



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
City School District of Albany	Albany High School	9-12

Collaboratively Developed By:

The Albany High School SCEP Development Team

Graduation Sub-Committee:

- Jodi Commerford, Principal
- Kandie Antonetti, Citizenship Academy Principal
- Jordan Goldman, Discovery Academy Principal
- Michaela Miranda, Leadership Academy Principal
- Richard Shea, Innovation Academy Principal

ELA Sub-Committee:

- Jen Houlihan, Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media
- Megan Donohue, Department Chair
- Grade 12 Representatives: Pete Nizinkirck, Sheila Ellis, Orly Contreras
- Grade 11 Representatives: Kate Dring, Loren Green, Kirsten Dunn
- Grade 10 Representatives: Amy Chermack, Leah Ascher, Emily Cody
- Grade 9 Representatives: Rhiannon Apjohn, Elena Pollack, Kristen Zalucki, Aleks Curtis, Samantha Cooke
- Special Education Representatives: Eric Lewis, Katie Miller, Kyle Koblensky
- ENL Representatives: Wan Oliviere, Jen Poli
- Literacy Specialist Representatives: Jennifer Miller, Stephanie Ayotte, Amy Hayes, Kelly Micare

Math Sub-Committee:

Frank DeSignore, Secondary Instructional Supervisor for Mathematics and Business
Erin Erickson, Department Chair

Chronic Absenteeism Sub-Committee:

Marilyn Jones-Oliver, Assistant Principal for Attendance
Attendance Teachers- Jenny Brannon, Peter Justice, Amanda Key & John Rosenzweig

SEL/ Suspension/ Disproportionality

Michael Lopez, Assistant Academy Principal
Marilyn Jones-Oliver, Assistant Principal Attendance
Alex LaCoss, Assistant Academy Principal
Ken Klein, Assistant Academy Principal

Equity:

Jodi Commerford, Building Principal
Kandie Antoneetti, Citizenship Academy Principal
Shermaine Moore-Boakye , Citizenship Assistant Academy Principal

And in partnership with the staff, students, and families of Albany High School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)

Guidance for Teams

- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

Commitment 1- Graduation Rate

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to students, families, staff, and community partners to empower all students to graduate as the creators, innovators, civic, and global leaders of the future. We will provide pathways that meet the academic and social-emotional needs of students by providing equitable experiences for college, career, and civic readiness.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • We envision for the school that students will graduate to be college, career, and civically ready. <ul style="list-style-type: none"> ○ 98% of 2023 graduates had post-secondary plans ○ Students voiced that there is a wide variety of courses that allow students to pursue different pathways and careers. ○ Students have also voiced in survey data that Albany High School supports students to get to where they need to be academically • How does this Commitment relate to what we heard when listening to others? <ul style="list-style-type: none"> ○ 36% of staff feel that we have an effective MTSS program which provides targeted assistance for students in need ○ 61% of families feel that the school helps us prepare children for life , including being college and career ready ○ 73% of families feel that the school has a strong curriculum that meets the needs of their children ○ 57% of families feel that the curricula is relevant to their children’s interest and background ○ “The growing opportunities for vocational education are impressive and should be expanded. Auto mechanics, constructions and cosmetology are just a few examples of classes that enable our students to build skills for a solid future. • How does this Commitment connect to what we observed through analysis? <ul style="list-style-type: none"> ○ Post Graduation Plans (See below)

Post Graduation Plans

Plan	Number Students	% Students
Adult Services (disabled students)	21	5%

Commitment - 1 Graduation Rate

only)		
Attend 2-year college in NYS	155	36%
Attend 2-year college outside NYS	1	0%
Attend 4-year college in NYS	80	19%
Attend 4-year college outside NYS	30	7%
Attend other postsecondary school in NYS	15	3%
Attend other postsecondary school outside NYS	1	0%
Enlist in the military	3	1%
Other plan	26	6%
Seek employment	91	21%
Unknown	9	2%
Grand Total	432	100%

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Graduation rate Staff, Student, Family Surveys	<ul style="list-style-type: none"> Increased agreement that the curriculum meets the needs of ensuring that students are college and career ready 	

June 2024 Goal		2023 Graduation Rate		2022 Graduation Rate	
4-year	80%	4-year		4-year	82%
5-year	78%	5-year		5-year	84%
6-year	84%	6-year		6-year	79%

Key Strategies, Resources and Action

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code.
Start and End Month (Summer through December)	<ul style="list-style-type: none"> • What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled
7/1/23-8/31/23	APs utilize PowerBI review potential re-enrollments/GED enrollments from prior year's FTE drop list and at-risk students during summer work hours.	
7/1/23-8/31/23	APs and HSCs to complete outreach for re-enrollment from prior year's FTE drop list and at-risk students during summer work hours.	
7/1/23-8/31/23	APs and counselors to create spreadsheet seniors and courses needed for graduation.	
8/1/23-9/29/23	Identify seniors in need of mentors, parent meetings, and interventions. Assign senior teacher mentors to priority seniors.	
8/1/23-8/31/23	APs calibrate MTSS Academy Agenda for: total credits, credits needed, goal setting, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.	
8/1/23-8/31/23	Special Education MTSS Team will meet to discuss seniors in need of mentors, parent meetings, and interventions using Power Bi data.	
9/11/23-12/30/23	Priority senior courses needed to graduate will be shared with senior teachers to progress monitor throughout the school year.	
9/01/23-9/21/23	Attendance teachers run senior attendance reports to identify senior absences/failed to enter for APs.	
9/01/23-12/30/23	Phone calls/home visits for seniors w/absences by APs and failed to enter by attendance teachers at interims and report cards.	
9/11/23-12/30/23	APs to hold weekly meetings with counselors to progress monitor senior total credits, credits needed, goal setting, attendance, interventions, and progress monitoring notes. All APs utilize PowerBI reports and spreadsheets.	
9/01/23-12/30/23	Special Education MTSS Team will meet bi-weekly utilizing Power Bi Data to progress monitor seniors with disabilities's	

Commitment - 1 Graduation Rate

	attendance and course pass rates. Team will report to each Academy MTSS and Night School Team to ensure students are added to their meetings.	
9/01/23-12/30/23	Student Culture MTSS team will meet bi-weekly utilizing Power Bi Data from the MTSS Data team to celebrate senior's success in attendance, academics, participation in school activities, good citizenship, etc.	
9/01/23-12/30/23	Phone calls and home visits for seniors w/absences by APs/HSCs and failed to enter by attendance teachers .	
9/01/23-12/30/23	Academy MTSS teams will coordinate with the Athletic Director to ensure senior student athletes are passing and attending all courses, interventions such as PM tutoring and/or APEX will commence immediately.	
9/14/23-12/30/23	ENL MTSS Team will meet monthly to review the at-risk report in Power Bi to identify ELL seniors who are in need of interventions, mentors, and parent meetings. This information will be shared with Academy MTSS teams.	
10/05/23-12/30/23	ENL MTSS will identify ELL students in need of social work interventions. ELL social worker will report out to ENL MTSS monthly on student caseload.	
10/15/23-10/19/23	APs run senior interim reports and work with counselors to hold meetings.	
10/19/23-12/30/23	Academy MTSS Teams will meet to review interim/quarter data, review/modify interventions and plan for student success. This information will be shared with the administration team.	
10/19/23-12/30/23	Academy MTSS Team, academy principals, school counselors and ENL teachers will work closely with at-risk seniors to ensure ELL seniors are completing the necessary coursework and review classes to successfully complete their classes.	
10/26/23-10/30/23	Academy Senior focused support provided in Academy Offices to complete assignments prior to end of Qtr. 1.	
11/4/23-12/30/23	Begin Regents Review to prepare students starting in November.	
11/18/23-11/22/23	APs to hold Academy Senior Hallway Interventions (In-person lab) for seniors to complete work prior to Qtr. 1 ending.	
11/18/23-11/22/23	APs will report out on interim/report card the number of students on track to graduate by 4/5/6 year cohorts. Principals will share out with staff and MTSS teams.	
11/18/23-11/22/23	Teachers/Academy MTSS /Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.	

Commitment - 1 Graduation Rate

11/23/23-11/25/23	ENL MTSS Team will meet to review 1st quarter report card data and review/modify interventions. ENL admin liaison will share information with the Administration Team.	
11/25/23-12/30/23	School counselors will meet with seniors to plan for graduation/post graduation plans.	
12/1/23-12/30/23	Seat all seniors for Regents in the same classrooms including Night School.	
12/23/23-12/30/23	APs run senior interim reports and work with counselors to hold meetings.	
12/16/23-12/30/23	Teachers/Academy MTSS/Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.	
12/14/23-12/30/23	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Course Enrollment Data Course Passing Rate	We hope to see the number of students enrolled in non-required courses to remain consistent with the beginning of the year. In addition, course pass rates will be monitored interim/quarterly to ensure graduation requirements are met.	
Adult/Schoolwide Behaviors and Practices	Course Pass Rates Attendance rate	Academy MTSS teams and case managers identifying and progress monitoring seniors for Semester 2.	
Student Behaviors and Practices	Course Pass Rates Attendance rate	Academy MTSS teams and case managers identifying and progress monitoring seniors for Semester 2.	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)

Commitment - 1 Graduation Rate

Mid-Year Benchmark(s)	Percentage of students on track to graduate	80% or more of our students are on track to graduate. Students not on track are enrolled in APEX credit recovery for the courses they are failing.	
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We believe these Winter survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	Post-secondary Naviance data	98% to maintain	
Staff Survey	T59: We have an effective MTSS program which provides targeted assistance for students in need.	36.1% to 50%	
Family Survey	F49: Our school helps us prepare children for life, including being "College and Career Ready."	61.3% to 70%	

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code. Red -Not Started Yellow -In Progress Green -Completed Grey -Unscheduled
Start and End Month (January through June)	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	
1/2/24-1/31/24	Teachers/Academy MTSS/Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.	
1/19/24-1/21/24	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.	
1/19/24-1/21/24	Senior Regents Attendance Plan to ensure all attend exams daily.	

Commitment - 1 Graduation Rate

1/27/24-1/31/24	Academy Senior focused support provided in Academy Offices to complete assignments prior to end of Qtr. 2.	
1/27/24-1/31/24	APs to hold Academy Senior Hallway Interventions for seniors to complete work prior to quarter ending.	
2/3/24-2/11/24	Attendance teachers run senior Semester 1 attendance reports to identify senior absences.	
2/3/24-2/11/24	Teachers/Academy MTSS/Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.	
2/5/24-2/11/24	APs run senior Qtr. 2 Report Cards reports and work with counselors to hold meetings.	
2/8/24-2/11/24	APs will report out number of students on track to graduate by 4/5/6 year cohorts. Principals will share out with staff and MTSS Teams.	
2/8/24-2/11/24	Teachers/Academy MTSS/Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.	
2/19/24-2/23/24	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.	
3/2/24-6/16/24	Begin Regents Review to prepare students starting in March.	
3/1/24-6/16/23	Seat all seniors for Regents in the same classrooms including Night School.	
3/9/24-3/13/24	School counselors will meet with seniors to plan for graduation/post graduation plans.	
4/28/24-5/3/24	APs to hold Academy Senior Hallway Interventions for seniors to complete work prior to Qtr. 3 ending.	
3/29/24-4/2/24	Teachers/Academy MTSS /Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.	
3/29/24-4/2/24	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.	
5/24/24-5/28/24	APs will report out the interim/report card number of students on track to graduate by 4/5/6 year cohorts. Principals will share out with staff and MTSS teams.	
6/01/24-6/15/24	Academy MTSS Team, academy principals, school counselors and ENL teachers will work closely with at-risk ELL seniors to ensure they are completing the necessary coursework and Regents review classes to successfully complete their classes and identify students who may need to attend summer school.	
6/7/24-6/15/24	APs to hold Academy Senior Hallway Interventions for seniors to complete work prior to Qtr. 4 ending.	
6/7/24-6/16/24	Teachers/Academy MTSS/Spec. Ed Teams will refer seniors to the Online Success Center for credit recovery and Regents prep.	
6/7/24-6/25/24	Senior Online Success Attendance Plan to ensure all attend APEX during Regents exams.	

Commitment - 1 Graduation Rate

6/7/24- 6/25/24	Senior Regents Attendance Plan to ensure all attend exams daily.	
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COMMITMENT 2 - ELA

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to reducing the gap between our intentions and our outcomes by increasing student proficiency and eradicating disproportionality in student performance in English Language Arts by refining and strengthening the systems and strategies we’ve established and prioritized to accomplish this goal.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Commitment fit into what we envision for the school?</i> ● <i>How does this Commitment relate to what we heard when listening to others?</i> ● <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We are making this commitment because despite our best intentions, we have not found our way back to the collective success our students experienced in English Language Arts prior to the pandemic.</p> <p>On the June 2019 Regents Exam in English Language Arts:</p> <ul style="list-style-type: none"> ● 85% of all students assessed demonstrated proficiency ● The following sub-groups demonstrated proficiency proportionate to all students <ul style="list-style-type: none"> ○ Black/African-American: 85% proficiency ○ Hispanic/Latino: 85% proficiency ○ White: 84% proficiency ○ Asian/Native Hawaiian/Other Pacific Islander: 83% proficiency ○ Economically Disadvantaged: 82% ● The following sub-groups achieved gap-closing growth from the June 2018 administration <ul style="list-style-type: none"> ○ ELLs: 41% to 58% proficiency ○ SWDs: 53% to 71% proficiency <p>On the June 2022 Regents Exam in English Language Arts - the first required of students post-pandemic - 77% of students assessed demonstrated proficiency, with another 12% scoring in the 50-64 range, earning the special appeal, resulting in 89% of assessed students meeting their graduation requirement relative to this exam. However, disproportionality in these outcomes increased, with every sub-group except white students demonstrating double-digit losses in proficiency. The learning loss represented in this data is particularly profound for English Language Learners, whose proficiency decreased 23% and Students with Disabilities, whose proficiency decreased a staggering 40%. Meanwhile, the proficiency of our white students increased 6% during this administration, reaching a proficiency rate of 90% of students assessed. Preliminary results on the June 2023 Regents Exam in English Language Arts continue to suggest we have not</p>

Commitment 2- ELA

yet recovered from the devastating impact the pandemic had on our students, and particularly those who were disproportionately impacted by this cataclysmic disruption to their education. Only 65% of all students assessed demonstrated proficiency on the exam, with an additional 18% scoring in the 50-64 range, earning the special appeal, resulting in 83% of assessed students meeting their graduation requirement relative to this exam. While we do not yet know outcomes relative to disproportionality, we do not anticipate a significant improvement from last year.

This is not who we are as a department, on behalf of our students.

It is important to note that we do not now, nor have we ever, measured our success by the outcomes of one exam; anecdotally, we have made incremental gains this year as it relates to:

- re-engaging our students in their education
- re-acclimating our students to academic and behavioral expectations
- re-instilling confidence in our reluctant learners
- re-building class culture and relationships
- re-socializing our students in preparation for engaging in academic discourse and collaboration
- re-evaluating our curriculum, instruction, and assessment to strengthen student agency, engagement, and ownership of their learning

And while these gains may be intangible, they are gains nonetheless, and are critical to our future success.

In June, a sub-committee of teacher stakeholders led by the Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media utilized the [Continuous Improvement Framework](#) to envision, analyze, and listen in order to arrive at our commitment for the 2023-2024 school year.

By reviewing student performance at the state and local level, building survey data across stakeholder groups, and engaging in discourse as a department, we analyzed our 2022-2023 School Comprehensive Improvement Plan to identify the [strengths and opportunities](#) in our existing framework for school improvement and evaluate the degree to which we are effective in [organizing adults](#), [centering students](#), and [linking teaching and learning](#).

Commitment 2- ELA

As the educators who make up the system that is currently failing a percentage of our students and most notably, those who are already vulnerable and historically marginalized, we have collaboratively implemented systems and strategies to better leverage our students' strengths and engage them in learning; however, we do not consistently leverage our own strengths and hold ourselves and each other accountable for this important work on behalf of our students. We are re-committing ourselves to the following:

- **Common Planning Time** dedicated to and protected for:
 - **Collaborative Planning** that focuses on the “how” of teaching and learning (i.e., teacher moves & student moves) and provides the flexibility necessary to design instruction that is responsive to individual learners.
 - **Professional Development** on the [CSDA Instructional Framework](#)
 - Analyzing **Student Assessment Data** as a:
 - Scoreboard: Outcomes relative to growth and achievement
 - Goal Post: Progress Monitoring at the student and sub-group level
 - Driver: Grouping, Differentiation, Text/Task Complexity
- **Instructional Leadership** that promotes two-way meaningful feedback and ongoing commitment to professional growth:
 - Administrator ⇔ Teacher
 - Administrator ⇔ Department Chair
 - Department Chair ⇔ Teacher
 - Teacher ⇔ Teacher
- **Professional Development** to implement student-centered curriculum and instruction (i.e., amplifying student voice, cognitive engagement, relational & restorative practices)

Our vision for English Language Arts curriculum and instruction in our school includes the following:

- a culturally responsive curriculum that explicitly values and integrates the lived experiences of our students as told in their own voices and those of others who both do and don't look like them as a means of gaining perspective, developing empathy, and promoting collaboration.

Commitment 2- ELA

- research-based instructional strategies that accelerate learning and close gaps.
- formative assessment that supports action research - the collaborative analysis of student performance as well as the delivery of effective feedback and differentiated instruction - leading to improved academic outcomes and collective efficacy.
- instructional leadership that honors teachers through a strengths-based approach and supports growth through inquiry and discourse that we believe we can move more deliberately and more quickly in the direction of equity and justice.

In English Language Arts, it is our mission to:

- implement a standards-driven curriculum that promotes educational equity - the notion that it is a student's right to grade-level text and task through the lens of the standard, and it is the adults who are responsible for scaffolding up to the standards when students arrive with unfinished learning.
- align horizontally and vertically as it relates to priority standards and skills, rigor, and implementation of high-leverage instructional practices.
- strategically select text that is culturally responsive, making plain the value we place on diversity, representation, and children seeing their likeness in the world in a way that balances the pain of marginalization with the joys, strengths, and contributions of non-dominant cultures while exploring structures of power and privilege that have promulgated white supremacy throughout our country and city's history.
- amplify student voice, defined as a right students possess to speak, be heard, and represent themselves as agents of change who work in collaboration with educators who commit to honor their values, opinions, beliefs, ideas, and cultural backgrounds while fostering their agency, autonomy, and influence as stakeholders in their own learning. Through this partnership where the perspective of young people is equally as valued as adult wisdom, students are empowered to construct knowledge, acquire skills, and take the initiative necessary to steer their own paths to success.

Commitment 2- ELA

	<ul style="list-style-type: none"> leverage opportunities to explore social justice topics that are relevant to our students and their lived experiences. cultivate relationships and class culture as the necessary ingredients to accomplish all of the aforementioned. <p>We believe our department's vision and mission makes plain our intention to create meaningful learning environments and experiences that promote intentionality, a sense of belonging, identity, relationships, and agency, and we are committed to closing the gap between our intentions and outcomes.</p>
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	June 2024 Regents exam in English Language Arts CommonLit Post-Assessments	Proportionate proficiency rates on par with June 2019 outcomes (85% proficiency). 80+% grade-level proficiency	

Key Strategies, Resources and Action

TIME FRAME	STRATEGY/METHOD/RESOURCES	
Start and End Month (Summer through December)	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? <p>Key: Common Planning Time Instructional Leadership Professional Development</p>	Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled
By 8/31/23	Curriculum Development Teams will collaborate to implement curricular changes recommended by the district curriculum review	

Commitment 2- ELA

	team that are focused on educational equity, diversity, representation, culturally responsive and sustaining pedagogy, student voice, and social justice themes.	
By 8/31/23	Building and District Administrators will develop a schedule and refine systems for instructional leadership that directly supports teachers and teacher teams with a focus on formative feedback in alignment with teacher and building goals as well as the CSDA Instructional Framework.	
By 8/31/23	Building and District Administrators will establish a yearlong calendar for Common Planning Time that establishes a cohesive timeline that prioritizes the commitments of the School Comprehensive Education Plan.	
By 8/31/23	Building and District Administrators will establish a yearlong professional development plan inclusive of Common Planning Time, faculty/department meetings, and designated professional development days that prioritizes the CSDA Instructional Framework and the commitments of the School Comprehensive Education Plan.	
By 8/31/23	In collaboration with Building and District Administrators, the Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will establish a professional development plan and schedule aligned to the department's vision and mission and the commitment established in this School Comprehensive Education Plan, with a particular focus on the CSDA Instructional Framework.	
9/5/23	The Instructional Supervisor for English Language Arts, Reading, and Library Media will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the ELA Indicator.	
By 9/18/23	The Instructional Supervisor for English Language Arts, Reading, and Library Media and Department Chair will backwards map a cohesive plan for departmental Common Planning Time that prioritizes collaborative planning, professional development, and analyzing student performance data.	
By 9/18/23	Building and District Administrators will establish expectations and communicate building and department priorities for Common Planning Time across all teacher teams.	
By 9/22/23	Teacher teams will develop team norms, roles, and responsibilities for Common Planning Time.	
Fall 2023	The CommonLit Fall administration will occur for all grade 9, 10, and 11 students with a participation goal of 95%.	
By 9/29/23	Building Administrators will communicate building priorities in alignment with the CSDA Instructional Framework that will inform look-fors during classroom visits and walkthroughs.	
By 9/29/23	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	

Commitment 2- ELA

	and identify trend noticings to inform professional development and instructional feedback.	
10/19/23	The Instructional Supervisor for English Language Arts, Reading, and Library Media will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the ELA Indicator.	
By 10/31/23	ELA, English/Reading Enrichment, SPED, and ENL Teachers will collaboratively plan lessons, selecting high-leverage instructional practices, focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze the effectiveness of their lessons through the lens of student outcomes.	
By 10/31/23	The Instructional Supervisor for English Language Arts, Reading, and Library Media will provide embedded professional development during Common Planning Time aligned to the CSDA Instructional Framework.	
By 10/31/23	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.	
By 10/31/23	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will provide meaningful feedback and support to teachers through classroom visits and walkthroughs in alignment with the CSDA Instructional Framework and either building or teacher goals.	
By 11/9/23	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 in alignment with the CSDA Instructional Framework.	
By 11/30/23	ELA, English/Reading Enrichment, SPED, and ENL Teachers will collaboratively plan lessons, selecting high-leverage instructional practices, focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze the effectiveness of their lessons through the lens of student outcomes.	
By 11/30/23	The Instructional Supervisor for English Language Arts, Reading, and Library Media will provide embedded professional development during Common Planning Time aligned to the CSDA Instructional Framework.	
By 11/30/23	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.	
By 11/30/23	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will provide meaningful feedback and	

Commitment 2- ELA

	support to teachers through classroom visits and walkthroughs in alignment with the CSDA Instructional Framework and either building or teacher goals.	
12/20/23	The Instructional Supervisor for English Language Arts, Reading, and Library Media will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the ELA Indicator.	
By 12/22/23	ELA, English/Reading Enrichment, SPED, and ENL Teachers will collaboratively plan lessons, selecting high-leverage instructional practices, focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze the effectiveness of their lessons through the lens of student outcomes.	
By 12/22/23	The Instructional Supervisor for English Language Arts, Reading, and Library Media will provide embedded professional development during Common Planning Time aligned to the CSDA Instructional Framework.	
By 12/22/23	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.	
By 12/22/23	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will provide meaningful feedback and support to teachers through classroom visits and walkthroughs in alignment with the CSDA Instructional Framework and either building or teacher goals.	
By 12/22/23	Building Administrators will conduct cycles of inquiry with assigned teachers to provide teachers with actionable, targeted, and relevant feedback and support.	
Winter 2023	The CommonLit Winter administration will occur for all Tier 2/3 grade 9 and 10 students with a participation goal of 95%.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
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Commitment 2- ELA

<p>Student Data</p>	<p>Fall CommonLit Q1 CSAs</p>	<ul style="list-style-type: none"> ● Baseline performance at/above Spring 2023 outcomes at the individual student level ● 80+% grade-level proficiency; proportionate outcomes relative to sub-groups ● 80+% proficiency on the unit priority standards; proportionate outcomes relative to sub-groups 	
<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Classroom visits</p>	<ul style="list-style-type: none"> ● Teaching practices that reflect the indicators in columns 3 and 4 of the Student Engagement Continuum ● Questioning practices that foster cognitive engagement and reflect the indicators in columns 3 and 4 of the Questioning Continuum 	
<p>Student Behaviors and Practices</p>	<p>Classroom visits</p>	<ul style="list-style-type: none"> ● Cognitive and behavioral engagement that reflects the indicators in columns 3 and 4 of the Student Engagement Continuum. ● Equitable opportunity for participation in student-centered academic discourse that reflects the indicators in columns 3 and 4 of the Questioning Continuum 	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing (complete when reviewing mid-year data)</p>
<p>Mid-Year Benchmark(s)</p>	<p>G9-11 Curricular Benchmarks</p>	<p>80+% grade-level proficiency; proportionate outcomes relative to sub-groups</p>	

We believe these Winter survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response (e.g., % agree or strongly agree)</p>	<p>What we ended up seeing (complete once Spring survey results are available)</p>
<p>Student Survey</p>	<p>Student DV83 Students say the curricula is relevant to their interests and background.</p> <p>Student C6 Our school</p>	<p>36.1% to 68.1%</p> <p>47.4% to 73.7%</p>	

Commitment 2- ELA

	curriculum (work) is challenging.		
Staff Survey	Staff DV83 Students say the curricula is relevant to their interests and background.	29.6% to 64.8%	
	Staff T44 Classes in this school can be characterized as “students involved in higher-level thinking.”	43.9% to 72.0%	
Family Survey	Family DV83 My child(ren) say the curricula is relevant to their interests and background.	56.9% to 78.5%	
	Family C11 Our school has a strong curriculum that meets the needs of my child(ren).	72.9% to 86.5%	

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled
Start and End Month (January through June)	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	
By 1/26/24	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 in alignment with the CSDA Instructional Framework.	
By 1/31/24	ELA, English/Reading Enrichment, SPED, and ENL Teachers will collaboratively plan lessons, selecting high-leverage instructional practices, focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze the effectiveness of their lessons through the lens of student outcomes.	
By 1/31/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media will provide embedded professional development during Common Planning Time aligned to the CSDA Instructional Framework.	
By 1/31/24	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will visit all team meetings, at least once,	

Commitment 2- ELA

	to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.	
By 1/31/24	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will provide meaningful feedback and support to teachers through classroom visits and walkthroughs in alignment with the CSDA Instructional Framework and either building or teacher goals.	
2/8/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the ELA Indicator.	
By 2/29/24	ELA, English/Reading Enrichment, SPED, and ENL Teachers will collaboratively plan lessons, selecting high-leverage instructional practices, focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze the effectiveness of their lessons through the lens of student outcomes.	
By 2/29/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media will provide embedded professional development during Common Planning Time aligned to the CSDA Instructional Framework.	
By 2/29/24	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.	
By 2/29/24	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will provide meaningful feedback and support to teachers through classroom visits and walkthroughs in alignment with the CSDA Instructional Framework and either building or teacher goals.	
3/20/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the ELA Indicator.	
By 3/28/24	ELA, English/Reading Enrichment, SPED, and ENL Teachers will collaboratively plan lessons, selecting high-leverage instructional practices, focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze the effectiveness of their lessons through the lens of student outcomes.	
By 3/28/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media will provide embedded professional development during Common Planning Time aligned to the CSDA Instructional Framework.	
By 3/28/24	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	

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	alignment with the secondary data team model, including written feedback on data team minutes.	
By 3/28/24	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will provide meaningful feedback and support to teachers through classroom visits and walkthroughs in alignment with the CSDA Instructional Framework and either building or teacher goals.	
By 4/19/24	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 in alignment with the CSDA Instructional Framework.	
By 4/30/24	ELA, English/Reading Enrichment, SPED, and ENL Teachers will collaboratively plan lessons, selecting high-leverage instructional practices, focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze the effectiveness of their lessons through the lens of student outcomes.	
By 4/30/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media will provide embedded professional development during Common Planning Time aligned to the CSDA Instructional Framework.	
By 4/30/24	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.	
By 4/30/24	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will provide meaningful feedback and support to teachers through classroom visits and walkthroughs in alignment with the CSDA Instructional Framework and either building or teacher goals.	
5/21/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the ELA Indicator.	
By 5/31/24	ELA, English/Reading Enrichment, SPED, and ENL Teachers will collaboratively plan lessons, selecting high-leverage instructional practices, focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze the effectiveness of their lessons through the lens of student outcomes.	
By 5/31/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media will provide embedded professional development during Common Planning Time aligned to the CSDA Instructional Framework.	
By 5/31/24	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	

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	alignment with the secondary data team model, including written feedback on data team minutes.	
By 5/31/24	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will provide meaningful feedback and support to teachers through classroom visits and walkthroughs in alignment with the CSDA Instructional Framework and either building or teacher goals.	
Spring 2024	The CommonLit Spring administration will occur for all grade 9, 10, and 11 students with a participation goal of 95%.	
By 6/13/24	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 in alignment with the CSDA Instructional Framework.	
By 6/13/24	Building Administrators will conduct cycles of inquiry with assigned teachers to provide teachers with actionable, targeted, and relevant feedback and support.	

ELA Sub-Committee Resources and Materials:

- [Sub-Committee Agenda & Minutes](#)
- [Crosswalk Trend Analysis](#)
- [Sub-Committee Feedback Form](#)
- [Sub-Committee Feedback Form - Responses](#)

COMMITMENT 3- Math

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to accelerating students’ learning of grade-level content and skills in Mathematics by amplifying each component of our existing framework: common planning teams, instructional feedback, professional development, and benchmarks/common assessments.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>State and local assessment data support the committee’s belief that accelerating learning is a critical commitment for Albany High School. NYS Regents data from 2021 - 2022 indicates that a majority of students from Albany High School were not proficient in the grade-level standards and skills in math: 34%. A mock Algebra Regents was administered in April 2023 and 42% of students were projected proficient. June 2023 Algebra Regents results show 34.5% were proficient indicating results were essentially flat since last year.</p> <p>By reviewing state and local data, building and district survey data, and discussions with a committee of teachers we analyzed the Math SCEP for 2022-2023 and identified strengths and opportunities, described below, to enhance each area within our current framework. The team believes there are significant opportunities for growth within our existing framework.</p> <p>Common Planning Teams (CPT)</p> <p>Strengths</p> <ul style="list-style-type: none"> • Protected time for collaboration by grade-level <p>Opportunities</p> <ul style="list-style-type: none"> • Spend more time collaborative planning lessons and activities • Develop plan to use CPT more strategically throughout the year to analyze eDoctrina data, deliver professional development. <p>Instructional Feedback</p> <p>Strengths</p> <ul style="list-style-type: none"> • Frequency increased, especially in the beginning of the year with affirmational visits with post-its <p>Opportunities</p> <ul style="list-style-type: none"> • Continue to increase frequency and interact with students during visits • Provide more constructive feedback to supplement affirmational visits <p>Professional Development</p> <p>Strengths</p>

Commitment 3- Math

	<ul style="list-style-type: none"> Using our testing platform, Edocrina, to analyze data Taking time during PD to look at data. Student voice instructional strategies PD from 2022 - 23 was effective <p>Opportunities</p> <ul style="list-style-type: none"> Continue to boost cognitive engagement and amplify student voice by implementing Illustrative Mathematics, a problem-solving based curriculum with a focus on discourse Continue to deepen understanding of Next Generation Learning Standards and if possible, coherence across grade-level <p>Benchmarks and other common assessments</p> <p>Strengths</p> <ul style="list-style-type: none"> Common summative unit assessments and benchmarks administered across grade levels eDoctrina is used to analyze student results and plan instruction <p>Opportunities</p> <ul style="list-style-type: none"> Narrow focus with testing, eliminate NWEA and prioritize locally-developed benchmarks. Add a pretest for a fall checkpoint. Expand use of eDoctrina beyond benchmarks to other common summative assessments
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	June 2024 Regents exam in Algebra	Approaching and/or exceeding the 2018 - 2019 proficiency rate of 56%.	

Key Strategies and Resources

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code.
Start and End Month (Summer)	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? 	<p>Red-Not Started</p> <p>Yellow-In Progress</p> <p>Green-Completed</p>

Commitment 3- Math

through December)	<ul style="list-style-type: none"> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	Grey-Unscheduled
By 8/31/2023	Curriculum Writers will update the Algebra 1 curriculum map to align to Next Generation Learning standards and embed Illustrative Mathematics lessons, and develop a pretest for Algebra 1 and Topics in Algebra.	
By 8/31/2023	Building and District Leaders will establish a yearlong calendar for CPT that protects key times during the year to hyperfocus on SCEP priorities.	
By 8/31/23	In collaboration with Building and District Administrators, the Secondary Instructional Supervisor for Mathematics will establish a professional development plan and schedule aligned to the department’s vision and mission and the commitment established in this School Comprehensive Education Plan, with a particular focus on the CSDA Instructional Framework.	
9/5/2023	The Instructional Supervisor for Secondary Mathematics will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the Math Indicator.	
9/15/2023 - 11/9/2023	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.	
9/18/2023 - 9/29/2023	Math Teachers will administer the Algebra and Topics in Algebra pretest with a participation goal of 95%.	
10/2/2023 - 10/13/2023	Math Teachers will utilize eDoctrina reports from the Algebra pretest to differentiate their instruction to meet the individual needs of their students, identify students that would benefit from after school tutoring, and accelerate learning.	
10/1/2023 - 10/31/2023	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.	
10/1/2023 - 10/31/2023	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.	
10/19/2023	The Instructional Supervisor for Secondary Mathematics will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the Math Indicator.	

Commitment 3- Math

11/1/2023 - 11/30/2023	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.	
11/1/2023 - 11/30/2023	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.	
11/13/2023 - 1/26/2024	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.	
12/1/2023 - 12/31/2023	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.	
12/1/2023 - 12/31/2023	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.	
12/20/2023	The Instructional Supervisor for Secondary Mathematics will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the Math Indicator.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	<ul style="list-style-type: none"> Fall Pretest Q1 Common Summative Assessments 	<ul style="list-style-type: none"> Use results to plan instruction and AIS interventions. Establish a baseline for future years 80% proficiency on quarter 1 priority standards on common summative assessments 	

Commitment 3- Math

Adult/Schoolwide Behaviors and Practices	Classroom Visits	<ul style="list-style-type: none"> Teaching practices that reflect the indicators in columns 3 and 4 of the Student Engagement Continuum Questioning practices that foster cognitive engagement and reflect the indicators in columns 3 and 4 of the Questioning Continuum 	
Student Behaviors and Practices	Classroom Visits	<ul style="list-style-type: none"> Cognitive and behavioral engagement that reflects the indicators in columns 3 and 4 of the Student Engagement Continuum. Equitable opportunity for participation in student-centered academic discourse that reflects the indicators in columns 3 and 4 of the Questioning Continuum 	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Algebra 1 Benchmark	Approaching and/or exceeding the 2018 - 2019 Algebra Regents proficiency rate of 56%.	

We believe these Winter survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	DV83 Students say the curricula is relevant to their interests and background. (36.1% in 2022-23)	68.1%	
Staff Survey	DV83 Students say the curricula is relevant to their interests and background. (29.6% in 2022-23)	64.8%	
Family Survey	DV83 My child(ren) say the curricula is relevant to their interests and background. (56.9% in 2022-23)	78.5%	

Key Strategies, Resources and Action

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled
Start and End Month (January through June)	<ul style="list-style-type: none"> • What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	
1/1/2024 - 1/31/2024	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.	
1/1/2024 - 1/31/2024	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.	
1/16/2024 - 1/26/2024	Teachers will administer a mid-year benchmark exam with a participation goal of 95%.	
1/29/2024 - 2/8/2024	Math Teachers will utilize eDoctrina reports from the Algebra pretest to differentiate their instruction to meet the individual needs of their students, identify students that would benefit from after school tutoring, and accelerate learning.	
1/29/24 - 4/19/24	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.	
2/1/2024 - 2/28/2024	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.	
2/1/2024 - 2/28/2024	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.	

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2/8/2024	The Instructional Supervisor for Secondary Mathematics will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the Math Indicator.	
3/1/2024 - 3/31/2024	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.	
3/1/2024 - 3/31/2024	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.	
3/20/2024	The Instructional Supervisor for Secondary Mathematics will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the Math Indicator.	
4/1/2024 - 4/30/2024	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.	
4/1/2024 - 4/30/2024	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.	
4/22/2024 - 6/26/2024	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.	
5/1/2024 - 5/31/2024	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.	
5/1/2024 - 5/31/2024	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.	
5/1/2024 - 5/15/2024	Math Teachers will survey students regarding their experience with the math curriculum to identify strengths and opportunities.	

Commitment 3- Math

5/13/2024 - 5/24/2024	Math Teachers will administer a second benchmark exam with a participation goal of 95%.	
5/28/2024 - 5/31/2024	Math Teachers will utilize eDoctrina reports from the Algebra pretest to differentiate their instruction to meet the individual needs of their students, identify students that would benefit from after school tutoring, and accelerate learning.	
5/21/2024	The Instructional Supervisor for Secondary Mathematics will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the Math Indicator.	

COMMITMENT 4 -Chronic Absenteeism Guidance [\(District PPS Guidance\)](#)

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to students and families and will continue to work with families to ensure students attend school every day by calling home and exploring barriers which prevent students from attending school everyday.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<ul style="list-style-type: none"> • The PowerBi data YTD shows 43% of students who are chronically absent. This commitment fits into how we envision chronic absenteeism because our work will continue to involve working very closely with students and families, as well as conduct home visits over the summer, as we move into the new school year. • Our commitment is related to listening to teachers and staff members share how those students who are chronically absent have challenges academically. And the barriers which thwart student’s attendance often result in the lack of motivation and low grades. • This commitment, to include working very closely with students and families to explore ways to assist and identify any barriers to students coming to school, is connected through the data analysis of chronic absenteeism.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>Chronic Absenteeism Rate</p>	<p>We hope to see a decrease in the students who are chronically absent.</p>	

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code. Red -Not Started Yellow -In Progress Green -Completed Grey -Unscheduled
Start and End Month (Summer through December)	<ul style="list-style-type: none"> • What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	
7/1/2023 - 7/8/2023	End of Year letter to chronically absent students outlining attendance expectations and policies for upcoming school year.	
7/1/2023-7/31/2023	Assistant principal for attendance will meet with PPS to calibrate on District Attendance Policies and ensure they are properly incorporated into the building Attendance Plan.	
7/1/2023-7/31/2023	The Attendance Committee will meet to review/revise the building attendance plan and attendance incentive plan.	
7/1/2023-7/31/2023	Home visits will be conducted by attendance teachers and HSCs for returning students who were chronically absent in 2022-2023 to verify address, identify barriers, and provide support.	
7/1/2023-8/31/2023	Home visits will be conducted by attendance teachers and HSCs for entering 9th graders who were chronically absent in 2022-2023 to verify address, identify barriers and provide support.	
8/1/2023-8/31/2023	Parents will receive a letter with the back to school information explaining the importance of regular school attendance and the connection to school success.	
9/1/2023-9/30/2023	Assistant principal for attendance will roll-out the school attendance plan and initiative to staff.	
9/1/2023-9/30/2023	The Attendance Team will support the district's attendance initiative and make monthly attendance announcements emphasizing the importance of attendance.	
9/1/2023-9/16/2023	Attendance expectations will be reviewed at Falcon 101 Code of Conduct meetings. Teachers will reiterate expectations to students in their classes.	
9/1/2023-9/30/2023	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses . The AHS Attendance Interventions & Response document will be laminated and distributed to teachers.	

Commitment 4- Chronic Absenteeism Guidance

9/1/2023-9/30/2023	Academy Principals will designate a staff member to make daily calls home to verify and document the reason for absence.	
9/1/2023-9/30/2023	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.	
9/1/2023-9/30/2023	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.	
9/1/2023-9/30/2023	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.	
9/1/2023-9/30/2023	Attendance team will share out and implement a monthly attendance initiative and celebrate students' improved and exemplary attendance.	
9/1/2023-9/30/2023	MTSS teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.	
9/1/2023-9/30/2023	The Attendance Committee will meet weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives.	
9/1/2023-9/15/2023	School leaders, district court liaison, Attendance Committee members and Academy Teams will utilize attendance data to monitor 10-day FTE data and after exhausting all interventions, drop non-compulsory FTE students after 10 consecutive days. Academy principals will review the list with the building principal prior to dropping students.	
9/8/2023-9/30/2023	Failed to Enter Investigations/Verification - attendance teacher will attempt to locate students who have yet to attend school although enrolled. Home visits will be conducted to verify residency if necessary.	
9/19/2023-9/23/2023	Failed to Enter Letters - attendance teacher will mail out notification letters for those students who have failed to attend although enrolled	
9/1/2023-9/30/2023	Attendance teachers will run the Attendance Letters as outlined in the District's Attendance Plan.	
9/1/2023-9/30/2023	The Attendance Teachers will ensure that, according to the student's attendance, the appropriate letters are mailed to the parent/guardian; 1 is the four day threshold letter; Letter 2 is the eight day threshold letter and Letter 3 is the 12 day letter; however, this letter depends on the circumstances of the student absences.	
10/3/2023-10/31/2023	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.	

Commitment 4- Chronic Absenteeism Guidance

10/3/2023-10/31/2023	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses . The AHS Attendance Interventions & Response document will be laminated and distributed to teachers.	
10/3/2023-10/31/2023	Academy principals will designate a staff member to make daily calls home to verify and document the reason for absence.	
10/3/2023-10/31/2023	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.	
10/3/2023-10/31/2023	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.	
10/3/2023-10/31/2023	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.	
10/3/2023-10/31/2023	Attendance team will share out and implement a monthly attendance initiative and celebrate students' improved and exemplary attendance.	
10/3/2023-10/31/2023	MTSS teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.	
10/3/2023-10/31/2023	Attendance Team will meet weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives	
10/3/2023-10/31/2023	Attendance teachers will run the Attendance Letters as outlined in the District's Attendance Plan.	
10/3/2023-10/31/2023	The Attendance Teachers will ensure that, according to the student's attendance, the appropriate letters are mailed to the parent/guardian; 1 is the four day threshold letter; Letter 2 is the eight day threshold letter and Letter 3 is the 12 day letter; however, this letter depends on the circumstances of the student absences.	
11/1/2023-11/30/2023	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.	
11/1/2023-11/30/2023	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses . The AHS Attendance Interventions & Response document will be laminated and distributed to teachers.	

Commitment 4- Chronic Absenteeism Guidance

11/1/2023-11/30/2023	Academy principals will designate a staff member to make daily calls home to verify and document the reason for absence.	
11/1/2023-11/30/2023	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.	
11/1/2023-11/30/2023	Attendance assistant principal will ensure that teachers who did not submit daily attendance are notified the next day to do so, in order to ensure proper and accurate data.	
11/1/2023-11/30/2023	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.	
11/1/2023-11/30/2023	Attendance team will share out and implement a monthly attendance initiative and celebrate students' improved and exemplary attendance.	
11/1/2023-11/30/2023	MTSS teams will meet weekly to review attendance data, identify barriers, and plan for student support and success	
11/1/2023-11/30/2023	The Attendance Team will meet weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives.	
11/1/2023-11/30/2023	Attendance teachers will run the Attendance Letters as outlined in the District's Attendance Plan and ensure that, according to the student's attendance, the appropriate letters; 1, 2, or 3 are mailed to parents.	
12/1/2023-12/22/2023	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.	
12/1/2023-12/22/2023	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses . The AHS Attendance Interventions & Response document will be laminated and distributed to teachers.	
12/1/2023-12/22/2023	Academy principals will designate a staff member to make daily calls home to verify and document the reason for absence.	
12/1/2023-12/22/2023	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.	
12/1/2023-12/22/2023	Attendance assistant principal will ensure that teachers who did not submit daily attendance are notified the next day to do so, in order to ensure proper and accurate data.	

Commitment 4- Chronic Absenteeism Guidance

12/1/2023-12/22/2023	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.	
12/1/2023-12/22/2023	Attendance team will share out and implement a monthly attendance initiative and celebrate students' improved and exemplary attendance.	
12/1/2023-12/22/2023	MTSS teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.	
12/1/2023-12/22/2023	The Attendance Committee will meet weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives.	
12/1/2023-12/22/2023	Attendance teachers will run the Attendance Letters as outlined in the District's Attendance Plan.	
12/1/2023-12/22/2023	The Attendance Teachers will ensure that, according to the student's attendance, the appropriate letters are mailed to the parent/guardian; 1 is the four day threshold letter; Letter 2 is the eight day threshold letter and Letter 3 is the 12 day letter; however, this letter depends on the circumstances of the student absences.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Chronic Absenteeism	We hope to see the chronic absenteeism rates decrease as the assistant principal for attendance and attendance teachers work with students and parents to ensure students attend school every day. And we will work collaboratively with social workers in the area of social emotional learning. We will continue to explore barriers which prevent students from attending school.	
Adult/Schoolwide Behaviors and Practices	Attendance Systems	Attendance incentives, attendance plan, monthly attendance initiative, celebrate students' improved and exemplary attendance and hall sweeps.	
Student Behaviors and Practices	Fewer students walking hallways, tardies, etc	We hope to decrease the number of students who are tardy and those who walk the halls. The attendance teachers will continue to spend time with students regarding about the importance of being in class and on time. Parents will be called.	

Commitment 4- Chronic Absenteeism Guidance

We believe these Winter survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	L4 Our school leaders have high expectations for students and staff.	56.5%	
Staff Survey	F84 We are able to help families to set high expectations for their children.	25.2%	
Family Survey	L2 Our leaders help families to become partners in the education of their children	48.4%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)			

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	
Start and End Month (January through June)	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled

Commitment 4- Chronic Absenteeism Guidance

1/3/24-1/31/24	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.	
1/3/24-1/31/24	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.	
1/3/24-1/31/24	Academy principals will designate a staff member to make daily calls home to verify and document the reason for absence.	
1/3/24-1/31/24	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.	
1/3/24-1/31/24	Attendance assistant principal will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.	
1/3/24-1/31/24	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.	
1/3/24-1/31/24	The Attendance team will share out and implement monthly attendance initiatives and celebrate students' improved and exemplary attendance.	
1/3/24-1/31/24	MTSS teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.	
1/3/24-1/31/24	The Attendance Committee will meet weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives	
1/3/24-1/31/24	The Attendance teachers will run attendance letters as outlined in the District's Attendance Plan.	
1/3/24-1/31/24	The Attendance Teachers will ensure that, according to the student's attendance, the appropriate letters are mailed to the parent/guardian; 1 is the four day threshold letter; Letter 2 is the eight day threshold letter and Letter 3 is the 12 day letter; however, this letter depends on the circumstances of the student absences.	
2/1/24-2/8/24	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.	
2/1/24-2/8/24	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.	

Commitment 4- Chronic Absenteeism Guidance

2/1/24-2/8/24	Academy principals will designate a staff member to make daily calls home to verify and document the reason for absence.	
2/1/24-2/8/24	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.	
2/1/24-2/8/24	Attendance assistant principal will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.	
2/1/24-2/8/24	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.	
2/1/24-2/8/24	Attendance team will share out and implement a monthly attendance initiative and celebrate students' improved and exemplary attendance.	
2/1/24-2/8/24	MTSS Teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.	
2/1/24-2/8/24	The Attendance Committee will meet weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives	
2/1/24-2/8/24	Attendance teachers will run attendance letters as outlined in the District's Attendance Plan.	
2/1/24-2/8/24	The Attendance Teachers will ensure that, according to the student's attendance, the appropriate letters are mailed to the parent/guardian; 1 is the four day threshold letter; Letter 2 is the eight day threshold letter and Letter 3 is the 12 day letter; however, this letter depends on the circumstances of the student absences.	
3/1/24-3/31/24	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.	
3/1/24-3/31/24	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.	
3/1/24-3/31/24	Academy principals will designate a staff member to make daily calls home to verify and document the reason for absence.	
3/1/24-3/31/24	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.	

Commitment 4- Chronic Absenteeism Guidance

3/1/24-3/31/24	Attendance assistant principal will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.	
3/1/24-3/31/24	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.	
3/1/24-3/31/24	Attendance team will share out and implement a monthly attendance initiative and celebrate students' improved and exemplary attendance.	
3/1/24-3/31/24	MTSS Teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.	
3/1/24-3/31/24	The Attendance Committee will meet weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives	
3/1/24-3/31/24	Attendance teachers will run attendance letters as outlined in the District's Attendance Plan.	
3/1/24-3/31/24	The Attendance Teachers will ensure that, according to the student's attendance, the appropriate letters are mailed to the parent/guardian; 1 is the four day threshold letter; Letter 2 is the eight day threshold letter and Letter 3 is the 12 day letter; however, this letter depends on the circumstances of the student absences.	
4/3/24-4/28/24	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.	
4/3/24-4/28/24	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.	
4/3/24-4/28/24	Academy principals will designate a staff member to make daily calls home to verify and document the reason for absence.	
4/3/24-4/28/24	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.	
4/3/24-4/28/24	Attendance assistant principal will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.	
4/3/24-4/28/24	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.	

Commitment 4- Chronic Absenteeism Guidance

4/3/24-4/28/24	Attendance team will share out and implement a monthly attendance initiative and celebrate students' improved and exemplary attendance.	
4/3/24-4/28/24	MTSS Teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.	
4/3/24-4/28/24	The Attendance Committee will meet weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives.	
4/3/24-4/28/24	The Attendance teachers will run attendance letters as outlined in the District's Attendance Plan.	
4/3/24-4/28/24	The Attendance Teachers will ensure that, according to the student's attendance, the appropriate letters are mailed to the parent/guardian; 1 is the four day threshold letter; Letter 2 is the eight day threshold letter and Letter 3 is the 12 day letter; however, this letter depends on the circumstances of the student absences.	
5/1/24-5/31/24	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.	
5/1/24-5/31/24	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.	
5/1/24-5/31/24	Academy principals will designate a staff member to make daily calls home to verify and document the reason for absence.	
5/1/24-5/31/24	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.	
5/1/24-5/31/24	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.	
5/1/24-5/31/24	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.	
5/1/24-5/31/24	The Attendance Team will share out and implement monthly attendance initiatives and celebrate students' improved and exemplary attendance.	
5/1/24-5/31/24	MTSS Teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.	
5/1/24-5/31/24	The Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives	

Commitment 4- Chronic Absenteeism Guidance

5/1/24-5/31/24	Attendance teachers will run attendance letters as outlined in the District's Attendance Plan.	
5/1/24-5/31/24	The Attendance Teachers will ensure that, according to the student's attendance, the appropriate letters are mailed to the parent/guardian; 1 is the four day threshold letter; Letter 2 is the eight day threshold letter and Letter 3 is the 12 day letter; however, this letter depends on the circumstances of the student absences.	
6/1/24-6/13/24	The Attendance Team will support the district's attendance initiative and display monthly posters throughout the school and make monthly attendance announcements emphasizing the importance of attendance.	
6/1/24-6/13/24	Teachers will implement Tier 1 strategies to encourage positive attendance and utilize the AHS Attendance Flow Chart for Tardies and Skipped Classes as outlined in the AHS Attendance Interventions & Responses document.	
6/1/24-6/9/24	Academy principals will designate a staff member to make daily calls home to verify and document the reason for absence.	
6/1/24-6/13/24	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each absent student according to the Attendance Plan.	
6/1/24-6/13/24	Clerical staff will ensure that teachers who did not submit daily attendance are notified the next day to do so in order to ensure proper and accurate data.	
6/1/24-6/9/24	Academy principals and assistant principals will pull scan/skip reports and meet with students to identify barriers and implement levels of interventions and responses as outlined in the code of conduct.	
6/1/24-6/13/24	Attendance team will share out and implement a monthly attendance initiative and celebrate students' improved and exemplary attendance.	
6/1/24-6/13/24	MTSS Teams will meet weekly to review attendance data, identify barriers, and plan for student support and success.	
6/1/24-6/13/24	Building Attendance Committee will meet bi-weekly to monitor SCEP plan, review Chronic Absenteeism Data, plan for MTSS Academy Attendance meetings, and implement and monitor building-wide attendance incentives	
6/1/24-6/30/24	Attendance teachers will mail End of Year letters at the end of June. And use this information for returned mail inquiries.	

COMMITMENT 5 SEL / Suspension / Disproportionality PPS

Guidance

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Utilize a social-emotional support system to provide students with a pathway to develop skills that will allow for them to successfully manage their emotions and/or actions during challenging experiences.</p> <p>Through the use of our social workers, district resources, and RULER resources, students returning from suspension due to violations such as fighting and non-compliance, will be given a student-specific plan that will aim to develop the skills necessary to significantly diminish the chances of the student repeating these behaviors in the future. In addition, we will use these supports to decrease the disproportionality of our suspension rates.</p> <p>In conjunction with the above mentioned supports, an increase in instruction will be provided to both students and staff regarding knowledge of the Code of Conduct and how it relates to students and staff. This instruction will take place immediately once students and staff begin to return for the 2023-24 school year. Signage will also be created and displayed throughout the school to support this initiative.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>PowerBi:</p> <p>Level 3 Offenses - the top 3 offenses fall under fighting and non-compliance violations. These top 3 offenses make up 832 incidents.</p> <p>Level 4 Offenses - aside from the top offense of weapons, the top 6 offenses all involve some form of inappropriate touching (fighting, attacking, unsafe behavior)</p> <p>Staff Survey Results:</p> <p>33.9% - We have an effective system for developing and building student social-emotional health</p> <p>49.2% - We proactively reach out to students who may be having difficulties, socially, emotionally and academically.</p> <p>36.9% - As a school, we track and monitor student behaviors so improvement may be made</p>

Commitment 5- SEL

	<p>Connection to Commitment:</p> <p>The connection to the above data points and the commitment made is that through the system we are looking to implement, the concerns mentioned in the data points would be specifically addressed due to the fact that they all are related to student social-emotional health and how it plays a role in their behavior.</p>
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Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Discipline referrals Suspensions Disproportionality	We hope to decrease the number of discipline incidents among minority students and repeat offenders. Increase the number of staff notes and interventions with administrative fidelity checks.	

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code.
Start and End Month (Summer through December)	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	<p>Red-Not Started</p> <p>Yellow-In Progress</p> <p>Green-Completed</p> <p>Grey-Unscheduled</p>
9/1/23-9/15/23	Administrators will review MTSS building supports with faculty and staff before students return in September: MTSS plan, behavioral expectations, preventative strategies, common planning time, restorative practices, positive relationship building, discipline referral system, trauma informed care practices, RULER plan, the hall pass system, and the tap it to class initiative.	

Commitment 5- SEL

8/21/23-8/31/23	Clerical staff will display posters that promote student expectations and a positive school culture. These posters will include the Student RULER Charter and RULER Mood Meter. The posters will be visible in the hallways, common areas (cafeteria, media center, etc.), and classrooms.	
9/1/23-9/19/23	School psychologists/social workers will share behavior documents (BSP, ICMP, BIP) with all appropriate staff.	
9/1/23-12/31/23	First year teachers will receive behavioral management support from the district mentor coordinator as part of the district teacher mentor program.	
9/01/23-12/31/23	Academy Offices will run the Scan/Skip report daily and call in students providing needed support and apply the code of conduct consistently and progressively.	
9/01/23-9/22/23	Psychologists and social workers will support the halls and lunch shifts during the first weeks of school to identify and conduct necessary interventions with students not attending classes to determine cause and possible solutions.	
9/01/23-9/16/23	Academy and assistant academy principals will lead Falcon 101 sessions to review school vision, mission, school wide expectations, RULER, hall pass system, and the code of conduct.	
9/2/23-12/31/23	Student Culture MTSS sub-committee will share with staff the systems to share student successes in class and in extracurricular activities. These students will be given school rewards (ie "Falcon Bucks") and be publicly praised on school bulletin boards and social media each week. A weekly "tap-it-to-class" initiative will be coordinated with teachers so that any student who reaches time on a specific day and period will receive a school reward.	
9/1/23-9/16/23	Assistant academy principals will facilitate transition meetings with incoming 9th graders (and their parent/guardian) who had a high number of discipline incidents or one or more long-term suspensions during the previous school year.	
9/1/23-9/22/23	Teachers will review school-wide classroom expectations and work to create strong relationships and a sense of community with their students, during the first two weeks of school. (NEDRP Strategies, Classroom RULER Charters).	
9/2/23-6/30/24	Teachers will utilize preventative strategies during instruction (proximity control, behavior specific praise, instructional choice, opportunities to respond, pre-correction, etc.)	
9/2/23-6/30/24	Teachers will use SafeSchoolsNY to record level 1 and 2 behavioral issues as classroom referrals.	
9/2/23 - 6/30/24	The MTSS Ruler Subcommittee will monitor our RULER plan and support teachers when needed with the rollout.	

Commitment 5- SEL

8/28/23-9/6/23	Assistant academy principals will facilitate transition meetings with students (and their parent/guardian) returning from Tony Clement Center for Education.	
9/1/23-9/6/23	All teachers will receive training on how to complete classroom and discipline reports on SafeschoolsNY. Teachers will receive a step-by-step guide and an example of a completed incident report.	
9/1/23-9/16/23	All teachers will receive training on how to enter notes in User Defined Student Notes & Intervention in SchoolTool. Teachers will receive examples of entries.	
9/19/23-1/30/24	Common Planning Teams will dedicate one meeting per week to focus on priority students and discuss Tier 1 behavioral support strategies and interventions. Behavior specialists will provide support and resources to teachers.	
	Analyze discipline data to determine any trends across sub-groups or bias toward students.	
9/19/23-6/30/24	Each academy MTSS Team will meet weekly with the following focus: biweekly for any behavior/academic needs and alternating weeks for attendance concerns.	
11/1/23-6/30/24	Academy principals will review and then present schoolwide data on reported classroom incidents monthly to their MTSS Tier 1 & respective Tier 2 Academy Teams. The team will implement additional interventions as needed.	
11/1/23-6/30/24	Academy principals will review classroom and discipline report data from SafeschoolsNY and identify teachers that need additional support quarterly.	
11/6/23-6/30/24	Teachers will review school-wide classroom expectations with students quarterly.	
1/23/24-1/27/24	Clerical staff will add or replace posters that promote student expectations and a positive school culture.	
1/23/24-1/27/24	Hall monitors and student support staff will receive new professional development or recertification trainings if needed.	
1/22/24-1/22/24	Students will participate in a Falcon 201 session to review school vision, mission, school wide expectations, hall pass system, and the code of conduct.	
5/1/24-6/21/24	Middle school support staff and teachers will hold meetings with the high school support staff to discuss and plan for incoming 9th graders with a history of challenging behaviors.	

We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Commitment 5- SEL

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	% Discipline referrals % Suspensions		
Adult/Schoolwide Behaviors and Practices	SRSS-IE Tier 1 Fidelity Checklist		
Student Behaviors and Practices			

We believe these Winter survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (<i>e.g., % agree or strongly agree</i>)	What we ended up seeing (<i>complete once Spring survey results are available</i>)
Student Survey			
Staff Survey			
Family Survey	<ul style="list-style-type: none"> DV 76: Staff and student talk about the importance of understanding and accepting each other DV81: Staff do not show any preconceived bias towards any student group 	<ul style="list-style-type: none"> 60 to 75% 53 to 75% 	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)	% of students with suspensions and office referrals; disproportionality data		

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code. Red -Not Started Yellow -In Progress Green -Completed Grey -Unscheduled
Start and End Month (January through June)	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	
1/23/24-1/27/24	Clerical staff will add or replace posters that promote student expectations and a positive school culture.	
1/23/24-1/27/24	Hall monitors and student support staff will receive new professional development or recertification trainings if needed.	
1/22/24-1/22/24	Students will participate in a Falcon 201 session to review school vision, mission, school wide expectations, hall pass system, and the code of conduct.	
9/2/23-6/30/24	Teachers will utilize preventative strategies during instruction (proximity control, behavior specific praise, instructional choice, opportunities to respond, pre-correction, etc.)	
9/2/23-6/30/24	Teachers will use SafeSchoolsNY to record level 1 and 2 behavioral issues as classroom referrals.	
9/2/23 - 6/30/24	The MTSS Ruler Subcommittee will monitor our RULER plan and support teachers when needed with the rollout.	
5/1/243-6/21/24	Middle school support staff and teachers will hold meetings with the high school support staff to discuss and plan for incoming 9th graders with a history of challenging behaviors.	
9/19/23-6/30/24	Common Planning Teams will dedicate one meeting per week to focus on priority students and discuss Tier 1 behavioral support strategies and interventions. Behavior specialists will provide support and resources to teachers.	
9/19/23-6/30/24	Each academy MTSS Team will meet weekly with the following focus: biweekly for any behavior/academic needs and alternating weeks for attendance concerns.	
11/1/23-6/30/24	Academy principals will review and then present schoolwide data on reported classroom incidents monthly to their MTSS Tier 1 & respective Tier 2 Academy Teams. The team will implement additional interventions as needed.	
11/1/23-6/30/24	Academy principals will review classroom and discipline report data from SafeschoolsNY and identify teachers that need additional support quarterly.	

Commitment 5- SEL

11/6/23- 6/30/24	Teachers will review school-wide classroom expectations with students quarterly.	
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COMMITMENT 6- Building Equity Team [Equity Action Plan](#)

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to ensuring equitable opportunities and learning experiences for all of our students, and creating a culture where every student feels respected and valued.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We are making this commitment because we recognize that the current educational system, along with complex societal, racial and historical factors create barriers to access and opportunities for our marginalized and underserved populations.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(Complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>Graduation rates by subgroups</p> <p>Exam pass rates by subgroup</p> <p>Discipline and suspension data by subgroups</p>	<p>We hope that when we review this data by subgroups it will be proportional or at least in an upward trajectory.</p>	

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code. Red -Not Started Yellow -In Progress Green -Completed Grey -Unscheduled
Start and End Month (Summer through December)	<ul style="list-style-type: none"> • What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	
8/1/23-9/6/23	Admin to identify Equity Team stakeholders including admin, teachers, support staff, and students.	
8/1/23-8/31/23	Admin will reach out to other schools in the district to seek student equity team best practices.	
8/1/23-9/6/23	Admin to complete Equity Team timeline.	
8/1/23 - 9/6/23	Equity Team will create an AHS Equity Action Plan for the 2023-2024 school year and roll it out to staff.	
8/1/23-9/6/23	Admin to meet with the Student Government Equity Team to create an action plan for the 2023-2024 school year. for orientations and Falcon 101.	
8/1/23-9/6/23	Admin to meet with the Student Government Equity Team to plan for orientations and Falcon 101.	
9/1/23-12/31/23	Equity Student Government will meet monthly.	
9/1/23-12/31/23	Equity Team will meet monthly and monitor the AHS Equity Plan.	
9/1/23-12/31/23	Equity Team provides ongoing Equity Professional Development as outlined in AHS Equity Action Plan.	
9/1/23-12/31/23	Provide regular opportunities for social emotional learning strategies within lessons and learning activities	
9/1/23-12/31/23	Engage students in youth participatory action research that empowers youth to be agents of positive change in their community	
9/1/23-12/31/23	Take field trips to community-learning sites, such as museums, parks, cultural centers, neighborhood recreational centers, and community centers, to foster students' cultural understanding and connection to the surrounding community.	
9/1/23-12/31/23	Incorporate cooperative learning activities to encourage understanding of diverse perspectives; support students in working cooperatively toward goals; and highlight students' unique strengths in the group (e.g., public speaking, note-taking, writing, drawing, etc.).	

Commitment- 6 Building Equity Team

9/1/23-12/31/23	Formalize structures for school and parent collaboration via PTSA	
9/1/23-12/31/23	Make accessible and readable information more readily available to families in a variety of modes, including translations and accommodations for those with disabilities	
9/1/23-12/31/23	MTSS Data team will disaggregate data that focuses on subgroups to address disproportionality that will inform the Equity team work.	
9/1/23-12/31/23	Provide interpretation services at family meetings (i.e. parent organization meetings, community events, during the enrollment process, during the provision of special education services, etc.), to ensure family engagement includes meaningful two-way communication and offers families the opportunity to share (not just receive) in their home language	
	Identify, cultivate, and support students who are interested in joining the district in the future as a classroom teacher or school professional (school counselor, occupational and speech pathologist, etc.) through Human Services pathway as a means to strengthen teacher education pipelines	
	Use tools to identify and recognize instructional methods that high-performing, culturally responsive-sustaining teachers are using across content areas	
	Train and build the capacity of instructional leaders to support teachers in delivering instruction that is rigorous, student-centered, and promotes students as agents of positive social change	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Student Participation in Equity Student Government	<ul style="list-style-type: none"> We hope to see an increase in student participation in the Equity Student Government from September to January. The demographics of the Equity Student Government are representative of the AHS student body. The Equity Student Government Team will plan and implement student orientations and Falcon 101 with Admin 	

Commitment- 6 Building Equity Team

<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Classroom Visits</p>	<ul style="list-style-type: none"> Teaching practices that reflect the indicators in columns 3 and 4 for Student Voice/Student Talk Teacher creates a learning environment that fosters a sense of belonging, caring, equity, and responsibility as indicated in columns 3 and 4 of the Student Engagement Continuum for 	
<p>Student Behaviors and Practices</p>	<p>Classroom Visits</p>	<ul style="list-style-type: none"> Student effort and participation is observable and they take academic risks because they feel safe and supported as indicated in Relational Practices column 3 and 4. 	

We believe these Winter survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>DV 76: At this school, we talk about the importance of understanding and accepting each other.</p> <p>DV 83: Students say the curricula is relevant to their interests and background.</p> <p>DV81: Students say that staff do not show any preconceived bias toward any student group.</p>	<p>40% to 55%</p> <p>36% to 51%</p> <p>34% to 49%</p>	
<p>Staff Survey</p>	<p>DV 74: All students are treated the same, regardless of family background/ethnicity.</p> <p>DV 81: Students say that staff do not show any preconceived bias toward any student group.</p>	<p>41% to 56%</p> <p>30 % to 45%</p>	
<p>Family Survey</p>	<p>DV 76: At this school, staff and students talk about the importance of understanding and accepting each other.</p>	<p>60% to 75%</p>	

Commitment- 6 Building Equity Team

	DV 81: My child(ren) say that staff do not show any preconceived bias toward any student group.	53% to 75%	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)			

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code. Red -Not Started Yellow -In Progress Green -Completed Grey -Unscheduled
Start and End Month (January through June)	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	
1/1/24 - 6/30/24	Equity Student Government will meet monthly	
1/1/24 - 6/30/24	The Equity Team will meet monthly and monitor the AHS Equity Plan.	
1/1/24 - 6/30/24	Equity Team provides ongoing Equity Professional Development as outlined in AHS Equity Action Plan.	
1/1/24-6/30/24	MTSS Data team will disaggregate data that focuses on subgroups to address disproportionality that will inform the Equity team work.	
12/31/23-6/30/24	Provide regular opportunities for social emotional learning strategies within lessons and learning activities	
12/31/23-6/30/24	Engage students in youth participatory action research that empowers youth to be agents of positive change in their community	
12/31/23-6/30/24	Take field trips to community-learning sites, such as museums, parks, cultural centers, neighborhood recreational centers, and community centers, to foster students' cultural understanding and connection to the surrounding community.	

Commitment- 6 Building Equity Team

12/31/23-6/30/24	Incorporate cooperative learning activities to encourage understanding of diverse perspectives; support students in working cooperatively toward goals; and highlight students' unique strengths in the group (e.g., public speaking, note-taking, writing, drawing, etc.).	
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9/1/23-12/31/23	Formalize structures for school and parent collaboration via PTSA	
9/1/23-12/31/23	Make accessible and readable information more readily available to families in a variety of modes, including translations and accommodations for those with disabilities	
9/1/23-12/31/23	MTSS Data team will disaggregate data that focuses on subgroups to address disproportionality that will inform the Equity team work.	
12/31/23-6/30/24	Provide interpretation services at family meetings (i.e. parent organization meetings, community events, during the enrollment process, during the provision of special education services, etc.), to ensure family engagement includes meaningful two-way communication and offers families the opportunity to share (not just receive) in their home language	
12/31/23-6/30/24	Identify, cultivate, and support students who are interested in joining the district in the future as a classroom teacher or school professional (school counselor, occupational and speech pathologist, etc.) through Human Services pathway as a means to strengthen teacher education pipelines	
12/31/23-6/30/24	Use tools to identify and recognize instructional methods that high-performing, culturally responsive-sustaining teachers are using across content areas	
12/31/23-6/30/24	Train and build the capacity of instructional leaders to support teachers in delivering instruction that is rigorous, student-centered, and promotes students as agents of positive social change	

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Establish an Early Warning Intervention and Monitoring System (MTSS)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1-5
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

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

School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

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

Name	Role
Jodi Commerford	Principal
Kandie Antonetti	Citizenship Academy Principal
Jordan Goldman	Discovery Academy Principal
Michaela Miranda	Leadership Academy Principal
Richard Shea	Innovation Academy Principal
Jen Houlihan	Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media
Megan Donohue	ELA Department Chair
Pete Nizinkirck	Teacher
Shelia Ellis	Teacher
Orly Contreras	Teacher
Kate Dring	Teacher
Loren Green	Teacher
Kirsten Dunn	Teacher
Amy Chermack	Teacher
Leah Ascher	Teacher
Emily Cody	Teacher
Rhiannon Apjohn	Teacher
Elena Pollack	Teacher
Kristen Zalucki	Teacher
Aleks Curtis	Teacher
Samantha Cooke	Teacher
Eric Lewis	Teacher
Katie Miller	Teacher
Kyle Koblensky	Teacher
Jen Poli	Teacher
Jennifer Miller	Teacher

Our Team's Process

Colleen Multer	Teacher
Amy Hayes	Teacher
Kelly Micare	Teacher
Wan Oliviere	Teacher
Frank DelSignore	Secondary Instructional Supervisor for Mathematics and Business
Erin Erickson	Teacher
Liz Bartlett	Teacher
Kara McLoughlin	Teacher
Kristie Shakow	Teacher
Christa Wilkie	Teacher
Jenny Brannon	Attendance Teacher
Peter Justice	Attendance Teacher
Amanda Key	Attendance Teacher
John Rosenzweig	Attendance Teacher
Michael Lopez	Assistant Academy Principal
Marilyn Jones-Oliver	Assistant Principal Attendance
Alex LaCoss	Assistant Academy Principal
Ken Klein	Assistant Academy Principal

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example:</i> 4/6/21				<i>x</i>	<i>x</i>		

Learning As A Team

Directions

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

Student Interviews

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

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.