

**School Comprehensive Education Plan**

2024-25

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| District | School Name | Grades Served |
| Niagara Falls City School District | Gaskill Preparatory | 7 & 8  |

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| Collaboratively Developed By: |
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# Guidance for Teams

## Template

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

## Prior to Writing the Plan

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

1. Completed the Five-Part Needs Assessment
	* [Activity 1: ​Envision: Exploring Your Vision, Values, and Aspirations](https://www.nysed.gov/sites/default/files/programs/accountability/activity-1-envision-exploring-our-vision-values-and-aspirations.pdf) *(optional for re-identified schools)*
	* [Activity 2: Analyze: Internal and External Data](https://www.nysed.gov/sites/default/files/programs/accountability/activity-2-analyze-internal-and-externaldata.pdf)
	* [Activity 3: Analyze: Survey Data](https://www.nysed.gov/sites/default/files/programs/accountability/activity-3-analyze-surveydata.pdf)
	* [Activity 4: Listen: Student Interviews](https://www.nysed.gov/sites/default/files/programs/accountability/activity-4-listen-interviewing-students.pdf)
	* [Activity 5: Envision: Reflect, Synthesize, and Plan](https://www.nysed.gov/sites/default/files/programs/accountability/activity-5-envision-reflect-synthesize-plan.pdf)
2. Re-identified Schools:
* Participated in [SCEP Pre-Team Meeting Planning Session 4](https://www.nysed.gov/sites/default/files/programs/accountability/pre-scep-team-meeting-planning-session-4.pdf) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

## Commitments

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

## Key Strategies

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

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

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

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

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

Schools may find Hattie’s [High Impact Teaching Strategies](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx) and the [Diagnostic Tool for School and District Effectiveness (DTSDE) Framework](https://www.nysed.gov/sites/default/files/programs/accountability/dtsde-framework.pdf) and [Phases of Implementation](https://www.nysed.gov/sites/default/files/programs/accountability/dtsde-phases-of-implementation_0.pdf) to be helpful resources when considering Key Strategies.

## Implementation

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

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

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

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

## Success Criteria and Benchmark Targets

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

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

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

The plan template is designed to ensure the school teams return to their plan throughout the year and make updates when needed. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

## SCEP Rubric

NYSED has developed [a rubric](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

## Resources for Team

* [Assembling Your Improvement Planning Team](http://www.nysed.gov/common/nysed/files/programs/accountability/assembling-your-improvement-planning-team.pdf)
* NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

# Evidence-Based Intervention

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

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

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

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

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

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

## [ ]  State-Supported Evidence Based Intervention

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

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| Evidence-Based Intervention Identified | Instructional Coaching |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | This strategy supports commitments one and two as the instructional coach conducts coaching cycles, facilitates mini data analysis protocols, professional development, thinking partnerships, co-planning and collaborates in the strategies listed in both commitments. |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | During our department debriefs at the end of the year, teachers expressed concern with catching students up after being absent as well as differentiating instruction to meet all students’ needs. Students also stated in their survey and during student interviews that classwork was not challenging and bullying was a concern. They enjoyed and were most engaged in project-based learning. Teachers felt the greatest impact by doing targeted coaching cycles and visiting classrooms. |

## [ ]  Clearinghouse-Identified

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

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| Evidence-Based Intervention Identified | **Check and Connect** **(What Works Clearing House) attendance-based program** |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | **All three** |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | We found a common thread of attendance woven throughout our discussions. After watching and discussing the Frontline video, we decided that we need to make this a priority as middle school is often the last place to catch students prior to dropping out. |

### Clearinghouse used and corresponding rating

 [ ]  **What Works Clearinghouse**

[ ]  Rating: Meets WWC Standards Without Reservations

[ ]  Rating: Meets WWC Standards With Reservations

[ ]  **Social Programs That Work**

[ ]  Rating: Top Tier

[ ]  Rating: Near Top Tier

[ ]  **Blueprints for Healthy Youth Development**

[ ]  Rating: Model Plus

[ ]  Rating: Model

[ ]  Rating: Promising

## [ ]  School-Identified

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

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| Evidence-Based Intervention Identified |  |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) |  |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? |  |
| Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology |  |

# COMMITMENT 1

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | We commit that every child and staff member feel safe, celebrated, respected, supported, and has a true sense of belonging. |
| **Why are we making this Commitment?***Things to potentially take into consideration when crafting this response:** *How does this Commitment fit into what we envision for the school?*
* *How does this Commitment relate to what we heard when listening to others?*
* *How does this Commitment connect to what we observed through analysis?*
 | **Vision: At Gaskill Preparatory school we strive to create an inclusive and positive culture where students understand and celebrate our similarities and differences that will promote our students to flourish in life.** This commitment was developed to build strong, trusting relationships with adults and peers, which promotes emotional well-being. The necessity to develop self-awareness and self-management skills is essential for success in school and in life. We strive to have all students and staff demonstrate ethical decision-making and responsible behaviors in personal, school, and community contexts. We believe that quality relationships with students are paramount to effective teaching and learning that improves a child's overall academic and social development. During student interviews, it was expressed that students would like more time to talk about issues in their lives, learn skills for emotional well-being, and have activities to foster friendships in school. They also feel they have a trusted adult to speak to about issues in their life or if they are having a bad day. Furthermore, students expressed a need for respectful communication between students and teachers. Students felt they have a wonderful rapport on average with three out of five teachers they encounter daily but crave it for all instructors. Teacher check-ins and one-one-conversations provide an opportunity to talk, and we will expand on the connection between Trauma Informed Instruction, SEL and Restorative Justice language. During our analysis protocol, we found a need in identification, systems, and support, centered around communication with staff and faculty about student needs. Therefore, we will align building-wide protocols for collecting data to the protocols set up by the Student Center and our START Team. Moreover, there is a need for consistent time to meet to communicate about needs and collaborate on solutions. *W*e also need to continue to improve fostering close relationships with students and families to gather insights into students’ cultures, goals, and learning preferences.Impactful learning environments are successful when social, emotional, and cognitive well-being is considered. Our goal is to educate students to meet both academic and social emotional needs. This aligns with the cultivation of building a culture open to all community needs. |

Key Strategies

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

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| **KEY STRATEGY** | **HOW DOES THIS COMPARE TO EXISTING EFFORTS?**  | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?*Consider both data trends observed and student interview responses.**For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| **School-Wide Approaches for an Inclusive Building Culture** | [ ]  [ ]  EXPAND[ ]   | Students expressed both in student interviews and in the survey that bullying, and discrimination was an issue at the school. These activities will be expanded in frequency and supported this year. |
| **Intervention, Identification and Support** | [ ]  [ ]  EXPAND[ ]   | We are adding time to meet one-on-one with teachers expressing concerns about students. |
| **Check and Connect** **(What Works Clearing House) attendance-based program** | [ ]  REFINE | We realized that we need to have a more systematic manner to keep track of which students are involved and how they are doing. |

Implementation

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| **KEY STRATEGY 1** | **School-Wide Approaches for an Inclusive Building Culture** |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| **Student Champion Team** This team of students will meet with a member of the UB Trauma Team for a workshop once a month to learn about trauma and create a plan to educate peers. They also will conduct environmental walks to give feedback to teachers. The instructional coach and social workers will be the organizers of this program. | [ ]  by EPM [ ]   |
| **Staff Champion Team**This is a group of adults in the building who meet monthly to address the trauma needs of employees in the building. This year the goal is to prevent burnout. This is being done with the following activities: 10-week Mindful Monday workshop, daily journaling during home base for both staff and students, tag out system for adults to give each other a break and wellness faculty meetings  | [ ]  by EPM  |
| The **Gaskill Student Influencer Award** will demonstrate to students how valuable everyone is in our community. This inclusive award will consider academic and school community participation. Students will be given their award and a handwritten note from their teacher at a celebration breakfast.  | [ ]  [ ]  by MYB |
| **Monthly Student Cluster Meetings**Monthly cluster meetings will take place to develop a sense of community through shared experiences and to hear student concerns. We will also provide programming during this time such as anti-bullying, communicating appropriately with peers and adults, as well as trauma informed education. | [ ]  [ ]  by MYB |
| **Response Communication Cycles** When a student has a concern or a behavioral issue, they will have a Restorative Justice meeting. This will give all parties closure and validate to all involved that they are important members of our community. | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Awards, communication from guidance counselors to teachers, funding for celebrations, monthly activities, note cards, bulletin boards, Funding for workshop materials at the elementary schools and T-shirts, organizing meetings by the instructional coach, permission slips, interviews with UB to become a member |
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| **KEY STRATEGY 2** | **Intervention, Identification and Support** |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| The protocol was refined last year for teachers to record data about student concerns. An addition this year is formal communication between teachers and START team for approaches to use with students during the identification process. Our school psychologist will lead this team and organize meeting times. Faculty and staff will experience training in this protocol and have regular ASP meetings with Student Center support staff. | [ ]  by EPM [ ]  by MYB |
| Our adult champion team will lead workshops for faculty and staff. This will clarify the relationship between equity and inclusion, trauma informed education and restorative justice practices.  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| START meeting protocol, faculty meeting time scheduled, ASP and faculty meetings scheduled by the instructional coach |
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| **KEY STRATEGY 3** | **Check and Connect** **(What Works Clearing House) attendance-based program** |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| We will continue to improve to connect our at-risk students with an adult mentor that checks in daily. Each member of the SEL (Social and Emotional Learning) team will check and connect with 5 students. Any staff member in our building can become a mentor. A protocol will be put in place to assign and monitor this cluster of faculty and staff.  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Protocol to identify and keep track of students, Boys to Men, Winning Because I Tried, F-Bites, breakfast, truancy officers, and staff. |
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Progress Targets

### Early Progress Milestones

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

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| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **School-Wide Approaches for an Inclusive Building Culture** | -Student Trauma Team in Place-Adult Trauma Mindfulness Workshop in place -First influencer awards given-Monthly student cluster meetings underway  | Students should begin to express in our student interviews that they are comfortable in the building, feel part of a community and treat each other with respect. |  |
| **Intervention, Identification and Support** | -Protocol being used to identify students-Consistent data collection-Bimonthly ASP meetings scheduled to collaborate with faculty | The protocol, including data collection and ASP meetings, will be in place. We hope to see consistency for student outcomes due to the protocol implemented in January 2024. This will be used to evaluate the system and see what we need to revise. All students should feel they are supported in any way they need. |  |
| **Check and Connect** **(What Works Clearing House) attendance-based program** | -Students identified-Daily check ins-Review of list at START meetings to be proactive with necessary student supports  | A check and connect list will be started during the first week of school with every student feeling as if they have a trusted adult to go to in the building. This list will include attendance and be reviewed at START team meetings. |  |

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

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

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|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Student Shadow Experience | Teachers and students do not feel exhausted during the school day due to SEL and Trauma educational practices. |  |
| **End-of-the Year Targets** | Student Shadow Experience | Students take ownership of these practices and advocate for themselves and each other. |  |

### Spring Survey Targets

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

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|  | Survey Question(s) or Statement(s) | 2023-24 data if available*(e.g., % agree or strongly agree)* | Desired response*(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | My teachers explain things in different ways so that all students learn.Students treat each other with respect | 51.8%18% | 66%33% |  |
| Staff Survey | Students believe they are going to be successfulStudent behavior does not interfere with instruction  | 43% 14% | 58%30% |  |
| Family Survey | Teachers contact me, not just in times of concern.  Students treat each other with respect.  | 39 %36% | 54%51% |  |

# COMMITMENT 2

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | We commit to support a student-centered learning environment by cultivating a building culture that is inclusive. |
| **Why are we making this Commitment?***Things to potentially take into consideration when crafting this response:** *How does this Commitment fit into what we envision for the school?*
* *How does this Commitment relate to what we heard when listening to others?*
* *How does this Commitment connect to what we observed through analysis?*
 | **Vision: At Gaskill Preparatory school we strive to create an inclusive and positive culture where students understand and celebrate our differences that will promote our students to flourish in life.** This commitment supports our vision because our instructional practices are going to embrace our cultural differences. For the community to thrive, the vision will come through collaboration from all building community members. We picked this commitment to maximize academic gains after reviewing student interview data and our end of the year department debriefs with teachers. Teachers expressed that they need to differentiate learning more and students thrived during inquiry projects. Students cited their inquiry projects as meaningful work and where they learned the most during the year. Embracing student-centered learning seems a natural steppingstone after focusing on engaging strategies and inquiry work last year. Content area teachers were concerned about the difficulty students were having expressing themselves in writing. That led us to find a universal approach to writing for the building with explicit instruction to implement this year.We have focused on shifting the mind-set of the school community to foster relationships that will spill over into everything we do. This has enhanced communication and emphasized the interconnectedness of social, emotional, and academic performance. This has occurred as students reported being comfortable talking to three out of five teachers they interact with daily. Therefore, we will continue to focus on this as we recognize that relationships are a fundamental “must have” for the growth of young people understanding that environments that prioritize social, emotional, and cognitive development make strong gains. During our analysis protocol, we decided to focus on systems of identification, interventions, and support. We will put into place more meetings to analyze data to inform our instruction to make academic gains. This will be done both as a department and individually. Moreover, clear protocols will be put in place on how to track student data that informs our instruction. |

Key Strategies

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

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| **KEY STRATEGY** | **HOW DOES THIS COMPARE TO EXISTING EFFORTS?**  | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?*Consider both data trends observed and student interview responses.**For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| **School Wide Approach to Writing**  | [ ]  NEW[ ]   | All classroom teachers have expressed the difficulty students are having in writing. We are having every discipline trained in Step Up to Writing.  |
| **Utilizing Data to Inform Instruction** | [ ]  EXPAND[ ]   | This year it will be a priority to expand DAP meetings with teacher and student input.  |
| **Social Emotional** **Approaches for Instruction** | [ ]  REFINE | Students still express that social emotional needs impede their learning. This is why we are creating a “must do” check list for teachers to integrate SEL into their class period and not to teach it separately.  |
| **School Wide Engagement Strategies Focusing on Total Participation** |  REFINE | In our student interviews, students expressed that they wait for their teacher to tell them the answer to classwork. They do not feel a need to participate. Therefore, last spring and this summer the instructional coach led a book study on Total Participation techniques by Himmel. Fourteen participants generated a table of techniques and teachers will share their knowledge at faculty meetings. |
| **Student Centered Instruction** |  EXPAND | Our social studies department will continue to expand their C3 inquiry units and success skills for the Capstone Project. We will be working with a coach from BOCES again this year. We are encouraging other content areas to collaborate for project-based assessments. Our Math Department will receive training to increase student engagement and discourse.  |

Implementation

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| **KEY STRATEGY 1** | School Wide Approach to Writing |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| In August, a writing committee will write the three-year phase in plan. | [ ]  by EPM [ ]  by MYB |
| School wide Step Up to Writing training. Departments will generate implementation plans. | [ ]  by EPM [ ]  by MYB |
| A three-year plan will be introduced at the September faculty meeting. | [ ]  by EPM [ ]  by MYB |
| Coaching purchased from Step Up to Writing to be provided throughout the year. | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Step Up to Writing materials, professional development, coaching, funding, and scheduling of meetings for the committee |
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| **KEY STRATEGY 2** | **Social Emotional** **Approaches for Instruction** |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| A committee will generate the “must do list” for how to implement strategies into lessons. | [ ]  by EPM [ ]  by MYB |
| ASP meetings to roll out the SEL list. | [ ]  by EPM [ ]  by MYB |
| ASP meetings for additional professional development and to provide peer feedback on lessons. | [ ]  by EPM [ ]  by MYB |
| Focus on SEL check list during walk throughs with feedback provided by leadership. | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| SEL check list, ASP meetings scheduled, walk throughs scheduled, feedback loop implemented |
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| **KEY STRATEGY 3** | **Utilizing Data to Inform Instruction** |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| ELA (English Language Arts) will meet after each benchmark test given in AIS to generate an individual plan for moving a student forward in their learning. | [ ]  by EPM [ ]  by MYB |
| Each department will meet to determine their mini-DAP benchmark goals prior to their midterm and end of year assessments. | [ ]  by EPM [ ]  by MYB |
| Each department will determine how they will measure writing. A Writers Portfolio will be encouraged.  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Schedule time to meet, working faculty meetings |
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| **KEY STRATEGY 4** | **School Wide Engagement Strategies Focusing on Total Participation** |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
| The TPT book study will have one last session this Fall. | [ ]  by EPM [ ]  by MYB |
| Teachers that participated in the book study will present the top ten TPT list. | [ ]  by EPM [ ]  by MYB |
| Said teachers will open classrooms so teachers can observe and do a min-coaching session with the instructional coach. | [ ]  by EPM [ ]  by MYB |
| Teachers will share their findings at faculty meetings and have teachers experience these strategies.  | [ ]  by EPM [ ]  by MYB |
| Math teachers will implement and share out strategies from engagement and discourse training.  | [ ]  by EPM [ ]  by MYB |

|  |
| --- |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Time at faculty meetings, book study protocol, top ten list, schedule time with instructional coach |
|  |

Progress Targets

### Early Progress Milestones

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **KEY STRATEGY 1** | **School Wide Approach to Writing** | Introduction lessons in ELA and another core content area so students are familiar with the process and start to feel confident.  |  |
|  | **Utilizing Data to Inform Instruction** | At ten weeks, core content areas will be completing their first DAP sessions. |  |
|  | **School Wide Engagement Strategies Focusing on Total Participation** | We would have completed introducing TPT to teachers at a faculty meeting. They will vote on four school-wide techniques. |  |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Student InterviewsWalk Through DataDAP Session OutcomesSchool-Wide Writing | -Students feel welcomed, part of the community and are engaged in classes.-Writing has improved by 15% since the first benchmark assessment.-Teachers are generating more individualized instruction for students. |  |
| **End-of-the Year Targets** | Walk Through DataEOY Surveys DAP Session OutcomesSchool-Wide Writing | -EOY surveys increase on average 15%.-Students’ writing has improved by 30% in phase one of introducing the program.-We see an increase in NWEA scores by 20%. |  |

### Spring Survey Targets

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | 2023-24 data if available*(e.g., % agree or strongly agree)* | Desired response*(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | Classes are interesting and keep my attention.In class, we often work with partners, or in groups.In class, we read and write every day. | 25.5%40.8%56.0% | 40.5%55.8%71.0% |  |
| Staff Survey | Student behavior does not interfere with instruction  | 14% | 30% |  |
| Family Survey | My Child talks about the student learning targets given to them by teachers Teachers use regular assessments/ “Checks” to monitor my child(ren)’s learning. | 43.5%55.0% | 58.5%70.0% |  |

# COMMITMENT 3

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

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2024-25?** | Attendance We commit to creating an environment that prioritizes consistent attendance which is paramount to instruction, learning and a healthy school culture.  |
| **Why are we making this Commitment?***Things to potentially take into consideration when crafting this response:** *How does this Commitment fit into what we envision for the school?*
* *How does this Commitment relate to what we heard when listening to others?*
* *How does this Commitment connect to what we observed through analysis?*
 | **Vision: At Gaskill Preparatory school we strive to create an inclusive and positive culture where students understand and celebrate our similarities and differences that will promote our students to flourish in life.** * This commitment fits into what we envision for our school by creating a school culture in which consistent attendance is viewed as a norm by our school community. This initiative will emphasize a school and home collaboration to the benefit of the students.
* What we heard from students are several barriers to consistent attendance which are related to the students' sense of a lack of safety in their community.
* This commitment connects to what we observed through the attendance data. For example, 78% of GPS students have some sort of attendance issue including 113 students that meet the PowerSchool attendance risk criteria for “Red Alert”. Moving forward, we are striving to reduce student absences to 10 days per school year or 1 day per month by identifying and establishing a relationship with the students on the 6th Grade Profile sheets that are at risk for chronic absences. Incentives including hot breakfasts and ASP activities will be used to encourage all students to strive for perfect attendance.
 |

Key Strategies

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

|  |  |  |
| --- | --- | --- |
| **KEY STRATEGY** | **HOW DOES THIS COMPARE TO EXISTING EFFORTS?**  | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?*Consider both data trends observed and student interview responses.**For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| Complete Sub Binders  | REFINE | Accurate substitute binders should include quality student centered lesson plans that provide a continuity of instruction and do not include laptops. Lesson reflection form filled out by each sub along with accurate attendance record. Students should be accountable for their work.  |
| Identifying Chronically Absent/Tardy Students  | [ ]  [ ]  EXPAND | The student services center (SSC) will identify students who are struggling with chronic absences and tardiness. Chronic absences can be defined as 18 or more missed or late school days in a year. Quarter 1: 5 or moreQuarter 2: 9 or moreQuarter 3: 14 or moreQuarter 4: 18 or more  |
| Incentivizing Students  | [ ]  EXPAND[ ]   | Celebrating students who meet the attendance goal.  |
| Welcoming Back Absent Students  |  NEW | Team norms around: * Welcoming back students who have been absent (not judgmental)
* Creating a resource for students to catch up
* Establishing expectations around using ASP
* Offering after school through Academic Restoration (21st Century)
* Educating students on how to access/use PowerSchool
 |

|  |
| --- |
| **For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.** |
| Our school already implements a sub binder, we are asking for them to be more consistent and intentional. Our SSC is already working on identifying chronically absent/tardy students by using the defined data sets.Our incentivizing plan will use additional encouraging methods to continue increasing attendance.  |

Implementation

|  |  |
| --- | --- |
| **KEY STRATEGY 1** | Complete Sub Binders  |

|  |  |
| --- | --- |
| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Faculty meeting to outline expectations for sub binders, their effective use and implementation.  | [ ]  by EPM [ ]  by MYB |
| Reflection process to evaluate lesson effectiveness and student behavior.  | [ ]  by EPM [ ]  by MYB |
| Administrators will check sub binders during plan book checks.  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

|  |
| --- |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Creating a reflection form for plan books, sharing information for staff, creating substitute teacher norms for both the substitute and the classroom, distributing binders, labels  |
|  |

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| --- | --- |
| **KEY STRATEGY 2** | Identifying Chronic Absent  |

|  |  |
| --- | --- |
| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| The SSC home visits over the summer based on the 6th grade profile sheet | [ ]  by EPM [ ]  by MYB |
| Targeting the cause of the chronic absences/tardiness by more frequent check ins and home visits  | [ ]  by EPM [ ]  by MYB |
| START meeting to populate a list to identify, analyze and discuss students with challenges  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

|  |
| --- |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Time for START meetings and home visits. The SSC will complete home visits. Data from PowerSchool, the BASC-3, and 6th grade teachers.  |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 3** | Incentivizing Students  |

|  |  |
| --- | --- |
| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Creating quarterly awards and celebrations for students who achieve our attendance goals.  | [ ]  by EPM [ ]  by MYB |
| Using social media and smores newsletter to inform families about our successes.  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

|  |
| --- |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Smores newsletter template, someone to create award certificates, breakfast supplies, social media person  |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 4** | Welcome Back Absent Students  |

|  |  |
| --- | --- |
| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
| Faculty meeting to establish welcoming back priorities and using team meetings to establish norms (ASP usage, PowerSchool grades)  | [ ]  by EPM [ ]  by MYB |
| Creating a “getting caught up” check list  | [ ]  by EPM [ ]  by MYB |
| Establishing an academic restoration per grade.  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

|  |
| --- |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Check list, 21st century program funds, teacher participants, time during meetings |
|  |

Progress Targets

### Early Progress Milestones

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| Identifying Chronic Absent | -Student Interviews-Faculty and Staff Poll | Student solutions are developed by our new tracking sheet and both students and faculty feel supported. These solutions will result in a 15% increase in attendance. |  |
| Welcome Back Absent Students | -Student Interviews-Faculty and Staff Poll | Students are not so overwhelmed when they return from being absent and feel supported by their teachers. |  |
|  |  |  |  |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | -Student Interviews-Faculty and Staff Poll | These efforts will increase attendance by 10% and students will feel less stressed when returning from being absent. |  |
| **End-of-the Year Targets** | -Student Interviews-Survey data from all constituencies  | Attendance will increase by 15% and students will be comfortable knowing they can catch up easily on their work. |  |

### Spring Survey Targets

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | 2023-24 data if available*(e.g., % agree or strongly agree)* | Desired response*(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | I feel welcomed in school Students are welcomed back into class after being disciplined  | 47%42% | 72%67% |  |
| Staff Survey | Most students believe they will be successful Students are able to concentrate and focus in school  | 43%36% | 68%61% |  |
| Family Survey | I receive notes/calls and/or other feedback from my child(ren)’s teachers  | 45% | 60% |  |

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

# Civic Empowerment Project (schools in CSI only)

## Background

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

## Options for Schools

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

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

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

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](https://www.nysed.gov/accountability/civic-empowerment-projects) website. Schools should consider how to incorporate their selection into their existing commitments.

### Directions (Schools in CSI only)

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

[ ]  Participatory Budgeting

[ ]  Monthly School Focus Groups

[ ]  Climate Survey Inquiry Team

[ ]  Schoolwide Voting

[ ]  Collaborative School Improvement Grant Development

[ ]  Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

# Our Team’s Process

## Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

## Our Team’s Steps

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

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

## Team Collaboration

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name | Role | Orientation to School Teams (required for new TSI) | Envision: Exploring the Vision, Values and Aspirations  | Analyze: Internal and External Data | Analyze: Survey Data |  Listen: Student Interviews |  Envision: Reflect, Synthesize and Plan | Plan To Write and Revision |
| *Example: Mary James* | *ELL Teacher* | *3/5* | *3/12* | *3/19* |  | *4/10, 4/11* | *4/17* | *5/2 5/9 5/16* |
| Derek Zimmerman | Principal | 5/8 |  |  |  |  |  | 6/28 |
| John Briglio | Assistant Principal | 5/8 |  |  |  |  |  | 6/28 |
| Kristen Mihalko-Hyland | Instructional Coach | 5/8 | 5/30 | 6/5 | 6/10 | 5/2 | 6/27 | 6/28, 8/5 |
| Andrea Douglas | Social Worker | 5/8 | 5/30 | 6/5 | 6/10 | 5/2 |  | 6/28, 8/5 |
| Angelina Wilkins | Social Worker | 5/8 | 5/30 | 6/5 | 6/10 | 5/2 | 6/27 | 8/5 |
| Reanna Rogers | School Psychologist | 5/8 | 5/30 | 6/5 | 6/10 |  | 6/27 |  |
| Danielle Virtalino  | Special Education Teacher | 5/8 | 5/30 | 6/5 | 6/10 |  | 6/27 |  |
| Sommer Pacana | Social Studies Teacher | 5/8 | 5/30 | 6/5 | 6/10 |  | 6/27 |  |
| Lynne Nevue | Social Studies Teacher | 5/8 | 5/30 | 6/5 | 6/10 |  | 6/27 | 8/5 |
| Leah Mosher | Math Teacher | 5/8 | 5/30 | 6/5 | 6/10 |  | 6/27 | 8/5 |
| Brandie Brown | English Language Arts Teacher | 5/8 | 5/30 | 6/5 | 6/10 |  | 6/27 | 8/5 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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# Learning As A Team

## Directions

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

### Student Interviews

|  |
| --- |
| Describe how the Student Interview process informed the team’s plan |
| We listened to students who are overwhelmed when they return to school after being absent and implemented commitment 3. Students also learned the most from project-based assessments. Therefore, we are building off their interests with additional inquiry work added to the curriculum. They also said that they are stressed out and would like more opportunities to talk about what is going on in their lives and have mental breaks throughout the day.  |

**Schools in the ATSI and TSI model only**

### Subgroup Spotlight

|  |
| --- |
| Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified. |
| The explicit instruction and student-centered learning will give our subgroups the structure and mastery they need to move forward in their learning. Moreover, attendance is a huge issue impeding learning. Students need to be here to learn. Hand in hand with attendance comes outside issues that lead to anxiety such as taking care of siblings and food insecurity. That is why the key strategies in commitment 2 will support our subgroups.  |

Next Steps

## Sharing the Plan

### Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the** [**SCEP Rubric**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) **to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](https://www.nysed.gov/sites/default/files/programs/accountability/scep-minimum-expectations-pdf.pdf), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](https://www.nysed.gov/sites/default/files/programs/accountability/pre-scep-team-meeting-planning-session-5.pdf) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

### Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the** [**SCEP Rubric**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) **to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED’s minimum expectations](https://www.nysed.gov/sites/default/files/programs/accountability/scep-minimum-expectations-pdf.pdf). Plans will need to be approved by the District before the first day of the 2024-25 school year.

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

## Implementing the Plan (All Schools)

* 1. Ensure that the plan is implemented no later than the first day of school.
	2. Monitor implementation closely and adjust as needed.
	3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
	4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
	5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.