New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2022-23
School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Albany CSD	William S. Hackett	Mr. Michael Paolino	6-8

2018-19 Accountability Data

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

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students						

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	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism 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
Example: 3/6/20	*x*	*x*			
May 4, 2022	X	X		X	
May 22, 2022	X	X		X	
May 25, 2022	X	X		X	
June 1 2022	X	X		X	X
June 15, 2022	X	X		X	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.

Stakeholder Name	Role	Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)*											Signature
		May 4, 2022	May 22, 2022	May 25, 2022	June 1, 2022	June 15, 2022							
Michael Paolino	Principal		X	X	X	X							
Lisa House	Asst. Principal		X	X	X								
April Stokes	Asst. Principal		X	X	X								
Craig Ascher	Science Teacher		X	X	X								
Jaclyn Rancourt	ELA Teacher	X											
Allison Griner	Science Teacher		X	X	x								
Cindy Moorcroft	SPED Teacher		X	X	X	X							
Paul Manzo	Math Teacher		X	X	X	X							
Jennifer Houlihan	ELA Supervisor	X											

Frank Delsignore	Math Supervisor		x	x									
Sarah Wolfe	Literacy Coach	x											
Susan Tuminaro	Math Coach		x	x									
Corie Hart-Nelson	Reading Teacher				x	x							
Brad Hupfl	Math Interventionist					x							
Sara Pereira	ENL Teacher			x	x	x							
Jennifer Pryor	Literacy Coach	x											
Ashley Dillon	ELA Teacher	x											
Renee Meade	ELA Teacher	x											
Margaret Aiossa	ELA Teacher	x											
Bridget Smith	ELA Teacher	x											
Jenny O'Neill	Parent, PTA		x	x	x	x							

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	

ELA Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal	2018-19 ELA Academic Achievement Index
All Students	**All**: 55.2 to 60	**All students**: 80.1; MGP: 55.2
Asian	**Asian:** 62.6 to 67	**Asian:** 102.3/MGP: 62.6
Hispanic	**Hispanic**: 54.5 to 60	**Hispanic:** 61.8/MGP: 54.5
Multiracial	**Multiracial**: 54.7 to 60	**Multiracial**: 72.9/MGP: 54.7
SWD	**SWD**: 53.5 to 60	**SWD**: 14.4/MGP: 53.5
White	**White**: 56 to 60	**White**: 123.4/MGP: 56
ED	**ED**: 54.8 to 60	**ED**: 55.6/MGP: 54.
Black	**Black**: 53.1 to 60	**Black**: 58.3/MGP: 53.1
ELL	**ELL**: 58.5 to 60	**ELL**: 48.4/MGP: 58.5

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 contact tracing stifled collaboration, organic student-to-student discourse, and the building of an intimate class culture, which was also impacted by the extensive social isolation our students experienced for a year and a half as well as the abrupt shift to 1:1 chromebooks - teachers are still exploring what the just right balance is in terms of device use in class as well as learning how to best manage the opportunities for distraction devices may amplify. ● The number of students who are academically disengaged is higher than we've previously experienced; large swaths of students are presenting with concerns related to their socio-emotional wellness, mental health, behavioral engagement, family/peer/community conflicts sometimes resulting in violence, and other high-demand needs (i.e., homelessness, food insecurity). We are struggling to address these pressing needs effectively with our existing staff and shortages in qualified and skilled job applicants.	No

● 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.	
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.	Core-Area Classes
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	BLT Notes
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	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 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
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.	By January 2023, 6th Grade students at Hackett Middle School will have a 3-5% percent increase in proficiency over the January 2022 baseline of 47% proficiency. By January 2023, 7th Grade students at Hackett Middle School will have a 3-5% percent increase in proficiency over the January 2022 baseline of 33% proficiency. . By January 2023, 8th Grade students at Hackett Middle School will have a 3-5% percent increase in proficiency over the January 2022 baseline of 39% proficiency.

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	BLT Notes

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

Subgroup (CSI schools use "All Students")	June 2021 Goal	2018-19 Math Academic Achievement Index
All students	**All students:** 55.2 to 60;	**All students**: 58.4; MGP: 55.2
Black	**Black:** 53.1 to 60	**Black**: 26.4/MGP: 53.1
ED	**ED:** 54.8 to 60	**ED**: 29.1/MGP
ELL	**ELL:** 58.5 to 60	**ELL**: 26.8/MGP
Hipanic	**Hispanic:** 54.5 to 60; Multiracial: 54.7 to 60; SWD: 53.5 to 60; White: 56 to 60	**Hispanic:** 37.7/MGP
Multiracial	**Multiracial**: 54.7 to 60	**Multiracial**: 60.6/MGP: 54.7
SWD	**SWD**: 53.5 to 60	**SWD**: 7.7/MGP: 53.5
White	**White:** 56 to 60	**White:** 120.8/MGP: 56

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

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**	**BLT Notes**
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.	
9/2/2022	9/2/2022	Kendall Hunt will provide professional development to all Grade 6 Math Teachers to launch new math resource, Illustrative Mathematics	
9/15/2022	11/10/2022	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.	
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	Kendall Hunt will provide professional development to all Grade 6 Math Teachers to launch new math resource, Illustrative Mathematics	
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	The instructional supervisor for Secondary Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the Secondary Data Team model, including written feedback on data team minutes.	
10/1/2022	10/31/2022	The instructional supervisor for Secondary Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.	
10/11/2022	10/14/2022	Teacher teams, 6-8 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	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.	
10/31/2022	11/4/2022	Math and Math enrichment teachers will meet 1:1 with students to provide information and feedback to students on their NWEA Math performance and set goals for the Winter administration using the Student Goal Setting Worksheet.	
11/1/2022	11/30/2022	Math and Math 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.	
11/1/2022	11/30/2022	The instructional supervisor for secondary Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the Secondary Data Team model, including written feedback on data team minutes.	
11/1/2022	11/30/2022	The instructional supervisor for secondary Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.	
11/12/2022	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.	
11/14/2022	1/27/2023	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.	
11/15/2022	11/19/2022	Teacher teams, 6-8 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, 6-8 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	Math and Math 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.	
12/1/2022	12/22/2022	The instructional supervisor for secondary Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the Secondary Data Team model, including written feedback on data team minutes.	
12/1/2022	12/22/2022	The instructional supervisor for secondary Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.	
12/19/2022	12/22/2022	Teacher teams, 6-8 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	Math and Math 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.	
1/3/2023	1/31/2023	The instructional supervisor for secondary Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the Secondary Data Team model, including written feedback on data team minutes.	
1/3/2023	1/31/2023	The instructional supervisor for secondary Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.	
1/9/2023	1/13/2023	Teacher teams, 6-8 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.	
1/30/2023	2/3/2023	The NWEA Measures of Academic Progress for Math Winter administration will occur with a participation goal of 95%.	
By 1/27/2023	1/27/2023	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.	

Mid-Year Benchmark

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

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

Assessment	January 2022 Performance	January 2023 Target
NWEA Math - Winter	USE THIS FOR THE MIDPOINT: Schools should enter a goal that reflects a 3-5% increase on the January Math benchmark by grade level.	By January 2023, 6th Grade students at Hackett Middle School will have a 3-5% percent increase in proficiency over the January 2022 baseline. By January 2023, 7th Grade students at Hackett Middle School will have a 3-5% percent increase in proficiency over the January 2022 baseline. . By January 2023, 8th Grade students at Hackett Middle School will have a 3-5% percent increase in proficiency over the January 2022 baseline.

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	BLT Notes
1/30/2023	4/7/2023	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.	
2/1/2023	2/28/2023	Math and Math 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.	
2/1/2023	2/28/2023	The instructional supervisor for secondary Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.	
2/1/2023	2/28/2023	The instructional supervisor for secondary Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.	
2/7/2023	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, 6-8 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.	
2/27/2023	3/3/2023	Math and Math enrichment teachers will meet 1:1 with students to provide information and feedback to students on their NWEA Math performance and set goals for the Winter administration using the Student Goal Setting Worksheet.	
3/1/2023	3/31/2023	Math and Math 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.	
3/1/2023	3/31/2023	The instructional supervisor for secondary Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.	
3/1/2023	3/31/2023	The instructional supervisor for secondary Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.	
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	Math and Math 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.	
4/1/2023	4/30/2023	The instructional supervisor for secondary Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.	
4/1/2023	4/30/2023	The instructional supervisor for secondary Mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals.	
4/17/2023	5/31/2023	Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices.	
4/17/2023	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, 6-8 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	Math and Math 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.	
5/1/2023	5/31/2023	The instructional supervisor for secondary Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.	
5/1/2023	5/31/2023	The instructional supervisor for secondary Mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.	
5/15/2023	5/19/2023	Teacher teams, 6-8 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.	

5/15/2023	5/19/2023	The NWEA Measures of Academic Progress for Math Spring administration will occur with a participation goal of 95%.	
5/17/2023	5/17/2023	The instructional supervisor for secondary Mathematics and middle school Math coach will provide professional development in culturally responsive math instruction to amplify student voice.	
5/22/2023	5/26/2023	Math and Math enrichment teachers will meet 1:1 with students to provide information and feedback to students on their NWEA Math performance, review their goals for the year, and celebrate achievements using the Student Goal Setting Worksheet.	
By 5/31/2023	By 5/31/2023	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.	

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**

ELP or School-Selected Goal

June 2023 Goal	2021-22 ELP Success Ratio (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
By June 2024, Hackett Middle School will reduce discipline referrals and suspensions for each identified subgroup by 5%.	21-22 Disproportionality data for Discipline Referrals (R) and Suspensions (S) (as of 6/15/2022) **Economically disadvantaged**: 38.75% (R) 25.1% (S); **Students with Disabilities**: 51.3% (R) 35.9% (S); **Black subgroup**: 42.4% (R) 28.8% (S)
By June 2023, Hackett MS will increase the percentage of students who strongly agree with the following statement "Students say that staff do not show any preconceived bias toward any student group" to 75%.	The 2022 Student Voice DTSDE index for statement DV 81, showed that 47.5% of all Hackett students agreed or strongly agreed with the following statement, "Students say that staff do not show any preconceived bias toward any student group."

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?)
A review of data shows that students who have high incidence of suspension and discipline referrals tend to continue to have high incidence of discipline in subsequent years.	all students
A review of the data shows an increase in student discipline and referrals from prior years due to student re-acclimation to school and onsite learning due to the COVID pandemic.	all students
A review of student data shows that a high percentage of suspensions occurs as a result of conflicts occurring outside of the classroom.	all students

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	BLT Notes
August 1st, 2022	August 31st, 2022	The Hackett Student Support Team will work collaboratively with the Feeder Elementary Teams to create a listing of all students receiving tier 2 and tier 3 disciplinary interventions.	

August 30th, 2022	August 30th, 2022	The Hackett PBIS Committee will share and review with all faculty and staff the PBIS matrix, behavior flowchart and classroom behavior management plans.	
Sept 1, 2022	Sept 1, 2022	This is the official start day for all new students enrolling in Hackett Middle School. Time will be allocated on this day for teachers to introduce PBIS expectations with all new incoming HMS students. Grade level teams will teach and reinforce with all students expectations for the hallway, classroom, bathroom, and fire drills.	
Sept 2, 2022	Sept 30, 2022	The PBIS Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The PBIS Committee will share with the Student Support Team identified students in need of additional interventions and supports.	
Sept 2, 2022	Sept 30, 2022	The SST will meet weekly to review the recommendations put forth by the PBIS committee as it relates to student discipline. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Sept 2, 2022	Sept 30, 2022	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students.	
Sep t23, 2022	Sept 23, 2022	Hackett faculty and administration will work closely with students from all grade level teams to model facilitation of quarterly town hall meetings. The expectation is to incorporate student voice into the town hall meetings and provide students with ownership and accountability for facilitation of all meetings.	

Sept 14, 2022	Sept 28, 2022	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups.	
Oct 3, 2022	Oct 31, 2022	The PBIS Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The PBIS Committee will share with the Student Support Team identified students in need of additional interventions and supports. Monthly PBIS Committee meetings held and minutes/report shared with faculty.	
Oct 3, 2022	Oct 31, 2022	The SST will meet weekly to review the recommendations put forth by the PBIS Committee as it relates to student discipline. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Oct 3, 2022	Oct 31, 2022	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students.	
Oct 3, 2022	Oct 31, 2022	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions.	
Oct 12, 2022	Oct 26, 2022	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups.	

October 21, 2022	October 21, 2022	HMS will conduct the second town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Oct 28, 2022	Oct 28, 2022	Identified At-Risk students will meet monthly during lunch study hall with their SST point persons (social worker and/or guidance counselor/admin) to discuss strategies for improving both their academic and behavioral performance.	
Nov 1, 2022	Nov 30, 2022	The PBIS Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The PBIS Committee will share with the Student Support Team identified students in need of additional interventions and support. Monthly PBIS Committee meetings held and minutes/report shared with faculty.	
Nov 1, 2022	Nov 30, 2022	The SST will meet weekly to review the recommendations put forth by the PBIS Committee as it relates to student discipline. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Nov 1, 2022	Nov 30, 2022	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students.	
Nov 1, 2022	Nov 30, 2022	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions.	

Nov 9, 2022	Nov 30, 2022	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups.	
Nov 18, 2022	Nov 18, 2022	HMS will conduct the third town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Dec 2, 2022	Dec 2, 2022	Identified At-Risk students will meet monthly during lunch study hall with their SST point persons (social worker and/or guidance counselor/admin) to discuss strategies for improving both their academic and behavioral performance.	
Dec 1, 2022	Dec 22, 2022	The PBIS Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The PBIS Committee will share with the Student Support Team identified students in need of additional interventions and supports. Monthly PBIS Committee meetings held and minutes/report shared with faculty.	
Dec 1, 2022	Dec 22, 2022	The SST will meet weekly to review the recommendations put forth by the PBIS Committee as it relates to student discipline. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Dec 1, 2022	Dec 22, 2022	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students.	
Dec 1, 2022	Dec 22, 2022	The HMS school psychologist will meet with each grade level team on a weekly	

		basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions.	
Dec 7, 2022	Dec 21, 2022	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups.	
Dec 16, 2022	Dec 16, 2022	HMS will conduct the fourth town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Jan 3, 2023	Jan 31, 2023	The PBIS Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The PBIS Committee will share with the Student Support Team identified students in need of additional interventions and supports. Monthly PBIS Committee meetings held and minutes/report shared with faculty.	
Jan 3, 2023	Jan 31, 2023	The SST will meet weekly to review the recommendations put forth by the PBIS Committee as it relates to student discipline. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Jan 3, 2023	Jan 31, 2023	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students.	
Jan 3, 2023	Jan 31, 2023	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares	

		concerns with the SST for additional student discussion and implementation of recommended interventions.	
Jan 11, 2023	Jan 25, 2023	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups.	
Jan 6, 2023	Jan 6, 2023	Identified At-Risk students will meet monthly during lunch study hall with their SST point persons (social worker and/or guidance counselor/admin) to discuss strategies for improving both their academic and behavioral performance.	
Jan 20, 2023	Jan 20, 2023	HMS will conduct the fifth town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Jan 27, 2023	Jan 27, 2023	Identified At-Risk students will meet monthly during lunch study hall with their SST point persons (social worker and/or guidance counselor/admin) to discuss strategies for improving both their academic and behavioral performance.	

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 2020.

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

Data Source	January 2022 Results	January 2023 Target
Disproportionality of Student discipline referral data	**Economically disadvantaged**: 76.5% (R) **Students with Disabilities**: 82.5% (R) **Black subgroup**: 73.3%	**Economically disadvantaged**: 71.5% (R) **Students with Disabilities**: 77.5% (R) **Black subgroup**: 68.3%
Disproportionality of Student suspension data	**Economically disadvantaged**: 42.0% (S); **Students with Disabilities**: 52.6% (S); **Black subgroup**: 43.0% (S)	**Economically disadvantaged**: 37.0% (S); **Students with Disabilities**: 47.6% (S); **Black subgroup**:38% (S)

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	BLT Notes
Feb 1, 2023	Feb 28, 2023	The PBIS Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The PBIS Committee will share with the Student Support Team identified students in need of additional interventions and supports. Monthly PBIS Committee meetings held and minutes/report shared with faculty.	
Feb 1, 2023	Feb 28, 2023	The SST will meet weekly to review the recommendations put forth by the PBIS Committee as it relates to student discipline. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Feb 1, 2023	Feb 28, 2023	The HMS home school coordinator will conduct home visits for 5 families of Tier II	

		and III behavior students.	
Feb 1, 2023	Feb 28, 2023	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions.	
Feb 1, 2023	Feb 28, 2023	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups.	
Feb 1, 2023	Feb 28, 2023	Identified At-Risk students will meet monthly during lunch study hall with their SST point persons (social worker and/or guidance counselor/admin) to discuss strategies for improving both their academic and behavioral performance.	
Feb 9, 2023	Feb 9, 2023	HMS will conduct the sixth town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Mar 1, 2023	Mar 31, 2023	The PBIS Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The PBIS Committee will share with the Student Support Team identified students in need of additional interventions and supports. Monthly PBIS Committee meetings held and minutes/report shared with faculty.	
Mar 1, 2023	Mar 31, 2023	The SST will meet weekly to review the recommendations put forth by the PBIS committee as it relates to student discipline. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	

Mar 1, 2023	Mar 31, 2023	The HMS home school coordinator will conduct home visits for 5 families of tier II and III behavior students.	
Mar 1, 2023	Mar 31, 2023	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions.	
Mar 10, 2023	Mar 10, 2023	HMS will conduct the seventh town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Mar 8, 2023	Mar 22, 2023	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups.	
Mar 24, 2023	Mar 24, 2023	Identified At-Risk students will meet monthly during lunch study hall with their SST point persons (social worker and/or guidance counselor/admin) to discuss strategies for improving both their academic and behavioral performance.	
Apr 3, 2023	Apr 28, 2023	The PBIS Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The PBIS Committee will share with the Student Support Team identified students in need of additional interventions and supports. Monthly PBIS Committee meetings held and minutes/report shared with faculty.	
Apr 3, 2023	Apr 28, 2023	The SST will meet weekly to review the recommendations put forth by the PBIS Committee as it relates to student discipline. The SST will make recommendations to support the identified students. SST will also progress monitor all	

		students assigned interventions to determine their overall effectiveness.	
Apr 3, 2023	Apr 28, 2023	The HMS home school coordinator will conduct home visits for 5 families of tier II and III behavior students.	
Apr 3, 2023	Apr 28, 2023	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions.	
Apr 19, 2023	Apr 19, 2023	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups.	
April 21, 2023	April 21, 2023	HMS will conduct the eighth town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Apr 28 2023	Apr 28, 2023	Identified At-Risk students will meet monthly during lunch study hall with their SST point persons (social worker and/or guidance counselor/admin) to discuss strategies for improving both their academic and behavioral performance.	
Apr 21, 2023	Apr 21, 2023	HMS will conduct the third quarterly town hall meeting for all students to introduce and reinforce the student code of conduct.	
May 1, 2023	May 31, 2023	The PBIS Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The PBIS Committee will share with the Student Support Team identified students in need of additional interventions and supports. Monthly PBIS Committee meetings held and minutes/report shared with faculty.	
May 1,	May 31,	The SST will meet weekly to review the	

2023	2023	recommendations put forth by the PBIS Committee as it relates to student discipline. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
May 1, 2023	May 31, 2023	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students.	
May 1, 2023	May 31, 2023	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions.	
May 10, 2023	May 24, 2023	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. The BLT will use this data to review and modify action steps for preparation of the 2023 - 2024 SCEP.	
May 19, 2023	May 19, 2023	HMS will conduct the ninth town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
May 26, 2023	May 26, 2023	Identified At-Risk students will meet monthly during lunch study hall with their SST point persons (social worker and/or guidance counselor/admin) to discuss strategies for improving both their academic and behavioral performance.	
June 1, 2023	June 16, 2023	The PBIS Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The PBIS Committee will share with the Student Support Team identified students in need of additional interventions and	

		supports. Monthly PBIS Committee meetings held and minutes/report shared with faculty.	
June 1, 2023	June 16, 2023	The SST will meet weekly to review the recommendations put forth by the PBIS Committee as it relates to student discipline. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
June 1, 2023	June 16, 2023	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students.	
June 1, 2023	June 16, 2023	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions.	
June 7, 2023	June 7, 2023	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. The BLT will use this data to review and modify action steps for preparation of the 2023 - 2024 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

Chronic Absenteeism or School-Selected Goal

Subgroup (CSI schools use "All Students")	June 2023 Goal	2021-22 Chronic Absenteeism Rate (If School-Selected Goal, provide the most recent End-of-Year Data for the same measure as the goal)
All Students	By June 2023, the chronic absenteeism rate in Hackett Middle School for all students will be 30%	The chronic absenteeism rate in Hackett Middle School for all students in 2021-22 was 36.8%.
Asian	By June 2023, the chronic absenteeism rate in Hackett Middle School for Asian students will be 10%	The chronic absenteeism rate in Hackett Middle School for Asian students in 2021-22 was 15.7%
Black	By June 2023, the chronic absenteeism rate in Hackett Middle School for black students will be 30%.	The chronic absenteeism rate in Hackett Middle School for black students in 2021-22 was 43.%
Economically Disadvantaged	By June 2023, the chronic absenteeism rate in Hackett Middle School for economically disadvantaged students will be 30%.	The chronic absenteeism rate in Hackett Middle School for economically disadvantaged students in 2021-22 was 45.68%.
ELL	By June 2023, the chronic absenteeism rate in Hackett Middle School for ELL students will be 30%.	The chronic absenteeism rate in Hackett Middle School for ELL students in 2021-22 was 45.1%

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?)
A review of data shows that students who are chronically absent are more likely to have lower academic success.	No
While HMS has a system in place to communicate attendance concerns with parents, this communication alone does not necessarily cause change in student absenteeism.	No
A review of the data shows that students who are deemed chronically absent have been chronically absent throughout their education in previous years.	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	BLT Notes
August 1, 2022	August 31, 2022	The Hackett Middle School Attendance Committee will compile a list of current and incoming students who were	

		deemed chronically absent for the 2021-22 school year. The Attendance Committee will use this list to reach out to families and provide them with information related to the importance of attending school on a regular basis.	
August 1, 2022	August 30, 2022	The Hackett Middle School building principal will send home a separate parent letter prior to the start of the school year discussing the importance of student attendance and strategies to support this goal.	
September 9, 2022	September 30, 2022	The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
September 2, 2022	September 10, 2022	Chronically absent students will be flagged in schooltool to show attendance concerns. During the first month of school, Grade Level Teams will meet with students who were deemed chronically absent.	
September 9, 2022	September 23, 2022	The Hackett Middle School administrators in cooperation with the home school coordinator and the attendance clerk, will meet on the 2nd and 4th Friday of each month to review the grade level attendance reports and identify those students where a	

		home visit will need to be conducted. This committee will ensure that action steps identified in grade level meetings are being implemented with fidelity.	
October 7th, 2022	October 21st, 2022	The Hackett Middle School Grade Level Attendance Teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
October 14th, 2022	October 28th, 2022	The Hackett Middle School administrators in cooperation with the home school coordinator and the attendance clerk, will meet on the 2nd and 4th Friday of each month to review the grade level attendance reports and identify those students where a home visit will need to be conducted. This committee will ensure that action steps identified in grade level meetings are being implemented with fidelity.	
October 3, 2022	October 31, 2022	The school's automated system will call the home of each student who is not in attendance each day.	
October 3, 2022	October 31, 2022	Monthly attendance letters will be generated for those students who met specific absence threshold criteria.	
November 4, 2022	November 18, 2022	The Hackett Middle School Grade Level Attendance Teams will meet on a bi-weekly basis to review student attendance and tardies.	

		The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
November 11, 2022	November 25, 2022	The Hackett Middle School administrators in collaboration with the home school coordinator and the attendance clerk, will meet on the 2nd and 4th Friday of each month to review the grade level attendance reports and identify those students where a home visit will need to be conducted. This committee will ensure that action steps identified in grade level meetings are being implemented with fidelity.	
November 1, 2022	November 30, 2022	Monthly attendance letters will be generated for those students who met specific absence threshold criteria. The attendance teacher representative from each grade level will meet with the students receiving a letter during their specified lunch/study hall period for the purpose of identifying the attendance barriers and to identify interventions for improving their overall attendance.	
November 1, 2022	November 30, 2022	The school's automated system will call the home of each student who is not in attendance each day. School staff will implement the individualized plans developed by the Attendance Committee to address barriers to	

		school attendance. The principal will emphasize the importance of regular school attendance in the quarterly parent newsletter.	
November 1, 2022	November 30, 2022	HMS will conduct a quarterly attendance challenge for the 1st quarter, rewarding students who have maintained 90% attendance rates or improved attendance rates. This may include raffles, ceremonies, awards, and celebrations.	
December 2, 2022	December 16, 2022	The Hackett Middle School Grade Level Attendance Teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
December 9, 2022	December 23, 2022	The Hackett Middle School administrators in cooperation with the home school coordinator and the attendance clerk, will meet on the 2nd and 4th Friday of each month to review the grade level attendance reports and identify those students where a home visit will need to be conducted. This committee will ensure that action steps identified in grade level meetings are being implemented with fidelity.	
December 1, 2022	December 22, 2022	The school's automated system will call the home of each student who is not in attendance each day. The school leader and attendance teacher will mail	

		monthly chronic attendance letters home to families who meet the attendance threshold.	
December 1, 2022	December 22, 2022	Monthly attendance letters will be generated for those students who met specific absence threshold criteria. The attendance teacher representative from each grade level will meet with the students receiving a letter during their specified lunch/study hall period for the purpose of identifying the attendance barriers and to identify interventions for improving their overall attendance.	
January 6, 2023	January 20, 2023	The Hackett Middle School Grade Level Attendance Teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
January 13, 2023	January 27th, 2023	The Hackett Middle School administrators in cooperation with the home school coordinator and the attendance clerk, will meet on the 2nd and 4th Friday of each month to review the grade level attendance reports and identify those students where a home visit will need to be conducted. This committee will ensure that action steps identified in grade level meetings are being implemented with fidelity.	

January 3, 2023	January 31, 2023	The school's automated system will call the home of each student who is not in attendance each day. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.	
January 3, 2023	January 31, 2023	Monthly attendance letters will be generated for those students who met specific absence threshold criteria. The attendance teacher representative from each grade level will meet with the students receiving a letter during their specified lunch/study hall period for the purpose of identifying the attendance barriers and to identify interventions for improving their overall attendance.	

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 2020.

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 with Chronic Absenteeism goals should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup (CSI use "All Students")	January 2022 Results	January 2023 Target
% of students with 9 or more absences (*replace with alternate data source if not using a CA goal*)	**All Students**	37.3%	20%
	Asian	12%	10%
	Black	37.3%	20%
	Hispanic	44.6%	20%

	Multi-Racial	42.3%	20%
	White	29.1%	20%
	ED	46.2%	20%
	ELL	38.5%	20%

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**	**BLT Notes**
February 3, 2023	February 17, 2023	The Hackett Middle School Grade Level Attendance Teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
February 10, 2023	February 24, 2023	The Hackett Middle School administrators in cooperation with the home school coordinator and the attendance clerk, will meet on the 2nd and 4th Friday of each month to review the grade level attendance reports and identify those students where a home visit will need to be conducted. This committee will ensure that action steps identified in grade level meetings are being implemented with fidelity.	
February 1, 2023	February 28, 2023	Monthly attendance letters will be generated for those students who met specific absence threshold criteria. The attendance teacher representative from each grade level will meet with the students receiving a letter during their specified lunch/study hall period for the purpose of identifying the attendance barriers and to identify interventions	

		for improving their overall attendance.	
February 1 , 2023	February 28, 2023	The school's automated system will call the home of each student who is not in attendance each day. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the quarterly parent newsletter.	
February 1, 2023	February 28, 2023	HMS will conduct a quarterly attendance challenge for the 2nd quarter, rewarding students who have maintained 90% attendance rates or improved attendance rates. This may include raffles, ceremonies, awards, and celebrations.	
March 3, 2023	March 17, 2023	The Hackett Middle School Grade Level Attendance Teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
March 10, 2023	March 24, 2023	The Hackett Middle School administrators in cooperation with the home school coordinator and the attendance clerk, will meet on the 2nd and 4th Friday of each month to review the grade level attendance reports and identify those students where a home visit will need to be conducted. This committee will ensure that action steps identified in grade level meetings are being implemented with fidelity.	

March 1, 2023	March 31, 2023	The school's automated system will call the home of each student who is not in attendance each day. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.	
March 1, 2023	March 31, 2023	Monthly attendance letters will be generated for those students who met specific absence threshold criteria. The attendance teacher representative from each grade level will meet with the students receiving a letter during their specified lunch/study hall period for the purpose of identifying the attendance barriers and to identify interventions for improving their overall attendance.	
April 27, 2023	April 27, 2023	The Hackett Middle School Grade Level Attendance Teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
April 1, 2023	April 29, 2023	The Hackett Middle School administrators in cooperation with the home school coordinator and the attendance clerk, will meet on the 2nd and 4th Friday of each month to review the grade level attendance reports and identify those students where a home visit will need to be conducted. This committee will ensure that action steps identified in grade level meetings are being implemented with fidelity.	
April 1,	April	The school's automated system will	

2023	29, 2023	call the home of each student who is not in attendance each day. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.	
April 1, 2023	April 29, 2023	Monthly attendance letters will be generated for those students who met specific absence threshold criteria. The attendance teacher representative from each grade level will meet with the students receiving a letter during their specified lunch/study hall period for the purpose of identifying the attendance barriers and to identify interventions for improving their overall attendance.	
May 1, 2023	May 31, 2023	HMS will conduct a quarterly attendance challenge for the 3rd quarter, rewarding students who have maintained 90% attendance rates or improved attendance rates. This may include raffles, ceremonies, awards, and celebrations.	
May 5, 2023	May 19, 2023	The Hackett Middle School Grade Level Attendance Teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
May 12, 2023	May 26, 2023	The Hackett Middle School administrators in cooperation with the home school coordinator and the attendance clerk, will meet on the 2nd and 4th Friday of each month to review the grade level attendance reports and identify those students	

		where a home visit will need to be conducted. This committee will ensure that action steps identified in grade level meetings are being implemented with fidelity.	
May 1 2023	May 31 2023	The school's automated system will call the home of each student who is not in attendance each day. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.	
May 31 2023	May 31 2023	Monthly attendance letters will be generated for those students who met specific absence threshold criteria. The attendance teacher representative from each grade level will meet with the students receiving a letter during their specified lunch/study hall period for the purpose of identifying the attendance barriers and to identify interventions for improving their overall attendance.	
June 2 2023	June 16 2023	The Hackett Middle School Grade Level Attendance Teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
June 9 2023	June 9 2023	The Hackett Middle School administrators in cooperation with the home school coordinator and the attendance clerk, will meet on the 2nd and 4th Friday of each month to review the grade level attendance reports and identify those students where a home visit will need to be	

		conducted. This committee will ensure that action steps identified in grade level meetings are being implemented with fidelity.	
June 1 2023	June 22 2023	The school's automated system will call the home of each student who is not in attendance each day. The school leader and attendance teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.	

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

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results *(if no survey was conducted in 2020, indicate that the results are from 2019)*

Root Causes

What **theories or hypotheses** does the school have as to why the school received the results identified above?

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**	**BLT Notes**

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

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	BLT Notes

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 reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address 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).