New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Greece Central School District	Olympia School	6-12

Collaboratively Developed By:
The Olympia SCEP Development Team **Marc Fleming, Principal** **Laurel West, Teacher** **Heather Allen, Teacher** **Benjamin Fuller, Teacher** **Rhonda Coley, Parent** **Mark Williams, Parent** **Karen LeBerth, Parent** **Caroline Herring, Parent** *And in partnership with the staff, students, and families of Greece Olympia.*

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 the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

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

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

Strategies

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

Resources for Team

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

- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens

- Writing Your SCEP
- Developing Your SCEP -- Month by Month

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	*We commit to strengthening our ability to provide a cohesive, relevant curriculum to all of our students.*
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	*Why did this emerge as something to commit to?* ● This commitment emerged through several different data points. Parent surveys, student surveys and parent and student focus groups all pointed to a need to make classroom content and pedagogy relevant to the lives, backgrounds and aspirations of students. Students and parents reported that curriculum was often presented in a way that lacked context, relevancy or meaning. Assessment data, coupled with teacher interviews, indicate that curriculum maps are unaligned with benchmark assessments and fail to engage students at meaningful levels. ● Survey data indicates that students and families do not see themselves in the curriculum or in curricular materials. ● Specific subgroups were cited for low achievement on NYS ELA and Math middle school assessments: Black, Economically Disadvantaged, Students with Disabilities and White students all underperformed. *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● The "How Learning Happens" document indicates that meaningful learning is essential; when content is relevant and meaningful to students they are more likely to be engaged. The document also specifies that the notion of identity is crucial, specifically, that "every child can see themselves reflected in teachers, leaders, curriculum, and learning materials." While the Greece Central School District continues to make a concerted effort to hire and retain a diverse staff, the SCEP team at Olympia recognizes that more work can be done within our school, specifically, that faculty and staff must make a concerted effort to create learning opportunities and resources that reflect our student body. ● The Equity Self Reflection rated the following as "Emerging:" ○ "Use resources written and developed by racially, culturally, and linguistically diverse perspectives."

- ○ "Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered."
- ○ "Embed opportunities into curriculum and school operations for students and staff to critically examine topics of power and privilege."
- The team was also influenced by the NYSED Culturally Responsive-Sustaining Education Framework, which specifies ways teachers and school leaders can identify inclusive curriculum and assessment:
  - ○ Teachers can "feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum."
  - ○ School leaders can "support staff in embedding grade-level, standards-aligned resources that emphasize cultural pluralism; social justice; and current events into curriculum across content areas.

What makes this the right commitment to pursue?
- Olympia has been engaged in professional development centered around Culturally Responsive Education for three years. Our work has focused specifically on concepts such as implicit bias, white fragility, microaggressions, etc., but has not focused on how to bring CRE to classroom instructional practice.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
The use of an instructional coach for middle school Math and ELA teachers.	Two staff members - one for middle school ELA and one for middle school Math - dedicated to providing coaching regarding pedagogical strategies, assessment strategies and guidance on pacing/curriculum mapping.	• Growth in assessment data on identified subgroups: Black, Economically Disadvantaged, Students with Disabilities and White students (iReady, CFAs) (quarterly)	• Funds to support release time for instructional coach (.4)
All staff training on Culturally Relevant Education.	Staff meetings dedicated to the following: • Deep-dive of the NYSED Culturally Responsive-Sustaining Education Framework • Professional development on CRE strategies, including, with a particular focus on Principle 2: High Expectations and Rigorous Instruction	• Teacher, student and staff surveys (semester). Questions from "Engagement - Cultural and Linguistic Competence "and "Engagement - Relationships"	PL time during staff meetings

	• PLC time and department time to review and gather feedback on the implementation of specific CRE strategies that faculty learned in staff meetings. • Professional Development on Zaretta Hammond's text, *Culturally Responsive Teaching and the Brain*		
Targeted academic interventions and support in Math and ELA	• Dedicated AIS and WIN time for middle school students identified for support in Math and ELA. • Utilize teacher feedback and assessment data to design interventions, supports and remediation for identified students	• Assessment data on identified subgroups: Black, Economically Disadvantaged, Students with Disabilities and White students (iReady, CFAs) (quarterly)	• Utilize scheduling team, AIS staffing and AIS TOSA.
Use of the Olympia Equity Team to guide building efforts to honor, celebrate and engage our diverse student population.	• Develop and implement an Equity Calendar which honors and celebrates various groups throughout the school year. • Organize and lead three Teach-Ins and three Community Conversations throughout the year, designed to give voice to and engage specific subgroups within Olympia.	• Teacher, student and staff surveys (semester). Questions from "Engagement - Cultural and Linguistic Competence "and "Engagement - Relationships"	• Scheduled time to meet to plan • After school meeting, 10 teachers twice a month, teacher hourly rate (~$5,000)
Promoting parent and student buy-in on the rationale and utility	• Create and send home a letter to parents explaining the rationale, purpose and utility of NYS	• Number of students that take the NewYork State ELA and Math middle	• specific meeting time during 6th grade

of NYS middle school ELA and Math tests.	mandated middle school tests in Math and ELA. ● Hold parent meeting at Open House to explain the rationale, purpose and utility of NYS mandated middle school tests in Math and ELA. ● Hold pep-rally for students prior to the middle school Math and ELA exam.	school assessments in grades 6, 7 & 8	orientation and open house ● planning team for pep rally

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships"	5% Increase
Staff Survey	Questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships"	5% Increase
Family Survey	Questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships"	5% Increase

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.

- Increase in the number of students in grades 6, 7 and 8 that take the New York State Assessments in ELA and Math
- Increase, by 5%, the positivity rate from students', parents' and teachers' responses to the questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships" in the GCSD perception surveys.
  - 2022 Engagement (Students) - Cultural and Linguistic Competence 75% positive rating
  - This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.
    - 2022 Students (All) 80%
    - 2022 Students (Black) 74%
  - 2022 Engagement (Students) - Relationships 69% positivity rating
  - 2022 Engagement (Parents) - Relationships 82% positivity rating
- 5% increase in student performance on iReady assessments for identified subgroups (Black, SWD, ED, White)
  - Math:
    - Black Students (Spring 2022 iReady: Tier 1 10%, Tier 2 29%, Tier 3 61%)
    - SWD (Spring 2022 iReady: Tier 1 3%, Tier 2 7%, Tier 3 90%)
    - White (Spring 2022 iReady: Tier 1 34%, Tier 2 31%, Tier 3 36%)
    - ED (Spring 2022 iReady: Tier 1 23.9%, Tier 2 29.5%, Tier 3 46.5%)
  - Reading:
    - Black Students (Spring 2022 RI: Tier 1 30%, Tier 2 31%, Tier 3 39%)
    - SWD (Spring 2022 RI: Tier 1 13%, Tier 2 15%, Tier 3 72%)
    - White (Spring 2022 RI: Tier 1 44%, Tier 2 26%, Tier 3 29%)
    - ED NA
- Student and staff attendance at Teach-ins and Community Conversations

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	*We commit to making sure every student feels safe, welcomed, seen and heard in our school community.*

Why are we making this commitment?
 	
 Things to potentially take into consideration when crafting this response:
 ● *How does this commitment fit into the school's vision?*
 ● *Why did this emerge as something to commit to?*
 ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
 ● *What makes this the right commitment to pursue?*
 ● *How does this fit into other commitments and the school's long-term plans?*
	Why did this emerge as something to commit to?
	 ● This commitment emerged through several different data points. Our chronic absenteeism rate suggests that some students and families may not feel welcome or valued in our school community. Parent surveys, student surveys and parent and student focus groups all pointed to a need to make our school environment reflective of those whom we serve.
	
	 In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?
	 ● The "How Learning Happens" document specifies that students and families must feel a sense of belonging. Every child must feel safe, respected, supported, and have a true sense of belonging. If we as staff honor students' identity, specifically, that we create an environment where "every child can see themselves reflected in teachers, leaders, curriculum, and learning materials," students will be more likely to attend and engage in school.
	 ● The Equity Self Reflection rated the following as "Emerging:"
	    ○ "Use resources written and developed by racially, culturally, and linguistically diverse perspectives."
	    ○ "Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered."
	    ○ "Embed opportunities into curriculum and school operations for students and staff to critically examine topics of power and privilege."
	 ● The team was also influenced by the NYSED Culturally Responsive-Sustaining Education Framework, which specifies ways teachers and school leaders can make students feel like they belong, specifically,

- teachers can "create opportunities to allow different groups and ideas to become part of the fabric of the school community by organizing proactive community-building circles and activities that promote positive relationships among individuals from diverse backgrounds."
- teachers can assess the "physical environment of the classroom and school to determine whether a variety of diverse cultures, languages, orientations, and identities are reflected, represented and valued."
- leaders can "create advisory groups consisting of various education stakeholders to work collaboratively to set school norms, establish school goals, and build alignment between the families' expectations and values, and the school's expectations and values.

What makes this the right commitment to pursue?
- Our students have demonstrated, through our Teach-ins from the 20/21 school year, that honoring their voice and giving them an opportunity to share their perspective makes them feel included and valued. As we end our hybrid learning structure, we are hopeful that building on the notion of cultivating student voice, along with direct, in-person outreach to students and families that are chronically absent, will make them more likely to attend school regularly and feel like they belong.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Attendance Committee	- Identify chronically absent students from the previous school year and conduct home visits to connect with students and families. Identify barriers and devise supports to foster regular attendance. - Admin team meet regularly to look at data - Meet weekly with Mental Health team to monitor student attendance during the school year - Connect with students and families as students show early signs of chronic absenteeism. - Develop incentive program for regular attendance in the middle school. - Create messaging campaign on the benefits of regular attendance.	Attendance rate check every five weeks (overall student population and subgroups: Black, Economically Disadvantaged, Students with Disabilities and White students)	- Time with Counselor/SW team. Once per week, during the day. - Time with records clerk and attendance clerk to design weekly report

Use of the Olympia Equity Team to guide building efforts to honor, celebrate and engage our diverse student population.	• Develop and implement an Equity Calendar which honors and celebrates various groups throughout the school year. • Create CRE book study PD; select texts, form groups, create format for discussion. • Organize and lead three Teach-Ins and three Community Conversations throughout the year, designed to give voice to and engage specific subgroups within Olympia. • Decorate the hallways with posters highlighting the contributions of individuals from marginalized or underrepresented communities; use these posters as a model for teachers to create a similar environment in their own classroom	• Teacher, student and staff surveys (quarterly). Questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships"	• After school meeting; 10 teachers at teacher twice per month at hourly rate for participation (~$5,000) • Money for resources at Community Conversations
All staff training on Culturally Relevant Education.	Staff meetings dedicated to the following: • Deep-dive of the NYSED Culturally Responsive-Sustaining Education Framework • Professional development on CRE strategies, including: how to create a classroom that is welcoming and affirming; the use of academic circles; student-voice to inform teacher-practice; total participation techniques; the use of multiple forms of assessment.	• Teacher, student and staff surveys (quarterly). Questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships"	• PL time during staff meetings

	- PLC time and department time to review and gather feedback on the implementation of specific CRE strategies that faculty learned in staff meetings. - Professional Development on Zaretta Hammond's text, *Culturally Responsive Teaching and the Brain*		
SEL Time #SpartanFlex	30 minutes every Monday morning with all teachers and all students engaged in the work - Lessons from Character Strong and Win At Social - Develop weekly character recognition program - SEL TOSA working with teachers - PLC time to review Character Strong and Win At Social	- Teacher, student and staff surveys (quarterly). Questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships" - Feedback directly related to programs being used	- Spartan Flex stickers - Planning Time with TOSA

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships"	5% Increase
Staff Survey	Questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships"	5% Increase
Family Survey	Questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships"	5% Increase

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.

- Decrease the chronically absent rate at Olympia by 5%
  - Percentage of students chronically absent, 2021/2022 49.7%
- Increase, by 5%, the positivity rate from students', parents' and teachers' responses to the questions from "Engagement - Cultural and Linguistic Competence"and "Engagement - Relationships" in the GCSD perception surveys.
  - 2022 Engagement (Students) - Cultural and Linguistic Competence 75% positive rating
  - This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.
    - 2022 Students (All) 80%
    - 2022 Students (Black) 74%
  - 2022 Engagement (Students) - Relationships 69% positivity rating
  - 2022 Engagement (Parents) - Relationships 82% positivity rating
- Student and staff attendance at Teach-ins and Community Conversations

Evidence-Based Intervention

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

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

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

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

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

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

X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment #1

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

☐ School-Identified

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

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

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

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

Team Members

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

Name	Role
Marc Fleming	Principal
Gail Watson	Assistant Principal
Callie Andler	Assistant Principal
Troy Bajardi	Assistant Principal
Laurel West	Special Education Teacher
Heather Allen	Math Teacher
Ben Fuller	Science Teacher
Mark Williams	Parent
Karen LeBerth	Parent
Caroline Herring	Parent
Rhonda Coley	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
6/8/2022	X					
6/15/2022			X			
6/13/2022		X				
6/14/2022		X	X	X	X	
6/22/2022				X	X	

Learning As A Team

Directions

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

Student Interviews

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

The student interview process provided team members with an opportunity to gain insight into the perspective of our students. By interviewing students with a variety of experiences and backgrounds, we were able to understand how our students perceive Olympia, their level of agency within our school community and the degree to which they feel Olympia is a safe and welcoming school that is preparing them for their future. The team reviewed this data and correlated it with student, staff and parent perception surveys that were completed during the 2019/2020, 2020/2021 and the 2021/2022 school year and used it to inform the following:
- The intended outcomes of our school-selected commitments.
- The wording of our school-selected commitments.
- The strategies and resources needed to achieve the intended outcomes of our school-selected commitments.

Equity Self-Reflection

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

The Equity-Self Reflection illustrated for the SCEP Team that as a school we are "emerging" in several keys areas, including: using resources from diverse perspectives; incorporating curriculum, texts, content, and assignments that connect to our students; and embedding opportunities into curriculum for students to examine topics of power and privilege. This data confirmed what other data sources had revealed - that we as a school need to make a more concerted effort to make our curriculum, pedagogy more relevant and our learning environment more welcoming. When correlated with student, staff and parent perception surveys that were completed during the 2019/2020, 2020/2021 and the 2021/2022 school year it informed the following:
- The intended outcomes of our school-selected commitments.
- The wording of our school-selected commitments.
- The strategies and resources needed to achieve the intended outcomes of our school-selected commitments.

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.