New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Troy City School District	School # 18	K-5

Collaboratively Developed By:
The School 18 SCEP Development Team   *And in partnership with the staff, students, and families of School 18.*

Guidance for Teams

Template

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

Prior to Writing the Plan

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

1. Completed the Five-Part Needs Assessment
   - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) *(optional for re-identified schools)*
   - [Activity 2: Analyze: Internal and External Data](#)
   - [Activity 3: Analyze: Survey Data](#)
   - [Activity 4: Listen: Student Interviews](#)
   - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)

2. Re-identified Schools:
   - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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

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

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

☐X State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Instructional Coaching will support academic commitments and classroom management which impacts student behaviors.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	To improve students' ELA and Math learning, instructional coaching will provide teaching strategies to the teachers who will provide targeted instruction to our sub-group.

☐ Clearinghouse-Identified

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

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
    - ☐ Rating: Meets WWC Standards Without Reservations
    - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
    - ☐ Rating: Top Tier
    - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
    - ☐ Rating: Model Plus
    - ☐ Rating: Model
    - ☐ Rating: Promising

☐ School-Identified

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

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

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to providing high-quality, gap-closing instruction in the core academic areas, ELA, mathematics, and science and to students who have scored at levels one, two, and lower level three, based on the Fountas and Pinnell benchmark assessments and iReady.
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?*	**School 18 exists to provide equitable learning opportunities to meet the diverse needs of each student. We are committed to creating an environment that allows students to realize and reach their full potential while fostering a lifelong love of learning.** As a result of our vision statement, we must ensure that each child receives a high-quality gap-closing education. As we have reviewed the academic data, specifically the Fountas & Pinnell Benchmark Assessment of our students, we have found that approximately 65 % of our students are on grade level, leaving approximately 34 % behind one grade level or more. We seek to have 70% of our students at grade level in reading by the end of the 24-25 school year.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *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.
Implement iReady for ELA and Mathematics	x☐ NEW ☐ EXPAND ☐ REFINE	We learned that our students need more practice working independently at their level and pace.
STEAM Lesson per grade level Once/month aligned with NYS Nex Gen Standards in science	x☐ NEW ☐ EXPAND ☐ REFINE	We have learned that our students are highly engaged in our STEAM days and want to parle their interest to leverage and increase science knowledge.
Develop student ownership through student-led conferences, and data binders (reading logs) ?	x☐ NEW ☐ EXPAND ☐ REFINE	We know that student goal-setting leads to ownership which is an engagement strategy leading to student success.
We will use all professionals to assist in providing additional targeted instruction to our students whose skills are below grade level.	☐ NEW x☐EXPAND ☐ REFINE	We have seen an increase in benchmark scores in classrooms where an additional teacher provides extra small-group instruction.
Increase student academic and content area vocabulary to improve comprehension in all subjects.	X New	Comprehension of written and spoken information is increased when students understand the meaning of words. Our struggling students have difficulty with comprehension and will benefit from the use of academic and content area vocabulary.

Implementation

KEY STRATEGY 1	Implement iReady for ELA and Mathematics

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Administer iReady three times per year according to the District schedule. (reflex)	x☐ by EPM x☐ by MYB
Ensure students are utilizing iReady for 45 minutes per week in each subject area.	x☐ by EPM x☐ by MYB
Professional learning will be provided to the faculty to interpret reports and plan for future lessons and instruction.	x☐ by EPM x☐ by MYB
Grade-level team meetings to share student data	x☐ by EPM ☐ by MYB
Teachers will conduct lessons to address areas of need.	x☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Funding for PD	

KEY STRATEGY 2	STEAM Lesson Once/month aligned with NYS Nex Gen Standards in science.

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
We will work collaboratively with our district technology coaches to plan a monthly STEAM day lesson per grade level.	x☐ by EPM ☐ by MYB
A Student Rubric will be created to capture student learning.	x☐ by EPM ☐ by MYB
Instructional coaches will attend two Science Curriculum professional learning days during the summer.	x☐ by EPM ☐ by MYB
Some Building Leadership team members will align district resources and science units of study with NYS Next Gen Science standards. (align nonfiction reading materials and hands-on science equipment.)	x☐ by EPM ☐ by MYB
	x☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Funding to purchase supplemental materials to engage students in hands-on learning. Purchase science equipment for each classroom.

KEY STRATEGY 3	Develop student ownership through student-led conferences, data binders, and reading logs.

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Provide professional learning opportunities for student-led conferences. (Begin with grades 2, 3 & 4)	☐ by EPM x☐ by MYB
Decide as a grade level what data will be collected and organized in data binders for student and teacher reflection. Staff will create and implement data binders.	x☐ by EPM ☐ by MYB
Students will manage their data binders to set goals and reflect on their learning.	x☐ by EPM ☐ by MYB
For process and published pieces, students will use a student-friendly rubric(checklist).	x☐ by EPM ☐ by MYB
Monthly formative assessments, MMI data entry input, and a team meeting.	x☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Funding for professional development in student-led conferences. supplies

KEY STRATEGY 4	Targeted small group instruction in ELA and math

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Our one co-teacher will begin working with students in small groups, who are currently in MTSS/performing well below the benchmark, level 1 or 2 in ELA and/or Math.	X☐ by EPM ☐ by MYB
Classroom teachers will provide Tier 2 & 3, additional small group instruction to identified subgroups based on students' levels of performance.	X☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Mossflower PD, Eureka Math Squared PD, Rally materials for intervention	

KEY STRATEGY 5	Increase student academic and content area vocabulary.

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Teachers will go through district resources, former released NYS questions to identify key vocabulary. Create lists for each grade level.	☐x by EPM ☐ by MYB
Students will practice using vocabulary in their speech and writing.	☐ by EPM ☐x by MYB
At the beginning of the school year, implement Mike Ochs- **Word Love: Vocabulary Curriculum K-5 (five units for grades K-2 and seven units for grades 3-5) & Word Love Morphology**	☐ by EPM ☐x by MYB
Teachers will identify the content-specific vocabulary in the Eureka Math Squared resource and look at Carolina Science Kits/Smithsonian Resources/NYS Science Next Gen. Standards.	☐x by EPM ☐ by MYB
Contract with Reading and Writing Project at Mossflower and/or Mike Ochs for embedded professional development in vocabulary instruction for teachers.	☐ by EPM ☐x by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
https://readwritemike.com/basicunits/?mc_cid=f2a4b7e3fa&mc_eid=55b1b3b30a	
Building summer committee work. Funding for Resource: Word Love: Vocabulary Curriculum K-5 (five units for grade K-2 and seven units for grades 3-5) & Word Love Morphology for grades 3-5 Funds for Staff Developer from R & W Mossflower to teach us how to integrate the vocabulary into the Units of Study and/or Mike Oche from @readwritemike	

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*)
implementing iReady	Fall baseline as per District Schedule	Individual scores to form intervention and instructional groups in ELA and math.	
F and P Benchmarks	Fall baseline	Individual scores to form intervention and instructional groups in ELA.	
Reflex Math	Fall baseline	Individual scores to form intervention and instructional groups in ELA.	
Phonemic Awareness and Phonics Decoding Assessment	Fall baseline	K-2 students and students in upper grades. Those who have not mastered those skills.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (*complete when reviewing mid-year data*)
Mid-Year Benchmark(s)	i-Ready, F & P Benchmark, Phonemic Awareness and Phonics Decoding Assessment, Reflex	The equivalency to a half year's growth on iReady, and F & P measurement scales.	

End-of-the Year Targets	i-Ready, F & P Benchmark, Phonemic Awareness and Phonics Decoding Assessment, Reflex, Students Grade 3,4,5 NYS Assessments scores	The equivalency to year's growth on iReady, and F & P measurement scales and increased numbers of students performing at levels 3 and 4 on NYS Assessments with decreased numbers of students performing at levels 2 and 1.	

Spring Survey Targets

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

Results from survey #1	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	T.21- Classes are interesting and keep my attention. Also, student focus groups are to be conducted once a year with questions arising from both the SCEP plan and survey data.	66.2% Agree	75% on 24-25 SCEP	
Staff Survey	S.69- Students use appropriate behavior throughout classroom instruction. T45. Students in this school have strategies to track their own learning.	84.8% Agree 93.1% Agree	90% 95%	
Family Survey	T.30- My child(ren) are required to self-monitor their progress and keep track of their own learning. Also, family focus groups to be conducted twice a year with questions arising from both the SCEP plan and survey data.	68.4%	75%	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	**We commit to providing opportunities for every student to build social and emotional skills within a school environment that is culturally responsive and supportive and in partnership with families.**
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?*	Learning is multidimensional, contextual, and relational, and our students' social-emotional health impacts their academic progress and success. The adults in the school setting play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions. Our students, families, and staff strive to strengthen our school culture through the methods listed below. Our data from student behavior referrals, survey results, and student attendance rates indicate the importance of continuing our professional development in social-emotional health and building positive relationships with students and families. 2021-22 we had 306 referrals. last school year, 2022-23, we had 197 referrals, and this year 2023-24 we had 137, down 60 referrals. 14% of our students broke the code of conduct. (42 students generated 137 referrals.) Out-of-school suspension has decreased however we can get better. 21-22 19 days of OSS, 22-23 11.5 days of OSS, 23-24 6 days of 0SS We conducted more parent meetings, increased social-emotional counselor support, increased our PBIS initiatives, and additional after-school programs (Grind time, Kids First, Academic after-school tutoring) More in-school supports like My Brothers Keeper, Lunch Groups, Second Step). Also, the addition of a part-time Attendance Support Specialist who helps to get students to school and builds relationships with those students. All of these are credited with the decrease in referrals.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *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.*
Incentivize attendance	☐ NEW X☐EXPAND ☐ REFINE	Regular attendance, and improved attendance will be incentivized
Stronger Connection Mentor Grant	x ☐ NEW ☐ EXPAND ☐ REFINE	Some students need more opportunities to create a relationship with an adult.
Community Outreach Coordinator / Family Advocate	x ☐ NEW ☐ EXPAND ☐ REFINE	Ask Amanda or Imran for posting
PBIS	☐ NEW X☐EXPAND ☐ REFINE	We need to re-create a building-wide process that captures and recognizes students' positive behavior, student academic growth.
Communication with family. At the beginning of each new Unit, a form/communication tool will be sent home, by teachers to families, outlining upcoming skills and concepts. New unit outline of upcoming skills and concepts.(To include on line resources)	☐ NEW x☐EXPAND ☐ REFINE	Currently, some teachers send home a letter communicating with families about the upcoming units of study and the skills that will be taught. We would like to make this a building-wide initiative.

Implementation

KEY STRATEGY 1	Incentivize attendance

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?

14

Monthly assemblies to build a strong sense of community and increase students' feelings of belonging. During assemblies student attendance will be recognized and students who have shown growth in attendance and academic areas. Assemblies will focus on both attendance and character education.	X☐ by EPM ☐ by MYB
Unit culmination celebrations will be designed for all units, however, families will be invited to attend at least two units of study celebrations to observe their child's progression of learning. The celebration events will be communicated to parents at the beginning of the unit with encouragement to ensure their child's attendance during this unit. Invitations will be sent out by teachers when the celebration dates are set. Engaging parents serves to build positive relationships between home and school and promotes attendance and support for learning.	☐ by EPM x ☐ by MYB
All students will track their attendance daily and keep it in their data binder. Monthly certificate for missing 1 or 0 days per month.	x ☐ by EPM ☐ by MYB
Part-time Attendance Specialists will work in conjunction with guidance counselors and social workers to call parents, run lunch groups, make home visits, pick up students, co-facilitate and run monthly assemblies, and run data reports.	x ☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

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

KEY STRATEGY 2	Strong Connections Mentor Grant

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?	
Each building mentor will work with a caseload of 5-7 students to develop relationships with students and make contact with parents/families to provide support, and establish goals for an individualized support system and monitor and submit data	x☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

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

KEY STRATEGY 3	Community Outreach Coordinator (record posting details) Family Advocate

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
The Outreach Coordinator will conduct focus groups to engage parents in discussion around student academics and social well being.	☐ by EPM ☐ by MYB
The Outreach Coordinator/Family Advocate will confer with the mentors in the Stronger Connections Mentor group to promote focus group participation.	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Funding for the Family Outreach Coordinator to create this new position for our building.
Continue support from Rebecca Magin going into the classrooms to work with students.

KEY STRATEGY 4	PBIS

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Teachers and staff will recognize positive behaviors (character education as taught within the Second Step Program) in their classrooms and learning spaces.	☐ x by EPM ☐ by MYB
Continue with K-5 Second Step Lessons taught by the Social Worker and Guidance Counselor	☐ x by EPM ☐ by MYB
Continue to have Rebekah Magin work with our students and teachers on mindfulness	☐ x by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Purchase rewards for distribution to students
The district provided resource- Rebekah Magin

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*)
Incentivize attendance	attendance reports	Attendance data will show improvement.	
Stronger Connection Mentor Grant	Establishment of Mentor relationships and contacts	The mentor has made at least two contacts with each mentee and family.	
Community Outreach Coordinator /Family Advocate	Establishment of one Focus Group with families	As a result of the focus group discussion, families will feel more connected to other families and the school community. This will be measured through the Data Triangle Survey benchmarks.	
PBIS	At 10 weeks, behavioral referrals will decline when compared to the previous year's data.	Behavioral referrals will decline, indicating that PBIS is effective.	
Communication with family, send beginning of the new unit outline of upcoming skills and concepts.			

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)			
End-of-the Year Targets			

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (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	08- Student behavior interferes with learning S44- Most students at our school follow the rules	61.4% Agree 86.3% Agree	50 %% 90%	
Staff Survey	08- Student behavior interferes with learning.	54.5% Agree	45%	
Family Survey	08- Student behavior interferes with learning.	79% Agree	60%	

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?	We commit to ensuring that every child, including our NYSED identified sub-group, black students, receives support for academic and behavioral growth, and increased attendance through a progress monitoring system that includes goal setting and check-ins with students on a weekly basis.
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?*	We would like our students in this subgroup, with the help of their teachers and staff, to accelerate their learning and close the gap by meeting NY state learning standards and experience success toward college and career readiness. Many parents from the subgroup felt disconnected from other families in the school community. We believe outreach opportunities to build connections between families and between families and the school will improve student attendance and learning.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *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.*
Book study for faculty and staff to increase their knowledge in culturally responsive practices and strategies.	☒ NEW ☐ EXPAND ☐ REFINE	Student interview responses- look at and put it here.

Parents would like an address book to be created by the school, including phone numbers of students and their families so they can connect with people over the summer and during the school year to set up "play dates", carpools, and support systems for raising children and supporting a good education.	☐ xNEW ☐ EXPAND ☐ REFINE	
Academic After School tutoring throughout the year to focus on skill deficits.	☐ NEW ☐xEXPAND ☐ REFINE	Last year we focused the after school tutoring from March until May on test prep for students in grades 3,4,5. This year we would begin in October after baseline assessments are established.
Stronger Connection Mentor Grant	☐ xNEW ☐ EXPAND ☐ REFINE	
Community Outreach Coordinator /Family Advocate	☐ xNEW ☐ EXPAND ☐ REFINE	
Student Goal Setting	☐ NEW ☐ x EXPAND ☐ REFINE	Some teachers are currently having success with student goal setting. We will expand this with grades K-5.

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

Implementation

KEY STRATEGY 1	Book Study - Zaretta Hammond

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Purchase books, and invite teachers to participate in the book club.	☐ by EPM ☐x by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM

	☐ by MYB
	☐ by EPM
	☐ by MYB

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

 Culturally Responsive Teaching & the Brain Zaretta Hammond

KEY STRATEGY 2	Create a community contact book for family use.

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?	
Create a letter to parents inviting them to participate in being part of a School 18 student directory. Will ask for student name, grade, parent/guardian name, family address and phone number. Directory will be published and distributed to participants.	☐ by EPM ☐ x by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

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

KEY STRATEGY 3	Academic After School Tutoring

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?	
Post position for after school tutoring.	☐x by EPM ☐ by MYB
Identify targeted group in grades, 3,4,5 and send out permission slips	☐x by EPM ☐ by MYB
Create a weekly schedule	x☐ by EPM ☐ by MYB
Teachers review MMI and speak with classroom teachers, then create lessons.	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

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

Funding for tutors, including one hour a week of planning time. Purchase Rally materials.

KEY STRATEGY 4	Stronger Connection Mentor Program

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Post for mentors and hire mentors	☐ by EPM ☐ by MYB
Identify and assign 5-7 students per mentor	☐ by EPM ☐ by MYB
Make contact with parents/families to provide support during each interim and report card period (6 times at the elementary level	☐ by EPM ☐ by MYB
Establish goals for an individualized support system for each student mentee	☐ by EPM ☐ by MYB
Monitor and submit data on mentoring session notes that includes student's academic, social and emotional health and/or behavior progress/needs for each mentoring session	☐ by EPM ☐ by MYB

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

KEY STRATEGY 5	Student Goal Setting

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Grade level teachers, across content areas, and students will establish a goal and create a system for tracking their goals.	☐x by EPM ☐ by MYB
Students keep goals in their Data Binder	☐x by EPM ☐x by MYB
Share data binders at parent teacher conferences.	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
District provided resource- Stronger Connections Mentor Grant, purchase binders for student use.

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*)
Book Study	Teachers sign up for the Book Study	Teacher participation	
Family Contact Book	Families are invited to participate, seek permission to publish	Parent participation	
After School Tutoring	Attendance	Enrollment in the program. We hope to see students beginning the first session in October.	
Stronger Connection Mentor Grant	Conversations with mentors	Compare end of 23-24 academic, attendance and discipline records to current status.	

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)			
End-of-the Year Targets			

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available *(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	S39. I feel welcome and part of my school.	90.2% Agree	95%	
Staff Survey	C35. We work together across grade levels and content areas in order to provide an integrated approach to student learning.	85.7% Agree	90%	
Family Survey	F43 Teachers contact me, not just in times of concern.	35.5% Agree	50%	
	12. Students say that staff show bias toward particular student groups.	51.7% Agree	40%	

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2024-25?	
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?*	

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *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.*
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND	

	☐ REFINE	

Implementation

KEY STRATEGY 1	

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

KEY STRATEGY 2	

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

KEY STRATEGY 3	

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

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

KEY STRATEGY 4	

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

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

Progress Targets

Early Progress Milestones

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

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

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)			
End-of-the Year Targets			

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (*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				
Staff Survey				
Family Survey				

Civic Empowerment Project (schools in CSI only)

Background

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

Options for Schools

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

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

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

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

Directions (Schools in CSI only)

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

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

Our Team's Process

Background

NYSED requires that the 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 Writing and Revision
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*	*5/17*	*4/10, 4/11*	*4/17*	*5/22, 6/10, 6/11*
Virginia DonVito-MacPhee	Principal	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24
Dawn Napolitano	Principal Assistant	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24

								4/29/24 5/22/24 6/10/24 6/11/24
Deanna Clark	Instructional Coach	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24
Kari Testo	Instructional Coach	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24
Laurin Thorud	Teacher	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24
Madeline Ragosta	Social Worker	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24
Samantha Brown	Special Education Teacher	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24
Laurel Dunn	Teacher	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24
Siovan Foust	Teacher	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24
Autumn Davis	Teacher	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24
Smantha Higgins	Teacher	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24
Vickie Nadeau	Attendance Specialist	3/5/24	3/6/24	3/13/24	3/25/24	3/27/24	4/16/24	4/17/24 4/23/24 4/29/24 5/22/24 6/10/24 6/11/24

Jamell Thomas	Parent							5/22/24 6/11/24
Melanie Joseph-Floyd	Parent							5/22/24 6/11/24

Learning As A Team

Directions

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

Student Interviews

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

We selected a diverse group of fourth and fifth grade students to understand their perception of the school climate, academic rigor, areas of need and areas of strength. We discussed student responses and the types of actions we could take to address areas of need and strengthen student engagement.

In terms of academics, students feel most engaged when they are working collaboratively with others, moving around the classroom (interactive learning). They appreciate having flexible seating, working with partners and given choices (writing topics). Students feel that they are able to get help from other students around them before they get help from teachers.

Students expressed positive thoughts about our climate - that School 18 is a "good" environment, but school can be tiring/stressful.

In regards to behavior, we learned that students want clear expectations and these should be listed and referred to often. Consequences should also be clear. They shared that they are motivated by our extracurricular opportunities and taking these privileges away might be an appropriate consequence.

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.

Commitments 1, 2 and 3 will result in improved academic performance for our black students.

Commitment 1: A focus on student ownership, data analysis, direct instruction in small intervention groups based on data collected will target learning needs of all students and our black students. The monthly STEAM activities will provide hands-on learning. Students in the focus group stated they are most engaged with this type of active learning. We have determined that comprehension levels are lower for certain students in the sub-group. Our strategy to focus on increasing content and academic vocabulary will address this need and promote greater understanding across all content areas.

Commitment 2: Building trusting relationships with students and families and strengthening the social-emotional health of every child will support every student in our subgroup as well as all students in the school. Our focus on attendance will incorporate incentives for students and outreach to families. Continuing to implement PBIS is an evidence based program that has shown promise.

Commitment 3: We will provide an opportunity for a book study using the work of Zaretta Hammond, *Culturally Responsive Teaching and the Brain, promoting authentic Engagement and Rigor Among*

Culturally and Linguistically Diverse Students. This work will present specific strategies to close learning gaps.

We will implement an after-school tutoring program for students who are struggling in our subgroup population and target specific skills, while providing active learning opportunities.

Parents of students in our subgroup expressed an interest in forming connections with other families to support their children socially and academically. One strategy outlined in this commitment will be the publication of a phone booklet for families who wish to participate. Connecting our community and building relationships to support our children will increase attendance and learning.

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the SCEP Rubric to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP Rubric and made any necessary revisions, the principal should email the NYSED liaison and:

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

Schools in the ATSI model and TSI Model

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

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

Implementing the Plan (All Schools)

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