



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Central Square CSD	Central Square Middle School	6-8

Collaboratively Developed By:

The Central Square Middle School SCEP Development Team
Matt Penrod - CSMS Building Principal
Jeff King - CSMS Principal
Emily Nugent - Assistant Principal
Pam Winchek - CSMS Counselor
Lindsay Marshall - ELA Teacher, Department Coordinator
Jaime Brown - Math Teacher, Department Coordinator
Kelly Mascaro - Music Teacher
Concetta Galvan - Assistant Superintendent
Joe Stala - Parent Representative
Sarah Lucas - Parent Representative

Sue Hamon - Teaching Assistant

Lynn Dowler - Teacher Representative, CSTA President

Laurie Hedges - District Consultant

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

Guidance for Teams

Template

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

Commitments

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

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

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

Strategies

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

Resources for Team

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

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

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>INTENTIONALITY: Every child has intentional opportunities to practice and build social, emotional, and cognitive skills.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The How Learning Happens document noted that learning is cognitive and that the ability to think, reason, and solve problems deepens our understanding. The document also pointed out that when social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance skills such as teamwork and empathy.</p> <p>Students reported in interviews that they appreciated being back in schools and that for the most part, their grades were better because they were more motivated and felt they had more access to academic assistance.</p> <p>Our STAR assessment data shows that only 53% of our students reached proficiency in reading and only 34% reached proficiency in math. This data has been pulled from STAR after the May 2022 schoolwide administration of both Reading & Math. Based on State data cut points.</p> <p>The equity self-reflection reminded us that we need to look at our classroom practices and implement more teaching and learning practices that enable students to grow as independent learners, think critically, and apply their learning to meaningful, real world situations.</p> <p>This commitment reflects the Attributes and Competencies of the Central Square Learner document adopted by the Board of Education.</p>

Commitment 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Positivity Project</p>	<p>Continue to provide regular opportunities for the Positivity Project (P2) traits to be embedded into daily content.</p>	<p>Overall daily student attendance will maintain or improve.</p> <p>Student survey results will indicate that students feel respected in their daily school interactions.</p> <p>Students will use positive attributes in their vocabulary.</p>	<p>Monies will be spent on Positivity Project materials.</p> <p>Time will be explicitly scheduled daily to allow for activities to take place along with daily embedded content.</p>

Commitment 1

<p>Curriculum audits</p>	<p>Continue to conduct a K-12 review and rewrite of ELA and Math curriculum under the supervision and guidance of the building administrators and the Department Chairs.</p> <p>Based on audit results, begin to design supplemental lessons.</p>	<p>Student performance will be monitored by way of creation and implementation of common formative assessments as well as STAR and NYSED assessment data.</p>	<p>A continued schedule of release time has been designed for teachers of ELA and Math to conduct the audit; Money to support any work delivered outside the instructional/contractual day has been set aside as has money to support the substitutes required to allow the release time. Support materials have been purchased and distributed to the leaders and teachers as appropriate.</p>
<p>Extended day and academic support programs</p>	<p>Continue to add and implement extended day and support programs.</p> <p>Continue to provide regular opportunities for students to have access to an adult in the school building to use as a resource/connection during after school hours.</p>	<p>Student attendance will increase.</p> <p>Student grades will maintain or increase.</p> <p>Student participation in extended day programs will maintain or increase monthly.</p> <p>Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school.</p>	<p>Adults and monies to support any meetings outside of the contractual day.</p> <p>Monies for food/snacks for student meetings.</p>

Commitment 1

<p>Common assessments</p>	<p>Teachers in similar content & grades will continue to create timelines for common benchmark assessments throughout the year.</p>	<p>Student performance will be monitored by way of creation and implementation of common formative assessments.</p> <p>Common assessments will be administered every four to six weeks.</p>	<p>Time and space and administrative support to create the timeline and agree upon assessments.</p>
<p>Monthly data meetings for ELA/Math</p>	<p>Continue monthly data meetings in core areas of ELA/Math to review student performance data as a measurement of mastery of curricular expectations at each level.</p> <p>Reviewing student performance data to determine the areas of mastery and gaps at each level. Data will be used to drive instructional practice and delivery in the gap areas. As appropriate it will also be used to determine professional development needs for staff in these areas.</p>	<p>Number of students moving out of the “at risk” range in STAR ELA and Math will increase.</p>	<p>Substitutes to cover classes during the data meetings, funding to support the substitutes, materials, and resources determined as necessary to support the curriculum and instruction, stipends to staff who work to re-write curriculum and instructional materials outside of the contractual day.</p>

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	At this school, students work on listening to each other to understand what they are trying to say. (52% of students agreed or strongly agreed with this statement.)	55% agree or strongly agree
	It is easy to talk with teachers at this school. (72% of students agreed or strongly agreed with this statement.)	75% agree or strongly agree
Staff Survey	The programs and resources at this school are adequate to support student learning. (88% of staff surveyed agree or strongly agree with this statement - up from 73% the year before.)	90% agree or strongly agree
Family Survey	This school helps me figure out what social and emotional skills my child needs to develop (e.g.,self-control, problem solving, or getting along with others). (69% of parents agreed or strongly agreed with this statement- up from 32% the year before.)	72% agree or strongly agree

* Survey data based on student School Climate Survey from [June 2022](#), and [CSMS Staff Survey June 2022](#), [Family Survey March 2022](#)

Commitment 1

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

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

Success will be measured by the increase or lack thereof in the agree and strongly agree responses of the survey questions listed above.

Success will also be measured by principals' walk through data regarding teachers' use of the gradual release of responsibility and students' access to collaborative work and multi-step instructional tasks.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>BELONGING: Every child feels safe, respected, supported, and has a true sense of belonging.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The How Learning Happens document highlighted the fact that emotions are essential to learning and that feeling safe and respected enhances the ability to learn.</p> <p>Students reported in interviews that they were glad to be back in school but did feel somewhat overwhelmed. Students also acknowledged that bullying and racism were still present in the school, especially in the hallways and on the buses.</p> <p>Our survey data indicate that students feel like they belong. (80% of students responded agree or strongly agree to this statement.)</p> <p>Our data indicate that we had an attendance rate of 91.67%, and 210/807 students (26%) were chronically absent.</p> <p>The equity self-reflection and student interviews helped us to realize that racism exists in our school, particularly in the halls and on the buses, and that we need to do more to be inclusive in our school for all of our students.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Inclusivity awareness sessions</p>	<p>Staff and students will continue to participate in education regarding awareness and inclusivity.</p>	<p>Student surveys and interviews will indicate a better understanding of an inclusive school environment.</p> <p>Students will report hearing fewer non-inclusive conversations.</p>	<p>Time for professional development/ education, time and space for student interviews, and individuals to provide training.</p>
<p>CAPS will continue to reach out to students with attendance issues</p>	<p>Continued implementation of a new attendance tracking procedure to be shared and carried out by the CAPS/Attendance committee.</p>	<p>Overall chronic absenteeism rates will decrease.</p>	<p>CAPS members continue to provide guidance and carry out new procedures as written.</p>
<p>Explore and add more after school activities</p>	<p>Continue to provide after school activities to support student connections to school.</p>	<p>Overall daily student attendance will maintain or improve.</p>	<p>Adults to provide activities and drive buses will be required, along</p>

Commitment 2

	<p>Invite staff to create and provide after school activities that will engage and motivate learners to participate and become more connected to their learning environment.</p> <p>Activities may but do not have to connect to academic curriculum.</p> <p>Transportation will be available.</p>	<p>Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school.</p>	<p>with the funding to support their time outside of the contractual day.</p>
<p>Deeper dive into attendance data</p>	<p>Continue to focus on overall chronic absenteeism data. Continue attendance tracking procedure to better target those students who fall within the chronic absenteeism rate in order to provide targeted support.</p> <p>Continue CAPS meeting to look at student specific data in order to identify any barriers that the students' or their families may be facing.</p>	<p>Chronic absenteeism rate will decrease for identified students.</p>	<p>Time and space for meetings of CAPS.</p> <p>Money for supplies for positive incentives.</p>

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Adults at this school treat all students respectfully. (72% of students agreed or strongly agreed with this statement.)	75% agree or strongly agree
	I feel like I belong. (80% of students agreed or strongly agreed with this statement.)	83% agree or strongly agree
Staff Survey	At this school, students are given the opportunity to take part in decision making. (57% of staff agreed or strongly agreed with this statement- up from 43% the year before.)	60% agree or strongly agree
Family Survey	At this school, my child feels he/she/they belong. (81% of parents agreed or strongly agreed with this statement- up from 64% the year before.)	83% agree or disagree

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

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

Commitment 2

Success will be measured by the increase or lack thereof in the agree and strongly agree responses of the survey questions listed above.

Success will also be measured by students' access and participation in the extended day and after school activities.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>RELATIONSHIPS: Every child has strong, trusting relationships with adults and peers.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The How Learning Happens document emphasizes that learning is relational, and that relationships play a central role in a child's social, emotional, and cognitive development.</p> <p>Students reported in interviews that they had lost touch with many of their friends during the pandemic but had established new groups of friends when they came back to school. In addition, students re-iterated that they would like teachers to be more approachable and more encouraging.</p> <p>Our survey data indicate that students believe that students could improve working on listening to others to understand what they are trying to say.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Use of homeroom time for relationship building</p>	<p>Increase time in the master schedule for time for homeroom/advisorship.</p> <p>Daily homeroom time will be given before lunch for students and staff to build relationships and incorporate P2 into their daily practice.</p>	<p>Overall daily student attendance will maintain or improve.</p> <p>Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school.</p>	<p>Adults to supervise homeroom activities.</p> <p>Adults to provide activities and drive buses will be required, along with the funding to support their time outside of the contractual day.</p>
<p>Explore and add more after school activities</p>	<p>Continue to provide after school activities to support student connections to school.</p> <p>Invite staff to create and provide after school activities that will engage and motivate learners to participate and become more connected to their learning environment.</p> <p>Activities may but do not have to connect to academic curriculum.</p>	<p>Overall daily student attendance will maintain or improve.</p> <p>Student survey results will indicate that students feel connected to at least one adult in the school and that they feel they belong to their school.</p>	<p>Adults to provide activities and drive buses will be required, along with the funding to support their time outside of the contractual day.</p>

Commitment 3

	Transportation will be available.		
Community engagement activities	Continue to explore community outreach programs that support activities that connect the school/ students with the local community.	<p>Students will be more connected to their school community and as such overall daily student attendance will maintain or improve.</p> <p>Student survey results will indicate that students feel safe and connected to their school.</p>	Adults lead the activities, transportation to activities, funds for projects and materials.

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	If I am absent, there is a teacher or some other adult that will notice my absence. (95% of students agreed or strongly agreed with this statement.)	95% agree or strongly agree
	I can talk to a teacher or other adult at this school if something is bothering me. (74% of students agreed or strongly agreed with this statement.)	77% agree or strongly agree
	I feel like I belong at this school. (80% of students agreed or strongly agreed with this statement.)	83% agree or strongly agree
Staff Survey	Students at this school would feel comfortable reporting a bullying incident to a teacher or other staff. (79% of staff surveyed agreed or strongly agreed with this statement.)	82% agree or strongly agree
Family Survey	At this school, the staff really cares about my child. (89% of parents surveyed agreed or strongly agreed with this statement - up from 68% the year before.)	90% agree or strongly agree

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

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

Commitment 3

Success will be measured by the increase or lack thereof in the agree and strongly agree responses of the survey questions listed above.

Success will also be measured by students' access and participation in the extended day and after school activities.

Commitment 4

Commitment 4

Evidence-Based Intervention

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

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

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

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

State-Supported Evidence Based Strategy

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

<p>Evidence-Based Intervention Strategy Identified</p>	<p>The school will continue to implement three state supported strategies. PLCs will continue as a vehicle for monthly data team meetings. Also, Instructional Coaching will be utilized for the walkthroughs and actionable feedback, particularly around the gradual release of responsibility and differentiation. In addition, teachers will continue to examine the alignment of ELA and Math curriculum to Next Generation Standards.</p>
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>INTENTIONALITY: Every child has intentional opportunities to practice and build social, emotional, and cognitive skills.</p> <p>BELONGING: Every child feels safe, respected, supported, and has a true sense of belonging.</p> <p>RELATIONSHIPS: Every child has strong, trusting relationships with adults and peers.</p>

Evidence-Based Intervention



Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

Evidence-Based Intervention Strategy Identified	The school will continue to implement the three tier chronic absenteeism intervention model from Attendance Works.
We envision that these Evidence-Based Intervention will support the following commitment(s) as follows	<p>INTENTIONALITY: Every child has intentional opportunities to practice and build social, emotional, and cognitive skills.</p> <p>BELONGING: Every child feels safe, respected, supported, and has a true sense of belonging.</p>

Evidence-Based Intervention

	RELATIONSHIPS: Every child has strong, trusting relationships with adults and peers.
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-ers-of-intervenon/

Our Team's Process

Background

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

Team Members

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

Name	Role
Matt Penrod	Principal
Jeff King	Co-Principal
Emily Nugent	Assistant Principal
Pam Winchek	Counselor
Lindsay Marshall	ELA teacher, Dept. Coordinator
Jaime Brown	Math teacher, Dept. Coordinator
Kelly Mascaro	Music teacher
Concetta Galvan	Assistant Superintendent
Joe Stala	Parent
Sarah Lucas	Parent
Sue Hamon	Teaching Assistant
Lynne Dowler	Teacher Representative, CSTA Pres.
Laurie Hedges	District Consultant

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
April 28, 2022		X	x	x		
April 29, 2022	X					

Learning As A Team

Directions

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

Student Interviews

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

Equity Self-Reflection

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

Next Steps

Next Steps

1. **Sharing the Plan:**

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

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

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