New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Madrid-Waddington	Madrid-Waddington Elementary School	PK-5

Collaboratively Developed By:
The Madrid-Waddington Elementary School SCEP Development Team as representatives of and in partnership with the staff, students, and families of Madrid-Waddington Elementary 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 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 deepening connections and building positive relationships between home and school.
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?*	The Madrid-Waddington Central School's vision places a strong emphasis on its relationship with families and the community. It states: *The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability.* Over the years, Madrid-Waddington Central School has developed a reputation as a family and community centered school district. It is proud of its standing with the community, and works diligently to maintain its close relationship with families. The school is dedicated to fortifying their commitment to a strong and mutually beneficial relationship with their families and community. The "How Learning Happens" document reminds us that learning happens all the time and everywhere, not just in the school setting. The district does not want to be seen as a self-contained entity, and wants to use the school setting to unite families through athletics, extracurricular activities, open houses, and other unifying events to reinforce the school district as a welcoming and inviting setting for all. The document also reminds us that learning is relational, and by fostering a strong school to family connection, the school is "creating a web of supportive human connection that is crucial to every young person's well-being and sense of belonging." The Equity Self Reflection identified a need to continue to foster closer relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences.

The student interviews also reinforced their sense that social events and school wide celebrations are essential. Students are proud of their accomplishments, learning experiences, and relationships with others.

The school truly understands the value and educational benefit to students when home school relationships are strong. The school also implemented a new web-based communication tool, Parent Square, which allows for an easy flow of communication between parents and teachers.

The school feels that it is critical to continue to pursue this commitment, as the school is committed to home-school relationships and working collaboratively for student achievement and growth. The school truly understands the value and educational benefit to students when these bonds are strong.

This commitment is viewed as the cornerstone for all other commitments, and fostering collaboration between home and school allows for other commitments to be implemented with support from all stakeholders. In particular, our third commitment focuses on creating a school environment that supports **ALL** students, regardless of their ethnicity, ability, or socioeconomic status. This first commitment opens the door to allowing our third commitment to succeed, as excellent rapport with families will lead to a school environment that welcomes and supports all students.

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?
Parent Square Communication	Web-based communication tool. Parent Square videos will be shared with staff and parents to encourage use of and increase communication between home and school. Training will continue to be provided on the use of Parent Square.	Increased parent/school communication will be monitored to gauge an increase in frequency.	Training on Parent Square Parent Square Software Videos Data Coordinator
Home- School Liaison	A Home-School Liaison will be employed to allow for increased interaction between families and school and community. The Home-School Liaison will work with the Student Assistance Team (SAT) to identify students and families.	Student attendance will increase. Documentation that families in need will receive resources and support. Surveys report that parents and teachers both report an increase in	Home-School Liaison

	The Home-School Liaison will work with at-risk families to overcome barriers to regular school attendance. The Home-School Liaison will make referrals to state and community agencies that promote and support student attendance.	communication between home and school.	
Student Support Team (SST)	The Student Support Team (SST) will be dedicated to student SEL. A portion of staff development day will be devoted to SEL awareness and referral process, protocols and procedures. Throughout the year, staff will refer students to the SST using the SST referral form. Monthly, or as needed, the SST will meet to review referrals, identify students on track for chronic or problematic social emotional issues and discuss social emotional needs of students to identify barriers and concerns to refer to or provide needed interventions and supports.	Student attendance will increase. SST documentation that students and families received additional support.	Student Support Team Substitutes to allow team meetings Home-School Liaison Data Coordinator
SEL Program	Elementary staff will implement a new SEL Program to encourage in school support and inclusion for all students.	Positive student discussions	SEL Program

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	My teachers send notes home or call my family.	75% of students agree or strongly agree
Staff Survey	We have events for families, encouraging a partnership for learning.	80% of faculty and staff agree or strongly agree.
Family Survey	Teachers contact me, not just in times of concern.	70% of families 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.
● End of year Climate Survey results. 　○ 70% of families agree or strongly agree with, "Teachers contact me, not just in times of concern." 　○ 70% of families agree or strongly agree with, "As a parent/family member, I feel connected to our school." ● Student Support Team Referrals. ● Home-School Liaison documentation. ● Parent Square usage.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to strengthening our ability to provide a cohesive, relevant curriculum.
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?*	This critical commitment is embedded in the district's vision statement. It reads: *The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability.* A cohesive, relevant curriculum that reflects the needs of ALL students is essential to promoting student growth and success during their school years and beyond. This commitment continues the important work of curriculum alignment that began in the 2020-21 school year. Now that the groundwork has been established, it is necessary to review, revise and strengthen the transfer of curriculum to instruction. The "*How Learning Happens*" document continues to play an important role on this commitment. It serves as a guide as the school continues to create an aligned curriculum that is rigorous and relevant to all learners and includes opportunities for students to engage in learning opportunities that build social and emotional skills as well as cognitive skills. Student interviews clearly indicated that students relate to and require learning that is multidimensional, and that social opportunities are critical to their learning. They also reinforced the presence of strong adult/ student relationships as an important element of their ability to succeed.

| | The Equity Self Reflection indicated a continuing need to incorporate curriculum texts, content, and assignments that activate connections to student experiences with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered.

This is the right commitment to pursue because curriculum alignment that articulates the depth and breadth of learning at each grade level is critical and ongoing. This commitment allows for continuing dialog amongst the faculty and fosters integrity and collaboration that results in better learning outcomes for all students.

Our identified commitments are interconnected. All commitments focus on creating connections. Connections with home and community, connections with all learners, and creating and aligning a curriculum that in addition to identifying what is taught, allows for fostering deeper connections with learners. |
| --- | --- |

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?
Update and revise Curriculum Maps adding high-frequency words, as well as, looking for new patterns/ trends to update prioritized standards.	Instructional Coach will meet with grade level/department area teams to continue to revise and update curriculum maps adding high frequency words and looking for new patterns/trends in prioritized standards. High frequency words will be prioritized by grade level and explicitly taught within the corresponding curriculum. Continue modeling instructional strategies and routines (shared reading lessons, vocabulary, counting collections, number talks, running records, and use of high frequency words) Vertical alignment meetings focused on ELA and Math will be held bi-monthly to address curriculum, standards and	ELA and math curriculum maps are completed and continue to be revised based on implementation in grades K-5. Curriculum is continued to be vertically aligned K-5 in ELA and math to include instructional practices.	Substitutes Instructional Coach Stipends Time for meetings within and between grade levels

	instructional practices that flow from one grade level to the next. Teachers will have the opportunity to work after school collaboratively to review, revise and update curriculum maps as needed. The Instructional Coach will update the building principal on progress and identify gaps as curriculum maps and instruction are revised.		
Consistent use and common vocabulary between grade levels	During vertical alignment between grade levels, teachers will converse and agree upon common vocabulary use and instruction across grade levels in ELA and math. Grade level teams will determine to have consistent methods/approaches to solve math word problems, implement math word walls and anchor charts. Teachers will use the acronym's SWAG and RADD-C to support ELA instruction, specifically writing responses.	Analysis of students' assessment results depict use and understanding of common vocabulary. Students' written responses indicate use of identified writing steps and components.	Substitutes Instructional Coach Stipends Time for meetings within and between grade levels
Create common assessments that drive instruction and correlates to the report card.	Teachers will receive additional professional development on creating common assessments, both formative and summative, assessment administration, data analysis and the use of student instructional goal reports.	Increase in student growth and learning based on benchmarking assessment data.	PD for staff Assessments Data Coordinator

			Edmentum
	Teachers will identify students' skills and determine instructional planning for additional support and practice, and for enrichment based on assessment results. The principal will provide opportunities for grade level and department area meetings to review student assessment and intervention strategies. Student growth results will be tracked and shared with parents and students regularly.		
Implement new phonics program in Grades K-3 (95% Core)	Teachers will receive professional development on implementing the new phonics program. The instructional coach will work with staff on phonics program implementation and student assessment.	Increase in students' reading skills as measured by grade level assessments and Edmentum results.	PD for staff Phonics Program Assessments Data Coordinator Edmentum

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	My teachers explain things clearly when I make mistakes in class or on a test.	85% agree/strongly agree
Staff Survey	We work together across grade levels and content areas in order to provide an integrated approach to student learning.	75% agree/strongly agree
Family Survey	Our school provides information to families on the learning standards and the school curriculum.	75% agree/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.
Curriculum maps and vertical alignment are updated for ELA and math in grades K-5 to include high frequency words and vocabulary. Phonics Program (95% Core) is fully implemented. Edmentum Benchmarking Spring 2023 results: ● 60% of students are at or above the 50th percentile in Reading; ● 60% of students are at or above the 50th percentile for Math. Grades K-5 common assessments are created.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	Increase Student Connectedness with the school.
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?*	As clearly articulated in its vision statement, the district is deeply committed to all students, and strives to ensure that all aspects of their development are supported by the school: "*The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability.*" This commitment will assist the school in providing experiences for students that foster their total development, and focus on students that would benefit from additional support. The school wants to ensure that all students feel a positive connection with the school. They are committed to make sure that no students "fall between the cracks", and will make a concerted effort to provide resources to address this concern. The student interviews clearly reinforced the need for a feeling of connection with the school as being critical to their success. They provided multiple examples of the ways the school provides these connections (athletics, clubs, special events including families, etc.). They emphasized the importance of social connections with peers, and that their enjoyment of school is closely connected to their relationship with their teachers. The document "How Learning Happens'' serves as a guidepost for the school as they pursue this commitment. It is a powerful reminder that student

engagement is a product of building trusting relationships with all stakeholders, and building supportive networks that support all students.

The Equity Self Reflection identified the need to continue to facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, and make meaning of new concepts in multiple ways, and apply learning to meaningful, real world situations.

As mentioned previously, the school wants to bolster its commitment to engaging all students post pandemic. Now is the time to ensure that all students feel valued and a part of the school community. The school will carefully examine its current practices, and provide additional necessary support, programs and events that support this commitment.

This commitment is closely tied to the other commitments. Engaging families and the community is integral to student engagement. Parents and families can be powerful allies in the attempt to provide an engaging environment for all students. Providing students with a carefully constructed curriculum that aligns content and allows for all learners to succeed also results in deeper student engagement. This commitment also ties to the school's long-term plans to provide better outcomes for its students.

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?
After School Clubs-Enrichment	The school will offer a variety of afterschool activities that appeal to a wide range of student interests.	Student participation will be monitored.	Teacher stipends Snacks Supplies
Cooperative/Group Work/Project Based Learning	Students will engage in increased opportunities to work as part of a group or team, both in the classroom and other enrichment opportunities.	The number of opportunities for students to work cooperatively will increase. Opportunities will be monitored throughout the year.	Teacher Stipends PD for teachers Materials and Supplies
Student Engagement Strategies	Teachers will expand their repertoire of instructional strategies to engage more students during instruction.	The number of opportunities for students to respond during instruction will increase. Opportunities will be monitored throughout the year.	Teacher Stipends INstructional Coach PD for teachers
Summer Programming	School will offer summer programming to students K-5 as a continuation of the Library Reading Program.	Student participation will be monitored.	Teacher Stipends Snacks Materials and Supplies

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	We work with partners, or in groups in my class	70% of students agree or strongly agree.
Staff Survey	As a school, we talk about and reinforce the role of productive teacher/student/family relationships.	80% of faculty and staff agree or strongly agree.
Family Survey	Our school has clubs, activities, and events to help students engage and connect to schools.	80% of families 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.
Climate Survey results. Student attendance will increase. At faculty meetings, teachers will share ideas for collaboration in the classroom.

Evidence-Based Intervention

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

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

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

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

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

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

☒ State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We commit to strengthening our ability to provide a cohesive, relevant curriculum. ● Curriculum maps are revised and updated, vertically aligned, and strengthened to include high frequency words. ● Common vocabulary ● Common assessments ● Implementation of Phonics Program ● Data analysis for instruction

☐ 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
Nicole Weakfall	Principal
Jennifer Scott	School Psychologist
Bill Todd	Special Education Teacher
Lucy Thomas	Special Education Teacher
Courtney Hallahan	Speech Teacher
Angela Drumm	Reading Specialist
Patty VanPatten	Teacher Assistant
April Sharlow	Parent
William Gotsch	Teacher
Toni Siddon	CSE Chairperson/Guidance Counselor
Brooke Santamont	Instructional Coach

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
June 2, 2022	X					
June 8, 2022		X	X	X	X	
June 10, 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

Student interviews validated the need to continue to address the social and academic needs of students. Student interviews clearly reinforced the need for a feeling of connection with teachers and the school as being critical to their success. They emphasized the importance of social connections with peers, and that their enjoyment of school is closely connected to their relationship with their teachers. Student interviews clearly indicated that students relate to and require learning that is multidimensional, and that social opportunities are critical to their learning; students voiced their desire to work with other students on cooperative games and project-based learning activities. They also expressed a desire for the school to expand after- school offerings to include sports, more hands-on activities, and offerings that would include parents.

Equity Self-Reflection

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

The team completed and reviewed the Equity Self-Reflection, and a general theme arose on family and student connectedness. The team came up with three practices:

Foster close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences.

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.

Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.

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.