connecting with colleagues across all grade levels horizontally weekly and vertically monthly beginning in September, to share effective strategies, and resources.	<p>Access to grade level curriculum via Toddle Online Platform.</p> <p>Utilizing transdisciplinary themes across all grade levels:</p> <ol style="list-style-type: none"> Who We Are

Commitment 1

	<ul style="list-style-type: none"> • Skills – What do we want students to be able to do? • Knowledge – What do we want students to know about? • Attitudes – What do we want students to feel, value, demonstrate? • Action – How do we want students to act? 		<ol style="list-style-type: none"> 2. Where We Are In Place And Time 3. How We Express Ourselves 4. How We Organize Ourselves 5. Sharing The Planet 6. How The World Works
Structured grade-level collaboration that emphasizes best practices and appropriate materials.	<p>Teacher will align the IB PYP curriculum during the weekly grade-level meeting with the support of the school's IB PYP coach.</p> <p>The IB PYP coach arranges the trainings for Toddle PYP transdisciplinary themes in alignment to New York State elementary curriculum to ensure the continuity across all content areas and grade levels.</p>	<p>The units of inquiry are organized in transdisciplinary themes across all grade levels to ensure that the content areas and thematic planning is in alignment across all grade levels.</p> <p>Student and teacher reflection are reviewed upon the completion of each transdisciplinary unit.</p>	<p>Toddle App Platform</p> <p>End of the Unit project.</p> <p>Quarterly Goal Setting is done with students to ensure that benchmarks in the core curriculum across the grade levels are met.</p>
Principal Monitoring	The administration team under the direction of the Principal reviews the entries in the Toddle App platform to ensure that transdisciplinary themes are aligned to the NYS	Ongoing feedback is consistently provided to teachers to support approaches to learning, key concepts, learner profile attributes and lines of inquiry to support	Teachers will continue to be provided with a walkthrough checklist to ensure that the units of inquiry are being met and the tenets of the transdisciplinary units are being addressed across

Commitment 1

	curriculum goals across grade levels.	transdisciplinary themes across grade levels.	<p>grade levels vertically and horizontally.</p> <p>Quarterly goals will continue to be established with students in reading and mathematics to ensure that students are meeting short-term and long-term targets in each of the content areas (English Language Arts and Mathematics).</p>
Increase culturally relevant curricular materials	During PLC meetings, the IB PYP Coach will present a review of the Principal's Book of the Month titles that will be used to support the monthly learner profile attributes.	Classroom teachers will provide evidence of student learning through a variety of learning modalities to support student agency (voice and choice).	Teachers will continue to be provided with a list of activities and assessments aligned with the NYS standards and inquiry-based instruction across all grade levels while supporting the approaches to learning.

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 (e.g. % agree or strongly agree)
Student Survey	I feel safe at my school.	80%
	My teachers care about me.	90%
	I feel comfortable with my classroom teacher.	90%
	I can celebrate my culture in school.	80%
	I am learning about different cultures around the world.	85%
	I examine what I am learning through inquiry.	80%
Staff Survey	I am aware of the PYP policy shared on OneDrive.	80%
	I believe all students can learn.	100%
	I am confident in creating activities for my inquiry to develop conceptual understanding.	80%
	I enjoy teaching.	95%
	I have utilized "teacher support materials" quotes on the OneDrive platform.	80%
	Jackson Main has provided me with readings to help me better understand the PYP.	95%
	I exhibit learner profile attributes in all my collaborations with parents, students & colleagues.	95%
	During collaborative time, I was given an opportunity to share my voice.	80%
	I am supported in my interaction with parents.	80%
Family Survey	I feel empowered when working with your grade level team.	90%
	I feel the school is doing its best to keep my child safe while in school.	80%
	I think the school gives opportunities for my child to participate in clubs.	90%
	I have respectful relationships with my child's teachers.	80%
	I feel my child is inquiring, wondering, and questioning his/her learning in school.	70%
	I feel my child gets extra support when he/she does not understand what he/she is learning.	80%
	I think my child feels comfortable to speak to someone in school.	75%
	I would recommend Jackson Main IB PYP World School to other parents.	85%

Commitment 1

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.

Continue to utilize culturally relevant literacy to support the transdisciplinary themes within the IB PYP framework to foster international mindedness across the student population.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	The One-Way Dual Language Program will be implemented in Grades 1 and 2.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this commitment fit into the school's vision? • Why did this emerge as something to commit to? • In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews? • What makes this the right commitment to pursue? • How does this fit into other commitments and the school's long-term plans? 	<p>We believe that students must be provided with multiple opportunities to excel in academic development in a safe and nurturing environment. The pre-assessment (NWEA Reading & Mathematics and iReady Reading and Mathematics) data collected and analyzed indicated significant deficiencies in early literacy skills across all grade levels. The school responded with a rigorous and robust approach to improving early literacy skills through daily usage of online reading platforms including iReady, Lexia Core 5, Lexia English, and Book Nook.</p> <p>Our commitment is to continue to focus on student language development and early literacy skills in grades 1 and 2 (early elementary). The result will improve reading readiness skills in all grades as well as their Cognitive Academic Language Proficiency (CALP) development. The following pillars of literacy will be a major focus in grades 1 and 2:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency <p>Students will continue to enhance their early literacy skills using iReady Reading, Lexia Core 5, and Lexia English programs with fidelity. Teachers will continue to analyze student progress to ensure the accurate completion of the iReady lessons in grades 1 and 2.</p> <p>Students identified in bilingual classes will receive one-way dual language instruction where 50% of the instruction will be in the native language and 50% of the instruction will be in English.</p> <p>Multi-tiered System of Supports (MTSS) – Running Records, Sight Word assessments, data from Lexia Core 5, Lexia English, NWEA MAP, iReady, Book Nook, Renaissance Learning, myView leveled readers will continue to be implemented in grades 1 and 2.</p>

Commitment 2

Based on the student survey, 71% of the students feel supported when they encounter challenging subject matter. In addition, 75% of students feel enhancing literacy skills through the transdisciplinary themes within the inquiry-based framework is enhancing collaborative learning. This commitment is the right one to pursue because student agency is being valued and the data results are driving the decision-making process. This fits into the school's long-term plan to create lifelong learners that make impactful choices.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Quarterly administration of running records	Identifying students' current reading levels.	During quarterly data talks with administration and grade-level PLCs, staff members will explain the student data collected and analyzed to foster next steps for instruction and establish short-term and long-term goals.	<ul style="list-style-type: none"> • Book Nook • NWEA MAP (Lexile Score) • iReady Diagnostic (Lexile Score) • Fountas & Pinnell Benchmark Assessment System
Data charts	Teachers will monitor student progress to ensure students are meeting or exceeding their learning targets.	Formative assessments (formal/informal) to check for understanding of student growth and progression.	<p>Scheduling 90-minute period blocks for inquiry literacy.</p> <p>Utilizing the online platforms with fidelity.</p> <p>Purchasing Foundations to support early literacy skills (phonics, phonemic awareness, and fluency).</p>

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)
Student Survey	I feel my teacher helped me improve in reading. I know my sight words. I know my letter sounds. I met my reading goals. I can write a full sentence in my native language (English and Spanish). I can read a book and answer a question in a complete sentence in my native language (English and Spanish).	90% 90% 90% 80% 80% 80%
Staff Survey	I received professional development in one-way dual language. I have the resources to support early literacy instruction. I have enough time to collaborate with my colleagues to share best practices.	100% 100% 100%
Family Survey	I am aware of my child's progress. The staff cares about my child. I can communicate with my child's teacher in many ways. The school has vested interest in my child's education.	90% 90% 90% 90%

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.

Commitment 2

At the end of the 2022-2023 school year, at least 80% of students will meet or exceed grade level expectations and be prepared for the 2023-2024 school year.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	Social Emotional Learning (SEL) will be provided for all students in grades 1-6.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this commitment fit into the school's vision? • Why did this emerge as something to commit to? • In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews? • What makes this the right commitment to pursue? • How does this fit into other commitments and the school's long-term plans? 	<p>This commitment fits into the school's vision as we strive to provide multiple opportunities for students to address their social-emotional development. However, due to the interruption of learning caused by the pandemic, the patterns of student behavior have significantly affected their social emotional well-being. The behavior patterns that students exhibited include:</p> <ul style="list-style-type: none"> • Depression • Aggression • Socially maladjusted • Lack of confidence/self-esteem • Disconnected from peers • Lack of motivation to attend school • Anxiety <p>To make the learning process meaningful, students need to increase their competencies in social-emotional learning. This has a direct impact on their ability to learn academically and make meaningful connections. As a result, all stakeholders will be incorporating the 7 Mindsets of SEL in their classroom rituals and routines. This is a web-based curriculum that teaches students the skills needed to master social and emotional learning (SEL) competencies.</p> <p>Based on the commitment to the IB PYP framework, the school's vision is a commitment to provide an emotionally safe and nurturing learning environment. The 7 Mindsets of SEL curriculum will assist the school with meeting the needs of the whole child and provide classroom educators with a comprehensive tool to support SEL. We are committed to broadening student voice to share any concerns that they may have during their day at school. This is based on collective results from the 2021-2022 student survey. The data showed that 60% of the students felt comfortable sharing their experiences and feelings with staff members and their peers. This</p>

Commitment 3

	commitment supports the idea that students can find themselves represented and reflected in the learning community. The common thread is that the students understand that people must be treated with respect and dignity within and outside the school community.
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
7 Mindsets platform	Using the '7 Mindsets' platform (evidence-based program promotes and develops Shift school culture with positiveness) develop Social Emotional Learning Program to support scholars and staff's well-being and mindfulness	Systemically analyze the usage of the "7 Mindsets" platform across the grade levels.	Implement '7 Mindsets' program for engaging learning, improvement of attendance, reduce behavior issues, and improve student academic skills. Blocked time will be scheduled to provide daily implementation of lessons/modules with students across all grade levels.
Daily Check-in	A daily feelings check-in helps students learn to recognize different emotions and the intensity of emotions.	Increase in attendance. Reduction in aggressive behaviors/responses. A positive attitude towards attending school.	The 7 Mindsets and the Book Nook platforms provide students with the opportunity to share their feelings about their day. Time will be allocated during the instructional day

Commitment 3

			across all grade levels to support the emotional well-being of students.
Newsela	The digital platform provides relevant content to support the SEL curriculum initiatives and academic needs in reading, social studies, and science.	As a supplementary resource, Newsela provides a list of various articles and activities to support SEL.	Newsela platform Professional Development: A video will be presented to staff to dissect the platform during PLCs meetings prior to implementation across all grade levels.

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)
Student Survey	I feel safe in school. I am excited to come to school every day. I feel the schoolwork is challenging. I can talk to someone in school about my feelings. I can choose to do fun activities at school. I like working with my friends while learning at school. My teacher cares about me.	80% 85% 25% 90% 90% 90% 90%
Staff Survey	The culture at my school supports SEL. My school staff use essential agreements to support SEL. My school values the 7 Mindsets of SEL. SEL has clear benefits for students at the school. I prioritize promoting social and emotional competencies in my classroom. I believe that social and emotional competencies are related to student's academic success.	90% 90% 90% 90% 90% 90%
Family Survey	My child feels safe in school. My child is excited to come to school. My child feels comfortable with their teacher at school. My child has friends at schools. I have resources available to help my child. The school staff cares about my child.	90% 90% 90% 90% 90% 90%

Commitment 3

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.

Data will be collected and analyzed using the 7 Mindset dashboard to ensure consistency, continuity, and emotional growth with the student population.

At the end of the 2022-2023 school year, we anticipate:

- an increase of at least 10% in student attendance.
- an increase in positive attitude towards attending school.
- a systemic reduction in aggressive behavior/responses from students.
- Staff will pledge to check-in with students to ensure healthy student mindsets while applying the 7 Mindset platform strategies.

Evidence-Based Intervention

Evidence-Based Intervention

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

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

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

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

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

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

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

☐ State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Evidence-Based Intervention

☐ 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
Richard Brown	Principal
Rowena Costa	Assistant Principal
Shem Ishmael	Teacher
Richard Mata-Castro	Teacher
Genell Bradley	Teacher
Sharon Sanderson-Austin	Teacher
Davon Williams	Parent

Our Team's Process

Our Team's Steps

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

- 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
- 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
<i>Example: 4/6/21</i>			x	x		
06/13/2022	x		x	x	x	
06/14/2022	x		x	x	x	
06/15/2022			x	x	x	
06/16/2022			x	x	x	
06/22/2022			x	x	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

After the analysis of the student interviews, the team found the following:

- 60% of the students felt comfortable sharing their experiences and feelings with staff members and their peers.
- 71% of the students feel supported when they encounter challenging subject matter.
- 75% of students feel enhancing literacy skills through the transdisciplinary themes within the inquiry-based framework is enhancing collaborative learning.

Based on the data from the student interviews, our commitments focused on:

- Creating a nurturing and safe environment
- One-Way Dual Language and Early Literacy
- Social Emotional Learning

Equity Self-Reflection

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

Not applicable (School in Good Standing).

Next Steps

Next Steps

- **Sharing the Plan:**
 - **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.
 - **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.
 - **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
- **Implementing the Plan** (for all schools):
 - Ensure that the plan is implemented no later than the first day of school
 - Monitor implementation closely and make adjustments as needed
 - Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - 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.