New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2022-2223
High School
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Albany City School District	TCCE	Scott Thompson	7-12

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)

2021-22 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	100%/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
June 21, 2022	X	X			
June 22, 2022			X	X	X
June 23, 2022					X

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.

Name	Position	Dates			Signature
		6/21	6/22	6/23	
Scott Thompson	Principal	X	X	X	Scott Thompson
Teresa Adalian	Assistant Principal	X	X	X	Teresa Adalian
Sentaria Depass-Murray	Home School Coordinator	X	X	X	Sentaria Depass-Murray
Marshay Hines	Community School Coordinator	X	X	X	Marshay Hines
Ken Dittmer	Head of Security	X	X	X	Ken Dittmer
Colleen Conti	School Counselor	X	X	X	Colleen Conti
Jacquelyn O'Connor	School Psychologist	X	X	X	Jacquelyn O'Connor
Megan Briiton	Behavior Specialist	X	X	X	Megan Britton
Anika Dottin-WIlson	Social Worker	X	X	X	Anika Dottin-Wilson
Sarah Murphy	Social Worker	X	X		Sarah Murphy
Karen Hauth	Teacher	X	X	X	Karen Hauth
Ruth Chapple	Teacher	X	X	X	Ruth Chapple
Stacy VanCott	Teacher	X	X	X	Stacy VanCott
Christina VonFricken	Teacher	X			Christina VonFricken

Grad Rate	ELA	Math	Survey	CA
Colleen Conti	Christina VonFricken	Frank Delsignore	Jacquelyn O'Connor	Marshay HInes
KarenHauth	Ruth Chapple	Janine Goetz	Megan Britton	Ken Dittmer
Sarah Murphy	Jennifer Houlihan		Anika Dottin-Wilson	Sentaria Depass Murray
			Stacy VanCott	

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		2021-2022 Graduation Rate	
	4-year	100%	**4-year**	100%
	5-year		**5-year**	N/A
	6-year		**6-year**	N/A

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** ● **Lack of perceived relevance/value of education and coursework** ● **College and career pathway knowledge** ● **Economically disadvantaged** ● **Parentified students** ● **Need for role models with similar backgrounds** ● **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	Guidance will identify a point person for all students by assigning a resilience teacher.
8/1/22	8/31/22	HSC or attendance designee to provide personalized summer outreach for incoming students with a history of chronic absenteeism. Meet with students, set an attendance goal, and document action plan that addresses barriers - to be completed during the intake process for 2021-2022 juniors, and the other cohorts.
8/1/22	8/31/22	All cohorts will sign up for SUNY S.T.E.P Tutor Program via Intake Process.

		September
9/01/22	9/21/22	Resilience teacher will report FTEs daily to guidance and administration.
9/01/22	9/21/22	School counselor to monitor any 4th, 5th, or 6th year senior to ensure graduation via intervention meetings with resilience teacher and school counselor.
9/1/22	9/15/22	Resilience teacher will help student complete their credit wheels (attached to RB document).
9/5/22	9/21/22	Phone calls for seniors w/absences by attendance typists. Failed to enter students will be addressed by the attendance teacher.
9/07/22	9/7/22	MTSS Team and meeting schedule established to address goal setting, attendance, interventions, and progress monitoring, etc. Administration will submit MTSS names for BOE approval.
9/1/22	9/15/22	School psychologists will identify students of concern by cohort using the AtRisk and the Grades and Credits Dashboard and alert resilience teachers of at-risk status.
9/1/22	9/30/22	During the Resilience block, teachers will guide students in reviewing their own grades through SchoolTool.
		October
10/1/22	10/31/22	BLT to monitor SCEP goals pertaining to graduation rate.
10/1/22	10/31/22	MTSS Team to monitor student interventions by cohort using the At Risk and the Grades and Credits Dashboard and list any students newly identified as at-risk.
10/1/22	10/31/22	School counselor to monitor any 4th, 5th, or 6th year Senior to ensure graduation via intervention meetings with resilience teacher and school counselor.
10/01/22	10/30/22	Weekly MTSS meetings to address goal setting, attendance, interventions, progress monitoring, etc. with at-risk students.
10/13/22	10/19/22	Guidance runs senior interim reports, and works with resilience teacher to meet with seniors at risk - interventions established as needed .
10/19/22	10/19/22	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 and resilience teacher for each student.
10/26/22	10/26/22	MTSS Team to use the universal screening (NWEA assessment) for Reading and Math to identify/deliver/progress monitor any academic interventions that may be required for Reading or Mathematics following Fall Administration.
10/1/22	10/31/22	During the Resilience Block, teachers will guide students in reviewing their own grades and missing assignments through SchoolTool.
		November
11/1/22	11/9/22	Resilience teacher to push for quarter 1 assignment completion.

11/16/22-	11/30/22	Credit recovery will be set up for students in need.
11/1/22	11/30/22	BLT to monitor SCEP goals pertaining to graduation rate.
11/1/22-	11/30/22	MTSS Team to monitor student interventions by cohort using the At Risk and the Grades and Credits Dashboard and list any students newly identified as at-risk.
11/1/22-	11/30/22	Guidance runs Q1 reports, and works with resilience teacher to meet with students at risk of failure - interventions established as needed (Credit Recovery).
11/16/22-	11/16/22	MTSS Team will meet to review 1st quarter data, review/modify interventions and plan for student success. This information will be shared with the Administration Team and resilience teacher for each student.
11/1/22-	11/30/22	Weekly MTSS meetings to address goal setting, attendance, interventions, and progress monitoring, etc. with at-risk students.
11/1/22-	11/30/22	During the Resilience Block, teachers will guide students in reviewing their own grades and missing assignments through SchoolTool.
		December
12/1/22	12/31/22	BLT to monitor SCEP goals pertaining to graduation rate.
12/1/22	12/31/22	MTSS Team to monitor student interventions by cohort using the At Risk and the Grades and Credits Dashboard and list any students newly identified as at-risk.
12/1/22	12/31/22	Weekly MTSS meetings to address goal setting, attendance, interventions, and progress monitoring, etc. with at-risk students.
12/1/22	12/31/22	During the Resilience Block, teachers will guide students in reviewing their own grades and identify missing assignments through SchoolTool.
12/1/22	12/31/22	Continue credit recovery for students in need.
12/21/22	1/27/23	Resilience teacher will push for quarter 2 assignment completion.
12/21/22	12/31/22	School counselor to monitor any 4th, 5th, or 6th year senior to ensure graduation via intervention meetings with resilience teacher and school counselor.
12/21/22	12/21/22	Guidance runs Q2 interim reports, and works with resilience teacher to meet with students at risk of failure - interventions established as needed (make up work/ complete missing assignments).

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 2022.

Cohort Group	On-Track in January 2022	January 2023 Target
4-year		
5-year	N/A	
6-year	N/A	

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
		January
1/1/23	1/31/23	BLT to monitor SCEP goals pertaining to graduation rate.
1/1/23	1/15/23	Guidance to prepare a list of students taking January regents exams. Resilience teacher and guidance notify students and guardians of dates and times.
1/1/23	1/31/23	MTSS Team to monitor student interventions by cohort using the At Risk and the Grades and Credits Dashboard and list any students newly identified as at-risk.
1/1/23	1/31/23	School counselor to monitor any 4th, 5th, or 6th year senior to ensure graduation via intervention meetings with resilience teacher and school counselor.
1/1/23	1/31/23	Weekly MTSS meetings to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes.
1/4/23	1/4/23	MTSS Team will meet to review 2nd interim data, review/modify interventions and plan for student success. This information will be shared with the Administration Team and point person for each student.
1/1/23	1/31/23	During the Resilience Block, teachers will guide students in reviewing their own grades and identify missing assignments through SchoolTool, and build students' skills around self-monitoring and review of their own grades through SchoolTool.
1/1/23	1/31/23	Continue credit recovery for students in need.
1/1/23	1/31/23	Resilience teacher push for quarter 2 assignment completion.
		February
2/1/23	2/27/23	Guidance will review regents test scores with students who took January regents exams, and develop a plan for June success for those who failed - especially seniors. The resilience teacher will be notified.
2/1/23	2/27/23	Credit recovery will be set up for students who failed 2nd quarter.

2/1/23	2/27/23	BLT to monitor SCEP goals pertaining to graduation rate.
2/1/23	2/27/23	MTSS Team to monitor student interventions by cohort using the At Risk and the Grades and Credits Dashboard and list any students newly identified as at-risk.
2/1/23	2/27/23	School counselor to monitor any 4th, 5th, or 6th year senior to ensure graduation via intervention meetings with resilience teacher and school counselor.
2/2/23	2/2/23	Guidance runs Q2 reports, and works with resilience teacher to meet with students at risk of failure - interventions established as needed (Credit Recovery).
2/1/23	2/27/23	Weekly MTSS meetings to address goal setting, attendance, interventions, and progress monitoring, etc. with at-risk students.
2/1/23	2/27/23	During the Resilience Block, teachers will guide students in reviewing their own grades and missing assignments through SchoolTool.
2/1/23	2/9/23	Guidance to set up mid-year senior meetings with students, parents and guardians to report out progress and interventions needed.
2/8/23	2/8/23	MTSS Team will meet to review 2nd quarter data, review/modify interventions and plan for student success. This information will be shared with the Administration Team and resilience teacher for each student.
2/15/23	2/15/23	MTSS Team to use the universal screening (NWEA assessment) for Reading and Math to identify/deliver/progress monitor any academic interventions that may be required for Reading or Mathematics during Winter administration.
		March
3/1/23	3/31/23	BLT to monitor SCEP goals pertaining to graduation rate.
3/1/23	3/31/23	MTSS Team to monitor student interventions by cohort using the At Risk and the Grades and Credits Dashboard and list any students newly identified as at-risk.
3/1/23	3/31/23	School counselor to monitor any 4th, 5th, or 6th year senior to ensure graduation via intervention meetings with resilience teacher and school counselor.
3/8/23	3/8/23	Guidance runs Q3 interim reports, and works with resilience teacher to meet with students at risk of failure - interventions established as needed (Credit Recovery).
3/15/23	3/15/23	MTSS Team will meet to review Q3 interim data, review/modify interventions and plan for student success. This information will be shared with the Administration Team and resilience teacher for each student.
3/1/23	3/31/23	Weekly MTSS meetings to address goal setting, attendance, interventions, and progress monitoring, etc. with at-risk students.

3/1/23	3/31/23	During the Resilience Block, teachers will guide students in reviewing their own grades and identify missing assignments through SchoolTool.
3/1/23	3/31/23	Continue credit recovery for students in need.
3/16/23	4/7/23	Resilience teacher will push for quarter 3 assignment completion.

		April
4/1/23	4/30/23	BLT to monitor SCEP goals pertaining to graduation rate.
4/1/23	4/30/23	MTSS Team to monitor student interventions by cohort using the At Risk and the Grades and Credits Dashboard and list any students newly identified as at-risk, especially those at risk of course failure.
4/1/23	4/30/23	School counselor to monitor any 4th, 5th, or 6th year senior to ensure graduation via intervention meetings with resilience teacher and school counselor.
4/20/23	4/20/23	Guidance runs Q3 reports, and works with resilience teacher to meet with students at risk of failure - interventions established as needed (Credit Recovery).
4/26/23	4/26/23	MTSS Team will meet to review Q3 data, review/modify interventions and plan for student success. This information will be shared with the Administration Team and resilience teacher for each student.
4/1/23	4/30/23	Weekly MTSS meetings to address goal setting, attendance, interventions, and progress monitoring, etc. with at-risk students.
4/1/23	4/30/23	During the Resilience Block, teachers will guide students in reviewing their own grades and identify missing assignments through SchoolTool.
4/1/23	4/30/23	Continue credit recovery for students in need.

		May
5/1/23	5/31/23	BLT to monitor SCEP goals pertaining to graduation rate.
5/1/23	5/31/23	MTSS Team to monitor student interventions by cohort using the At Risk and the Grades and Credits Dashboard and list any students newly identified as at-risk, focusing on falling classes.
5/1/23	5/31/23	School counselor to monitor any 4th, 5th, or 6th year senior to ensure graduation via intervention meetings with resilience teacher and school counselor.
5/1/23	5/31/23	Weekly MTSS meetings to address goal setting, attendance, interventions, and progress monitoring, etc. with at-risk students.
5/1/23	5/31/23	During the Resilience Block, teachers will guide students in reviewing their own grades and identify missing assignments through SchoolTool.

5/1/23	5/31/23	Continue credit recovery for students in need.
5/19/23	5/31/23	Resilience teacher will push for Quarter 4 assignment completion.
5/24/23	5/24/23	MTSS Team to use the universal screening (NWEA assessment) for Reading and Math to identify/deliver/progress monitor any academic interventions that may be required for Reading or Mathematics during Spring administration.
5/24/23	5/24/23	Guidance runs Q4 interim reports, and works with resilience teacher to meet with students at risk of failure - interventions established as needed (Credit Recovery, completion of missing assignments, make-up work).

		June
6/1/23	6/5/23	Guidance will ensure that all eligible students are registered for regents exams, BLT will establish a plan to maximize regents attendance.
6/1/23	6/23/23	BLT to monitor SCEP goals pertaining to graduation rate.
6/1/23	6/23/23	MTSS Team to monitor student interventions by cohort using the At Risk and the Grades and Credits Dashboard focusing on falling classes.
6/1/23	6/23/23	School counselor to monitor any 4th, 5th, or 6th year senior to ensure graduation via intervention meetings with resilience teacher and school counselor.
6/7/23	6/7/23	The MTSS Team will meet to review Q4 interim data, review and evaluate implemented interventions. This information will be shared with the Administration Team.
6/1/23	6/23/23	Weekly MTSS meetings to finalize and evaluate established goals, attendance, interventions, and progress monitoring, etc. with at-risk students.
6/1/23	6/23/23	During the Resilience Block, teachers will guide students in reviewing their own grades and identify missing assignments through SchoolTool.
6/1/23	6/21/23	Continue credit recovery for students in need.
6/1/23	6/21/23	Resilience teacher will push for quarter 4 assignment completion and any eligible make-up work if needed.
6/1/23	6/15/23	Seniors will complete the Senior Close Out Survey with the SUNY STEP Tutoring Program.

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

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 contract 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 student 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**
7/1/21	8/15/21	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.
7/15/22	8/15/22	Community School Resource: All TCCE Scholars will sign up for UAlbany SUNY S.T.E.P Tutor Program during Intake Process.
7/13/22	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 cycles of feedback in alignment with teacher and building goals related to high-leverage instructional practices.
7/13/22	8/10/22	Instructional supervisors and building administrators will refine the walkthrough templates for classroom visits and common planning time to better highlight areas of focus and foster complete cycles of inquiry.
7/13/22	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.
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 visit 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	Building administrators will conduct classroom visits of all assigned teachers monthly 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.
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.
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	Building administrators will conduct classroom visits of all assigned teachers monthly 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.
11/1/22	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 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.
11/14/22	11/17/22	Teacher teams, facilitated by the AHS English department chair and teacher team facilitators, will begin their second data cycle, finalizing the SMART goal by establishing baseline performance from the pre-assessment administration.
11/16/22	11/16/22	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	12/1/22	Building administrators will conduct classroom visits of all assigned teachers monthly 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.
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	12/16/22	Teacher teams 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	Building administrators will conduct classroom visits of all assigned teachers monthly 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.
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 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.
By 1/31/23	By 1/31/23	Building administrators will conduct two full cycles of inquiry with an assigned teacher using the CSDA walkthrough form to provide teachers with actionable, targeted, and relevant feedback and support, the first of which will be paired with the secondary instructional supervisor for English Language Arts, Reading, and library media to calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.

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	Building administrators will conduct classroom visits of all assigned teachers monthly 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.
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.
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	3/1/23	Building administrators will conduct classroom visits of all assigned teachers monthly 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.
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.
3/21/22	3/24/22	Teacher teams 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.
3/11/22	3/11/22	The secondary instructional supervisor for English Language Arts, Reading, and library media will deliver professional development to teachers and building administrators in the CSDA's English Language Arts Curriculum and Instructional Framework with a particular focus on educational equity, culturally responsive practice, and high-leverage instructional practices.
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.
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	Building Administrators will conduct classroom visits of all assigned teachers monthly 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.
4/3/23	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 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.
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.
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	Building administrators will conduct classroom visits of all assigned teachers monthly 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.
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.
By 5/31/23	By 5/31/23	Building administrators will conduct two full cycles of inquiry with an assigned teacher using the CSDA walkthrough form to provide teachers with actionable, targeted, and relevant feedback and support, the first of which will be paired with the secondary instructional supervisor for English Language Arts, Reading, and library media to calibrate instructional leadership practices to improve the fidelity with which the walkthrough process yields improvement in teacher practice.

Subgroup (CSI schools use "All Students")	June 2022 Goal	2018-19 ELA Academic Achievement Index
	Schools should enter their respective PI goal from the 2021-2022 SCEP.	

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for ELA?	Is this specific to certain sections of the school (grade/content area?)
We are making this commitment because 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 contract 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. ● COVID-related tasks (i.e., contact tracing) along with the aforementioned academic disengagement have presented managerial challenges and demands for building leaders and security staff. These obstacles tend to shift 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.	No
The secondary data team model was not implemented with fidelity; teams did not consistently and systematically	Core-Area Classes

- review student 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	
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.	No

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**	**Status/Amendment**
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	8/9/22	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	8/9/22	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.	
7/24/22	8/9/22	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 and Reading and middle-level literacy coaches 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 state assessments in English Language Arts, Grades 6-8 from 2016-2019 and the January 2022 ELA Benchmark.	
9/15/22	9/19/22	The NWEA Measures of Academic Progress for Reading Fall administration will occur with a participation goal of 95%.	
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.	
9/21/22	9/21/22	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.	
9/26/22	9/29/22	Teacher teams, facilitated by instructional coaches, will begin their first data cycle, establishing a SMART goal focused on the priority standards for the unit with the goal of both proficiency and proportionate outcomes.	
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.	
9/27/21	9/27/22	The secondary instructional supervisor for English Language Arts, Reading, and library media and middle-level literacy coaches will deliver professional development to English Language Arts teachers, Reading interventionists and building administrators in the CSDA's English Language Arts Curriculum	

		and Instructional Framework with a particular focus on educational equity, culturally responsive practice, and high-leverage instructional practices.	
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.	
By 9/30/22	By 9/30/22	The student growth coordinator will formally deliver both technical training and instructional coaching to teacher teams during common planning time on the NWEA Measures of Academic Progress assessment and learning continuums to support goal setting and progress monitoring and inform instruction, following up with coaching sessions with individual teachers as requested or necessary.	
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.	
By 10/7/22	By 10/7/22	ELA and English/Reading enrichment teachers will meet 1:1 with students to provide information and feedback to students on their NWEA Reading performance and set goals for the Winter administration using the Student Goal Setting Worksheet.	
10/3/22	10/31/22	ELA and English/Reading enrichment teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and	

		Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
TBD October? November?	TBD	The instructional supervisor for English Language Arts, Reading, and library media and middle-level literacy coaches will deliver professional development to ELA teachers, Reading interventionists, and building administrators in the CSDA's English Language Arts Curriculum and Instructional Framework with a particular focus on educational equity, culturally responsive practice, and high-leverage instructional practices.	
10/20/22	10/20/22	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.	
11/1/22	11/30/22	ELA and English/Reading enrichment teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	

11/7/22	11/10/22	Teacher teams, facilitated by instructional coaches, will finalize their first data cycle, analyzing the achievement of their SMART goals for proficiency and proportionality 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.	
11/14/21	11/17/22	Teacher teams, facilitated by instructional coaches, 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.	
11/17/22	11/17/22	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.	
12/1/22	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.	
12/1/22	12/22/22	ELA and English/Reading enrichment teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and	

		Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
12/12/22	12/16/22	Teacher teams, facilitated by instructional coaches, will finalize their second data cycle, analyzing the achievement of their SMART goals for proficiency and proportionality based on the curricular unit's priority standards and student performance on post-assessments.	
12/15/22	12/15/22	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.	
12/19/22	12/22/22	Teacher teams, facilitated by instructional coaches, will begin their third data cycle, establishing a SMART goal focused on the priority standards for the unit with the goal of both proficiency and proportionate outcomes.	
By 12/22/22	By 12/22/22	Building administrators will conduct one full cycle 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.	
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.	
1/3/23	1/31/23	ELA and English/Reading enrichment teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
TBD	TBD	The instructional supervisor for English Language Arts, Reading, and library media and middle-level literacy coaches will deliver professional development to ELA teachers, Reading interventionists, and building administrators in the CSDA's English Language Arts Curriculum and Instructional Framework with a particular focus on educational equity, culturally responsive practice, and high-leverage instructional practices.	
1/9/23	1/17/23	The NWEA Measures of Academic Progress for Reading Winter administration will occur with a participation goal of 95%.	
1/17/23	1/23/23	Teacher teams, facilitated by instructional coaches, will finalize their third data cycle, analyzing the achievement of their SMART goals for proficiency and proportionality based on the curricular unit's priority standards and student performance on post-assessments.	
1/19/23	1/19/23	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	ELA and English/Reading enrichment teachers will meet 1:1 with students to provide information and feedback to students on their NWEA Reading performance and set goals for the Spring administration using the Student Goal Setting Worksheet.	

| 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 ELA 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 2021 performance.

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

Assessment	January 2021 Performance	January 2022 Target
January ELA Benchmark	USE THIS FOR THE MIDPOINT: Schools should enter a goal that reflects a 3-5% increase on the January ELA benchmark by grade level. Here are the results from January 2022.	

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	Status/Amendment
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.	
2/1/23	2/28/23	ELA and English/Reading enrichment teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and	

		Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
By 2/3/23	By 2/3/23	Teacher teams will administer the mid-year benchmark.	
2/6/23	2/9/23	Teacher teams, facilitated by instructional coaches, will begin their fourth data cycle, establishing a SMART goal focused on the priority standards for the unit with the goal of both proficiency and proportionate outcomes.	
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.	
2/16/23	2/16/23	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 2/28/23	By 2/28/23	The student growth coordinator will formally deliver both technical training and instructional coaching to teacher teams during common planning time on the NWEA Measures of Academic Progress assessment and learning continuums to support goal setting and progress monitoring and inform instruction, following up with coaching sessions with individual teachers as requested or necessary.	
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.	
3/1/23	3/31/23	ELA and English/Reading enrichment teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
TBD	TBD	The instructional supervisor for English Language Arts, Reading, and library Media and middle-level literacy coaches will deliver professional development to English Language Arts teachers, Reading interventionists and building administrators in the CSDA's English Language Arts Curriculum and Instructional Framework with a particular focus on educational equity, culturally responsive practice, and high-leverage instructional practices.	
3/6/23	3/9/23	Teacher teams, facilitated by instructional coaches, will finalize their fourth data cycle, analyzing the achievement of their SMART goals for proficiency and proportionality based on the curricular unit's priority standards and student performance on post-assessments.	
3/16/23	3/16/23	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	4/6/23	Teacher teams 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.	
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	4/28/23	ELA and English/Reading enrichment teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
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.	
4/20/23	4/20/23	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.	
4/24/23	4/28/23	The NWEA Measures of Academic Progress for Reading Spring administration will occur with a participation goal of 95%.	
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.	
5/1/23	5/31/23	ELA and English/Reading enrichment teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and	

		Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
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.	
5/18/23	5/18/23	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 5/19/23	By 5/19/23	ELA and English/Reading enrichment teachers will meet 1:1 with students to provide information and feedback to students on their NWEA Reading performance, review their goals for the year, and celebrate achievements using the Student Goal Setting Worksheet.	
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%		
	2*	23%	21%		
	3	41%	48%		
	4	7%	7%		
	5	2%	1%		
	Proficiency %	49%	56%	44%	52%

Students with Disabilities	1*	55%	60%		58%
	2*	25%	19%		19%
	3	17%	21%		22%
	4	2%	0%		1%
	5	0%	0%		0%
	Proficiency %	19%	21%		23%

English Language Learners	1*	37%	20%		18%
	2*	22%	19%		18%
	3	34%	55%		56%
	4	4%	6%		6%
	5	3%	1%		2%
	Proficiency %	41%	61%		63%

Economically	1*	31%	26%		24%
y	2*	25%	22%		22%

Disadvanta ged	3	39%	46%		47%
	4	5%	5%		6%
	5	1%	1%		1%
	Proficienc y %	45%	52%		54%

Black or African American	1*	27%	24%	22%
	2*	28%	25%	26%
	3	39%	46%	47%
	4	5%	4%	4%
	5	1%	0%	1%
	Proficiency %	44%	50%	52%

Hispanic or Latino	1*	39%	32%	30%
	2*	18%	17%	17%
	3	39%	46%	47%
	4	4%	4%	5%
	5	0%	1%	1%
	Proficiency %	43%	51%	53%

White (Scored 1 for MIP in 18-19)	1*	23%	17%	15%
	2*	13%	17%	18%
	3	49%	49%	50%
	4	12%	14%	14%
	5	3%	2%	3%
	Proficiency %	64%	65%	67%

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.
10/1/2022	10/31/2022	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
10/1/2022	10/31/2022	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.

10/1/2022	10/31/2022	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this 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	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
11/1/2022	11/30/2022	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
11/1/2022	11/30/2022	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this 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.
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	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
12/1/2022	12/22/2022	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
12/1/2022	12/22/2022	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least

		four walkthroughs each during this 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	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
1/3/2023	1/31/2023	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
1/3/2023	1/31/2023	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this 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.

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	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
2/1/2023	2/28/2023	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
2/1/2023	2/28/2023	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this 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	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
3/1/2023	3/31/2023	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.

3/1/2023	3/31/2023	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this 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	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
4/1/2022	4/28/2023	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
4/1/2022	4/28/2023	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
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	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
5/2/2023	5/31/2023	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
5/2/2023	5/31/2023	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this 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.
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.

Addressing COVID-19 Related Challenges – Math Goal

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**
2021-2022 instructional model unknown, likely includes hybrid instruction	Determine promising practices and provide professional development	9/7/2021 3/11/2022 5/17/2022 Ongoing in CPT

Subgroup *(CSI schools use "All Students")*	June 2022 Goal	Math Academic Achievement Index

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for Math?	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 6, 7, 8 Math

<u>Key</u>
magenta =admin planning item
green= data cycles
yellow= instructional and cpt walkthroughs
red= district pd
orange= coaching cycles
purple= benchmarks

Action Plan: August to January

Start	End	Action
Start, End, Action		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 teachers 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.
9/19/2022	9/23/2022	Building administrators and instructional supervisors will establish expectations for the Secondary Data Team model across all teacher teams.
9/27/2022	9/27/2022	The instructional supervisor for Mathematics and Middle School Math coach will provide professional development in culturally responsive math instruction to amplify student voice.
9/28/2022	10/4/2022	Teacher teams will develop team norms, roles, and responsibilities for data teaming in alignment with the CSDA's established guidelines for common planning time
10/1/2022	10/31/2022	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
10/1/2022	10/31/2022	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
10/1/2022	10/31/2022	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
10/11/2022	10/14/2022	Teacher teams, 7-8 will begin their first data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on common summative assessments monitored in eDoctrina.
10/11/2022	11/10/2022	Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
10/24/2022	10/28/2022	Student growth coordinator will provide training to teachers in the analysis of NWEA Math data to plan instruction that addresses unfinished learning.

11/1/2022	11/30/2022	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
11/1/2022	11/30/2022	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
11/1/2022	11/30/2022	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
11/12/2022	2/3/2023	Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/15/2022	11/19/2022	Teacher teams, 7-8 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.
11/29/2022	12/3/2022	Teacher teams, 7-8 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.
12/1/2022	12/22/2022	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
12/1/2022	12/22/2022	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
12/1/2022	12/22/2022	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
12/19/2022	12/22/2022	Teacher teams, 7-8 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	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
1/3/2023	1/31/2023	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
1/3/2023	1/31/2023	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
1/9/2023	1/13/2023	Teacher teams, 7-8 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.

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 2020 Performance	January 2021 Target
NWEA Math - Winter		

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	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
2/1/2023	2/28/2023	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
2/1/2023	2/28/2023	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
2/7/2023	4/7/2023	Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
2/6/2023	2/10/2023	Teacher teams, 7-8 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.
2/13/2023	2/17/2023	Student growth coordinator will provide training to teachers in the analysis of NWEA Math data to plan instruction that addresses unfinished learning.
2/13/2023	2/17/2023	Teacher teams, 6-8 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	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.

3/1/2023	3/31/2023	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
3/1/2023	3/31/2023	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
3/27/2023	3/31/2023	Teacher teams, 6-8 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.
4/1/2023	4/30/2023	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
4/1/2023	4/30/2023	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
4/1/2023	4/30/2023	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
4/17/2023	6/23/2023	Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
4/17/2023	4/21/2023	Teacher teams, 7-8 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.
5/1/2023	5/31/2023	Building administrators and instructional supervisors 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, using the CSDA team meeting feedback form.
5/1/2023	5/31/2023	Building and district administrators will conduct one paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve fidelity with which the walkthrough process yields improvement in teacher practice.
5/1/2023	5/31/2023	Building administrators and instructional supervisors will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each

		during this month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.
5/15/2023	5/19/2023	Teacher teams, 7-8 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.
5/17/2023	5/17/2023	The instructional supervisor for Mathematics and Middle School Math coach will provide professional development in culturally responsive math instruction to amplify student voice.

Survey Goal

Stakeholder Group	Survey Question	2022 Target Responses	2023 Target Responses	2024 Target Responses	2025 Target Responses	2021 Results
Staff	S69. Student behavior does not interfere with instruction.	25%	50%	75%	100%	0%
Staff	PS50. Most students know how to prioritize time to accomplish what they have to do.	25%	50%	75%	100%	0%
Staff	PS57. Most students, if in a conflict/disagreement, are able to resolve it without anger.	25%	50%	75%	100%	0%
Students	T18. In class, we often work with partners, or in groups.	40%	60%	80%	100%	22.0%
Students	S43. Student behavior does not interfere with instruction during class time.	35%	65%	75%	100%	26.0%
Students	L1. Our school leaders walk around our school and visit classrooms.	50%	75%	100%	100%	29.6%

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?
Students transitioning into TCCE have higher historical rates of disciplinary incidents and academic disengagement.
Some teachers struggle with behavior management and need more support with engaging instructional strategies.
There has not been a consistently staffed / available alternative learning environment (e.g., Ready Room) for students to drain off emotions and get their basic needs met.

Inconsistent student attendance significantly impacts success of attempted partner and group work.
Inconsistent delivery, inconsistent if/then contingency follow through, and lack of student voice about motivating positive incentives for students meeting TCCE behavioral expectations.

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	8/31/22	3 Ruler trainers will plan and prepare Ruler roll out for the 2022-2023 school year.
8/1/22	8/31/22	RULER SEL Program will be built into the Resiliency Block 2x/week with support from PPS staff to supplement initial teacher delivery during core instruction (per district guidance).
8/1/22	8/31/22	BLT summer work- prepare PBIS/RULER resources (e.g., PPTs, documents, quizlets, and other plans) needed for the roll outs, fidelity checks, re-teaches, and incentives/reinforcers, along with preparation of staff PD on preventative strategies and PBIS/RULER plans for opening day.
8/1/22	8/31/22	BLT will ensure that the TCCE 22-23 Handbook is aligned with these plans/any necessary updates are completed. Pre-plan a September/October PD schedule for roll-out during Tier 1 CPT meetings aligned to each section of the TCCE Handbook.
8/1/22	8/31/22	BLT create a RB training for teachers to be rolled out during building wide PD RB Block.
08/31/22	08/31/22	Provide staff with share out of 22-23 TCCE Calendar, routines and procedures, collaborative expectations for the TCCE team, and PBIS/RULER roll-out plans. Solicit brainstorming and volunteers for facilitation of student leadership opportunities/peer mentoring, and other staff-facilitated special privileges we can organize to provide to students for meeting behavioral expectations and honoring TCCE Charter (or for demonstrating growth in either of these areas).
08/31/22	08/31/22	Provide staff with training and information/plan share out for the following: a) The RULER Mood Meter to support their own social emotional awareness and positive relationships with each other and their students in order to model these practices for students, b) PBIS program-wide expectations and incentive programs c) Publicize TCCE Plan for restorative opportunities and relationship-building with teachers (mediation / follow up relationship repair), both preventatively and via a re-entry meeting procedure.

		September
8/1/22	8/26	BLT, MTSS & PBIS Committees pre-plan a September/October PD schedule for roll-out during Tier 1 CPT meetings aligned to each section of the TCCE Handbook. PD schedule will include school building administrators providing teachers and staff with a clear and concise visual organizer explaining protocols and procedures (ex. Push-ins, behavior flow chart, building leadership responsibilities) for preventing and responding to classroom disruptions.
8/30/22	9/18/22	Teachers will work together during their Common Planning Time meetings, to discuss and record their program "team" expectations (HS/CH/MS), to show consistency across the classrooms. Teachers will finalize their Tier 1 Classroom Behavior Support Plans and Staff RULER Charter to support behavior management systems and positive culture & climate. Plans will be reviewed by building behavioral specialist and administrators; feedback will be provided to teachers.
8/30/22	9/18/22	Building leaders and the MTSS Team will share out student Behavior Support Plans (BSPs) and Individual Crisis Management Plans (ICMPs) to all staff who come into contact with the student, including hall monitors and cafeteria staff. In addition, Individual Education Plans (IEPs) and 504 plans will be reviewed with all appropriate staff.
9/1/22	6/30/23	All staff members will utilize the Mood Meter to support their own social emotional awareness and their students' in identifying their feelings.
9/2/22	9/15/22	All classroom teachers will introduce to students building-wide PBIS expectations and establish classroom expectations that are unique to their classroom environments. Teachers will roll out team expectations and non-negotiables with students to highlight/note the similarities and consistency across the classrooms. Teams will familiarize students with the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and identify responses to undesired behavior, based on the Code of Conduct.
9/16/22	9/16/22	Teachers will administer the PBIS Quiz & Student Input Solicitation survey provided by PBIS leaders/building administration.
9/19/22	9/19/22	PBIS leaders will review results of students' PBIS expectations quizzes and input surveys, action plan accordingly, and prepare to share out results via daily email and upcoming Tier 1 CPT meeting.
9/21/22	9/21/22	**Monthly Faculty Meeting:** Clearly define role and responsibilities and provide an overview of aligned principal vision. Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data and weighted safety incidents, and (C)

		academic data and review targeted monthly PBIS behavior/ incentive and preventative strategy.
9/27/22	9/30/22	Tier 1 Fidelity Check 1 of 8 (PBIS/SEL).
TBD	Post ruler training on 8/16	School-based PBIS & RULER Implementation team will meet monthly to plan and provide ongoing professional development for staff
		October
10/11/22	10/11/22	The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS Team will identify students for problem-solving discussions to occur during Tier 2 / 3 CPT meetings. 4) School social workers will schedule parent-teacher conferences based on the number of behavioral infractions.
10/11/22	10/11/22	Members of the MTSS Team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 Committee.
10/31/22	11/04/22	Administrators will conduct Tier 1 Fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level.
10/1/22	10/31/22	All staff members will utilize the Mood Meter to support their own social emotional awareness and their students' in identifying their feelings.
TBD	TBD	School-based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff during Tier 1 CPT meeting times.
10/1/22	10/31/22	Point persons/all teachers conduct (WEEKLY?) check-ins re: work completion (e.g., make up work, current grades, identification of next steps).
TBD	TBD	Clinical Team to initiate Social Academic Intervention Groups (SAIGs) with students.
10/19/22	10/19/22	**Monthly Faculty Meeting**: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data (C) academic data and review targeted monthly PBIS behavior/ incentive and preventative strategy.

10/31/22	11/4/22	Tier 1 Fidelity Check 2 of 8 (PBIS/SEL/)
		November
11/1/22	11/30/22	Point persons/all teachers conduct (WEEKLY) check-ins re: work completion (e.g., make up work, current grades, identification of next steps).
11/8/22	11/8/22	The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for October and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS Team will identify students for problem-solving discussions to occur during Tier 2 / 3 CPT meetings. 4) School social workers will schedule parent-teacher conferences based on the number of behavioral infractions.
11/8/22	11/8/22	Members of the MTSS Team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 Committee.
TBD	TBD	School-Based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff during Tier 1 CPT meeting times.
11/16/22	11/16/22	**Monthly Faculty Meeting**: Progress monitor & intervene for the following based on goals above each month via faculty meetings/principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data (C) academic data and review targeted monthly PBIS behavior/ incentive and preventative strategy.
11/28/22	12/1/22	PBIS/RULER Mini-Refresher: All classroom teachers will provide a refresher to students about building-wide and classroom PBIS and RULER (charter) expectations/agreements. Teachers will highlight/note the similarities and consistency across the classrooms. Teams will remind students about the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and RULER Charter and identify responses to undesired behavior, based on the Code of Conduct.
11/28/22	12/1/22	All staff will provide encouragement, re-teaching, and reminders of building-wide and classroom expectations in the moment when students deviate from expectations.

		December
12/1/22	12/31/22	Point persons/all teachers conduct (WEEKLY) check-ins re: work completion (e.g., make up work, current grades, identification of next steps).
12/1/22	12/1/22	All staff will re-teach building-wide and classroom expectations in the moment when students deviate from expectations.
12/2/22	12/2/22	Teachers will administer the PBIS Quiz & Student Input Solicitation survey provided by PBIS leaders/building administration.
12/5/22	12/5/22	PBIS leaders will review results of students' PBIS expectations quizzes and Input surveys, action plan accordingly, and prepare to share out results via Daily Email and upcoming Tier 1 CPT meeting.
12/5/22	12/9/22	Tier 1 Fidelity Check 3 of 8 (PBIS/SEL/).
12/13/22	12/13/22	The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for November and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS Team will identify students for problem-solving discussions to occur during Tier 2 / 3 CPT meetings. 4) School social workers will schedule parent-teacher conferences based on the number of behavioral infractions.
12/13/22	12/13/22	Members of the MTSS Team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
12/1/22	12/30/22	All staff members will utilize the Mood Meter to support their own social emotional awareness and their students in identifying their feelings.
TBD	TBD	School-based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff during Tier 1 CPT meeting times.
12/21/22	12/21/22	**Monthly Faculty Meeting**: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data (C) academic data and review targeted monthly PBIS behavior/ incentive and preventative strategy.

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**
		January
1/3/23	1/31/23	Point persons/all teachers conduct (WEEKLY) check-ins re: work completion (e.g., make up work, current grades, identification of next steps).
1/3/23	1/5/23	PBIS/RULER Full Re-teach: All classroom teachers will provide a refresher to students about building-wide and classroom PBIS and RULER (charter) expectations / agreements. Teachers will highlight/note the similarities and consistency across the classrooms. Teams will remind students about the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and RULER Charter and identify responses to undesired behavior, based on the Code of Conduct.
1/6/23	1/6/23	Teachers will administer the PBIS Quiz & Student Input Solicitation survey provided by PBIS leaders/building administration.
1/9/23	1/9/23	PBIS leaders will review results of students' PBIS expectations quizzes and Input surveys, action plan accordingly, and prepare to share out results via Daily Email and upcoming Tier 1 CPT meeting.
1/9/22	1/13/22	Tier 1 Fidelity Check 4 of 8 (PBIS/SEL).
1/9/23	1/9/23	The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for December and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS Team will identify students for problem-solving discussions to occur during Tier 2 / 3 CPT meetings. 4) School social workers will schedule parent-teacher conferences based on the number of behavioral infractions.
1/9/23	1/9/23	Members of the MTSS Team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS Team will

		review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 Committee.
1/18/23	1/18/23	**Monthly Faculty Meeting**: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data (C) academic data and review targeted monthly PBIS behavior/ incentive and preventative strategy
TBD	TBD	Staff and Student Support Team will engage in explicit training with students of the Meta Moment and Blueprint anchors of RULER .
TBD	TBD	School-Based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff during Tier 1 CPT meeting times.
		February
2/14/23	2/14/23	The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for January and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS Team will identify students for problem-solving discussions to occur during Tier 2 / 3 CPT meetings. 4) School social workers will schedule parent-teacher conferences based on the number of behavioral infractions.
2/14/23	2/14/23	Members of the MTSS Team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
TBD	**TBD**	Staff and Student Support Team will engage in explicit training with students of the Meta Moment and Blueprint anchors of RULER.
2/15/23	2/15/23	**Monthly Faculty Meeting**: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data (C) academic data and review targeted monthly PBIS behavior/ incentive and preventative strategy.
TBD	**TBD**	School-based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff during Tier 1 CPT meeting times.
2/27/23	3/2/23	PBIS/RULER Mini-Refresher: All classroom teachers will provide a refresher to students about building-wide and classroom PBIS and RULER (charter) expectations / agreements. Teachers will highlight/note the similarities and consistency across the classrooms. Teams will remind

		students about the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and RULER Charter and identify responses to undesired behavior, based on the Code of Conduct
2/27/23	3/2/23	All staff will re-teach building-wide and classroom expectations in the moment when students deviate from expectations.
		March
3/3/23	3/3/23	Teachers will administer the PBIS Quiz & Student Input Solicitation survey provided by PBIS leaders/building administration.
3/6/23	3/6/23	PBIS leaders will review results of students' PBIS expectations quizzes and Input surveys, action plan accordingly, and prepare to share out results via Daily E-mail and upcoming Tier 1 CPT meeting.
3/14/23	3/14/23	The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for February and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS Team will identify students for problem-solving discussions to occur during Tier 2 / 3 CPT meetings. 4) School social workers will schedule parent-teacher conferences based on the number of behavioral infractions.
3/14/23	3/14/23	Members of the MTSS Team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
3/20/22	3/24/22	Tier 1 Fidelity Check 6 of 8 (PBIS/SEL/STARR)
3/15/23	3/15/23	**Monthly Faculty Meeting**: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data (C) academic data and review targeted monthly PBIS behavior/ incentive and preventative strategy.
TBD	**TBD**	School-Based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff during Tier 1 CPT meeting times.
		April
4/11/23	4/11/23	The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for March and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement.

		2) Review and update BSPs and ICMPs.
		3) Based on discipline data, MTSS Team will identify students for problem-solving discussions to occur during Tier 2 / 3 CPT meetings.
		4) School social workers will schedule parent-teacher conferences based on the number of behavioral infractions.
4/11/23	4/11/23	Members of the MTSS Team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
4/19/23	4/19/23	**Monthly Faculty Meeting**: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data (C) academic data and review targeted monthly PBIS behavior/ incentive and preventative strategy
TBD	**TBD**	School-Based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff during Tier 1 CPT meeting times.
4/17/23	4/20/23	PBIS/RULER Full Re-teach: All classroom teachers will provide a refresher to students about building-wide and classroom PBIS and RULER (charter) expectations / agreements. Teachers will highlight/note the similarities and consistency across the classrooms. Teams will remind students about the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and RULER Charter and identify responses to undesired behavior, based on the Code of Conduct.
4/21/23	4/21/23	Teachers will administer the PBIS Quiz & Student Input Solicitation survey provided by PBIS leaders/building administration.
4/24/23	4/24/23	PBIS leaders will review results of students' PBIS expectations quizzes and Input surveys, action plan accordingly, and prepare to share out results via Daily Email and upcoming Tier 1 CPT meeting.
		May
5/9/23		The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following:
		1) Review behavioral data for April and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS Team will identify students for problem-solving discussions to occur during Tier 2 / 3 CPT meetings. 4) School social workers will schedule parent-teacher conferences based on the number of behavioral infractions. 5) push for credits and final averages

5/9/23	5/9/23	Members of the MTSS Team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
5/17/23	5/17/23	**Monthly Faculty Meeting**: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data (C) academic data and review targeted monthly PBIS behavior/ incentive and preventative strategy.
TBD	**TBD**	School-Based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff during Tier 1 CPT meeting times.
5/22/23	5/25/23	PBIS/RULER Mini-Refresher: All classroom teachers will provide a refresher to students about building-wide and classroom PBIS and RULER (charter) expectations / agreements. Teachers will highlight/note the similarities and consistency across the classrooms. Teams will remind students about the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and RULER Charter and identify responses to undesired behavior, based on the Code of Conduct. (Middle School only).
5/26/23	5/26/23	Teachers will administer the PBIS Quiz & Student Input Solicitation survey provided by PBIS leaders/building administration. (Middle School only).
5/30/23	5/30/23	PBIS leaders will review results of students' PBIS expectations quizzes and Input surveys, action plan accordingly, and prepare to share out results via Daily E-mail and upcoming Tier 1 CPT meeting. (Middle School only).
		June
TBD	**TBD**	School-Based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff during Tier 1 CPT meeting times.
6/5/22	6/9/22	Tier 1 Fidelity Check 8 of 8 (PBIS/SEL/STARR).
6/9/23	6/9/23	The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for May and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS team will identify students for problem-solving discussions to occur during Tier 2 / 3 CPT meetings. 4) School social workers will schedule parent-teacher conferences based on the number of behavioral infractions. 5) Final push for credits and final averages

6/9/23	6/9/23	Members of the MTSS Team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
6/15/23	6/15/23	**Monthly Faculty Meeting**: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data (C) academic data and review targeted monthly PBIS behavior/ incentive and preventative strategy.

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
The extended school closure due to Covid-19 restrictions may cause a significant increase in social-emotional health issues and behavior issues.	The first 5 weeks of MTSS CPT will be designated for reviewing classroom & building expectations, preventative strategies, trauma informed care strategies, and restorative practices. Teachers will be assigned a ten student tier ⅔ caseload to progress monitor and refer as needed to MTSS for review.	Ongoing

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.

ELP or School-Selected Goal

June 2023 Goal	2022-2023 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
Disproportionality: Pass rate of subgroups	Disproportionality:
High School/Choice	Black students 40% /36%
	Latin X students 43% / 45%
	White students 38% / 52%

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Poor student attendance	7-12
Challenging student behavior	7-12
Lack of student engagement in classroom and work completion	7-12

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	7/1/22	School leaders will identify staff to support MTSS and PBIS planning for 2022-2023. The same staff (or representatives from MTSS summer work) will join BELT (Building Equity Leadership Team) to monitor and action: monthly academic data (NWEA, course pass rate, etc.) by subgroup. Members of the committee will include administration, HSC, school counselors, program social workers, and teachers. Roles and responsibilities will be finalized prior to the start of the year.
7/1/22	8/31/22	MTSS roles and responsibilities will be established prior to the start of the school year. System will be developed to monitor academic achievement (priority),but also attendance, and behavioral data.

7/1/22	8/31/22	7-12 APSTA & APSUE staff on BELT, PBIS & MTSS Committees review and revise TCCE Handbook in preparation to turn-key the handbook as training in September PD to all staff targeting the following areas: ● Mission, Vision, Staffing, Roles/ Responsibilities, Bell Schedule ● Planning Documents and Instructional Best Practices ● Calendars (PBIS re-teaches to be added. Fidelity checks should be implemented immediately thereafter and added to the calendar). ● Multi-Tiered System of Supports ● Tier I Implementation & Expectations (with calendar reteaches) ● Student Acknowledgement System ● Staff Acknowledgement System (Sunshine Committee) ● Responding to Disruptive Behavior (Point Person, Mediation Matters) ● Building Safety Procedures ● Data Tracking Teacher leaders along with the admin will plan to turnkey the training together in September.
		August
8/1/22	8/31/22	PBIS Tier I Team will develop a plan to roll out PBIS expectations and Code of Conduct to students during the week of 9/1/2022 - 9/9/2022. This should correlate to a simple google assessment where data can be quickly pulled by grade.
8/1/22	8/31/22	BELT/MTSS to establish the annual PD calendar to include instructional best practices.
8/1/22	8/31/22	MTSS Committee will be formed as a result of the duty survey sent out by administration. MTSS Core Team will meet after school and must include the behavior specialist and school psychologist. The Core MTSS Team must have program representation.
8/1/22	8/31/22	Each student will be assigned a point person (RB) by the school counselor.
8/1/22	8/31/22	Admin and school psychologist will review all 504s and T2/ T3 plans and develop a plan to roll them out to staff in September during opening PD or CPT.
		September
9/3/22	9/30/22	Point person will monitor and support student academics, behaviors, and attendance daily during RB.

9/3/22	9/30/22	Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.
9/3/22	9/30/22	Members of the MTSS Teams will report concerns regarding student academic and behavioral concerns and strategies attempted to mitigate them. The MTSS Teams will review student data and supports already in place and decide what students need to be discussed at the Core meetings.
		October
10/3/22	10/31/22	Point person will monitor and support student academics, behaviors and attendance daily during RB
10/3/22	10/31/22	The Admin Team will complete classroom visits and provide feedback on instructional best practices
10/3/22	10/31/22	Weekly MTSS Meeting: MTSS Team to monitor students' academic data (progress monitoring, NWEA, etc.) using PowerBI to monitor/intervene based on MTSS district cut off points. Interventions will be coordinated and monitored by the MTSS Team. October's goal is to align the work from September to prioritized intervention (as outlined below) for each student at-risk: academic intervention, attendance intervention, behavior intervention, or other social-emotional interventions to increase course pass rate.
10/3/22	10/31/22	The MTSS team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 CPT meeting.
10/3/22	10/31/22	The disproportionality in course pass rate will be reviewed/progress monitored through the data. The BELT will host their monthly meeting to a) review/progress monitor pass rate interim/quarter data and b) action needs for specific departments from the equity lens, and c) make recommendations for best instructional practices.
10/6/22	10/27/22	Content area teachers will meet weekly on Thursday during CPT with supervisors.
10/11/22	10/31/22	Collect and analyze data on T2 and T3 interventions during Tier ⅔ CPT meetings to determine if students are making progress (or not) and the appropriateness of their current tier.
		November
11/1/22	11/30/22	Point person will monitor and support student academics, behaviors, and attendance daily during RB.

11/1/22	11/30/22	Monthly faculty meeting: progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report disproportionality in academic success based on course pass rate.
11/1/22	11/30/22	Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.
11/1/22	11/30/22	Members of the MTSS Teams will report concerns regarding student academic and behavioral concerns and strategies attempted to mitigate them. The MTSS Teams will review student data and supports already in place and decide what students need to be discussed at the Core meetings.
11/1/22	11/30/22	The Admin Team will complete classroom visits and provide feedback on instructional best practices at each grade level.
11/1/22	11/30/22	Weekly MTSS Meeting: MTSS Team to monitor students' academic data (progress monitoring, NWEA, etc.) using PowerBI to monitor/ intervene based on MTSS cut off points. Interventions will be coordinated and monitored by the MTSS team. November's goal is to align the work from October to prioritized intervention (as outlined below) for each student at-risk: academic intervention, attendance intervention, behavior intervention, or other social-emotional interventions to increase course pass rate.
11/1/22	11/30/22	The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 CPT meeting.
11/1/22	11/30/22	The disproportionality in course pass rate will be reviewed/ progress monitored through the data. The BELT will host their monthly meeting to a) review/ progress monitor pass rate interim/ quarter data and b) action needs for specific departments from the equity lens, and c) make recommendations for best instructional practices.
11/1/22	11/30/22	Collect and analyze data on T2 and T3 academic interventions during Tier ⅔ CPT meetings to determine if students are in an appropriate tier.
11/3/22	11/17/22	Content area teachers will meet weekly on Thursday during CPT with supervisors.
		December
12/1/22	12/22/22	Point person will monitor and support student academics, behaviors, and attendance daily during RB.

12/1/22	12/22/22	Content area teachers will meet weekly on Thursday during CPT with supervisors.
12/1/22	12/31/22	Monthly faculty meeting: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report disproportionality in academic success based on course pass rate.
12/1/22	12/31/22	Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.
12/1/22	12/31/22	Members of the MTSS Teams will report concerns regarding student academic and behavioral concerns and strategies attempted to mitigate them. The MTSS Teams will review student data and supports already in place and decide what students need to be discussed at the Core meetings.
12/1/22	12/31/22	The Admin Team will complete classroom visits and provide feedback on instructional best practices at each grade level.
12/1/22	12/31/22	Weekly MTSS Meeting: MTSS Team to monitor students' academic data (progress monitoring, NWEA, etc.) using PowerBI to monitor/ intervene based on MTSS cut off points. Interventions will be coordinated and monitored by the MTSS team. December's goal is to align the work from November to prioritized intervention (as outlined below) for each student at-risk: academic intervention, attendance intervention, behavior intervention, or other social-emotional interventions to increase course pass rate.
12/1/22	12/31/22	The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 CPT meeting.
12/1/22	12/31/22	The disproportionality in course pass rate will be reviewed/ progress monitored through the data. The BELT will host their monthly meeting to a) review/ progress monitor pass rate interim/ quarter data and b) action needs for specific departments from the equity lens, and c) make recommendations for best instructional practices.
12/1/22	12/31/22	Collect and analyze data on T2 and T3 academic interventions during Tier ⅔ CPT meetings to determine if students are in an appropriate tier.

Mid-Year Benchmark

<table>
<tr><td colspan="3">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 2020.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.</td></tr>
<tr><td>Data Source</td><td>January 2022 Results</td><td>June 2023 Target</td></tr>
<tr><td>Vadir /MTSS dashboard</td><td></td><td></td></tr>
<tr><td>Principal report</td><td></td><td></td></tr>
</table>

Planning for January to June

<table>
<tr><td colspan="3">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)</td></tr>
<tr><td>Start</td><td>End</td><td>Action</td></tr>
<tr><td></td><td></td><td>January</td></tr>
<tr><td>1/3/23</td><td>1/31/23</td><td>Point person will monitor and support student academics, behaviors and attendance daily during RB.</td></tr>
<tr><td>1/3/23</td><td>1/31/23</td><td>Monthly faculty meeting: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report disproportionality in academic success based on course pass rate.</td></tr>
<tr><td>1/3/23</td><td>1/31/23</td><td>Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.</td></tr>
<tr><td>1/3/23</td><td>1/31/23</td><td>Members of the MTSS Teams will report concerns regarding student academic and behavioral concerns and strategies attempted to mitigate them. The MTSS Teams will review student data and supports already in place and decide what students need to be discussed at the Core meetings.</td></tr>
<tr><td>1/3/23</td><td>1/31/23</td><td>The Admin Team will complete classroom visits and provide feedback on instructional best practices at each grade level.</td></tr>
<tr><td>1/3/23</td><td>1/31/23</td><td>Weekly MTSS Meeting: MTSS Team to monitor students' academic data (progress monitoring, NWEA, etc.) using PowerBI to monitor/ intervene based on MTSS cut off points. Interventions will be coordinated and monitored by the MTSS team. January's goal is to align the work from December to prioritized intervention (as outlined below) for each student</td></tr>
</table>

		at-risk: academic intervention, attendance intervention, behavior intervention, or other social-emotional interventions to increase course pass rate.
1/3/23	1/31/23	The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 CPT meeting.
1/3/23	1/31/23	The disproportionality in course pass rate will be reviewed/ progress monitored through the data. The BELT will host their monthly meeting to a) review/ progress monitor pass rate interim/ quarter data and b) action needs for specific departments from the equity lens, and c) make recommendations for best instructional practices.
1/3/23	1/31/23	Collect and analyze data on T2 and T3 academic interventions during Tier ⅔ CPT meetings to determine if students are in an appropriate tier.
1/5/23	1/26/23	Content area teachers will meet weekly on Thursday during CPT with supervisors
		February
2/1/23	2/28/23	Point person will monitor and support student academics, behaviors, and attendance daily during RB.
2/1/23	2/28/23	Monthly faculty meeting: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report disproportionality in academic success based on course pass rate.
2/1/23	2/28/23	Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.
2/1/23	2/28/23	Members of the MTSS Teams will report concerns regarding student academic and behavioral concerns and strategies attempted to mitigate them. The MTSS Teams will review student data and supports already in place and decide what students need to be discussed at the Core meetings.
2/1/23	2/28/23	The Admin Team will complete classroom visits and provide feedback on instructional best practices at each grade level.
2/1/23	2/28/23	Weekly MTSS Meeting: MTSS Team to monitor students' academic data (progress monitoring, NWEA, etc.) using PowerBI to monitor/ intervene based on MTSS cut off points. Interventions will be coordinated and

		monitored by the MTSS Team. February's goal is to align the work from January to prioritized intervention (as outlined below) for each student at-risk: academic intervention, attendance intervention, behavior intervention, or other social-emotional interventions to increase course pass rate.
2/1/23	2/28/23	The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 CPT meeting.
2/1/23	2/28/23	The disproportionality in course pass rate will be reviewed/ progress monitored through the data. The BELT will host their monthly meeting to a) review/ progress monitor pass rate interim/ quarter data and b) action needs for specific departments from the equity lens, and c) make recommendations for best instructional practices
2/1/23	2/28/23	Collect and analyze data on T2 and T3 academic interventions during Tier ⅔ CPT meetings to determine if students are in an appropriate tier.
2/2/23	2/16/23	Content area teachers will meet weekly on Thursday during CPT with supervisors.
		March
3/1/23	3/31/23	Point person will monitor and support student academics, behaviors, and attendance daily during RB.
3/1/23	3/31/23	Monthly faculty meeting: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report disproportionality in academic success based on course pass rate.
3/1/23	3/31/23	Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.
3/1/23	3/31/23	Members of the MTSS Teams will report concerns regarding student academic and behavioral concerns and strategies attempted to mitigate them. The MTSS Teams will review student data and supports already in place and decide what students need to be discussed at the Core meetings.
3/1/23	3/31/23	The Admin Team will complete classroom visits and provide feedback on instructional best practices at each grade level.

3/1/23	3/31/23	Weekly MTSS Meeting: MTSS Team to monitor students' academic data (progress monitoring, NWEA, etc.) using PowerBI to monitor/ intervene based on MTSS cut off points. Interventions will be coordinated and monitored by the MTSS Team. March''s goal is to align the work from February to prioritized intervention (as outlined below) for each student at-risk: academic intervention, attendance intervention, behavior intervention, or other social-emotional interventions to increase course pass rate.
3/1/23	3/31/23	The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 CPT meeting.
3/1/23	3/31/23	The disproportionality in course pass rate will be reviewed/ progress monitored through the data. The BELT will host their monthly meeting to a) review/ progress monitor pass rate interim/ quarter data and b) action needs for specific departments from the equity lens, and c) make recommendations for best instructional practices
3/1/23	3/31/23	Collect and analyze data on T2 and T3 academic interventions during Tier $\frac{2}{3}$ CPT meetings to determine if students are in an appropriate tier.
3/1/23	3/30/23	Begin Draft Scep process: ● Identify the SCEP Development Team ● Convene first meeting ● Complete the Equity Self Reflection ● Begin student interview process
3/2/23	3/30/23	Content area teachers will meet weekly on Thursday during CPT with supervisors.
		April
4/1/23	4/30/23	Point person will monitor and support student academics, behaviors and attendance daily during RB.
4/1/23	4/30/23	Monthly faculty meeting: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report disproportionality in academic success based on course pass rate.
4/1/23	4/30/23	Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.
4/1/23	4/30/23	Members of the MTSS Teams will report concerns regarding student academic and behavioral concerns and strategies attempted to mitigate them. The MTSS Teams will review student data and supports already in

		place and decide what students need to be discussed at the Core meetings.
4/1/23	4/30/23	The Admin Team will complete classroom visits and provide feedback on instructional best practices at each grade level.
4/1/23	4/30/23	Weekly MTSS Meeting: MTSS Team to monitor students' academic data (progress monitoring, NWEA, etc.) using PowerBI to monitor/ intervene based on MTSS cut off points. Interventions will be coordinated and monitored by the MTSS Team. April's goal is to align the work from March to prioritized intervention (as outlined below) for each student at-risk: academic intervention, attendance intervention, behavior intervention, or other social-emotional interventions to increase course pass rate.
4/1/23	4/30/23	The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 CPT meeting.
4/1/23	4/30/23	The disproportionality in course pass rate will be reviewed/ progress monitored through the data. The BELT will host their monthly meeting to a) review/ progress monitor pass rate interim/ quarter data and b) action needs for specific departments from the equity lens, and c) make recommendations for best instructional practices.
4/1/23	4/30/23	Collect and analyze data on T2 and T3 academic interventions during Tier ⅔ CPT meetings to determine if students are in an appropriate tier.
4/6/23	4/27/23	Content area teachers will meet weekly on Thursday during CPT with supervisors.
		May
5/1/23	5/31/23	Point person will monitor and support student academics, behaviors and attendance daily during RB.
5/1/23	5/31/23	Continue the SCEP Development process ● Complete student interviews and discuss responses as a team ● Discuss data, including survey data, and lessons learned from the current school year ● Identify whether or not this commitment will remain/adjust

5/1/23	5/31/23	Monthly faculty meeting: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: A) Disproportionality in referrals, B) Disproportionality in suspensions, C) Disproportionality in grades and D) Review monthly PBIS behavior/ incentive and preventative strategy.
5/1/23	5/31/23	Monthly faculty meeting: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report disproportionality in academic success based on course pass rate.
5/1/23	5/31/23	Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.
5/1/23	5/31/23	Members of the MTSS Teams will report concerns regarding student academic and behavioral concerns and strategies attempted to mitigate them. The MTSS Teams will review student data and supports already in place and decide what students need to be discussed at the Core meetings.
5/1/23	5/31/23	The Admin Team will complete classroom visits and provide feedback on instructional best practices at each grade level.
5/1/23	5/31/23	Weekly MTSS Meeting: MTSS Team to monitor students' academic data (progress monitoring, NWEA, etc.) using PowerBI to monitor/ intervene based on MTSS cut off points. Interventions will be coordinated and monitored by the MTSS Team. May's goal is to align the work from April to prioritized intervention (as outlined below) for each student at-risk: academic intervention, attendance intervention, behavior intervention, or other social-emotional interventions to increase course pass rate.
5/1/23	5/31/23	The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 CPT meeting.
5/1/23	5/31/23	The disproportionality in course pass rate will be reviewed/ progress monitored through the data. The BELT will host their monthly meeting to a) review/ progress monitor pass rate interim/ quarter data and b) action needs for specific departments from the equity lens, and c) make recommendations for best instructional practices.
5/1/23	5/31/23	Collect and analyze data on T2 and T3 academic interventions during Tier ⅔ CPT meetings to determine if students are in an appropriate tier.
5/1/23	5/31/23	Monthly faculty meeting: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: A) Disproportionality in referrals, B) Disproportionality in suspensions, C)

		Disproportionality in grades and D) Review monthly PBIS behavior/ incentive and preventative strategy.
		June
6/1/23	6/22/23	Point person will monitor and support student academics, behaviors and attendance daily during RB.
6/1/23	6/22/23	Content area teachers will meet weekly on Thursday during CPT with supervisors.
6/1/23	6/30/23	Continue the SCEP Development process ● Begin writing the plan for this or adjusted disproportionality commitment ● Reconnect with students interviewed to discuss strategies proposed for the next year based on student feedback to ensure strategies align with what students were thinking
6/1/23	6/30/23	Monthly faculty meeting: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: A) Disproportionality in referrals, B) Disproportionality in suspensions, C) Disproportionality in grades and D) Review monthly PBIS behavior/ incentive and preventative strategy.
6/1/23	6/30/23	Monthly faculty meeting: Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report disproportionality in academic success based on course pass rate.
6/1/23	6/30/23	Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.
6/1/23	6/30/23	Members of the MTSS Teams will report concerns regarding student academic and behavioral concerns and strategies attempted to mitigate them. The MTSS Teams will review student data and supports already in place and decide what students need to be discussed at the Core meetings.
6/1/23	6/30/23	Weekly MTSS Meeting: MTSS Team to monitor students' academic data (progress monitoring, NWEA, etc.) using PowerBI to monitor/ intervene based on MTSS cut off points. Interventions will be coordinated and monitored by the MTSS Team. June's goal is to align the work from May to prioritized intervention (as outlined below) for each student at-risk: academic intervention, attendance intervention, behavior intervention, or other social-emotional interventions to increase course pass rate.

6/1/23	6/30/23	The MTSS Team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 CPT meeting.
6/1/23	6/30/23	The disproportionality in course pass rate will be reviewed/ progress monitored through the data. The BELT will host their monthly meeting to a) review/ progress monitor pass rate interim/ quarter data and b) action needs for specific departments from the equity lens, and c) make recommendations for best instructional practices.
6/1/23	6/30/23	Collect and analyze data on T2 and T3 academic interventions during Tier ⅔ CPT meetings to determine if students are in an appropriate tier.
6/1/23	6/30/23	Finalize draft SCEP and submit to assistant superintendent.

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.

Subgroup (CSI Schools use "All Students")	June 2023 Goal	2022-2023 Chronic Absenteeism Rate	2021-2022 Chronic Absenteeism Rate
By June of 2023, we will decrease our chronic absenteeism rate for all subgroups by 20% using a variety of Tier 1, 2 and 3 intervention strategies and Community School resources.			
All Students	29	34	47.5
Asian	10	15	26.1
Black	33	38	53.6
ED	35	40	56.8
ELL	25	30	41
Hispanic	27	32	56.8
Multiracial	32	37	53.8
SWD	37	42	54.2
White	16	21	34.6

Root Causes

What **theories or hypotheses** does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Lack of curriculum- culturally responsiveness to our scholar demographics.	Grade 9-12
Work avoidance due to lack of prerequisite academic skills and/or exposure to rigor necessary to be successful in school - (Data points include NWEA, BM, Regents Exams, other standardized exams).	Grade 9-12
Socio-economic factors - clean clothing, cold weather clothing, caregiving for younger family members, working teens.	Grade 9-12

Community Challenges - Justice involved youth, incarceration, CPS, placements, PINS, probation, substance use/abuse, mental health, physical health (Data - District Court Liaison, Psych/SW data)	Grade 9-12
Homelessness/housing insecure, transportation (McKinney Vento data)	Grade 9-12

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	7/1/2022	Tier 2/3 Targeted and Strategic Intervention -End of Year letter to chronically absent students outlining attendance expectations and policies for upcoming school year (attendance teachers) utilizing District's Attendance Matters initiatives. Returned mail to serve as a data point for attendance verification visits over summer months (Attendance Teachers/Home School Coordinators). -BLT will create a plan to support students.
7/1/2022	7/1/2022	CSSC will create/update a pamphlet of community resources to support basic needs for families to receive during the intake process
7/1/2022	7/31/2022	Attendance designee Creates Weekly Attendance Roster Sheet for Scholar Entry.
7/1/2022	8/1/2022	BLT to complete the School Practice Self-Assessment.
7/15/2022	8/15/2022	HSC or attendance designee to provide personalized summer outreach for incoming students with a history of chronic absenteeism. Meet with students, set an attendance goal, and document action plan that addresses barriers - to be completed during the intake process for every TCCE student.
8/1/2022	8/31/2022	Create absence flow chart.
8/1/2022	8/31/2022	Create building level attendance meetings/roles and responsibilities.
		September
9/1/2022	9/15/2022	Principal will provide the Attendance Team with the School Team Self-Assessment.
9/1/2022	9/30/2022	RB begins for students.
9/1/2022	9/30/2022	Chronically absent students from 2021-2022 will meet daily during lunch with Community Partners for attendance tracking and mentorship-Monday through Thursday.
9/1/2022	9/30/2022	RULER Lessons will be provided during Resilience Block to assist with the surface SEL and Community Belonging Needs.
9/1/2022	9/30/2022	Attendance teacher or/and HSC will identify students who were chronically absent for the previous academic year. Attendance Committee and MTSS Team will team with a point person to share

		data. Designee and Community Partner will meet with students at the beginning of the year.
9/1/2022	9/30/2022	Communicate building SCEP attendance goal/progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report/
9/1/2022	9/30/2022	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school).
9/1/2022	9/30/2022	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and Home School Coordinator will meet with students and contact families when mail is returned to school.
9/1/2022	9/30/2022	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (Nursing staff)
9/1/2022	9/30/2022	Analyze the data from the 2022-2023 academic year to identify improvement, misconceptions, and improvement goals.
9/1/2022	9/30/2022	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (admin, HSC, CSSC, attendance teacher, clinical team) CPS, PINS as needed.
9/1/2022	9/30/2022	Incentive for scholars who have "Perfect" attendance for the month.
		October
10/1/2022	10/31/2022	RULER lessons will be provided during Resilience Block to assist with the surface SEL and Community Belonging Needs.
10/1/2022	10/31/2022	Communicate building SCEP attendance goal/progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report.
10/1/2022	10/31/2022	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school).
10/1/2022	10/31/2022	Chronically absent students from 2021-2022 will meet daily during lunch with Community Partners for attendance tracking and mentorship-Monday through Thursday.
10/1/2022	10/31/2022	Honor roll breakfast (community members, school members, parents, students) held as PBIS Student Acknowledgement event to identify honor roll students, most improved academic/behavior/ attendance and honor Community Partners that helped with the outcomes. Will highlight "TCCE graduates" moving onto Night School or AHS.
10/1/2022	10/31/2022	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and home school coordinator will meet with students and contact

		families when mail is returned to school.
10/1/2022	10/31/2022	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.
10/1/2022	10/31/2022	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (nursing staff).
10/1/2022	10/31/2022	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (admin, HSC, CSSC, attendance teacher, Clinical Team)- CPS, PINS as needed.
10/1/2022	10/31/2022	Monitor FTE's send letters, drop as necessary.
10/1/2022	10/31/2022	Analyze the data from the 2022-2023 academic year to identify improvement, misconceptions, and improvement goals.
10/1/2022	10/31/2022	Point person to meet with students weekly during resilience block.
10/1/2022	10/31/2022	Incentive for scholars who have "Perfect" attendance for the month.
		November
11/1/22	11/31/22	RULER lessons will be provided during Resilience Block to assist with the surface SEL and Community Belonging Needs.
11/1/22	11/31/22	Communicate building SCEP attendance goal/ progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report.
11/1/22	11/31/22	Chronically absent students from 2021-2022/2023 will meet daily during lunch with community partners for attendance tracking and mentorship-Monday through Thursday.
11/1/22	11/31/22	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school).
11/1/22	11/31/22	Maintain accurate parental contact information, to include addresses, and phone numbers. Attendance teacher, office staff, and home school coordinator will meet with students and contact families when mail is returned to school.
11/1/22	11/31/22	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.
11/1/22	11/31/22	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (nursing staff)
11/1/22	11/31/22	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (admin, HSC, CSSC, attendance teacher, Clinical Team) CPS, PINS as needed.

11/1/22	11/31/22	Analyze the data from the 2022-2023 academic year to identify improvement, misconceptions, and improvement goals.
11/1/22	11/31/22	Monitor FTE's send letters, drop as necessary.
11/1/22	11/31/22	Point person to meet with students weekly during resilience block.
11/1/22	11/31/22	Quarterly AttenDANCE for scholars and PTSA gift card raffles for parents .
		December
12/1/22	12/24/22	RULER lessons will be provided during Resilience Block to assist with the surface SEL and Community Belonging Needs.
12/1/23	12/30/23	Point person to meet with students weekly during resilience block.
12/1/22	12/24/22	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (admin, HSC, CSSC, attendance teacher, clinical team) CPS, PINS as needed.
12/1/22	12/24/22	Honor roll breakfast (community members, school members, parents, students) held as PBIS Student Acknowledgement event to identify honor roll students, most improved academic/ behavior/ attendance and honor Community Partners that helped with the outcomes.
12/1/22	12/24/22	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school).
12/1/22	12/24/22	Analyze the data from the 2022-2023 academic year to identify improvement, misconceptions, and improvement goals.
12/1/22	12/24/22	Chronically absent students from 2021-2022/2023 will meet daily during lunch with Community Partners for attendance tracking and mentorship-Monday through Thursday.
12/1/22	12/24/22	Incentive for scholars who have "Perfect" attendance for the month.

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 the 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**		29
	Asian		10

	Black		33
	ED		35
	ELL		25
	Hispanic		27
	Multiracial		32
	SWD		37
	White		16

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**
1/1/23	1/31/23	**January- June**
1/1/23	1/31/23	TCCE Community Partners and staff will ensure that every scholar has access to the interventions and Community School resources to be prepared to enter the academic environment, based on mental, physical, and emotional by completing the daily/weekly barrier checks during the lunch shifts of each project. Targeting, tracking, and analyzing the attendance data. Have a professional development on entering attendance and ensuring attendance is being completed in a timely manner. Provide attendance campaign reminders for all parents and scholars.
1/1/23	1/31/23	RULER lessons will be provided during Resilience Block to assist with the surface SEL and Community Belonging Needs.
1/1/23	1/31/23	Point person to meet with students weekly during resilience block.
1/1/23	1/31/23	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (admin, HSC, CSSC, attendance teacher, clinical team) CPS, PINS as needed.
1/1/23	1/31/23	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school).
1/1/23	1/31/23	Analyze the data from the 2022-2023 academic year to identify improvement, misconceptions, and improvement goals.
1/1/23	1/31/23	Chronically absent students from 2021-2022/2023 will meet daily during lunch with Community Partners for attendance tracking and mentorship-Monday through Thursday.
1/1/23	1/31/23	Incentive for scholars who have "Perfect" attendance for the month

		February
2/1/23	2/28/23	RULER lessons will be provided during Resilience Block to assist with the surface SEL and Community Belonging Needs.
2/2/23	2/28/23	Point person to meet with students weekly during resilience block.
2/1/23	2/28/23	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (admin, HSC, CSSC, attendance teacher, Clinical Team) CPS, PINS as needed.
2/1/23	2/28/23	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school.
2/1/23	2/28/23	Analyze the data from the 2022-2023 academic year to identify improvement, misconceptions, and improvement goals.
2/1/23	2/28/23	Chronically absent students from 2021-2022/2023 will meet daily during lunch with Community Partners for attendance tracking and mentorship-Monday through Thursday.
2/1/23	2/28/23	Incentive for scholars who have "Perfect" attendance for the month.
		March
3/1/23	3/31/23	RULER lessons will be provided during Resilience Block to assist with the surface SEL and Community Belonging Needs.
3/1/23	3/31/23	Point person to meet with students weekly during resilience block.
3/1/23	3/31/23	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (admin, HSC, CSSC, attendance teacher, Clinical Team) CPS, PINS as needed.
3/1/23	3/31/23	Analyze the data from the 2022-2023 academic year to identify improvement, misconceptions, and improvement goals.
3/1/23	3/31/23	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school).
3/1/23	3/31/23	Chronically absent students from 2021-2022/2023 will meet daily during lunch with Community Partners for attendance tracking and mentorship-Monday through Thursday.
3/1/23	3/31/23	Quarterly AttenDANCE for scholars and PTSA gift card raffles for parents.
		April
4/1/23	4/30/23	RULER lessons will be provided during Resilience Block to assist with the surface SEL and Community Belonging Needs.
4/1/23	4/30/23	Point person to meet with students weekly during resilience block.
4/1/23	4/30/23	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (admin, HSC, CSSC, attendance teacher, Clinical Team) CPS, PINS as needed.
4/1/23	4/30/23	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school).

4/1/23	4/30/23	Chronically absent students from 2021-2022/2023 will meet daily during lunch with Community Partners for attendance tracking and mentorship-Monday through Thursday.
4/1/23	4/30/23	Analyze the data from the 2022-2023 academic year to identify improvement, misconceptions, and improvement goals.
4/1/23	4/30/23	Incentive for scholars who have "Perfect" attendance for the month.
		May
5/1/23	5/31/23	RULER lessons will be provided during Resilience Block to assist with the surface SEL and Community Belonging Needs.
51/23	5/31/23	Point person to meet with students weekly during resilience block.
5/1/23	5/31/23	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (admin, HSC, CSSC, attendance teacher, Clinical Team) CPS, PINS as needed.
5/1/23	5/31/23	Chronically absent students from 2021-2022/2023 will meet daily during lunch with Community Partners for attendance tracking and mentorship-Monday through Thursday.
5/1/23	5/31/23	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school).
5/1/23	5/31/23	Analyze the data from the 2022-2023 Academic year to identify improvement, misconceptions, and improvement goals, with BLT & Advisory Board Team
5/1/23	5/31/23	Incentive for scholars who have "Perfect" attendance for the month.
		June
6/1/23	6/30/23	RULER lessons will be provided during Resilience Block to assist with the surface SEL and Community Belonging Needs.
6/1/23	6/30/23	Point person to meet with students weekly during resilience block.
6/1/23	6/30/23	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (admin, HSC, CSSC, attendance teacher, Clinical Team) CPS, PINS as needed.
6/1/23	6/30/23	Chronically absent students from 2021-2022/2023 will meet daily during lunch with Community Partners for attendance tracking and mentorship-Monday through Thursday.
6/1/23	6/30/23	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school).
6/1/23	6/30/23	Complete S.C.E.P. goal data for 2023-2024 based on 2022-2023 Outcome, BLT & Advisory Board Team.
6/1/23	6/30/23	Quarterly AttenDANCE for scholars and PTSA gift card raffles for parents.
6/1/23	6/30/23	Chronically absent students from 2021-2022/2023 who meet daily during lunch with Community Partners, will showcase their PBL outcome to the Community as a whole.

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
How to account for Virtual Attendance	Tracking mechanism to effectively and equitably take attendance in a virtual environment, such as completion of assignment within a 24 hour period.	Immediately upon a virtual environment
Transportation	Provide CDTA transportation cards for those who do not qualify for the distance for ID Bus privileges.	Daily/Weekly during Barrier Checks.

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

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.
●
●
●

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 2019 cohort based on what the school sees as the likely results at the end of the 2021-22 school year.
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

Action Plan: August to January - DRAFT

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**
8/1/22	8/31/22	TCCE principal to collaborate with the ACTC principal to ensure TCCE students have equitable access to CTE coursework via summer collaboration/ strategic master scheduling.
8/1/22	8/31/22	TCCE to maintain CTE enrollment at ACTC at or above 10 students via master scheduling. (grades 11/12)
		September
9/1/22	9/30/22	BLT to monitor the CTE pass rate, CTE enrollment at ACTC.
9/1/22	9/30/22	School counselor to intervene with CTE students.
		October
10/7/22	10/31/22	School counselor to intervene with CTE students.
10/19/22	10/19/22	CTE enrollment (TCCE @ TCCE and ACTC), student progress in CTE (TCCE @ TCCE) to be communicated via principal reports and faculty meetings.
10/22/22	10/22/22	BLT to monitor the CTE pass rate, CTE enrollment at ACTC.
		November
11/1/22	11/10/22	School counselor to intervene with CTE students as appropriate.
11/16/22	11/16/22	CTE enrollment (ACTC), student progress in CTE via the monthly principal report at the faculty meeting.
11/18/22	11/18/22	BLT to monitor the CTE pass rate, CTE enrollment at ACTC.
		December
12/16/22	12/16/22	BLT to monitor the CTE pass rate, CTE enrollment.
12/21/22	12/21/22	CTE enrollment (ACTC), student progress via the monthly principal report at the faculty meeting.
12/1/21	12/31/21	School counselor to intervene with CTE students and dually enrolled students as appropriate.

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***

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
		January
1/16/23	1/16/23	BLT to monitor the CTE pass rate, CTE enrollment at ACTC.
1/18/23	1/18/23	CTE enrollment (ACTC), student progress via the monthly principal report at the faculty meeting.
1/1/23	1/31/23	School counselor to intervene with CTE students and dually enrolled students as appropriate.
		February
2/15/23	2/15/23	CTE enrollment (ACTC), student progress in CTE via the monthly principal report at the faculty meeting.
2/17/23	2/17/23	BLT to monitor the CTE pass rate, CTE enrollment at ACTC.
2/1/23	2/26/23	School counselor to intervene with CTE students and dually enrolled students as appropriate.
		March
3/1/23	3/1/23	CTE enrollment (ACTC), student progress in CTE via the monthly principal report at the faculty meeting.
3/17/23	3/17/23	BLT to monitor the CTE pass rate, CTE enrollment at ACTC.
3/1/23	3/31/23	School counselor to intervene with CTE students and dually enrolled students as appropriate.
3/1/23	3/31/23	Counselor to begin the course request process and encourage students to enroll in CTE coursework.

		April
4/12/23	4/12/23	CTE enrollment (ACTC), student progress in CTE via the monthly principal report at the faculty meeting.
4/21/23	4/21/23	BLT to monitor the CTE pass rate, CTE enrollment at ACTC.
4/30/23	4/30/23	School counselor to intervene with CTE students and dually enrolled students as appropriate.
4/1/23	4/30/23	Counselor to continue the course request process and encourage students to enroll in CTE.
		May
5/3/23	5/3/23	CTE enrollment (ACTC), student progress via the monthly principal report at the faculty meeting.
5/19/23	5/19/23	BLT to monitor the CTE pass rate, CTE enrollment at ACTC.
5/3/23	5/31/23	School counselor to intervene with CTE students.
5/3/2023	5/29/23	Counselor to finalize course offerings at TCCE and provide a report to the principal outlining 2023-24 enrollment.
		June
6/7/23	6/7/23	CTE enrollment (ACTC), student progress via the monthly principal report at the faculty meeting.
6/16/23	6/16/23	BLT to monitor the CTE pass rate, CTE enrollment at ACTC, CTE enrollment.
6/1/23	6/30/23	School counselor to intervene with CTE students.
6/1/23	6/30/23	School counselor to provide the BLT with the TCCE CTE student at ACTC, TCCE CTE enrollment at TCCE grade analysis to inform 2022-23 planning.
6/1/23	6/30/23	School counselor to provide the BLT with the TCCE CTE enrolled students to assist with summer planning
6/16/23	6/16/23	BLT to review SCEP progress for CCCR and make adjustments for the 2023-24 SCEP.

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
	•	
	•	
	•	
	•	
	•	
	•	

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).