New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2022-23
High School
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Albany City School District	Albany High School	Jodi Commerford	9-12

Completing this Document

All high schools completing this document will have between four and seven SCEP Goals:

Required:

1. Graduation Rate (4-year, 5-year, and 6-year)
2. ELA
3. Math
4. Survey

Potential other goals:

5. English Language Proficiency (required for all schools with a Level 1 for this indicator, optional for others)
6. Chronic Absenteeism (required for all schools with a Level 1 for this indicator, optional for others)
7. College, Career, and Civic Readiness (required for all schools with a Level 1 for this indicator, optional for others)

2018-19 Accountability Data

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the "All Students" subgroup based on the 2018-19 school-level data for the accountability indicators below.

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-y2ear Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
All Students	2	67%/2	2	2	2	2	2

TSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as "TSI" based on the 2018-19 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absentee-ism Level	College, Career, Civic Readiness (CCCR) Level

Stakeholder Participation

Background

The SCEP must be developed in consultation with **parents, school staff**, and in secondary schools, **students**, 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-for-meaningful-stakeholder-participation.pdf.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
9/12	X	X			
9/19*					
10/17*					
10/24					
11/14*					
11/28					
12/12					

12/19*					
1/9*					
1/23					
2/13*					
2/27					
3/13*					
3/27					
4/3*					
4/24					
5/8*					
5/22					
6/12*					

TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated.   The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)											Signature
		5/25	6/2	6/4	6/5	6/6	6/9	6/10	6/11	6/12	6/13	6/15	
Jodi Commerford	Principal							x		x		x	*J. Commerford*
Joseph Slichko	Operations Principal												
Andrea Marques-Clarke	ACTC Principal												
Kandie Antonetti	Academy Principal, Citizenship		x		x			x	x	x	x	x	*Kandie Antonetti*
Richard Shea	Academy Principal, Discovery		X		X			X		X		X	
Jordan Goldman	Academy Principal, Innovation			x			x	x	x	x		x	
Syene Cooper	Academy Principal, Leadership												
Nicole Newman	Assistant Academy Principal,									x			*Nicole Newman*

													Signature
	Citizenship												
Kenneth Klein	Assistant Academy Principal						x	x		x	x	x	
Michael Lopez	Assistant Academy Principal, Discovery		X				X						*Michael Lopez*
Alexandrea LaCoss	Assistant Academy Principal, Leadership	x	x			x	x	x		x			*Alexandrea Lacoss*
Jennifer Houlihan	Secondary Instructional Supervisor in English Language Arts/Reading		X										*Jen Houlihan*
Frank DelSignore	Secondary Instructional Supervisor in Mathematics	x	x										*Frank DelSignore*
Robert LaCasse	Secondary Instructional Supervisor in Soc. St. & World Lang.												
Erin Erickson	Department Chair, Math	x	x										
Megan Donohue	Department Chair, English		X				X						*Megan Donohue*
Kate Dring	English 11 Integrated English Teacher		X				X						*Kate Dring*
Wan Oliviere	English 11 ENL Teacher		X				X						*Wan Oliviere*
Amie Chermack	English 10 Teacher		X				X						

Name	Role											Signature
Jennifer Miller	English 9 Reading Interventionist		X			X						*Jennifer Miller*
Eric Lewis	English 11 Integrated SPED Teacher											*Eric Lewis*
Christina VonFricken	English 9-12 Teacher, TCCE											*Christina VonFricken*
Leah Evans	AP/IB Coordinator					x		x				
Torrie Chapple	HSC			x			x		x			*Torrie Chapple*
Faith Skervin	HSC			x			x		x			*Faith Skervin*
Malcolm Gandy	HSC											
John Clemens	HSC			x			x		x			*Deon Thomas*
John Rosenzweig	Attendance Teacher			x			x		x			*John Rosenzweig*
Kara McLoughlin	Algebra Teacher	x	x									*Kara McLughlin*
Kristina Shakow	Geometry Teacher	x	x									*Kristina Shakow*
Abigail Mouravieff-Apostol	Algebra Teacher	x	x									*Abigail Mouravieff-Apostol*
Margot Wyan	Topics in Algebra/IB Teacher	x	x									*Margot Wyan*
Tom Giglio	Director of ENL & Refugee Services		x		x		x	x	x	x	x	
Stephanie Garcia-Galagarza	ENL Teacher		x		x							
Mara Estes	ENL Teacher		x		x							

Name	Role												Signature
Tara Silverman	ENL Teacher		x		x								
Lindsay Simmons	WBL Coordinator						x		x			x	*Lindsay Simmons*
Gregory Baker	Night School Coordinator						x		x				*Gregory Baker*
Sean Fitzsimons	Soc. St. Dept. Chair		x	x					x				*Sean Fitzsimons*
Kristine Monohan	Fine Arts Dept. Chair			x					x				*Krissy Monahan*
Michael Panetta	Ass't Dir. PPS								x				*Michael Panetta*

Grad Rate	ELA	Math	Survey	ELP	CA	CCR
Commerford	Houlihan	DelSignore	Barber	Giglio Antonetti	Antonetti	Antonetti Marques-Clarke Shea
APs	K.Dring	LaCoss	Ken Klein	Garcia-Galagarza	Rosensweig	Evans
G. Baker	Donohue	Erickson	Sean Fitzsimons	Tara Silverman	Clemens	Baker
T. Farry	Lewis	McLoughlin	Ashleigh Johns	Mara Estes	Chapple	Simmons
CSE Chair	Chermack	Mouravieff-Apostol	Kristine Monahan		Gandy	Moorby
	Miller	Shakow	Michael Panetta			LaCass
	Oliviere	Wyan				
	VonFricken					

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 goal(s) it will support:

Strategy Identified	
SCEP Goal(s) this strategy will support	

☐   **Clearinghouse-Identified**

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

Strategy Identified		
SCEP Goal(s) this strategy will support		
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 goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy Identified	
SCEP Goal(s) this strategy will support	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Graduation Rate Goal

Goal

Directions: In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, copy this table and paste a new table below so that each identified subgroup has its own goal.

Subgroup	June 2023 Goal		2021 Graduation Rate	
	4-year	80%	**4-year**	82%
	5-year	78%	**5-year**	79%
	6-year	76%	**6-year**	77%

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for Graduation Rate?
● **Transient population**   ● **Homelessness**   ● **Community issues and gang involvement**   ● **Lack of perceived relevance/value of education and coursework**   ● **College and career pathway knowledge**   ● **NYSAA students not counting for graduation rate**   ● **Economically disadvantaged**   ● **Parentified students**   ● **Need for role models with similar backgrounds**   ● **ENL/Refugee students aging out, no prior formal education, etc.**   ● **Balancing employment with school**   ● **Attendance issues**   ● **Exploring graduation pathways for all students, including sub-groups**

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
8/1/22	8/31/22	APs utilize PowerBI review potential re-enrollments/GED enrollments from prior year's FTE drop list and at-risk students during summer work hours.
8/1/22	8/31/22	APs and HSCs to complete outreach for re-enrollment from prior year's FTE drop list and at-risk students during summer work hours.
8/1/22	9/29/22	Identify seniors in need of mentors, parent meetings, and interventions.
8/1/22	8/31/22	APs calibrate MTSS Academy Agenda for: total credits, credits needed, goal setting, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.

8/1/22	8/31/22	Special Education MTSS Team using Power Bi data, will meet to discuss seniors in need of mentors, parent meetings, and interventions.
9/01/22	9/21/22	Attendance teachers run senior attendance reports to identify senior absences/failed to enter for APs.
9/01/22	9/21/22	Phone calls for seniors w/absences by APs and failed to enter by attendance teachers .
9/09/22	9/30/22	APs hold weekly MTSS Meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.
09/09/22	09/30/22	Special Education MTSS Team will meet bi-weekly. Utilizing Power Bi Data to progress monitor seniors with disabilities's attendance and course pass rates. Team will report out to each Academy MTSS and Night School Team to ensure students are added to their meetings.
9/01/22	9/21/22	Phone calls and home visits for seniors w/absences by APs/HSCs and failed to enter by attendance teachers .
9/14/22	9/18/22	ENL MTSS Team will meet to review the at-risk report in Power Bi to identify ELL seniors who are in need of interventions, mentors, and parent meetings. This information will be shared with the administration team.
10/05/22	10/30/22	APs hold weekly MTSS Meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.
10/05/22	10/09/22	ENL MTSS Team will meet to progress monitor ELL senior attendance, academics, and interventions put in place for seniors this year. This information will be shared with the Administration Team.
10/05/22	10/30/22	Special Education MTSS Team will meet bi-weekly. Utilizing Power Bi Data to progress monitor seniors with disabilities's attendance and course pass rates. Team will report out to each Academy MTSS and Night School Team to ensure students are added to their meetings.
10/15/22	10/19/22	APs run senior interim reports and work with counselors to hold meetings.
10/19/22	10/23/22	Academy MTSS Team will meet to review 1st quarter interim data, review/modify interventions and plan for student success. This information will be shared with the administration team.
10/26/22	10/30/22	Academy Senior focused support provided in Academy Offices to complete assignments prior to end of Qtr. 1.
11/2/22	11/30/22	APs hold weekly MTSS Meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.
11/2/22	11/30/22	Special Education MTSS team will meet bi-weekly. Utilizing Power Bi Data to progress monitor seniors with disabilities's attendance and course pass rates. Team will report out to each Academy MTSS and night school team to ensure students are added to their meetings.
11/4/22	11/8/22	Begin Regents Review to prepare students starting in November.
11/18/22	11/22/22	APs to hold Academy Senior Hallway Interventions (In-person lab) for

		seniors to complete work prior to Qtr. 1 ending.
11/18/22	11/22/22	APs will report out on interim/report card the number of students on track to graduate by 4/5/6 year cohorts. Principals will share out with staff and MTSS teams.
11/18/22	11/22/22	Teachers/Academy MTSS /Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
11/23/22	11/25/22	ENL MTSS Team will meet to review 1st quarter report card data and review/modify interventions. ENL admin liaison will share information with the Administration Team.
11/25/22	12/20/22	School counselors will meet with seniors to plan for graduation/post graduation plans.
12/1/22	12/30/22	APs hold weekly MTSS Meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.
12/1/22	12/30/22	Special Education MTSS Team will meet bi-weekly. Utilizing Power Bi Data to progress monitor seniors with disabilities's attendance and course pass rates. Team will report out to each Academy MTSS and night school team to ensure students are added to their meetings.
12/23/22	1/6/23	APs run senior interim reports and work with counselors to hold meetings.
12/16/22	12/20/22	Teachers/Academy MTSS/Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
12/14/22	12/31/22	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.
1/2/23	1/31/23	APs hold weekly MTSS Meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.
1/2/23	1/31/23	Special Education MTSS Team will meet bi-weekly. Utilizing Power Bi Data to progress monitor seniors with disabilities's attendance and course pass rates. Team will report out to each Academy MTSS and Night School Team to ensure students are added to their meetings.
1/2/23	1/31/23	Teachers/Academy MTSS/Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
1/19/23	1/21/23	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.
1/19/23	1/21/23	Senior Regents Attendance Plan to ensure all attend exams daily.
1/27/23	1/31/23	Academy Senior focused support provided in Academy Offices to complete assignments prior to end of Qtr. 2.
1/27/23	1/31/23	APs to hold Academy Senior Hallway Interventions for seniors to complete work prior to quarter ending.

Mid-Year Benchmark

Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. This should represent an improvement over the percentage of students who were on track to graduate in January 2021.

Cohort Group	On-Track in January 2022	January 2022 Target
4-year		69
5-year		7
6-year		71

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
1/11/23	1/15/23	Academy MTSS Team will meet to review 2nd quarter interim data and review/modify interventions and plan for student success. ENL admin liaison will share information with the Administration Team.
1/25/23	1/29/23	Academy MTSS Team to progress monitor senior attendance and academics, review/modify interventions and plan for student success. ENL Admin liaison will share information with the administration team.
2/1/23	2/28/23	APs hold weekly MTSS Meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.
2/1/23	2/28/23	Special Education MTSS Team will meet bi-weekly. Utilizing Power Bi Data to progress monitor seniors with disabilities's attendance and course pass rates. Team will report out to each Academy MTSS and Night School Team to ensure students are added to their meetings.
2/3/23	2/11/23	Attendance teachers run senior Semester 1 attendance reports to identify senior absences.
2/3/23	2/11/23	Phone calls for seniors w/absences by APs and failed to enter by attendance teachers .
2/3/23	2/11/23	Phone calls and home visits for seniors w/absences by HSCs and attendance teachers.
2/3/23	2/11/23	Teachers/Academy MTSS/Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
2/5/23	2/11/23	APs run senior Qtr. 2 Report Cards reports and work with counselors to hold meetings.
2/8/23	2/11/23	APs will report out number of students on track to graduate by 4/5/6 year cohorts. Principals will share out with staff and MTSS Teams.
2/8/23	2/11/23	Teachers/Academy MTSS/Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
2/8/23	2/11/23	Senior Online Success Attendance Plan to ensure all attend APEX during

		vacation.
2/08/23	2/12/23	Academy MTSS Team will meet to review 2nd quarter report card data, review/modify interventions, and plan for student success. ENL Admin liaison will share information with the Administration Team.
2/22/23	2/26/23	Academy MTSS Team to progress monitor senior attendance and academics, review/modify interventions and plan for student success. ENL admin liaison will share information with the Administration Team.
3/1/23	3/31/23	APs hold weekly MTSS Meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.
3/1/23	3/31/23	Special Education MTSS Team will meet bi-weekly. Utilizing Power Bi Data to progress monitor seniors with disabilities's attendance and course pass rates. Team will report out to each Academy MTSS and Night School Team to ensure students are added to their meetings.
3/2/23	6/16/23	Begin Regents Review to prepare students starting in March.
3/18/23	3/23/23	APs run senior Qtr. 3 Interim reports and work with counselors to hold meetings.
3/08/23	3/12/23	Academy MTSS Team to progress monitor senior attendance and academics, review/modify interventions and plan for student success. ENL admin liaison will share information with the Administration Team.
3/9/23	3/13/23	School counselors will meet with seniors to plan for graduation/post graduation plans.
3/22/23	3/26/23	Academy MTSS Team will meet to review 3rd quarter interim data and review/modify interventions and plan for student success. ENL admin liaison will share information with the Administration Team.
4/1/23	4/30/23	APs hold weekly MTSS Meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.
4/01/23	4/30/23	Academy MTSS Team, academy principals, school counselors and ENL teachers will work closely with at-risk seniors to ensure ELL seniors are completing the necessary coursework and review classes to successfully complete their classes.
04/1/23	4/30/23	Special Education MTSS team will meet bi-weekly. Utilizing Power Bi Data to progress monitor seniors with disabilities's attendance and course pass rates. Team will report to each Academy MTSS and night school team to ensure students are added to their meetings.
4/28/23	5/3/23	APs to hold Academy Senior Hallway Interventions for seniors to complete work prior to Qtr. 3 ending.
4/19/23	4/23/23	Academy MTSS Team to progress monitor senior attendance and academics, review/modify interventions and plan for student success. ENL admin liaison will share information with the Administration Team.
3/29/23	4/2/23	Teachers/Academy MTSS /Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.

3/29/23	4/2/23	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.
5/03/23	5/07/23	Academy MTSS Team will meet to review 3rd quarter report card data and review/modify interventions and plan for student success. ENL admin liaison will share information with the Administration Team.
5/3/23	5/28/23	Academy MTSS Team, academy principals, school counselors and ENL teachers will work closely with at-risk ELL seniors to ensure they are completing the necessary coursework and review classes to successfully complete their classes.
5/24/23	5/28/23	APs will report out interim/report card number of students on track to graduate by 4/5/6 year cohorts. Principals will share out with staff and MTSS teams.
5/3/23	5/31/23	APs hold weekly MTSS Meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.
5/3/23	5/31/23	Special Education MTSS Team will meet bi-weekly. Utilizing Power Bi Data to progress monitor seniors with disabilities's attendance and course pass rates. Team will report out to each Academy MTSS and Night School Team to ensure students are added to their meetings.
5/17/23	5/21/23	Academy MTSS Team to progress monitor senior attendance and academics, review/modify interventions and plan for student success. ENL admin liaison will share information with the Administration Team.
5/26/23	6/2/23	APs run senior Qtr. 4 Interim reports and work with counselors to hold meetings.
06/01/23	06/25/23	Special Education MTSS Team will meet bi-weekly. Utilizing Power Bi Data to progress monitor seniors with disabilities's attendance and course pass rates. Team will report out to each Academy MTSS and Night School Team to ensure students are added to their meetings.
6/01/23	06/04/23	Teachers, school counselors, and academy principals will sign students up for the Online Success Program to ensure that ELL students attend APEX for 3rd quarter credit recovery.
6/01/23	6/15/23	Academy MTSS Team, academy principals, school counselors and ENL teachers will work closely with at-risk ELL seniors to ensure they are completing the necessary coursework and review classes to successfully complete their classes and identify students who may need to attend summer school.
6/1/23	6/25/23	APs hold weekly MTSS Meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.
6/7/23	6/15/23	APs to hold Academy Senior Hallway Interventions for seniors to complete work prior to Qtr. 4 ending.
6/16/23	6/25/23	Academy principals will report out interim/report card number of students on track to graduate by 4/5/6 year cohorts. Principals will share out with staff and MTSS Teams.

6/7/23	6/16/23	Teachers/Academy MTSS/Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
6/7/23	6/25/23	Senior Online Success Attendance Plan to ensure all attend APEX during Regents exams.
6/7/23	6/25/23	Senior Regents Attendance Plan to ensure all attend exams daily.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*

Need	Strategy to Address	When
Technology	Chromebooks/Internet/Technical Assistance	
Special Education/504	Modifications virtually/Case Manager	
ENL	Modifications virtually/Case Manager	

ELA Goal

Goal

Directions: The HS annual ELA goal will be to demonstrate improved performance on the annual ELA Regents examination. In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

Subgroup	Levels	2017-18 Annual ELA Regents Results	Combined Totals	2018-19 Annual ELA Regents Results	Combined Totals	2022-23 Goal	2022-23 Goal
All Students MIP > 192.7	1*	15%	21%	9%	15% 6%	8%	14%
	2*	6%		6%		6%	
	3	30%		34%		36%	
	4	16%	83%	15%	85% 2%	15%	86%
	5	33%		35%		35%	
ELLs MIP > 103.6	1*	47%	59%	30%	42% 17%	28%	40%
	2*	12%		12%		12%	
	3	27%		48%		50%	
	4	9%	41%	6%	58% 17%	6%	60%
	5	5%		4%		4%	
SWD MIP > 128.6'	1*	38%	47%	14%	29% 18%	12%	27%
	2*	9%		15%		15%	
	3	31%		48%		50%	
	4	8%	53%	14%	71% 18%	14%	73%
	5	3%		9%		9%	
ED MIP > 174.5	1*	19%	26%	12%	19% 7%	11%	18%
	2*	7%		7%		7%	
	3	38%		40%		41%	
	4	14%	74%	17%	81% 7%	17%	82%
	5	22%		24%		24%	
B/AA MIP > 167.3	1*	16%	22%	8%	15% 7%	7%	14%
	2*	6%		7%		7%	
	3	37%		40%		41%	
	4	17%	78%	17%	85% 7%	17%	86%
	5	25%		28%		28%	
HoL MIP >169.7	1*	19%	26%	9%	15% 11%	8%	14%
	2*	7%		6%		6%	
	3	33%		33%		34%	
	4	17%	73%	16%	85% 12%	16%	86%
	5	23%		37%		37%	
White MIP > 208.7	1*	13%	17%	11%	16% 1%	10%	15%
	2*	4%		5%		5%	
	3	16%		27%		26%	
	4	13%	83%	12%	84% 1%	13%	85%
	5	53%		45%		46%	
A/NH/OPI MIP > 209.6	1*	14%	21%	14%	17% 4%	13%	16%
	2*	6%		3%		3%	
	3	25%		25%		24%	
	4	17%	79%	12%	83% 4%	13%	84%
	5	37%		46%		47%	

For accountability purposes, on the five-level ELA Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's ELA performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for ELA?
The residual impact of the pandemic continues to exacerbate and widen opportunity gaps for students that were already present, resulting in disproportionate academic outcomes, particularly as it relates to students who typically perform in the approaching proficiency range.   - Chronic absenteeism from class/school and staffing shortages negatively impacted teaching and learning outcomes.   - Requirements related to classroom seating and contact tracing stifled collaboration, organic student-to-student discourse, and the building of an intimate class culture, which was also impacted by the extensive social isolation our students experienced for a year and a half as well as the abrupt shift to 1:1 chromebooks - teachers are still exploring what the just right balance is in terms of device use in class as well as learning how to best manage the opportunities for distraction devices may amplify.   - The number of students who are academically disengaged is higher than we've previously experienced; large swaths of students are presenting with concerns related to their socio-emotional wellness, mental health, behavioral engagement, family/peer/community conflicts sometimes resulting in violence, and other high-demand needs (i.e., homelessness, food insecurity). We are struggling to address these pressing needs effectively with our existing staff and shortages in qualified and skilled job applicants.   - The ongoing construction at Albany High School combined with the aforementioned academic disengagement has presented significant managerial challenges and demands for building leaders and security staff that are by and large outside of the classroom but inside the school. The hallways have a constant flow of students who are assigned elsewhere in numbers that exceed the building's capacity to manage effectively, which shifts focus away from academics and instructional leadership as we endeavor to address student behavior and the antecedent needs that serve as root cause.   - The pressure, stress, and high stakes of teaching during such a challenging time has impacted staff morale, school culture, and collegial relationships, which has been exacerbated by engaging in the majority of our collaborative work virtually, perpetuating the isolation and disconnect staff members are experiencing, particularly for new teachers.   - Overall, our district is not immune to the omnipresent sense of malaise that is surrounding this difficult and divisive time in both education and society at-large.
The Secondary Data Team model was not implemented with fidelity; teams did not consistently and systematically: - Review students work together for the purpose of calibrating in alignment with success criteria.   - Modify curriculum to ensure culturally-responsive, equitable access to grade-level text, and task.   - Identify, implement, and analyze the impact of research-based strategies and interventions to support students at each level of proficiency relative to priority learning standards (beginning, approaching, achieving, exceeding).   - Collaboratively develop and implement lesson activities in response to student performance.

● Have the opportunity to engage in collaborative discourse regarding vertical alignment, particularly as it relates to success criteria for writing tasks and our calibration as a team in that regard.	
The secondary instructional feedback model was not implemented with fidelity. As a result, walkthroughs and feedback cycles did not consistently yield actionable, targeted, and relevant feedback aligned to building and/or teacher goals that teachers and teams of teachers can apply to improve instructional practice.	

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
7/1/22	8/15/22	Curriculum Development Teams will collaborate to implement curricular changes recommended by the District Curriculum Review Team that are focused on educational equity, diversity, representation, student voice, and social justice themes.
7/1/22	8/10/22	Instructional supervisors and building administrators will develop a schedule and refine systems for directly supporting teachers and Teacher Teams with a focus on formative feedback in alignment with teacher and building goals related to high-leverage instructional practices.
7/1/22	8/10/22	Instructional supervisors and building administrators will refine the templates for walkthroughs, classroom visits, and common planning time to better highlight areas of focus and foster complete cycles of inquiry.
7/1/22	8/10/22	Instructional supervisors and building administrators will develop a timeline for the classroom and common planning time walkthrough process that codifies expectations, responsibilities, and a communication plan for building and department priorities.
By 9/1/22	By 9/1/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will work with grade-level teacher teams to finalize draft backwards maps of data cycles for the 2022-2023 school year using trend performance data on the Regents Exam in English Language Arts from 2016-2019 and 2022.
9/12/22	9/12/22	Building and district administrators will engage in professional development centered on instructional leadership, including paired visits to classrooms to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.
By 9/16/22	By 9/16/22	The secondary instructional supervisor for English Language Arts will work with the AHS English department chair and teacher team facilitators at each grade-level to agenda set team meetings for the first data cycle.
By 9/19/22	By 9/19/22	Instructional supervisors and building administrators will establish expectations and communicate building and department priorities for the Secondary Data Team model across all Teacher Teams.

9/19/22	9/22/22	Teacher teams will develop team norms, roles, and responsibilities for data teaming in alignment with the CSDA's established guidelines for common planning time.
9/19/22	9/22/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will provide professional development in the development of SMART goals for data teaming.
9/26/22	9/26/22	Teacher teams will establish a department SMART goal using trend performance data on the Regents Exam in English Language Arts from 2016-2019 and a SMART goals for Data Cycle #1 using pre-assessment data in alignment with curricular priority standards.
9/26/22	9/29/22	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will begin their first data cycle, finalizing the SMART goal by establishing baseline performance from the pre-assessment administration.
By 9/27/22	By 9/27/22	Building administrators will communicate building priorities relative to high-leverage instructional practices that will inform look-fors during the walkthrough process.
9/27/22	9/27/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will deliver professional development to teachers in the CSDA's English Language Arts curriculum and Instructional Framework with a particular focus on educational equity, culturally responsive pedagogy, and amplifying student voice.
By 9/30/22	By 9/30/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will conduct classroom visits of all English Language Arts classrooms to provide affirmational feedback and identify trend noticings to inform professional development and instructional feedback.
10/3/22	10/31/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.
10/3/22	10/31/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
10/19/22	10/19/22	The secondary instructional supervisor for English Language Arts, Reading, and Library Media and the English Language Arts department chair will facilitate discourse and professional development regarding vertical alignment of success criteria for writing tasks.
10/24/22	10/24/22	Building and district administrators will engage in professional development centered on instructional leadership, including paired visits to classrooms to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.

11/1/22	11/30/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.
11/1/22	11/30/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
11/7/22	11/10/22	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will finalize their first data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
By 11/10/22	By 11/10/22	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.
11/14/22	11/14/22	Building and district administrators will engage in professional development centered on instructional leadership, including paired visits to classrooms to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.
11/14/21	11/17/22	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will begin their second data cycle, establishing a SMART goal focused on the priority standards for the unit with the goal of both proficiency and proportionate outcomes.
11/28/22	11/28/22	The secondary instructional supervisor for English Language Arts, Reading, and library media and the English Language Arts department chair will facilitate discourse and professional development regarding vertical alignment of success criteria for writing tasks.
12/1/22	12/22/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.
12/1/22	12/22/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
12/12/22	12/12/22	Building and district administrators will engage in professional development centered on instructional leadership, including paired visits to classrooms to provide teachers with meaningful feedback and support

		and calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.
12/12/22	12/16/22	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will finalize their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
12/19/22	12/22/22	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will begin their third data cycle, finalizing the SMART goal by establishing baseline performance from the pre-assessment administration.
1/3/23	1/31/23	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.
1/3/23	1/31/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
1/17/23	1/23/23	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will finalize their third data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
1/18/23	1/18/23	The secondary instructional supervisor for English Language Arts, Reading, and library media and the English Language Arts department chair will facilitate discourse and professional development regarding vertical alignment of success criteria for writing tasks.
1/23/23	1/23/23	Building and district administrators will engage in professional development centered on instructional leadership, including paired visits to classrooms to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.
By 1/27/23	By 1/27/23	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.

Mid-Year Benchmark

Identify the specific assessments of ELA that the school will administer mid-year and what specifically you expect to see in the results of those assessments to know that you are on track to achieve the goal. This should represent an improvement over January 2021 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels. The assessment identified should be one administered to those that will be taking the ELA Regents exam at the end of the year.		
Assessment	**January 2022 Target vs. Actual**	**January 2023 Target**
English 11 Mid-Year Benchmark Exam	All Students Target: 86% Participation Rate Target: 95% All Students Actual: 53% (24% from 2021) Participation Rate Actual: 85%	All Students Target: 60% Participation Rate Target: 95%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
2/1/23	2/28/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.
2/1/23	2/28/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
By 2/3/23	By 2/3/23	Teacher teams will administer the mid-year benchmark.
2/6/23	2/6/23	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will begin their fourth data cycle, finalizing the SMART goal by establishing baseline performance from the pre-assessment administration.
2/10/23	2/10/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will deliver professional development to teachers in the CSDA's English Language Arts curriculum and Instructional Framework with a particular focus on educational equity, culturally responsive pedagogy, and amplifying student voice.
By 2/10/23	By 2/10/23	Teacher teams will analyze the mid-year benchmark and engage in balcony-level planning for the second half of the school year to address unfinished learning.
2/27/23	2/27/23	Building and district administrators will engage in professional development centered on instructional leadership, including paired visits to classrooms to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.
3/1/23	3/31/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the

		secondary data team model, including written feedback on data team minutes.
3/1/23	3/31/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
3/6/23	3/9/23	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will finalize their fourth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
3/13/23	3/16/23	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will begin their fifth data cycle, finalizing the SMART goal by establishing baseline performance from the pre-assessment administration.
3/15/23	3/15/23	The secondary instructional supervisor for English Language Arts, Reading, and library media and the English Language Arts department chair will facilitate discourse and professional development regarding vertical alignment of success criteria for writing tasks.
3/27/23	3/27/23	Building and district administrators will engage in professional development centered on instructional leadership, including paired visits to classrooms to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.
4/3/23	4/28/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.
4/3/23	4/28/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
4/3/23	4/6/23	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will finalize their fifth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
By 4/7/23	By 4/7/23	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.
4/19/23	4/19/23	The secondary instructional supervisor for English Language Arts, Reading, and library media and the English Language Arts department chair will

		facilitate discourse and professional development regarding vertical alignment of success criteria for writing tasks.
4/24/23	4/24/23	Building and district administrators will engage in professional development centered on instructional leadership, including paired visits to classrooms to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.
5/1/23	5/31/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.
5/1/23	5/31/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
5/16/23	5/16/23	The secondary instructional supervisor for English Language Arts, Reading, and library media will deliver professional development to teachers in the CSDA's English Language Arts curriculum and Instructional Framework with a particular focus on educational equity, culturally responsive pedagogy, and amplifying student voice.
5/22/23	5/22/23	Building and district administrators will engage in professional development centered on instructional leadership, including paired visits to classrooms to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.
By 5/31/23	By 5/31/23	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.
By 5/31/23	By 5/31/23	Building administrators will conduct 1-2 full cycles of inquiry with an assigned teacher using the CSDA walkthrough form to provide teachers with actionable, targeted, and relevant feedback and support. At least one cycle of inquiry this year will be paired with an instructional supervisor to calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.

Math Goal

Goal

Directions: The HS annual Math goal will be to demonstrate improved performance on the annual Regents examinations. All schools must identify goals for Algebra. Schools may also identify a goal for Geometry, though this is not required. Schools only identifying goals for Algebra should focus their strategies on supporting improved performance in Algebra.

In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, add additional rows so that each identified subgroup has its own goal.

Algebra (required)

Subgroup	Levels	2017-18 Annual Algebra Regents Results	2018-19 Annual Algebra Regents Results	June 2022 Algebra Regents Results	2022-23 Goal
All Students	1*	28%	23%	37%	
	2*	23%	21%	29%	
	3	41%	48%	31%	
	4	7%	7%	3%	
	5	2%	1%	0%	
	Proficiency %	49%	56%	34%	52%

Students with Disabilities	1*	55%	60%	
	2*	25%	19%	
	3	17%	21%	
	4	2%	0%	
	5	0%	0%	
	Proficiency %	19%	21%	

English Language Learners	1*	37%	20%	
	2*	22%	19%	
	3	34%	55%	
	4	4%	6%	
	5	3%	1%	
	Proficiency %	41%	61%	

Economically Disadvantaged	1*	31%	26%	
	2*	25%	22%	
	3	39%	46%	

	4	5%	5%	
	5	1%	1%	
	Proficiency %	45%	52%	

Black or African American	1*	27%	24%	
	2*	28%	25%	
	3	39%	46%	
	4	5%	4%	
	5	1%	0%	
	Proficiency %	44%	50%	

Hispanic or Latino	1*	39%	32%	
	2*	18%	17%	
	3	39%	46%	
	4	4%	4%	
	5	0%	1%	
	Proficiency %	43%	51%	

White (Scored 1 for MIP in 18-19)	1*	23%	17%	
	2*	13%	17%	
	3	49%	49%	
	4	12%	14%	
	5	3%	2%	
	Proficiency %	64%	65%	

For accountability purposes, on the five-level Algebra and Geometry Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's math performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for Algebra (*and Geometry, if applicable*)?	Is this specific to certain sections of the school (grade/content area?)
Students enter each year with unfinished learning from previous grades and are not prepared to engage with grade-level standards and skills.	Grade 9 - 12 Math

Key

magenta =admin planning item

green= data cycles

yellow= instructional and cpt walkthroughs

red= district pd

purple= benchmarks

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
8/1/2022	8/31/2022	Instructional supervisors and building administrators will develop a schedule and refine systems for directly supporting teachers and teacher teams with a focus on cycles of feedback in alignment with teacher and building goals related to high-leverage instructional practices.
8/1/2022	8/31/2022	Instructional supervisors and building administrators will develop a timeline for the classroom and common planning time walkthrough process that codifies expectations, responsibilities, and a communication plan for building and department priorities.
8/1/2022	8/31/2022	Instructional supervisor will create a department Google Classroom to serve as a hub for all professional development and data cycle materials.
9/20/2022	9/24/2022	Building administrators and instructional supervisors will establish expectations for the secondary data team model across all teacher teams.
9/27/2022	10/1/2022	Teacher Teams will develop team norms, roles, and responsibilities for data teaming in alignment with the CSDA's established guidelines for common planning time.
9/27/2022	9/27/2022	The instructional supervisor for Mathematics and High School Math department chairperson will provide professional development in culturally responsive math instruction to amplify student voice.
By 9/30/22	By 9/30/22	The instructional supervisor for Mathematics will conduct classroom visits of all Math classrooms to provide affirmational feedback and identify trend noticings to inform professional development and instructional feedback.
10/1/2022	10/31/2022	The instructional supervisor for Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes.
10/1/2022	10/31/2022	The instructional supervisor for Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers

		focused on either building or teacher goals.
10/4/2022	10/8/2022	Teacher teams will begin their first data cycle with support from the department chairperson, setting SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina.
11/1/2022	11/30/2022	The instructional supervisor for Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes.
11/1/2022	11/30/2022	The instructional supervisor for Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
11/8/2022	12/3/2022	Teacher teams will complete their first data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina.
By 11/10/22	By 11/10/22	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.
11/15/2022	11/19/2022	Teacher teams will begin their second data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina.
12/1/2022	12/22/2022	The instructional supervisor for Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes.
12/1/2022	12/22/2022	The instructional supervisor for Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
12/20/2021	12/22/2022	Teacher teams will complete their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina.
1/3/2023	1/31/2023	The instructional supervisor for Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes.

1/3/2023	1/31/2023	The instructional supervisor for Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
1/10/2023	1/14/2023	Teacher teams will begin their third data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina.
1/18/2023	1/21/2023	Math teachers will administer their mid-year benchmark exam.
By 1/27/23	By 1/27/23	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.

Mid-Year Benchmark

Identify the **specific assessment of math performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2022 Performance	January 2023 Target
Mid-year Algebra 1 Benchmark	Proficiency Rate 68%	Increase by 5%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		

Start	End	Action
2/1/2023	2/28/2023	The instructional supervisor for Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes.
2/1/2023	2/28/2023	The instructional supervisor for Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
2/13/2023	2/17/2023	Teacher teams will complete their third data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina.
2/27/2023	3/3/2023	Teacher teams will begin their fourth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina.
3/1/2023	3/31/2023	The instructional supervisor for Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes.
3/1/2023	3/31/2023	The instructional supervisor for Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
4/1/2023	4/15/2023	Math teachers will administer their second benchmark exam.
4/1/2023	4/28/2023	The instructional supervisor for Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes.
4/1/2022	4/28/2023	The instructional supervisor for Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
By 4/7/23	By 4/7/23	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.

4/17/2023	4/21/2023	Teacher teams will complete their fourth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina.
4/24/2023	4/28/2023	Teacher teams will begin their fifth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina
5/2/2023	5/31/2023	The instructional supervisor for Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes.
5/2/2023	5/31/2023	The instructional supervisor for Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
5/16/2023	5/16/2023	The instructional supervisor for Mathematics and High School Math department chairperson will provide professional development in culturally responsive math instruction to amplify student voice.
By 5/31/23	By 5/31/23	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.
By 5/31/23	By 5/31/23	Building administrators will conduct 1-2 full cycles of inquiry with an assigned teacher using the CSDA walkthrough form to provide teachers with actionable, targeted, and relevant feedback and support. At least one cycle of inquiry this year will be paired with an instructional supervisor to calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.
6/5/2023	6/9/2023	Teacher teams will complete their fifth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina.

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2021 Results
Students	S.43: Student behavior does not interfere with instruction during class time	Strongly Agree/Agree: 30%	Strongly Agree/Agree: 24.5%

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Students transitioning into AHS have higher rates of disciplinary incidents (9th graders, transfer students, etc.)
Not all staff are clear on how to use our disciplinary reporting system.
Some teachers struggle with behavior management and need more support.

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
8/30/22	9/2/22	Administrators will review the following MTSS building supports with faculty and staff before students return in September: MTSS plan, behavioral expectations, preventative strategies, common planning time, restorative practices, positive relationship building, discipline referral system, trauma informed care practices, the hall pass system, and the tap it to class initiative.
8/23/22	9/2/22	Clerical staff will display posters that promote student expectations and a positive school culture. These posters will be visible in the hallways, common areas (cafeteria, media center, etc.), and classrooms.
8/22/22	9/19/22	School psychologists/social workers will share behavior documents (BSP, ICMP, BIP) with all appropriate staff.
8/22/21	1/27/22	First year teachers will receive behavioral management support from the district mentor coordinator as part of the district teacher mentor program.
9/02/21	6/16/23	Academy Offices will run the Scan/Skip report daily and call in students providing needed supports and apply the code of conduct consistently and progressively.
9/02/22	9/16/22	Psychologists and social workers will support the halls during the first weeks of school to identify and conduct necessary interventions with students not attending classes to determine cause and possible solutions.
9/02/22	9/16/22	Academy and assistant academy principals will lead Falcon 101 sessions to review school vision, mission, school wide expectations, hall pass system, and the code of conduct.

9/8/22	9/16/22	Assistant academy principals will facilitate transition meetings with incoming 9th graders (and their parent/guardian) who had a high number of discipline incidents or one or more long-term suspensions during the previous school year.
9/2/22	9/10/23	Teachers will review school-wide classroom expectations and work to create strong relationships and a sense of community with their students, during the first two weeks of school. (NEDRP Strategies)(Classroom RULER Charters).
9/2/22	1/31/23	Teachers will utilize preventative strategies during instruction (proximity control, 5:1 ratio/behavior specific praise, instructional choice, opportunities to respond, pre-correction).
9/2/22	1/31/23	Teachers will use SafeSchoolsNY to record level 1 and 2 behavioral issues as classroom referrals.
9/1/22	9/16/22	Assistant academy principals will facilitate transition meetings with students (and their parent/guardian) returning from Tony Clement Center for Education.
9/1/22	9/16/22	All teachers will receive training on how to complete classroom and discipline reports on SafeschoolsNY. Teachers will receive a step-by-step guide and an example of a completed incident report.
9/1/22	9/16/22	All teachers will receive training on how to enter notes in User Defined Student Notes & Intervention in SchoolTool. Teachers will receive examples of entries.
9/19/22	1/30/23	Common Planning Teams will dedicate one meeting per week to focus on priority students and discuss Tier 1 behavioral support strategies and interventions. Behavior specialists will provide support and resources to teachers.
9/19/22	1/30/23	Each academy MTSS Team will meet weekly with the following focus: biweekly for any behavior/academic needs and alternating weeks for attendance concerns.
11/1/22	11/11/22	Assistant academy principals will review and then present schoolwide data on reported classroom incidents for September and October to their MTSS Tier 1 & respective Tier 2 Academy Teams. The team will implement additional interventions as needed.
11/1/22	11/11/22	Academy principals will review classroom and discipline report data from SafeschoolsNY and identify teachers that need additional support.
11/6/22	11/10/22	Teachers will review school-wide classroom expectations with students at the beginning of the second quarter.

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.
Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
DTSDE Survey	27% of students strongly agree/agree with survey question

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
1/3/23	1/13/23	Assistant academy principals will review and then present schoolwide data on reported classroom incidents for November and December in SafeSchoolsNY to their Tier 1 & respective MTSS Tier 2 Academy Teams. The team will implement additional interventions as needed.
1/3/23	1/13/23	Academy principals will review classroom and discipline report data from SafeschoolsNY and identify teachers that need additional support.
1/3/23	1/13/23	Academy principals will review classroom and discipline report data from SafeschoolsNY and identify teachers that need additional support.
1/23/23	1/27/23	Clerical staff will add or replace posters that promote student expectations and a positive school culture.
1/9/23	6/16/23	Each Academy MTSS Team will meet weekly with the following focus: biweekly for any behavior/academic needs and alternating weeks for attendance concerns.
1/23/23	1/27/23	Hall monitors and student support staff will receive new professional development or recertification trainings if needed.
2/1/23	2/4/23	Teachers will review school-wide classroom expectations with students at the beginning of the second semester.
2/1/23	2/10/23	Students will participate in a Falcon 201 session to review school vision, mission, school wide expectations, hall pass system, and the code of conduct.
2/1/23	6/16/23	Teachers will utilize preventative strategies during instruction (proximity control, 5:1 ratio/behavior specific praise, choice, opportunities to respond, pre-correction).
3/1/23	3/10/23	Assistant academy principals will review and then present schoolwide data on reported classroom incidents for January and February in SafeSchoolsNY to their Tier 1 & respective MTSS Tier 2 Academy Teams. The team will implement additional interventions as needed.

5/1/23	6/21/23	Middle school support staff and teachers will hold meetings with the high school support staff to discuss and plan for incoming 9th graders with a history of challenging behaviors.
5/1/23	5/10/23	Assistant academy principals will review and then present schoolwide data on reported classroom incidents for March and April in SafeSchoolsNY to their Tier 1 & respective MTSS Tier 2 Academy Teams. The team will implement additional interventions as needed.
6/1/23	6/9/23	Assistant academy principals will review and then present schoolwide data on reported classroom incidents for September through the end of May in SafeSchoolsNY to their Tier 1 & respective MTSS Tier 2 Academy Teams. The team will discuss trends and make suggestions for the next school year.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When

ELP

Note: This goal is required for all schools that received a Level 1 for ELP. Because scoring a 3 or 4 in English Language Proficiency can allow schools to avoid CSI identification, schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

	2017-2018 ELP Success Ratio (Baseline)	EL Proficiency Level	2018-19 ELP Success Ratio	EL Proficiency Level	June 2023 Goal
All Students	.9	2	1.0	3	>1.0
A/NH/OPI	.8	2	1.0	2	>1.0
B/AA	1.0	2	1.2	3	>1.0
HoL	.9	2	1.0	2	>1.0
White	.9	2	.9	2	>1.0
SWD	-	2	.3	1	>.5
ED	.8	2	.9	2	>1.0

ELL Grad Rate	2016 - 2017 Data (Baseline)	2017 - 2018 Data	Proficiency Level	Proficiency Level by Sub-Group	2018 - 2019 Data	Proficiency Level	Proficiency Level by Sub-Group	June 2023 Goal
4-Year	17.8 (2012 Cohort)	39.6 (2013 Cohort)	2	1	30.4 (2014 Cohort)	2	2	>30.2 (L2) >54.8 (L3)
5-Year	35.8 (2011 Cohort)	31 (2012 Cohort)	1		44.7 (2013 Cohort)	3		>45.4 (L2) >63.4 (L3)
6-Year	50 (2010 Cohort)	42.3 (2011 Cohort)	1		28.1 (2012 Cohort)	1		>57.6 (L2) >63.8 (L3)

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for performance in English Language Proficiency?	Is this specific to certain sections of the school (grade/content area?)
A critical mass of ELL students have demonstrated language proficiency due to the co-teach model within the sheltered program. We've also developed the content area expertise of the ENL teachers through strategic master scheduling.	
Students with multiple services (ENL Special Education) have not been strategically monitored relative to language acquisition, specifically through the modalities of reading, writing, listening, and speaking.	

There is a high absenteeism rate with our ELL students. Students do not feel connected to school. ELLs do not know what to do, when they do not know what to do.	
The majority of ELL students are reading significantly below grade level. This makes it difficult for them to pass the Regents exams necessary for graduation. There are limited graduation pathways for ELL students.	
Refugee students enter with interrupted or no formal education and/or enter the country at a later age and age out prior to successfully completing graduation requirements.	
When students do not see a clear pathway towards graduation, employment becomes a priority.	

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)			Status
Start	**End**	**Action**	
8/02/22	8/31/22	Schedule ELL students to all ENL teacher classrooms for lunch supervision to be a resource and provide support.	
8/02/22	8/31/22	The director of ENL and refugee services and an academy principal will work with RISSE, USCRI, and the Refugee Roundtable to obtain supports for students & families.	
8/02/22	8/31/22	Identify all ELL Special Education students. Work with school counselors to ensure they are scheduled for all required classes as outlined in CR Part 154-2.	
8/02/22	8/31/22	Identify key weekly/monthly/yearly communications that need to be sent home in the language of preference.	
9/8/22	9/30/22	ENL Student Lunch Room will be opened to students during their scheduled lunch periods. A needs assessment will be conducted and reviewed by October 15 based on student input. Students will be encouraged to sign up to tutor ELL students during their study halls or lunch periods. Commanding and Expanding ELL students will be encouraged to tutor. Students who volunteer to tutor will receive Passport for Good Hours.	
9/08/22	9/30/22	Attendance teachers run ELL attendance reports to identify ELL absences/failed to enter for academy principals (APs)	
9/08/22	9/30/22	Phone calls for ELLs w/absences by APs and failed to enter by attendance teachers .	
9/13/22	9/17/22	The MTSS Team will meet to review the at-risk report in Power Bi to identify ELL students who are in need of interventions, mentors, and parent meetings. Also during this meeting, ELL Special Education students will be reviewed to determine interventions needed for success. This information will be shared with APs.	

9/13/22	9/17/22	Phone calls or Robo Calls in native languages inviting parents to Open House.	
9/13/22	9/17/22	ENL teachers make phone calls home using Language Line Solutions to invite parents/guardians to Open House.	
9/13/22	9/30/22	Guidance secretaries use Language Line Solutions to call and set up parent/guardian meetings with ELL at-risk students. Meetings are held with parents/guardians, student, academy principal, school counselor, ENL teacher, other identified staff (i.e. social worker, psychologist, special education tracking teacher).	
9/__/22	9/__/22	Open House w/ translators from All Language Translations. Attendance expectations and graduation requirements will be reviewed. Literature will be available in the students' native languages.	
10/04/22	10/29/22	Continue parent meetings with at-risk ELL students until all parents/guardians are met with. Meetings are held with parents/guardians, student, academy principal, school counselor, ENL teacher, other identified staff (i.e. social worker, psychologist, special education tracking teacher).	
10/04/22	10/29/22	The ENL Lunch Classrooms will be opened to ELL students throughout the day during their scheduled lunch periods. Communication will go out to all students during the month of October to sign up to volunteer to tutor ELL students.	
10/04/22	10/29/22	The director of ENL and refugee services and an academy principal will continue to work with RISSE, USCRI, and the Refugee Roundtable to obtain tutors in students' native languages to assist students.	
10/04/22	10/08/22	MTSS Team will meet to progress monitor ELL student attendance, academics, and interventions put in place for seniors this year. The team will also review data of ELL SPED students. This information will be shared with the APs.	
10/18/22	10/18/22	Review needs assessment from ENL Student Support Room and plan accordingly.	
10/18/22	10/22/22	MTSS Team will meet to review 1st quarter interim data, review/modify interventions and plan for student success. ENL admin liaison will share information with the Administration Team.	
11/01/22	11/30/22	The ENL Student Lunch Classrooms Room will be opened to ELL students throughout the day during their scheduled lunch periods. Communication will go out to all students during the month of November to sign up to volunteer to tutor ELL students.	strike
11/01/22	11/30/22	The director of ENL and refugee services and an academy principal will continue to work with RISSE, USCRI, and the Refugee Roundtable to obtain supports for students & families.	

11/08/22	11/12/22	ENL teachers will use Language Line Solutions to call parents/guardians to invite them to Parent/Teacher Conference Day.	
11/15/22	11/29/22	Parent/Teacher Conference Day reminders will be conducted using LLS.	
11/22/22	11/24/22	Academy MTSS Teams will meet to review 1st quarter report card data and review/modify interventions.	
12/01/22	12/22/22	The ENL Student Support Room will be opened to ELL students during lunch periods. Communication will go out to all students during the month of December to sign up to volunteer to tutor ELL students.	
12/01/22	12/22/22	The director of ENL and refugee services and AIC academy principal will continue to work with RISSE, USCRI, and the Refugee Roundtable to obtain supports for our students & families.	
12/01/22	12/22/22	Teachers, school counselors, and academy principals will differentiate necessary ELL student supports based on language needs.	
12/06/22	12/10/22	MTSS Team to progress monitor student attendance and academics, review/modify interventions and plan for student success. The team will also analyze ELL SPED data, review/modify interventions.	

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2021.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2021 Results	January 2023 Target
English 11 Mid-Year Benchmark Exam	*NA**	ELL Students: 60% Participation: 95%

*Please note that performance from the January 2021 Mid-Year Benchmark cannot establish a baseline performance to measure growth for the January 2022 Target because the assessment itself has been revised in response to curriculum adjustments and in the interest of future SCEP development; the new Mid-Year Benchmark is both comprehensive and cumulative and will establish a valid baseline performance for the 2021-2022 SCEP.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*			Status
Start	**End**	**Action**	

1/03/23	1/31/23	The ENL Student Lunch Classrooms Room will be opened to ELL students throughout the day during their scheduled lunch periods. Communication will go out to all students during the month of January to sign up to volunteer to tutor ELL students.	
1/03/23	1/31/23	The director of ENL and refugee services and an academy principal will continue to work with RISSE, USCRI, and the Refugee Roundtable to obtain support for students & families.	
1/10/23	1/14/23	Academy MTSS Teams will meet to review 2nd quarter interim data and review/modify interventions and plan for student success.	
1/24/23	1/31/23	Academy MTSS Teams to progress monitor ELL student attendance and academics, review/modify interventions and plan for student success. Team will also analyze ELL SPED data, review/modify interventions.	
2/01/23	2/28/23	The ENL Student Lunch Classrooms Room will be opened to ELL students throughout the day during their scheduled lunch periods. Communication will go out to all students during the month of February to sign up to volunteer to tutor ELL students.	
2/01/23	2/28/23	The director of ENL and refugee services and an academy principal will continue to work with RISSE, USCRI, and the Refugee Roundtable to obtain supports for students & families.	
2/07/23	2/11/23	Academy MTSS Teams will meet to review 2nd quarter report card data, review/modify interventions, and plan for student success.	
2/07/23	2/28/23	Teachers, school counselors, and academy principals will differentiate necessary ELL student supports based on language needs.	
2/21/23	2/28/23	Academy MTSS Team to progress monitor students attendance and academics, review/modify interventions and plan for student success. Team will also analyze ELL SPED data, review/modify interventions.	
3/01/23	3/04/23	The ENL Student Lunch Classrooms Room will be opened to ELL students throughout the day during their scheduled lunch periods. Communication will go out to all students during the month of March to sign up to volunteer to tutor ELL students.	
3/01/23	3/04/23	The director of ENL and refugee services and citizenship academy principal will continue to work with RISSE, USCRI, and the Refugee Roundtable to obtain support for students & families.	
3/07/23	3/11/23	Academy MTSS Team to progress monitor student attendance and academics, review/modify interventions and plan for student success.	

3/21/23	3/25/23	Academy MTSS Team will meet to review 3rd quarter interim data and review/modify interventions and plan for student success. The team will also analyze ELL SPED data and review/modify interventions.	
4/01/23	4/29/23	Academy MTSS Team, academy principals, school counselors and ENL teachers will work closely with at-risk students to ensure ELLs are completing the necessary coursework and review classes to successfully complete their classes.	
4/01/23	4/29/23	The ENL Student Lunch Classrooms Room will be opened to ELL students throughout the day during their scheduled lunch periods. Communication will go out to all students during the month of April to sign up to volunteer to tutor ELL students.	
4/01/23	4/29/23	The director of ENL and refugee services and an academy principal will continue to work with RISSE, USCRI, and the Refugee Roundtable to obtain support for students & families.	
4/11/23	4/15/23	Academy MTSS Team to progress monitor student attendance and academics, review/modify interventions and plan for student success. Team will also continue to monitor ELL SPED students and work with tracking teachers, social workers and psychologists to meet the needs of the students.	
5/02/23	5/31/23	The ENL Student Lunch Classrooms Room will be opened to ELL students throughout the day during their scheduled lunch periods. Communication will go out to all students during the month of May to sign up to volunteer to tutor ELL students.	
5/02/23	5/31/23	The director of ENL and refugee services and an academy principal will continue to work with RISSE, USCRI, and the Refugee Roundtable to obtain support for students & families.	
5/02/23	5/31/23	Academy MTSS Team, academy principals, school counselors and ENL teachers will work closely with at-risk students to ensure ELLs are completing the necessary coursework and review classes to successfully complete their classes.	
5/02/23	5/06/23	Academy MTSS Team will meet to review 3rd quarter report card data and review/modify interventions and plan for student success.	
5/02/23	5/06/23	Teachers, school counselors, and academy principals will differentiate necessary ELL student supports based on language needs.	
5/02/23	5/13/23	Academy MTSS Team to progress monitor student attendance and academics, review/modify interventions and plan for student success. Team will also continue to	

		monitor ELL SPED students and work with the tracking teachers and support team to meet the needs of the student.	
6/01/23	6/17/23	The ENL Student Lunch Classrooms Room will be opened to ELL students throughout the day during their scheduled lunch periods. Communication will go out to all students during the month of June to sign up to volunteer to tutor ELL students.	
6/01/23	6/17/23	The director of ENL and refugee services and an academy principal will continue to work with RISSE, USCRI, and the Refugee Roundtable to obtain support for students & families.	
6/01/23	6/15/23	Academy MTSS Team, academy principals, school counselors and ENL teachers will work closely with at-risk ELL students to ensure they are completing the necessary coursework and review classes to successfully complete their classes and identify students who may need to attend summer school.	

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
	●	
	●	
	●	

Chronic Absenteeism

Note: This goal is required for all schools that received a Level 1 for Chronic Absenteeism. Schools that received a Level 2, 3 or 4 may find value in developing a goal for this indicator, though it is not required.

		Pandemic In-Person	Pandemic Virtual	Pre-Pandemic
Subgroup (CSI Schools use "All Students")	June 2023 Goal	2021-2022 Chronic Absenteeism Rate	2020-2021 Chronic Absenteeism Rate	2018-2019 Chronic Absenteeism Rate
By June of 2023, we will decrease our chronic absenteeism rate for all subgroups by 5% using a variety of Tier 1, 2 and 3 intervention strategies.				
All Students	56	61	34	48
Asian	53	58	15	26
Black	62	67	38	54
ED	65	70	40	57
ELL	54	59	30	41
Hispanic	63	68	32	57
Multiracial	70	75	37	54
SWD	49	64	42	54
White	30	40	21	35

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?
Pandemic Impact: - Attendance threshold was one period for the 2020-2021 school year, as opposed to two for the 2021-2022 school year   - Students had difficulty transitioning back to in-person learning   - fear of COVID   - increase in mental health issues (anxiety and depression)   - disengaged and/or feeling overwhelmed after returning (increase in the number of students who entered the building, but did not attend class)   - Students with COVID or self-quarantine that went unreported   **Individual Factors:**   - Physical and mental health issues   - Substance use

> - Teenage Pregnancy/Adolescent mothers
>
> **Family Factors:**
> - Caregivers for siblings or other family responsibilities
> - Unmet basic needs: transportation, housing, food, clothing, etc.
>
> **School Factors:**
> - Work avoidance due to lack of prerequisite academic skills and/or exposure to rigor necessary to be successful in school
> - Students unable to see the connection between education/coursework and own life experiences
> - Bullying/Peer conflict
>
> **Community Factors:**
> - Justice involved youth; PINS, probation, court placements, CPS involvement
> - Availability of job opportunities that do not require formal schooling
> - Students not feeling safe in the neighborhood

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
7/1/2022	7/8/2022	End of Year letter to chronically absent students outlining attendance expectations and policies for upcoming school year.
7/1/2022	7/31/2022	Academy principal for attendance will meet with PPS to calibrate on District Attendance Policies and ensure they are properly incorporated into the building Attendance Plan.
7/1/2022	7/31/2022	Attendance Committee will meet to review/revise building attendance plan and attendance incentive plan.
7/1/2022	7/31/2022	Home visits will be conducted by attendance teachers and HSCs for returning students who were chronically absent in 2021-2022 to verify address, identify barriers, and provide support.
7/1/2022	8/31/2022	Home visits will be conducted by attendance teachers and HSCs for entering 9th graders who were chronically absent in 2021-2022 to verify address, identify barriers and provide support.
8/1/2022	8/31/2022	Parents will receive a letter with the back to school information explaining the importance of regular school attendance and the connection to school success.
8/30/2022	8/31/2022	Academy principal for attendance will roll-out the school attendance plan and initiative to staff.
9/1/2022	9/30/2022	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.
9/1/2022	9/16/2022	Attendance expectations will be reviewed at Falcon 101 Code of Conduct meetings. Teachers will reiterate expectations to students in their classes.
9/1/2022	9/30/2022	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.

9/1/2022	9/30/2022	Academy Principals will designate a staff member to make daily calls home to verify and document reason for absence.
9/1/2022	9/30/2022	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.
9/1/2022	9/30/2022	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.
9/1/2022	9/30/2022	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.
9/1/2022	9/30/2022	Attendance team will share out and implement monthly attendance initiative and celebrate students' improved and exemplary attendance.
9/1/2022	9/30/2022	MTSS teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.
9/1/2022	9/30/2022	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives.
9/1/2022	9/15/2022	School leaders, district court liaison, Attendance Committee members and Academy Teams will utilize attendance data to monitor 10 day FTE data and after exhausting all interventions, drop non-compulsory FTE students after 10 consecutive days. Academy principals will review the list with the building principal prior to dropping students.
9/8/2022	9/30/2022	Failed to Enter Investigations/Verification - attendance teacher will attempt to locate students who have yet to attend school although enrolled. Home visits will be conducted to verify residency if necessary.
9/19/2022	9/23/2022	Failed to Enter Letters - attendance teacher will mail out notification letters for those students who have failed to attend although enrolled
9/1/2022	9/30/2022	Attendance teacher will run attendance letters as outlined in the District's Attendance Plan.
10/3/2022	10/31/2022	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.
10/3/2022	10/31/2022	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.
10/3/2022	10/31/2022	Academy principals will designate a staff member to make daily calls home to verify and document reason for absence.
10/3/2022	10/31/2022	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.
10/3/2022	10/31/2022	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.
10/3/2022	10/31/2022	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.

10/3/2022	10/31/2022	Attendance team will share out and implement monthly attendance initiative and celebrate students' improved and exemplary attendance.
10/3/2022	10/31/2022	MTSS teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.
10/3/2022	10/31/2022	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives
10/3/2022	10/31/2022	Attendance teacher will run attendance letters as outlined in the District's Attendance Plan.
11/1/2022	11/30/2022	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.
11/1/2022	11/30/2022	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.
11/1/2022	11/30/2022	Academy principals will designate a staff member to make daily calls home to verify and document reason for absence.
11/1/2022	11/30/2022	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.
11/1/2022	11/30/2022	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so, in order to ensure proper and accurate data.
11/1/2022	11/30/2022	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.
11/1/2022	11/30/2022	Attendance team will share out and implement monthly attendance initiative and celebrate students' improved and exemplary attendance.
11/1/2022	11/30/2022	MTSS teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.
11/1/2022	11/30/2022	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives.
11/1/2022	11/30/2022	Attendance teacher will run attendance letters as outlined in the District's Attendance Plan.
12/1/2022	12/22/2022	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.
12/1/2022	12/22/2022	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.
12/1/2022	12/22/2022	Academy principals will designate a staff member to make daily calls home to verify and document reason for absence.
12/1/2022	12/22/2022	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.

12/1/2022	12/22/2022	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so, in order to ensure proper and accurate data.
12/1/2022	12/22/2022	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.
12/1/2022	12/22/2022	Attendance team will share out and implement monthly attendance initiative and celebrate students' improved and exemplary attendance.
12/1/2022	12/22/2022	MTSS teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.
12/1/2022	12/22/2022	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives.
12/1/2022	12/22/2022	Attendance teacher will run attendance letters as outlined in the District's Attendance Plan.
1/3/2023	1/31/2023	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.
1/3/2023	1/31/2023	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.
1/3/2023	1/31/2023	Academy principals will designate a staff member to make daily calls home to verify and document reason for absence.
1/3/2023	1/31/2023	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.
1/3/2023	1/31/2023	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.
1/3/2023	1/31/2023	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.
1/3/2023	1/31/2023	Attendance team will share out and implement monthly attendance initiative and celebrate students' improved and exemplary attendance.
1/3/2023	1/31/2023	MTSS teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.
1/3/2023	1/31/2023	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives
1/3/2023	1/31/2023	Attendance teacher will run attendance letters as outlined in the District's Attendance Plan.

Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2021.
Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2022 Actual	January 2022 Target
PowerBi	**All Students**		56
	Asian		53
	Black		62
	ED		65
	ELL		54
	Hispanic		63
	Multiracial		70
	SWD		49
	White		30

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*		
Start	**End**	**Action**
2/1/2023	2/28/2023	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.
2/1/2023	2/28/2023	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.
2/1/2023	2/28/2023	Academy principals will designate a staff member to make daily calls home to verify and document reason for absence.
2/1/2023	2/28/2023	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.
2/1/2023	2/28/2023	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.

2/1/2023	2/28/2023	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.
2/1/2023	2/28/2023	Attendance team will share out and implement monthly attendance initiative and celebrate students' improved and exemplary attendance.
2/1/2023	2/28/2023	MTSS Teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.
2/1/2023	2/28/2023	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives
2/1/2023	2/28/2023	Attendance teacher will run attendance letters as outlined in the District's Attendance Plan.
3/1/2023	3/31/2023	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.
3/1/2023	3/31/2023	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.
3/1/2023	3/31/2023	Academy principals will designate a staff member to make daily calls home to verify and document reason for absence.
3/1/2023	3/31/2023	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.
3/1/2023	3/31/2023	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.
3/1/2023	3/31/2023	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.
3/1/2023	3/31/2023	Attendance team will share out and implement monthly attendance initiative and celebrate students' improved and exemplary attendance.
3/1/2023	3/31/2023	MTSS Teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.
3/1/2023	3/31/2023	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives
3/1/2023	3/31/2023	Attendance teacher will run attendance letters as outlined in the District's Attendance Plan.
4/3/2023	4/28/2023	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.
4/3/2023	4/28/2023	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.
4/3/2023	4/28/2023	Academy principals will designate a staff member to make daily calls home to verify and document reason for absence.

4/3/2023	4/28/2023	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.
4/3/2023	4/28/2023	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.
4/3/2023	4/28/2023	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.
4/3/2023	4/28/2023	Attendance team will share out and implement monthly attendance initiative and celebrate students' improved and exemplary attendance.
4/3/2023	4/28/2023	MTSS Teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.
4/3/2023	4/28/2023	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives.
4/3/2023	4/28/2023	Attendance teacher will run attendance letters as outlined in the District's Attendance Plan.
5/1/2023	5/31/2023	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.
5/1/2023	5/31/2023	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.
5/1/2023	5/31/2023	Academy principals will designate a staff member to make daily calls home to verify and document reason for absence.
5/1/2023	5/31/2023	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.
5/1/2023	5/31/2023	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.
5/1/2023	5/31/2023	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.
5/1/2023	5/31/2023	AttendanceTeam will share out and implement monthly attendance initiative and celebrate students' improved and exemplary attendance.
5/1/2023	5/31/2023	MTSS Teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.
5/1/2023	5/31/2023	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives
5/1/2023	5/31/2023	Attendance teacher will run attendance letters as outlined in the District's Attendance Plan.
6/1/2023	6/13/2023	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly

		attendance announcements emphasizing the importance of attendance.
6/1/2023	6/13/2023	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.
6/1/2023	6/9/2023	Academy principals will designate a staff member to make daily calls home to verify and document reason for absence.
6/1/2023	6/13/2023	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.
6/1/2023	6/13/2023	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.
6/1/2023	6/9/2023	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.
6/1/2023	6/13/2023	Attendance team will share out and implement a monthly attendance initiative and celebrate students' improved and exemplary attendance.
6/1/2023	6/13/2023	MTSS Teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.
6/1/2023	6/13/2023	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives
6/1/2023	6/23/2023	Attendance teacher will run attendance letters as outlined in the District's Attendance Plan.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*

Need	Strategy to Address	When

College, Career, and Civic Readiness

Goal

Note: This goal is required for all schools that received a Level 1 for CCCR. **Schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.**

Subgroup _(CSI Schools use "All Students")_	2016-2017 CCR Index (Baseline)	2017 - 2018 CCR Index	2018 - 2019 CCR Index	2017 - 2018 Sch/Dist MIP	CCR Level	2018 - 2019 Sch/Dist MIP	CCR Level	June 2021 Goal
All Students	84.5	91.4	117.4	88.1	2	91.7	3	>98.9 (L2) >134.2 (L3)
A/NH/OPI	105.1	120.9	130	107.9	2	110.7	3	>116.3 (L2) >155.9 (L3)
B/AA	70.8	75.9	106	75	2	79.2	3	>87.6 (L2) >107.6 (L3)
HoL	64.1	83.2	104.1	68.5	2	72.9	3	>81.7 (L2) >110.7 (L3)
White	132.1	126.7	150.4	133.8	1	135.5	3	>138.9 (L2) >151.9 (L3)
ELL	36.5	30.4	47	42	1	47.5	3	>58.5 (L2) >54.8 (L3)
SWD	40.1	62.9	66.7	45.5	2	50.9	2	>61.7 (L2) >85.1 (L3)
ED	74.4	79.1	103.1	78.4	2	82.4	3	>90.4 (L2) >118.3 (L3)

Root Causes

What **theories or hypotheses** does the school have as to why the school received the College, Career, and Civic Readiness results that it did in 2018-19? Review the measures identified in the ESSA Indicator Worksheet used for this calculation prior to answering.
● Beginnings of systemic direct dissemination of college and career programming to students consistently throughout their academic experience. ● Students have more opportunities to access information about the programs and upper level classes that are available at AHS.
● ELL students have limited access to upper level courses due to perceived language challenges ● Materials not always provided in the language of preference (Law CR Part 154) ● Courses may not be differentiated to meet the academic needs of our ELL students ● Required ELL courses may limit their ability to take advanced level courses
● SWD are not targeted for upper level courses due to perception that work may be too complex ● Limited differentiation and modifications to curriculum cause SWD to drop upper level courses

Targeted Monitoring

Prior to the start of the school year, all schools completing this goal should complete the ESSA Indicators Worksheet to determine the anticipated CCCR index of its 2017 cohort based on what the school sees as the likely results at the end of the 2021-21 school year.	
Initial Anticipated Score of 2017 cohort* ***The Initial Anticipated Scores are not accurately reflective of the CCCR index until school counselors enter the anticipated diploma for the senior cohort, which does not occur until the fall; this section will be updated at that time.**	**All Students = 88.82** **SWD = 21.88** **ELL = 19.39** **White = 119.08**
Schools should then identify students who may be able to increase their anticipated point totals and ensure that their action plan below outlines strategies to support these targeted students. For example, if the student on track to graduate with a Regents diploma is enrolled in an AP course, this would change the student's possible score from 1.0 to 1.5. Schools should identify below the specific readiness measures identified in the ESSA Indicators Worksheet that the school will promote, support and monitor so that the CCCR index for the 2017 cohort improves.	
Readiness Measure to receive additional support and monitoring	
Pass AP exams with a 3 or higher	
Mid year course pass rate	
Passing of mid-year technical exams	
Projected graduation diploma type (i.e. advance designation, CTE Endorsements)	

Action Plan: August to January

What will the school do in the **first half of the year** to address root causes and support the readiness measures identified above? (*add additional rows as needed*)		
Start	**End**	**Action**
8/30/2022	9/6/2022	Ensure that new CTE teachers are listed to participate in the new teacher orientation and receive mentors for the 2022-2023 school year.
8/31/2022	8/31/2022	CTE will receive professional development on relationship building, ice breakers, lesson objectives, including student voice, and feedback.
9/1/2022	9/10/2022	World Language department chair and instructional supervisor will identify and target students to earn the Seal of Biliteracy. Establish Seal of Biliteracy Committee.
9/23/2022	9/23/2022	CCCR Committee will utilize the demographic information of who are enrolled in: AP courses, IB courses, advanced World Language, and CTE courses to plan initiatives.
9/23/2022	9/23/2022	College and Career Curriculum Team that represents key stakeholders who impact our CCCR metric: instructional supervisors, department chairs,

		administrators, AP/IB coordinator, school counselors, student ambassadors, and teachers will meet 1x per month starting in September 23, 2022.
9/5/2022	9/27/2022	AP/IB coordinator will recruit AP/IB student mentors with an action plan for first time AP/IB students to meet in a club and receive Passport for Good volunteer hours.
9/23/2022	9/30/2022	Create a Student Ambassador Team who represent all areas of advanced courses. These students will represent their programs at all outreach events both in and out of school.
9/27/2022	9/27/2022	CTE teachers will be provided professional development on classroom lesson planning and differentiated instruction.
9/2022	9/2022	School counselors will conduct a virtual or in person College Fair. Letters home and robocalls conducted in multiple languages. Invitations will be assigned to all ELA students, including ENL students to attend the fair.
9/2022	9/2022	Supervisors/admin/department chairs/students - AP/IB/UHS, CTE & Seal of Biliteracy Information Session for students and parents at Open House and curriculum fair. Include translators for ENL families. Letters home and robo-calls in multiple languages.
10/5/2022	10/8/2022	Instructional supervisor/department chair will visit all Level 3/4 world language classes to promote earning Seal of Biliteracy.
10/1/2022	10/31/2022	Administrators/instructional supervisors, and school counselors will progress monitor and facilitate interventions to support students in an effort to maintain enrollment in the upper level courses.
10/1/2022	11/1/2022	CTE administrator/WBL coordinator will facilitate students' tours of CTE programs so students can be familiar with the programs and pathway options.
10/7/2022	10/13/2022	Academy principals will conduct ongoing meetings with students who have requested to drop upper level classes to determine the need so that they are able to successfully remain in the course.
10/1/2022	2/15/2022	Administrators/school counselors will review Interim report cards to implement interventions for students at-risk for not passing upper level, CTE pathway, and language courses.
10/1/2022	10/15/2022	Administrators will present AP/IB, CTE & Seal of Biliteracy information at 8th Grade Academy Information Night.
11/13/2022	11/18/2022	WBL coordinator will create and communicate CTE newsletters.
11/18/2022	12/4/2022	Personal invitation to students for curriculum fair in December through robo calls, paper invitations and teacher promotion. ENL teachers will use Language Line solutions to invite ELL parents.
12/2022	12/2022	CTE /AP/IB/World Languages departments will set up a recruitment table at the Curriculum Fair. Letters will go out in multiple languages
12/1/2022	12/23/2022	School counselors will meet students to discuss enrollment in upper level courses for the 2022-23 school year.

12/2/2022	12/18/2022	School counselors and administrators will use data and specific courses to target students who are eligible for upper level classes.
12/10/2022	12/10/2022	AP/IB administrator - will present advanced course offerings at the PTSA meeting. Utilize our student ambassadors to share their experiences in advanced courses.
12/4/2022	12/4/2022	AHS Curriculum Fair will provide students and families with upper level courses, CTE, and Seal of Biliteracy information. Letter translated into multiple languages.
12/20/2022	12/23/2022	CTE administrator conduct an audit of the number of students who are eligible for CTE endorsement and are on track with all required courses to complete the pathway.

Mid-Year Benchmark

For the mid-year benchmark for CCCR, the school should once again complete the anticipated score projection performed using the ESSA Indicators worksheet by assigning the highest value to each student in the 2017 cohort that the school is relatively certain can be achieved.

The school's mid-year benchmark will be the score projection the school would like to have in January when this exercise is repeated. The school would see an increase in its projection for each student that the school now has more confidence that the student will achieve a higher result than originally anticipated

Initial Anticipated Score*	Mid-Year Anticipated Score Goal**	End-of-the-year Goal***
All Students = 88.82 SWD = 21.88 ELL = 19.39 White = 119.08	All Students = 98.9 SWD = 61.7 ELL = 54.8 White = 138.9	All Students = 134.2 SWD = 85.1 ELL = 58.5 White = 151.9

*The Initial Anticipated Scores are not accurately reflective of the CCCR index until school counselors enter the anticipated diploma for the senior cohort, which does not occur until the fall; this section will be updated at that time.
**The Mid-Year Anticipated Score Goal is reflective of the School/District MIP, which would put the school on target for earning a Level 2.
***The End-of-the-Year Goal is reflective of the State MIP, which would put the school on target for earning a Level 3.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address root causes and support the readiness measures identified previously ?
(add additional rows as needed)

Start	End	Action
1/2/2023	1/15/2023	CTE administrator and teachers will inform students of next courses to complete academic/CTE pathways in higher level courses, encouraged to provide students with pathway sequence to present to school counselors highlighting the next courses to ensure completion.
1/15/2023	3/15/2023	Committee will review the demographics of students who are on track for an Advanced Regents diploma.
1/15/2023	1/30/2023	SWD/ELL students should take the Precision 21st Century Exam to meet option 2 of the CDOS Diploma.
1/2/2023	2/1/2023	Work based coordinator will identify and meet with juniors who are eligible for CTE endorsement and need CEIP for September 2023.
1/3/2023	2/1/2023	Department chairs will work with teachers to ensure that they advertise department related college courses, CTE pathways, and world languages/Seal of Biliteracy for the 22-23 school year.
1/3/2023	1/5/2023	Administrators and school counselors will present during student assemblies to introduce and inform students on multiple courses for upper level courses and pathways.

1/18/2023	1/19/2023	AP/IB and WBL coordinators will push-in to sophomore classes to provide advanced course information to students.
2/3/2023	2/10/2023	Administrators will do an Interim report cards check to implement interventions for students at-risk for not passing upper level, CTE pathway, and language courses.
1/11/2023	1/11/2023	Administrators will present at an Advanced Course Offering Night during PTSA meeting. Invitations to the meeting will go out in multiple languages and translators will be available.
3/1/2023	3/12/2023	CTE administrators will coordinate with middle school counselors to arrange for middle schoolers to visit the HS CTE classrooms.
3/2/2023	3/12/2023	AP/IB coordinator will recruit teachers for AP Review sessions.
3/1/2023	3/17/2023	Instructional supervisor will ensure that Seal of Biliteracy applications are distributed and submitted by deadline.
3/17/2023	3/17/2023	CTE teachers will receive professional development on
3/17/2023	4/15/2023	Seal of Biliteracy projects due.
4/20/2023	4/30/2023	Administrators will review Interim report cards to facilitate the implementation of interventions for students at-risk for not passing upper level, CTE pathway, and language courses.
5/1/2023	5/15/2023	Seal of Biliteracy students present culminating projects to panel by deadline.
1/02/2023	3/20/2023	School counselors will review student transcripts to determine students who are ontrack for advanced graduation credentials (i.e. Advanced Regents, CTE Endorsement, Seal of Biliteracy, etc.) to ensure that students are signed up for necessary exams.
5/16/2023	5/16/2023	CTE teachers will receive professional development on end of year preparation for students obtaining their CTE endorsement.
6/1/2023	6/25/2023	Administrators and home school coordinators will assist with getting students to review courses and specialized examinations by communicating this information using multiple media formats, home visits, and student pick-up etc. All correspondences will be in multiple languages.
6/15/2023	6/20/2023	SWD/ELLs should sit for the Precision 21st Century Exam to meet option 2 of the CDOS Diploma.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs**.** *(add additional rows as needed)*		
Need	**Strategy to Address**	**When**
All classes, meetings and presentations cannot be done in person	● We will conduct meetings/presentations/ and tours virtually. ● All students will have access to chromebooks to participate.	Using originally scheduled dates
Courses that have lab or work based learning requirements	● Follow guidelines from the state ● Provide students with remote work kits and opportunities to show their work virtually	As required
Students need access to coursework and assignments	● Students will conduct attend classes online via google classroom	Daily - Assignments will be assigned virtually.
Translations will be required to meet with parents via telephone.	● We will use the Language Line to communicate with ELLs and parents via telephone or Google platform.	As required
ELL students have difficulty navigating Google Classroom and learn best when they are in a classroom with teach ers	● ELL students should be a priority when planning for who should attend classes on school campus ● ELL students need to physically attend a class on how to navigate ● Google Classrooms	During planning for the 2021-2021 reopening During the summer or at the beginning of the school year
ELL students need to feel connected with virtual learning	● Virtual Study Hall/Office Hours should be made available ● A staff member will be assigned to at-risk ELL students for a weekly check and connect	Study Hall/Office Hours will be built into student schedules At the beginning of the school year

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ☐ The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☐ As part of the root cause analysis process, the school investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the school and promote improved student outcomes.

3. ☐ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.

4. ☐ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

5. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
   - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
   - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).