



School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Albany City School District	William. S. Hackett Middle School	6-8

Collaboratively Developed By:

The Hackett Middle School SCEP Development Team

Michael Paolino, Lisa House, Lawrence Moultrie, Craig Ascher, Paul Manzo, Cindy Moorcroft, Allison Griner, Corie Hart-Nelson, Brad Hupfl, Kewsi Burgess, Frank Delsignore, Jennifer Houlihan, Sara Wolfe, Sue Tuminaro, Lionel Harris, Jenn Lange, Jenny O'Neill

Hackett Representation on the District ELA Sub-Committee: Erin Zanello, Sarah Wolfe, Jaclyn Rancourt, Kelly MacNabb, Jen Houlihan

Hackett Representation on the District Math Sub-Committee: Tessa Biskup, Frank DelSignore, Cindy Moorcroft, Stephanie Roden, Diana Smith

And in partnership with the staff, students, and families of Hackett Middle 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 I - English Language Arts

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?</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 despite our best intentions, only 40% of grade 6-8 students are proficient as measured by the 2021-2022 New York State English Language Arts Exam. Moreover, grade 6-8 students of particular sub-groups are disproportionately less proficient as measured by the same assessment:</p> <ul style="list-style-type: none"> ● Students with Disabilities: 6% ● Black/African-American: 21% ● Economically Disadvantaged: 28% ● English Language Learners: 15% <p>Though we do not yet know how students performed on this year's exam, projected proficiency according to outcomes on the Spring 2023 NWEA MAP-R assessment paints a similar picture:</p> <ul style="list-style-type: none"> ● District-Wide G6-8: 24% <ul style="list-style-type: none"> ○ William S. Hackett Middle School: 31% <p>This spring, a sub-committee of teacher and administrator stakeholders utilized the Continuous Improvement Framework to envision, analyze, and listen in order to arrive at our commitment for the 2023-2024 school year.</p> <p>By reviewing student performance at the state and local level, building and district survey data across stakeholder groups, and engaging in discourse with a sub-committee of teachers and administrators across the middle-level buildings, 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.</p> <p>As the educators who make up the system that is currently failing a significant percentage of our students, 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</p>

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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: Individual Action Plans (T2/T3); Small/Whole Group Action Plans (T1)
 - Driver: Grouping, Differentiation, Text/Task Complexity
- **Instructional Leadership** that promotes two-way meaningful feedback and ongoing commitment to professional growth:
 - Administrator ↔ Teacher
 - Administrator ↔ Coach
 - Coach ↔ Teacher
 - Teacher ↔ Teacher
- **Professional Development** to implement student-centered curriculum and instruction (i.e., amplifying student voice, cognitive engagement, relational & restorative practices)
- **Instructional Coaching** grounded in the CSDA Instructional Framework and Adult Learning Theory

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.
- 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 and coaching 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.

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	<p>In English Language Arts, it is our mission to:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● 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	NWEA CGP NWEA % Met Growth	50-80% CGP 50-80% Met Growth	

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Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean/Median Cond. Growth Pct.		
		F2022	S2023	F2022	S2023	L2	L3	L4		W23toS23	F22toS23	F22toW23	W23toS23	F22toS23
Grade														
6	198	42	41	37	38	20	13	19	93	59	51	46	55/61	50/49
7	209	44	41	44	39	23	19	8	73	51	49	46	49/48	49/46
8	232	43	42	42	42	28	20	10	94	51	49	44	50/51	46/46
Ethnicity														
A	72	51	48	55	47	29	26	11	110	53	54	48	50/55	49/53
B	231	33	32	27	26	26	9	6	60	55	49	42	52/55	47/45
H	162	38	37	34	35	24	18	7	78	52	46	48	50/50	46/42
W	140	58	57	65	65	19	24	29	139	55	55	45	55/55	52/55
Multi	30	51	41	55	40	10	30	10	95	38	46	47	38/29	41/46
AIC	22	2	2	0	0	0	0	0	0	62	33	46	54/61	44/39
SWD	122	16	15	9	8	8	6	0	20	43	36	38	46/36	36/24
ELL	89	13	11	1	2	4	1	0	7	56	43	46	50/57	45/42
ECO	437	35	33	31	28	25	14	4	62	51	46	44	49/48	45/42
ALL (6-8)	639	43	41	42	40	24	18	12	89	53	50	45	51/52	48/47

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 (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 style="color: white;">Key:</p> <p style="color: #e67e22;">Common Planning Time</p> <p style="color: #3498db;">Instructional Leadership</p> <p style="color: #2980b9;">Professional Development</p> <p style="color: #27ae60;">Instructional Coaching</p>	
By 8/31/23	Curriculum Development Teams will collaborate to implement curricular changes recommended by the district Curriculum Review 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	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.	

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By 8/31/23	Building and district administrators will collaboratively establish roles, responsibilities, and expectations for the middle-level coaching team that promotes and supports their success in engaging in authentic coaching cycles with teachers and leading professional development opportunities at the team, department, and building level.	
9/5/23	The Instructional Supervisor for English Language Arts, Reading, and Library Media and Middle-Level Literacy Coaches 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 Middle-Level Literacy Coaches will backwards map a cohesive plan for departmental Common Planning Time that prioritizes collaborative planning, professional development, and analyzing student performance data and communicate this plan to all relevant stakeholders, and in particular, building principals.	
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 NWEA Measures of Academic Progress for Reading Fall administration will occur 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 and English/Reading Enrichment classrooms to provide affirmational feedback and identify trend noticings to inform professional development and instructional feedback.	
By 10/13/23	The student growth coordinator will formally deliver both technical training and instructional coaching to teacher teams during common planning time on the NWEA Measures of Academic Progress assessment and learning continuums to support goal setting and progress monitoring and inform instruction, following up with coaching sessions with individual teachers as requested or necessary.	
By 10/31/23	ELA, English/Reading Enrichment, SPED, & ENL Teachers will meet with students individually or in small groups to provide information and feedback to students on their NWEA Reading performance and set goals for the Winter administration using the Student Goal Setting Resources.	
By 10/31/23	ELA, English/Reading Enrichment, SPED, and ENL Teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	

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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 and Middle-Level Literacy Coaches 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 10/31/23	The Middle-Level Literacy, Instructional, Special Education, and ENL Coaches will begin a coaching cycle with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives. As a result, ELA, English/Reading Enrichment, SPED, and ENL teachers will accelerate learning and improve achievement/growth in student outcomes by deepening their command of these high-leverage practices.	
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.	
11/15/23	The Instructional Supervisor for English Language Arts, Reading, and Library Media and Middle-Level Literacy Coaches will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the ELA Indicator.	
By 11/30/23	ELA, English/Reading Enrichment, SPED, and ENL Teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
By 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 and Middle-Level Literacy Coaches will provide	

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	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 support to teachers through classroom visits and walkthroughs in alignment with the CSDA Instructional Framework and either building or teacher goals.	
By 11/30/23	The Middle-Level Literacy, Instructional, Special Education, and ENL Coaches will begin a coaching cycle with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives. As a result, ELA, English/Reading Enrichment, SPED, and ENL teachers will accelerate learning and improve achievement/growth in student outcomes by deepening their command of these high-leverage practices.	
By 12/22/23	ELA, English/Reading Enrichment, SPED, and ENL Teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
By 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 and Middle-Level Literacy Coaches 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	The Middle-Level Literacy, Instructional, Special Education, and ENL Coaches will begin a coaching cycle with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives. As a result, ELA,	

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	English/Reading Enrichment, SPED, and ENL teachers will accelerate learning and improve achievement/growth in student outcomes by deepening their command of these high-leverage practices.	
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.	

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	Fall NWEA easyCBM Q1 CSAs	<ul style="list-style-type: none"> ● Baseline performance at/above Spring 2023 outcomes at the individual student level and aggregate level for the building ● Baseline performance at/above Spring 2023 outcomes at the individual student level ● 80% proficiency on the unit priority standards (R.6-8.2, R.6-8.3) 	
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>

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Mid-Year Benchmark(s)	NWEA CGP NWEA % Met Growth	50-80% CGP 50-80% Met Growth	
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Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile	
		W2023	F2022	W2023	F2022	W2023	L2	L3		L4	PI	F21toW22	F22toW23
Grade													
6	190	42	41	37	41	23	18	15	97	49	45	46	46
7	221	44	42	44	43	27	19	6	67	49	49	46	46
8	236	43	40	42	42	25	19	11	89	56	46	53	44
Ethnicity													
A	75	51	48	55	53	28	27	9	105	62	51	55	48
B	229	33	31	27	24	28	10	5	59	48	44	45	42
H	162	38	37	34	38	25	17	6	73	51	50	48	48
W	145	58	56	65	66	17	29	25	137	49	44	50	45
Multi	31	51	49	55	52	32	26	10	108	54	41	48	47
AIC	23	2	1	0	0	0	0	0	0	42	43	42	46
TCCE	N<5	**	**	**	**	**	**	**	**	**	**	**	**
SWD	120	16	15	9	5	14	3	0	19	48	36	46	38
ELL	90	13	11	1	3	6	2	0	10	58	46	51	46
ECO	408	35	33	31	30	27	13	3	61	50	44	47	44
ALL (6-8)	647	43	41	42	42	25	19	10	88	51	46	48	45

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	<p>Students DV83 Students say the curricula is relevant to their interests and backgrounds.</p> <p>Students C6 Our school curriculum (work) is challenging.</p>	<p>HMS: 38.5% to 69.3%</p> <p>HMS: 42.7% to 71.4%</p>	
Staff Survey	<p>Staff DV83 Students say the curricula is relevant to their background.</p> <p>Staff T50 We challenge students.</p>	<p>HMS: 32.7% to 66.4%</p> <p>HMS: NA to 83.0%</p>	
Family Survey	<p>Family DV83 My child(ren) say the curricula is relevant to their interests and backgrounds.</p> <p>Family T27 My child(ren) is challenged by his/ her teachers.</p>	<p>HMS: 59.4% to 79.7%</p> <p>HMS: 55.6% to 77.8%</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 (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? 	
1/17/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media and Middle-Level Literacy Coaches will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the ELA Indicator.	
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 utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
By 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 and Middle-Level Literacy Coaches 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, 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.	
By 1/31/24	The Middle-Level Literacy, Instructional, Special Education, and ENL Coaches will begin a coaching cycle with all new teachers and other teachers as requested or assigned to model and support best	

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	practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives. As a result, ELA, English/Reading Enrichment, SPED, and ENL teachers will accelerate learning and improve achievement/growth in student outcomes by deepening their command of these high-leverage practices.	
Winter 2024	The NWEA Measures of Academic Progress for Reading Winter administration will occur with a participation goal of 95%.	
2/9/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media and Middle-Level Literacy Coaches will deliver professional development aligned to the vision, mission, and priorities of the School Comprehensive Education Plan for the ELA Indicator.	
By 2/15	ELA, English/Reading Enrichment, SPED, & ENL Teachers will meet with students individually or in small groups to provide information and feedback to students on their NWEA Reading performance and set goals for the Spring administration using the Student Goal Setting Resources.	
By 2/29/24	ELA, English/Reading Enrichment, SPED, and ENL Teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
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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.	
By 2/29/24	The Middle-Level Literacy, Instructional, Special Education, and ENL Coaches will begin a coaching cycle with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives. As a result, ELA, English/Reading Enrichment, SPED, and ENL teachers will accelerate learning and improve achievement/growth in student outcomes by deepening their command of these high-leverage practices.	

Commitment- 1 English Language Arts

3/20/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media and Middle-Level Literacy Coaches 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 utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
By 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 and Middle-Level Literacy Coaches 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 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 3/28/24	The Middle-Level Literacy, Instructional, Special Education, and ENL Coaches will begin a coaching cycle with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives. As a result, ELA, English/Reading Enrichment, SPED, and ENL teachers will accelerate learning and improve achievement/growth in student outcomes by deepening their command of these high-leverage practices.	
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 utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
By 4/30/24	ELA, English/Reading Enrichment, SPED, and ENL Teachers will collaboratively plan lessons, selecting high-leverage instructional	

Commitment- 1 English Language Arts

	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 and Middle-Level Literacy Coaches 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.	
By 4/30/24	The Middle-Level Literacy, Instructional, Special Education, and ENL Coaches will begin a coaching cycle with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives. As a result, ELA, English/Reading Enrichment, SPED, and ENL teachers will accelerate learning and improve achievement/growth in student outcomes by deepening their command of these high-leverage practices.	
5/21/24	The Instructional Supervisor for English Language Arts, Reading, and Library Media and Middle-Level Literacy Coaches 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 utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
By 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 and Middle-Level Literacy Coaches 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 alignment with the secondary data team model, including written feedback on data team minutes.	

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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.	
By 5/31/24	The Middle-Level Literacy, Instructional, Special Education, and ENL Coaches will begin a coaching cycle with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives. As a result, ELA, English/Reading Enrichment, SPED, and ENL teachers will accelerate learning and improve achievement/growth in student outcomes by deepening their command of these high-leverage practices.	
Spring 2024	The NWEA Measures of Academic Progress for Reading Spring administration will occur 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 & Materials:

- [Sub-Committee Agenda & Minutes](#)
- [Meeting #1 Trend Analysis](#)
- [Survey Crosswalk](#)
- [North Albany Middle School Data Analysis Worksheet](#)
- [Myers Middle School Data Analysis Worksheet](#)
- [Hackett Middle School Data Analysis Worksheet](#)
- [Sub-Committee Feedback Form](#)
- [Sub-Committee Feedback Form - Responses](#)

COMMITMENT 2- 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 with a focus on amplifying students' conceptual understanding, and problem solving, especially for students who have unfinished learning.</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>A Math curriculum review that was completed during the 2022-2023 school year revealed that our current curriculum overemphasises procedural fluency and needs to expand our instructional time on conceptual understanding and applications. Student surveys completed in May 2023 indicated that many students would like more explicit connections between the content and real world. Illustrative Mathematics was adopted as a resource with a focus on problem-solving to help address these aspects of rigor.</p> <p>NYS Math test data from 2021-2022 indicates that a majority of students from North Albany Middle School were not proficient in the grade-level standards and skills in math: Grade 6 - 5%; Grade 7 - 3%; Grade 8 - 8%. Spring NWEA collected in May 2022 projects that the majority of students from Myers continue to not be proficient in the grade-level standards and skills in math: Grade 6 - 14%; Grade 7 - 7%; Grade 8 - 4%. This data indicates a significant percentage of students have unfinished learning. Unfinished learning continues to be an obstacle for students to engage in grade-level content and skills. Math AIS Teachers will use the Learning Continuums in NWEA to develop action plans that address students' specific needs.</p> <p>By reviewing state and local data, building and district survey data, and discussions with a committee of teachers and administrators across the middle-level buildings 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 and department

Commitment 2- Math

- Consistent master scheduling across buildings
- Differentiating CPT for Core and AIS Teachers to meet across buildings through Google Meet
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Opportunities

- Develop plan to use CPT more strategically throughout the year to analyze NWEA and eDoctrina data, deliver professional development
- Spend more time collaborative planning lessons and activities

Instructional Feedback

Strengths

- Encouraging immediate feedback through class visits
- Open academic discourse between teachers and administrators

Opportunities

- Increased frequency
- More constructive feedback to supplement affirmational visits

Professional Development

Strengths

- Using our testing platform, Edoctrina, to analyze data Taking time during PD to look at data.
- Student voice instructional strategies PD from 2022 - 23 was effective
- Differentiating sessions based on teacher roles: Core and AIS

Opportunities

- 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
- Continue to offer training for use of NWEA data

Benchmarks and other common assessments

Strengths

- Narrowed focus with testing, prioritized NWEA
- Common summative unit assessments across grade levels

Commitment 2- Math

	<ul style="list-style-type: none"> Analyzing data and creating spiral review to reteach and extend learning as needed <p>Opportunities</p> <ul style="list-style-type: none"> Strengthen progress monitoring of AIS action plans linked to NWEA Reduce testing when possible to expand instructional time <p>Instructional Coaching</p> <p>Strengths</p> <ul style="list-style-type: none"> Supporting CPT and the data cycle process Creating collaborative space to share, both in-person and through Google Classroom Modeling mathematical discussions within CPT <p>Opportunities</p> <ul style="list-style-type: none"> Expanding coaching by funding one coach at each of the three main middle schools. This will greatly increase the amount of modeling and support that's available to teachers. Analyzing best practices and encouraging teachers to share out or supporting peer visits of successful activities and strategies
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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	NWEA CGP NWEA % Met Growth	50-80% CGP 50-80% Met Growth	

Commitment 2- Math

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean/Median Cond. Growth Prc			
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23	W23toS23
Grade															
6	191	33	32	29	27	17	15	6	61	48	51	51	45/45	46/48	
7	209	37	42	31	38	20	14	13	80	59	68	61	53/59	63/75	
8	222	33	44	26	41	27	13	9	75	66	79	65	61/71	71/81	
Ethnicity															
A	69	48	55	46	59	26	23	19	95	63	75	61	59/61	69/80	
B	231	21	26	9	15	18	5	2	32	53	66	58	51/54	59/67	
H	153	32	36	24	30	24	14	5	62	63	65	58	55/61	59/68	
W	134	52	59	57	64	22	24	25	131	64	72	61	58/67	64/68	
Multi	31	35	38	31	35	26	13	6	68	37	54	66	37/24	55/61	
AIC	22	11	9	0	0	5	0	0	5	43	36	50	42/27	43/32	
SWD	117	9	13	2	5	8	2	0	11	56	69	59	54/63	61/66	
ELL	73	14	18	2	3	12	0	0	12	52	53	57	50/52	53/51	
ECO	421	26	31	17	22	19	10	3	46	56	66	58	51/54	59/66	
ALL (6-8)	622	34	39	29	35	21	14	9	72	58	67	60	53/54	61/66	

Key Strategies and Resources

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? 	
By 8/31/2023	Curriculum Writers will update the grade 6-8 curriculum maps to refine changes due to Next Generation Learning standards and embed Illustrative Mathematics curriculum.	
By 8/31/2023	Building and District Leaders will establish a year long 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.	
By 8/31/23	Building and District Administrators will collaboratively establish roles, responsibilities, meeting schedule, and expectations for the middle-level coaching team that promotes and supports their success in engaging in authentic coaching cycles with teachers and leading	

Commitment 2- Math

	professional development opportunities at the team, department, and building level.	
9/5/2023	Kendall Hunt will provide professional development to all Grade 7 and 8 Math Teachers to launch a new math resource, Illustrative Mathematics.	
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	The NWEA Measures of Academic Progress for Math Fall administration will occur with a participation goal of 95%	
10/1/2023 - 10/15/2023	The Student Growth Coordinator will formally deliver both technical training and instructional coaching to teacher teams during common planning time on the NWEA Measures of Academic Progress assessment and learning continuums to support goal setting and progress monitoring and inform instruction, following up with coaching sessions with individual teachers as requested or necessary.	
10/1/2023 - 10/15/2023	Math and Math Enrichment Teachers will meet with students to provide information and feedback to students on their NWEA Math performance and set goals for the Winter administration. Math Enrichment Teachers will create action plans to support core instruction and progress monitor their interventions.	
10/1/2023 - 10/15/2023	Math and Math Enrichment Teachers will utilize the NWEA reports 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	Math Teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using Illustrative Mathematics. Common Planning Time will be used to collaboratively plan lessons, review student data, and debrief implementation.	
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.	

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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.	
10/1/2023 - 10/31/2023	The Middle School Math, Instructional, Special Education, and ENL Coaches will engage in coaching cycles to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives	
11/1/2023 - 11/30/2023	Math Teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using Illustrative Mathematics. Common Planning Time will be used to collaboratively plan lessons, review student data, and debrief implementation.	
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.	
11/1/2023 - 11/30/2023	The Middle School Math, Instructional, Special Education, and ENL Coaches will engage in coaching cycles to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives.	
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.	
11/15/23	The Instructional Supervisor for Secondary Mathematics and Middle-Level Math Coaches will deliver professional development with a focus on	

Commitment 2- Math

	amplifying students' conceptual understanding, and problem solving using Illustrative Mathematics and addressing students' unfinished learning using NWEA Learning Continuums.	
12/1/2023 - 12/31/2023	Math Teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using Illustrative Mathematics. Common Planning Time will be used to collaboratively plan lessons, review student data, and debrief implementation.	
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.	
12/1/2023 - 12/31/2023	The Middle School Math, Instructional, Special Education, and ENL Coaches will engage in coaching cycles to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives.	

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 NWEA Q1 Common Summative Assessments 	<ul style="list-style-type: none"> Baseline performance at/above Spring 2023 at the individual student level 80% proficiency on quarter 1 priority standards on common summative assessments at each grade level 	

Commitment 2- 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 (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	NWEA CGP NWEA % Met Growth	50-80% CGP 50-80% Met Growth	

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile		
		W2023	F2022	W2023	F2022	W2023	L2	L3		L4	PI	F21toW22	F22toW23	F21toW22
Grade														
6	189	33	34	29	32	21	17	6	70	46	53	44	51	
7	216	37	41	31	36	23	15	13	84	45	66	46	61	
8	234	33	39	26	34	25	11	7	64	50	71	46	65	
Ethnicity														
A	73	48	49	46	47	22	21	18	87	55	68	50	61	
B	226	21	25	9	16	19	6	1	34	46	61	45	58	
H	162	32	35	24	27	27	13	3	61	46	65	45	58	
W	143	52	56	57	62	24	24	22	128	48	68	45	61	
Multi	30	35	41	31	37	27	17	7	77	32	69	37	66	
AIC	23	11	13	0	4	9	0	0	**	50	50	47	50	
TCCE	**	**	**	**	**	**	**	**	**	**	**	**	**	
SWD	117	9	13	2	6	6	1	1	10	45	62	45	59	
ELL	91	14	18	2	7	8	3	0	14	51	63	46	57	
ECO	398	26	30	17	21	21	10	3	48	44	62	44	58	
ALL (6-8)	639	34	38	29	34	23	14	8	72	47	64	45	60	

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 (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)

Commitment 2- Math

Student Survey	Students C6 Our school curriculum (work) is challenging. (42.7% in 2022-23)	71%	
Staff Survey	Staff T50 We challenge students. (Not collected in 2022-23)	92%	
Family Survey	Family T27 My child(ren) is challenged by his/ her teachers. (55.6% in 2022-23)	78%	

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	Math Teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using Illustrative Mathematics. Common Planning Time will be used to collaboratively plan lessons, review student data, and debrief implementation.	
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.	

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1/1/2024 - 1/31/2024	The Middle School Math, Instructional, Special Education, and ENL Coaches will engage in coaching cycles to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives.	
1/8/2024 - 1/19/2024	The NWEA Measures of Academic Progress for Math Fall administration will occur with a participation goal of 95%	
1/17/2024	The Instructional Supervisor for Secondary Mathematics and Middle-Level Math Coaches will deliver professional development with a focus on amplifying students' conceptual understanding, and problem solving using Illustrative Mathematics and addressing students' unfinished learning using NWEA Learning Continuums.	
1/22/2024 - 2/1/2024	The Student Growth Coordinator will formally deliver both technical training and instructional coaching to teacher teams during common planning time on the NWEA Measures of Academic Progress assessment and learning continuums to support goal setting and progress monitoring and inform instruction, following up with coaching sessions with individual teachers as requested or necessary.	
1/22/2024 - 2/1/2024	Math and Math Enrichment Teachers will meet with students to provide information and feedback to students on their NWEA Math performance and set goals for the Winter administration. Math Enrichment Teachers will create action plans to support core instruction and progress monitor their interventions.	
1/22/2024 - 2/1/2024	Math and Math Enrichment Teachers will utilize the NWEA reports 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	Math Teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using Illustrative Mathematics. Common Planning Time will be used to collaboratively	

Commitment 2- Math

	plan lessons, review student data, and debrief implementation.	
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.	
2/1/2024 - 2/28/2024	The Middle School Math, Instructional, Special Education, and ENL Coaches will engage in coaching cycles to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives.	
2/9/2024	The Instructional Supervisor for Secondary Mathematics and Middle-Level Math Coaches will deliver professional development with a focus on amplifying students' conceptual understanding, and problem solving using Illustrative Mathematics and addressing students' unfinished learning using NWEA Learning Continuums.	
3/1/2024 - 3/31/2024	Math Teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using Illustrative Mathematics. Common Planning Time will be used to collaboratively plan lessons, review student data, and debrief implementation.	
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	

Commitment 2- Math

	complete cycles of inquiry with teachers focused on either building or teacher goals.	
3/1/2024 - 3/31/2024	The Middle School Math, Instructional, Special Education, and ENL Coaches will engage in coaching cycles to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives.	
3/20/2024	The Instructional Supervisor for Secondary Mathematics and Middle-Level Math Coaches will deliver professional development with a focus on amplifying students' conceptual understanding, and problem solving using Illustrative Mathematics and addressing students' unfinished learning using NWEA Learning Continuums.	
4/1/2024 - 4/30/2024	Math Teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using Illustrative Mathematics. Common Planning Time will be used to collaboratively plan lessons, review student data, and debrief implementation.	
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.	
4/1/2024 - 4/30/2024	The Middle School Math, Instructional, Special Education, and ENL Coaches will engage in coaching cycles to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives.	
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.	

Commitment 2- Math

5/1/2024 - 5/31/2024	Math Teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using Illustrative Mathematics. Common Planning Time will be used to collaboratively plan lessons, review student data, and debrief implementation.	
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 - 5/31/2024	The Middle School Math, Instructional, Special Education, and ENL Coaches will engage in coaching cycles to model and support best practices and standards-aligned instruction aligned to the CSDA Instructional Framework and department initiatives.	
5/21/2024	The Instructional Supervisor for Secondary Mathematics and Middle-Level Math Coaches will deliver professional development with a focus on amplifying students' conceptual understanding, and problem solving using Illustrative Mathematics and addressing students' unfinished learning using NWEA Learning Continuums.	
6/1/2024 - 6/15/2024	The NWEA Measures of Academic Progress for Math Fall administration will occur with a participation goal of 95%	

COMMITMENT 3 -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>At Hackett Middle School we are committed to ensuring that all students attend school on a regular basis, and to arrive at school on time. To achieve this commitment we will review and refine our systems and strategies for properly recording and progress monitoring the attendance of each individual student.</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 current approach to monitoring attendance, a review of our PowerBI student attendance data revealed that 89.4% of all students attended school on a regular basis for the 2022-2023 school year (Prior attendance goals/rates for Hackett MS were closer to 94%). A further look into our attendance data revealed that 40.94% of all students were also deemed to be chronically absent. Moreover, specific subgroups revealed even a greater concern relative to chronic absenteeism:</p> <ul style="list-style-type: none"> ● Students with Disabilities: 60% ● Black/African-American: 49% ● Economically Disadvantaged: 50.64% ● Hispanic Students: 44.31% ● White Students: 30.6% ● English Language Learners: 44.3% <p>By reviewing attendance data for Hackett for the past five years with our Building Leadership Team, and engaging in monthly discussions with our grade-level attendance teams, we reviewed our 2022-2023 School Comprehensive Improvement Plan to identify our areas of strength and explore opportunities for growth for improving overall student attendance and chronic absenteeism at Hackett.</p> <p>As the educators who make up the system that is currently failing a significant percentage of our students, we have collaboratively implemented systems and strategies to better meet the needs of our students and their families. Hence we are committed to implementing the following steps to ensure improved attendance for all students:</p>

Commitment 3- Chronic Absenteeism Guidance

1. Bi-weekly attendance meetings with grade-level teams. In addition to teacher representatives from each team, guidance counselors, Hackett attendance officer, ACSD District Attendance Officer, (2) Home School Coordinators and administration. Each meeting will start with a review of monthly attendance data, identifying students with poor attendance and/or chronic absences. Home School Coordinators and District Attendance Officer will be provided with a list of concerning students for the purpose of contacting parents and/or scheduling home visits. All assigned interventions will be documented within the intervention log. Subsequent meetings will include an agenda item for reviewing effectiveness of each planned intervention.
2. During CPT time, teachers will meet as a team to discuss attendance concerns relative to their students. In addition to making their own phone calls home, they will share with their attendance committee representative the names of those students that they feel require a home contact and/or additional intervention.
3. Hackett Attendance Officer will run daily periodic audit reports to ensure that teachers are recording and submitting attendance correctly. In addition, the attendance Officer will run a daily attendance report and call families of identified absent students to verify and determine the reason for their absence.
4. Hackett AP's and HSC will greet late students each morning as they arrive at school. Phone calls to parents will be immediately made to address the late arrival to school. Interventions may be assigned based upon the reason for the tardiness to school. In conjunction with the Code of Conduct, students may be assigned disciplinary action for continued lateness.
5. Student Support Team members will meet individually with chronically absent students and develop an individual action plan for improving student attendance.

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	Chronic Absenteeism Rate	<p>By June 2024, the chronic absenteeism rate in Hackett Middle School for all students will be 30% or less. Chronic Absenteeism for specific subgroups is as follows:</p> <ul style="list-style-type: none"> • Black/African American Students: 30% or less • Economically Disadvantaged: 30% or less • Students with Disabilities: 30% or less • Hispanic Students: 30% or less • White Students: 20% or less • English Language Learners: 30% or less 	
	Overall Student Attendance Percentage	<p>By June 2024, the overall student attendance percentage at Hackett Middle School for all students will be at least 95%.</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? 	
August 2023	The Hackett MS Building Leadership Team will convene to review data and action steps for the purpose of ensuring the implementation of the 2023-2024 SCEP for the first month of the school year.	

Commitment 3- Chronic Absenteeism Guidance

Aug. 1-30, 2023	The Hackett Middle School Building Principal will send home a separate parent letter prior to the start of the school year discussing the importance of student attendance and strategies to support this goal. This will be based on attendance from the previous year (18+ and close to chronically absent)	
Aug. 1-30, 2023	Chronically absent students will be flagged in schooltool to show attendance concerns. During the first month of school, Grade Level Teams will meet with students who were deemed chronically absent.	
Sept. 8, 2023	Buildings Attendance Team Committee will conduct the School Practice Self-Assessment to identify family, peer, school, and community strengths and supports to meet student attendance goals. The Team will review the results and use the findings to recommend protocols for improving overall chronic absenteeism during the first week of CPT meetings.	
Sept. 18-21, 2023	Attendance Committee will share-out findings from the School Practice Self-Assessment during weekly scheduled CPT meetings.	
Sept. 22, 2023	Buildings Attendance Team Committee will complete Attendance Flow Map	
Sept. 7-29, 2023	District Attendance Officer in conjunction with Hackett Home-School coordinators will prepare an FTE list and schedule home visits to determine any known moves out of district/zone	
Sept. 7-29, 2023	The school's automated system will call the home of each student who is not in attendance each day.	
Sept. 8-22, 2023	The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
Sept. 29, 2023	Monthly attendance letters will be generated for those students who met specific absence threshold criteria.	
Sept. 29, 2023	The Hackett Middle School AP in charge of the Attendance Committee, in cooperation with the Home	

Commitment 3- Chronic Absenteeism Guidance

	School Coordinator and the attendance clerk, will meet on the 4th Friday of each month to review the grade level attendance reports and discuss all visits and phone calls. Hackett Intervention Tracking Sheet will be utilized to document details of interventions.	
Oct. 2-31, 2023	District Attendance Officer in conjunction with Hackett Home-School coordinators will prepare an FTE list and schedule home visits to determine any known moves out of district/zone.	
Oct. 2-31, 2023	The school's automated system will call the home of each student who is not in attendance each day.	
Oct. 6-20, 2023	The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
Oct. 2-31, 2023	Hackett Home School Coordinators and Attendance Officer will make home visits for those students identified with more than 4 days of absence.	
Oct. 2-31, 2023	Monthly attendance letters will be generated for those students who met specific absence threshold criteria.	
Oct. 26, 2023	The Hackett Middle School AP in charge of the Attendance Committee, in cooperation with the home school coordinator and the attendance clerk, will meet on the 4th Friday of each month to review the grade level attendance reports and discuss all visits and phone calls. Hackett Intervention Tracking Sheet will be utilized to document details of interventions.	
Nov. 1-30, 2023	The school's automated system will call the home of each student who is not in attendance each day.	
Nov.3-17, 2023	The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	

Commitment 3- Chronic Absenteeism Guidance

Nov. 1-30, 2023	Hackett Home School Coordinators and Attendance Officer will make home visits for those students identified with more than 6 days of absence.	
Nov. 1-30, 2023	Monthly attendance letters will be generated for those students who met specific absence threshold criteria.	
Nov. 30, 2023	The Hackett Middle School AP in charge of the Attendance Committee, in cooperation with the home school coordinator and the attendance clerk, will meet on the 4th Friday of each month to review the grade level attendance reports and discuss all visits and phone calls. Hackett Intervention Tracking Sheet will be utilized to document details of interventions.	
Nov. 21, 2023	Hackett will conduct a 1st quarter Attendance Award/Reward Incentive.	
Dec. 1-22, 2023	The school's automated system will call the home of each student who is not in attendance each day.	
Dec. 1-15, 2023	The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
Dec. 1-22, 2023	Hackett Home School Coordinators and Attendance Officer will make home visits for those students identified with more than 8 days of absence.	
Dec. 1-22, 2023	Monthly attendance letters will be generated for those students who met specific absence threshold criteria.	
Dec. 22, 2023	The Hackett Middle School AP in charge of the Attendance Committee, in cooperation with the home school coordinator and the attendance clerk, will meet on the 4th Friday of each month to review the grade level attendance reports and discuss all visits and phone calls. Hackett Intervention Tracking Sheet will be utilized to document details of interventions.	
Dec. 1-22, 2023	The school's automated system will call the home of each student who is not in attendance each day.	

Commitment 3- Chronic Absenteeism Guidance

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	<p>Chronic Absenteeism</p> <p>Overall Student Attendance Rate:</p>	<p>Overall chronic absenteeism rate under 18%.</p> <ul style="list-style-type: none"> • Black/African American Students: 15% or less • Economically Disadvantaged: 15% or less • Students with Disabilities: 15% or less • Hispanic Students: 15% or less • White Students: 15% or less • English Language Learners: 15% or less <p>Overall student attendance rate at 95% or higher.</p>	
Adult/Schoolwide Behaviors and Practices	Grade-Level Attendance Meeting Notes	<p>Bi-weekly meeting notes will provide:</p> <ul style="list-style-type: none"> • monthly grade level student attendance rates (goal being 95% or higher each month) • list of identified students (highest to lowest) with the number of days absent (goal being 20% of less for each identified subgroup) • interventions and action steps assigned to each identified student. • Outreach taken by two (2) HSC and district attendance officer 	
Student Behaviors and Practices	Course Pass/Fail Rate and Chronic Attendance	We hope to see a decrease in the number of overall failing courses by grade level and an overall decrease in the number of students deemed chronically absent.	

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

Commitment 3- Chronic Absenteeism Guidance

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	S39. I feel welcomed and part of my school.	75% or higher	
Staff Survey	51. Our school provides a safe environment for staff and students where learning is valued.	80% or higher	
Family Survey	F47. We have a supportive parent group, such as the PTA, to assist families.	75% or higher	

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)	Chronic Absenteeism % of students with 9 or more absences	We hope to see a decrease from our chronically absent students compared to the January 2023 data. <ul style="list-style-type: none"> All Students - 35.5% to 30% or less Black - 40.2% to 30% or less Hispanic - 39% to 30% or less White - 28.7% to 20% or less ED - 41.1% to 30% or less ELL - 37.4% to 30% or less 	

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	
Start and End Month (January)	<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? 	Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed

Commitment 3- Chronic Absenteeism Guidance

through June)	<ul style="list-style-type: none"> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	Grey-Unauthorized
Jan. 5, 2024	Buildings Attendance Team Committee will conduct the second School Practice Self-Assessment to monitor the progress of school-wide attendance protocols.	
Jan. 1-31, 2024	The school's automated system will call the home of each student who is not in attendance each day.	
Jan. 5-19, 2024	The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
Jan. 2-31, 2024	Hackett Home School Coordinators and Attendance Officer will make home visits for those students identified with more than 10 days of absence.	
Jan. 2-31, 2024	Monthly attendance letters will be generated for those students who met specific absence threshold criteria.	
Jan. 26, 2024	The Hackett Middle School AP in charge of the Attendance Committee, in cooperation with the home school coordinator and the attendance clerk, will meet on the 4th Friday of each month to review the grade level attendance reports and discuss all visits and phone calls. Hackett Intervention Tracking Sheet will be utilized to document details of interventions.	
Feb. 1-29, 2024	The school's automated system will call the home of each student who is not in attendance each day.	
Feb. 2-16, 2024	The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
Feb. 1-29, 2024	Hackett Home School Coordinators and Attendance Officer will make home visits for those students identified with more than 12 days of absence.	

Commitment 3- Chronic Absenteeism Guidance

Feb. 1-29, 2024	Monthly attendance letters will be generated for those students who met specific absence threshold criteria.	
Feb. 29, 2024	The Hackett Middle School AP in charge of the Attendance Committee, in cooperation with the home school coordinator and the attendance clerk, will meet on the 4th Friday of each month to review the grade level attendance reports and discuss all visits and phone calls. Hackett Intervention Tracking Sheet will be utilized to document details of interventions.	
Feb. 16, 2024	Hackett will conduct a 2nd quarter Attendance Award/Reward Incentive.	
Mar. 1, 2024	The school's automated system will call the home of each student who is not in attendance each day.	
Mar. 1-15, 2024	The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
Mar. 1-28, 2024	Hackett Home School Coordinators and Attendance Officer will make home visits for those students identified with more than 14 days of absence.	
MAr. 1-29, 2024	Monthly attendance letters will be generated for those students who met specific absence threshold criteria.	
Mar. 1-22, 2024	The Hackett Middle School AP in charge of the Attendance Committee, in cooperation with the home school coordinator and the attendance clerk, will meet on the 4th Friday of each month to review the grade level attendance reports and discuss all visits and phone calls. Hackett Intervention Tracking Sheet will be utilized to document details of interventions.	
Apr. 8-30, 2024	The school's automated system will call the home of each student who is not in attendance each day.	
Apr. 19, 2024	The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the	

Commitment 3- Chronic Absenteeism Guidance

	reasons for the absences and to discuss interventions for improved student attendance.	
Apr. 26, 2024	Hackett Home School Coordinators and Attendance Officer will make home visits for those students identified with more than 16 days of absence.	
Apr. 8-30, 2024	Monthly attendance letters will be generated for those students who met specific absence threshold criteria.	
Apr. 26, 2024	The Hackett Middle School AP in charge of the Attendance Committee, in cooperation with the home school coordinator and the attendance clerk, will meet on the 4th Friday of each month to review the grade level attendance reports and discuss all visits and phone calls. Hackett Intervention Tracking Sheet will be utilized to document details of interventions.	
Apr. 8, 2024	Hackett will conduct a 3rd quarter Attendance Award/Reward Incentive.	
May 1-31, 2024	The school's automated system will call the home of each student who is not in attendance each day.	
May 1-15, 2024	The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
May 1-31, 2024	Hackett Home School Coordinators and Attendance Officer will make home visits for those students identified with more than 18 days of absence.	
May 1-15, 2024	Monthly attendance letters will be generated for those students who met specific absence threshold criteria.	
May 24, 2024	The Hackett Middle School AP in charge of the Attendance Committee, in cooperation with the home school coordinator and the attendance clerk, will meet on the 4th Friday of each month to review the grade level attendance reports and discuss all visits and phone calls. Hackett Intervention Tracking Sheet will be utilized to document details of interventions.	
June 3-14, 2024	The school's automated system will call the home of each student who is not in attendance each day.	

Commitment 3- Chronic Absenteeism Guidance

<p>June 7-21, 2024</p>	<p>The Hackett Middle School grade level attendance teams will meet on a bi-weekly basis to review student attendance and tardies. The teams will identify students who are currently deemed chronically absent. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.</p>	
<p>June 3-24, 2024</p>	<p>Hackett Home School Coordinators and Attendance Officer will make home visits for those students identified with more than 18 days of absence.</p>	

COMMITMENT 4 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>At Hackett Middle School we are committed to providing all students with a safe and nurturing learning environment, where all students are free to learn from any inappropriate behaviors and/or distractions.</p> <p>We are committed to working collaboratively as a faculty and staff to better understand the needs of each individual student, and to provide interventions and supports to improve these behaviors. As a faculty and staff it is our responsibility to take the first step to develop healthy, trusting and supportive relationships with our students. In addition, we need to work closely with our families, to stay in constant communication, and to become more aware of situations that may trigger a behavior or a response, and to identify steps that can effectively address these behaviors with the assignment of a consequence or disciplinary action.</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 learned from our data analysis that a majority of our disciplinary referrals and subsequent suspensions are linked to similar demographic subgroups. Specific groups include black males, black females, Hispanic males and SWD.</p> <p>A review of the Hackett disciplinary data for the 2022-2023 school year revealed a total of 1414 discipline referrals and 684 classroom incidents. An analysis of the 1414 disciplinary referrals revealed the following trends within our student discipline:</p> <ul style="list-style-type: none"> • SWD had the highest number of discipline referrals, totaling 609 discipline referrals or 43% of all referrals. • Black males had the second highest rate of disciplinary referrals, with a total of 537 discipline referrals, resulting in 38% of all referrals.

Commitment 4- SEL

- Black females were the next highest group, with a total of 296 disciplinary referrals, or 21% of all referrals.
- Hispanic males was the next highest group, with a total of 224 disciplinary referrals, resulting in 16% of all disciplinary referrals.

Of the 1414 disciplinary incidents, there were a total of 393 suspensions assigned, with a total of 152 unique suspensions. An analysis of student suspensions shows a similar trend in regards to demographic groups compared to disciplinary referrals:

- Black students - 39.04% of all suspensions
- Hispanic Student - 16.8% of all suspensions
- SWD - 13% of all suspensions

Believing that all students can achieve academic success, Hackett MS is committed to continuing to identifying consistent strategies and interventions for improving these behaviors. For the 2023-2024 school year, Hackett will commit to the following school-wide initiatives:

- Continued rollout of the RULER program. Teachers and students will engage in monthly RULER lesson activities to further reinforce school expectations and strategies for improving behavior.
- The Hackett SST will continue to meet weekly to review student discipline data, identify struggling students and propose effective interventions to address these behavior.
- Continued parent engagement and involvement, with weekly home visits conducted by the Home School Coordinators.
- Provide teachers with periodic professional development to introduce strategies for addressing and managing inappropriate student behaviors.

Commitment 4- SEL

	<ul style="list-style-type: none"> The Hackett BLT will review discipline data on a monthly basis to review trend data and suggest recommendations for improving student behavior. <p>The overall goal for the 2023-2024 school year is a 5% decrease in both student discipline and suspension.</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 Comparing 22-23 Disproportionality data for Discipline Referrals (R) and Suspensions (S) (as of 6/15/2023) Economically disadvantaged: 47.9% (R) 32.3% (S); Students with Disabilities: 54.8% (R) 40% (S); Black subgroup: 53.8% (R) 39.04% (S)	<p>By June 2024, Hackett Middle School will reduce discipline referrals and suspensions for each identified subgroup by 5%.</p> <p>Economically disadvantaged: 27.9% (R) 27.3% (S); Students with Disabilities: 49.8% (R) 35% (S); Black subgroup: 48.8% (R) 34.04% (S)</p>	

Key Strategies, Resources and Actions

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? 	Monitor progress each month with notes and color code. Red -Not Started Yellow -In Progress Green -Completed Grey -Unscheduled

Commitment 4- SEL

	<ul style="list-style-type: none"> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	
June 1 - Aug. 31	The Hackett Student Support Team will work collaboratively with the Feeder Elementary Teams to create a listing of all students receiving tier 2 and tier 3 disciplinary interventions	
Sept. 1, 2023	At the initial Superintendent Conference Day, the Hackett BLT will share and review with all faculty and staff the results from the 2023 DTSDE survey, focusing primarily on student indicator S43 and discussing goals and expectations for improving overall student behavior within the classroom. Time will be provided during the faculty meeting for faculty and staff to share-out effective classroom management strategies. Teachers will select one strategy by the end of the meeting to implement during the first month of school.	
Sept. 7, 2023	This is the official start day for all new students enrolling in Hackett Middle School. Time will be allocated on this day for teachers to introduce PBIS expectations with all new incoming HMS students. Grade level teams will teach and reinforce with all students expectations for the hallway, classroom, bathroom, and fire drills	
Sept. 7-29, 2023	The SST Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Sept. 22, 2023	The first town hall meeting will be held to review the code of conduct and to reinforce building expectations with students. The Town Hall meeting will be facilitated in conjunction with the No Place for Hate Student Committee.	
Sept. 13-27, 2023	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each	

Commitment 4- SEL

	grade level. Focus will be placed on identifying the most common incident and recommend supports and interventions to address the behavior.	
Sept. 20, 2023	HMS will utilize the September faculty meeting to provide professional development to faculty and staff relative to reviewing preventative strategies and RULER.	
Oct. 12, 2023	The SEB Committee will meet monthly to discuss the implementation of RULER and PBIS throughout the building, as well as plan events that will further promote a positive school climate.	
Oct. 2-31, 2023	The SST Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Oct. 2-31, 2023	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students. After conducting home visits, home school coordinators will meet with grade level teams to share out the result of the visits.	
Oct. 2-31, 2023	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions. The behavior specialist will also meet biweekly with each grade level team to identify and model this month's chosen preventative tier 1 strategy.	
Oct. 11-25, 2023	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups.	
Oct. 18, 2023	At the monthly faculty meetings, BLT will present discipline data for 3 grade levels as well as Subgroups (i.e., SPED, ENL, African American students, males). The purpose of the activity will be to monitor the effectiveness of each chosen strategy. Teachers will be	

Commitment 4- SEL

	able to share their results and select a new strategy if needed.	
Oct. 20, 2023	HMS will conduct the second town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Oct. 23-26, 2023	HMS will complete the first SRSS-IE screener for homeroom classes.	
Oct. 2-31, 2023	During CPT, teachers will create their Tier 1 classroom management plans.	
Oct. 2-31, 2023	Hackett Home School Coordinator will hold an advisory meeting once a month with students from each team identified as causing classroom disruptions in order to review their behavior and share strategies and interventions for improving overall behavior.	
Oct. 2-31, 2023	Administrators will conduct Tier 1 Fidelity checks/visitations during SEL instructional time using the RULER curriculum for their grade level.	
Nov.1-30, 2023	The SST Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Nov.1-30, 2023	The HMS Home School Coordinator will conduct home visits for 5 families of Tier II and III behavior students. After conducting home visits, home school coordinators will meet with grade level teams to share out the result of the visits.	
Nov.1-30, 2023	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions. The behavior specialist will also meet biweekly with each grade level team to identify and model this month's chosen preventative tier 1 strategy.	

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Nov.1-30, 2023	Hackett Home School Coordinator will hold an advisory meeting once a month with students from each team identified as causing classroom disruptions in order to review their behavior and share strategies and interventions for improving overall behavior.	
Nov. 12, 2023	The SEB Committee will meet monthly to discuss the implementation of RULER and PBIS throughout the building, as well as plan events that will further promote a positive school climate.	
Nov. 8-29, 2023	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each grade level. Focus will be placed on identifying the most common incident and recommend supports and interventions to address the behavior	
Nov. 15, 2023	At the monthly faculty meetings, BLT will present discipline data for 3 grade levels as well as Subgroups (i.e., SPED, ENL, African American students, males). The purpose of the activity will be to monitor the effectiveness of each chosen strategy. Teachers will be able to share their results and select a new strategy if needed.	
Nov. 17, 2023	HMS will conduct the third town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data	
Nov. 1-30, 2023	The MTSS Committee will review the Fall SRSS data. Students will be identified based on this data. MTSS committee members will meet with grade level teams to share information relative to these students.	
Dec. 1-22, 2023	The SST Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Dec. 1-22, 2023	Hackett Home School Coordinator will hold an advisory meeting once a month with students from each team	

Commitment 4- SEL

	identified as causing classroom disruptions in order to review their behavior and share strategies and interventions for improving overall behavior.	
Dec. 1-22, 2023	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions. The behavior specialist will also meet biweekly with each grade level team to identify and model this month's chosen preventative tier 1 strategy.	
Dec. 1, 2023	Hackett Home School Coordinator will hold an advisory meeting once a month with the top 5 disciplined students from each team in order to review their behavior and share strategies and interventions for improving overall behavior.	
Dec. 6-20, 2023	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each grade level. Focus will be placed on identifying the most common incident and recommend supports and interventions to address the behavior.	
Dec. 12, 2023	The SEB Committee will meet monthly to discuss the implementation of RULER and PBIS throughout the building, as well as plan events that will further promote a positive school climate.	
Dec. 15, 2023	HMS will conduct the fourth town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Dec. 11-15, 2023	Administrators will conduct Tier 1 Fidelity checks/visitations during SEL instructional time using the RULER curriculum for their grade level	
Dec. 20, 2023	At the monthly faculty meetings, BLT will present discipline data for 3 grade levels as well as Subgroups (i.e., SPED, ENL, African American students, males). The purpose of the activity will be to monitor the effectiveness of each chosen strategy. Teachers will be able to share their results and select a new strategy if needed.	

Commitment 4- SEL

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:

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	<p>5% decrease in the percentage of student discipline referrals compared to the June 2023 discipline data.</p> <p>Economically disadvantaged: 42.8% (R) Students with Disabilities: 49.8% (R) Black subgroup: 48.8%</p>	
Student Data	% Suspensions	<p>5% decrease in the percentage of student suspension compared to the June 2023 discipline data.</p> <p>Economically disadvantaged: 27.0% (S); Students with Disabilities: 35% (S); Black subgroup:34% (S)</p>	
Adult/Schoolwide Behaviors and Practices	SRSS-IE Tier 1 Fidelity Checklist	<p>At the conclusion of the 2022-2023 school year, SRSS data revealed that 24.5% of Hackett students were identified in need of Tier III support, 20.1% required Tier II support, and 55.4% required Tier I support. The goal for the 2023-2024 school year is to continue to reduce the number of students requiring Tier III and Tier II support through early identification and the continued implementation of effective and supportive interventions.</p>	
Student Behaviors and Practices	Overall incidents referrals and suspensions, broken down by grade, gender, ethnicity, SWD and ELL status.	<p>We are hoping to see an overall decrease in the number of classroom incidents, discipline referrals and suspensions along all grade levels compared to the previous years data.</p>	

Commitment 4- SEL

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	The 2023 Student Voice DTSDE index for statement S43, showed that 26.7% of all Hackett students agreed or strongly agreed with the following statement, “Student behavior does not interfere with instruction during class time”	By February 2024, Hackett MS will increase the percentage of students who strongly agree with the following statement “Student behavior does not interfere with instruction during class time” from 26.7% (2022-2023 DTSDE survey baseline data) to 50% or higher.	
Staff Survey	The 2023 Faculty and Staff Voice DTSDE index for statement S69, showed that 22.2% of all Hackett staff agreed or strongly agreed with the following statement, “Student behavior does not interfere with instruction during class time”	By February 2024, Hackett MS will increase the percentage of faculty/staff who strongly agree with the following statement “Student behavior does not interfere with instruction during class time” from 22.2% (2022-2023 DTSDE survey baseline data) to 50% or higher.	
Family Survey	The 2023 Family Voice DTSDE index for statement S39, showed that 31.4% of all Hackett families agreed or strongly agreed with the following statement, “Student behavior does not interfere with instruction during class time”	By February 2024, Hackett MS will increase the percentage of families who strongly agree with the following statement “Student behavior does not interfere with instruction during class time” from 31.4% (2022-2023 DTSDE	

Commitment 4- SEL

		survey baseline data) to 50% or higher.	
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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)	% Discipline referrals	<p>Each month the Hackett BLT will review student discipline referral data. The goal is to witness a 5% decrease in the number of student discipline referrals compared to 2022-2023 school year.</p> <p>Economically disadvantaged: 42.8% (R) Students with Disabilities: 49.8% (R) Black subgroup: 48.8%</p>	
	% Suspensions	<p>Each month the Hackett BLT will review student suspension data. The goal is to witness a 5% decrease in the number of student suspensions compared to 2022-2023 school year.</p> <p>Economically disadvantaged: 27.0% (S); Students with Disabilities: 35% (S); Black subgroup: 34% (S)</p>	

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	
Start and End Month (January)	<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? 	Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed

Commitment 4- SEL

through June)	<ul style="list-style-type: none"> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	Grey-Unauthorized
Jan. 3-31, 2024	The SST Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Jan. 2-31, 2024	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students. After conducting home visits, home school coordinators will meet with grade level teams to share out the result of the visits.	
Jan. 2-31, 2024	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions. The behavior specialist will also meet biweekly with each grade level team to identify and model this month's chosen preventative tier 1 strategy.	
Jan. 2-31, 2024	Hackett Home School Coordinator will hold an advisory meeting once a month with students from each team identified as causing classroom disruptions in order to review their behavior and share strategies and interventions for improving overall behavior.	
Jan. 10-24, 2024	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each grade level. Focus will be placed on identifying the most common incident and recommend supports and interventions to address the behavior.	
Jan. 18, 2024	At the monthly faculty meetings, BLT will present discipline data for 3 grade levels as well as Subgroups (i.e., SPED, ENL, African American students, males). The purpose of the activity will be to monitor the effectiveness of each chosen strategy. Teachers will be	

Commitment 4- SEL

	able to share their results and select a new strategy if needed.	
Jan. 19, 2024	HMS will conduct the fifth town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Jan. 22-25, 2024	HMS will complete the second SRSS-IE screener for homeroom classes.	
Feb. 1-29, 2024	The SST Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Feb. 1-29, 2024	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students. After conducting home visits, home school coordinators will meet with grade level teams to share out the result of the visits.	
Feb. 1-29, 2024	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions. The behavior specialist will also meet biweekly with each grade level team to identify and model this month's chosen preventative tier 1 strategy.	
Feb. 1-29, 2024	Hackett Home School Coordinator will hold an advisory meeting once a month with students from each team identified as causing classroom disruptions in order to review their behavior and share strategies and interventions for improving overall behavior.	
Feb. 8, 2024	The SEB Committee will meet monthly to discuss the implementation of RULER and PBIS throughout the building, as well as plan events that will further facilitate a positive school climate.	
Feb. 14-28, 2024	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring	

Commitment 4- SEL

	the discipline referral and suspension data for each grade level. Focus will be placed on identifying the most common incident and recommend supports and interventions to address the behavior.	
Feb. 9, 2024	HMS will conduct the sixth town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Feb. 12-16, 2024	The MTSS Committee will review the Winter SRSS data. Students will be identified based on this data. MTSS committee members will meet with grade level teams to share information relative to these students.	
Mar. 1-28, 2024	The SST Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Mar. 1-28, 2024	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students. After conducting home visits, home school coordinators will meet with grade level teams to share out the result of the visits.	
Mar. 1-28, 2024	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions. The behavior specialist will also meet biweekly with each grade level team to identify and model this month's chosen preventative tier 1 strategy.	
Mar. 1-28, 2024	Hackett Home School Coordinator will hold an advisory meeting once a month with students from each team identified as causing classroom disruptions in order to review their behavior and share strategies and interventions for improving overall behavior.	
Mar. 14, 2024	The SEB Committee will meet monthly to discuss the implementation of RULER and PBIS throughout the	

Commitment 4- SEL

	building, as well as plan events that will further promote a positive school climate.	
Mar. 22, 2024	HMS will conduct the seventh town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Mar. 13-27, 2024	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each grade level. Focus will be placed on identifying the most common incident and recommend supports and interventions to address the behavior.	
Mar. 11-15, 2024	Administrators will conduct Tier 1 Fidelity checks/visitations during SEL instructional time using the RULER curriculum for their grade level.	
Apr. 8-30, 2024	The SST Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
Apr. 8-30, 2024	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students. After conducting home visits, home school coordinators will meet with grade level teams to share out the result of the visits.	
Apr. 8-30, 2024	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions. The behavior specialist will also meet biweekly with each grade level team to identify and model this month's chosen preventative tier 1 strategy.	
Apr. 8-30, 2024	Hackett Home School Coordinator will hold an advisory meeting once a month with students from each team identified as causing classroom disruptions in order to review their behavior and share strategies and	

Commitment 4- SEL

	interventions for improving overall behavior.	
Apr. 11, 2024	The SEB Committee will meet monthly to discuss the implementation of RULER and PBIS throughout the building, as well as plan events that will further promote a positive school climate.	
Apr. 24, 2024	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each grade level. Focus will be placed on identifying the most common incident and recommend supports and interventions to address the behavior.	
Apr. 19, 2024	HMS will conduct the eighth town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
Apr. 21, 2024	HMS will conduct the third quarterly town hall meeting for all students to introduce and reinforce the student code of conduct.	
Apr. 22, 2024	HMS will complete the final SRSS-IE screener for homeroom classes.	
May 1-31, 2024	The SST Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
May 1-31, 2024	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students. After conducting home visits, home school coordinators will meet with grade level teams to share out the result of the visits.	
May 1-31, 2024	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions. The behavior specialist will also meet biweekly with each grade level team to identify and model this month's	

Commitment 4- SEL

	chosen preventative tier 1 strategy.	
May 1-31, 2024	Hackett Home School Coordinator will hold an advisory meeting once a month with students from each team identified as causing classroom disruptions in order to review their behavior and share strategies and interventions for improving overall behavior.	
May 8-22, 2024	The Hackett MS Building Leadership Team will convene to review data and action steps for the purpose of creating the 2024-2025 SCE.	
May 17, 2024	HMS will conduct the ninth town hall meeting for all grade levels for the purpose of reviewing school wide expectations and sharing student discipline and student attendance data.	
May 13-17, 2024	The MTSS Committee will review the Spring SRSS data. Students will be identified based on this data. MTSS committee members will meet with grade level teams to share information relative to these students.	
June 3-17, 2024	The SST Committee will review on a monthly basis student discipline data for the purpose of identifying the top 5 students at each grade level being referred each month. The SST will make recommendations to support the identified students. SST will also progress monitor all students assigned interventions to determine their overall effectiveness.	
June 3-17, 2024	The HMS home school coordinator will conduct home visits for 5 families of Tier II and III behavior students. After conducting home visits, home school coordinators will meet with grade level teams to share out the result of the visits.	
June 3-17, 2024	The HMS school psychologist will meet with each grade level team on a weekly basis to review student academic concerns. The psychologist shares concerns with the SST for additional student discussion and implementation of recommended interventions.	
June 3-17, 2024	Hackett Home School Coordinator will hold an advisory meeting once a month with students from each team identified as causing classroom disruptions in order to review their behavior and share strategies and interventions for improving overall behavior.	

Commitment 4- SEL

June 12, 2024	The Hackett MS Building Leadership Team will convene to review data and action steps for the purpose of creating the 2024-2025 SCE.	
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COMMITMENT 5- 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>At Hackett, we commit to all students achieving grade-level mastery by focusing on differentiated teaching practices that allow for an increase in student voice, engage all students in meaningful cognitive engagement, and provide various opportunities for all students to demonstrate their learning.</p> <p>We further commit to eliminating any barriers (attendance, discipline, socio-emotional needs, etc.) that prevent all students from being academically successful at school.</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 still continue to observe a large number of students along specific demographic groupings not achieving their desired growth in the areas of ELA and Math.</p> <table border="1" data-bbox="518 907 1560 1459"> <thead> <tr> <th colspan="3">% Met Projected Growth F22toS23</th> </tr> <tr> <th>Subgroup</th> <th>NWEA Reading</th> <th>NWEA Math</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>54%</td> <td>75%</td> </tr> <tr> <td>B</td> <td>49%</td> <td>66%</td> </tr> <tr> <td>H</td> <td>46%</td> <td>65%</td> </tr> <tr> <td>W</td> <td>55%</td> <td>72%</td> </tr> <tr> <td>Multi</td> <td>46%</td> <td>54%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>By reviewing student academic benchmarks, NWEA data from the 22-23 school year, 22-23 discipline data, attendance rates, along with building and district survey data, we have identified school-wide initiatives, described below, to ensure all students are successful and that race is not a predictor of student outcomes.</p> <ul style="list-style-type: none"> • Continued implementation of the Hackett Student Equity Committee, providing students with a voice in helping to identify 	% Met Projected Growth F22toS23			Subgroup	NWEA Reading	NWEA Math	A	54%	75%	B	49%	66%	H	46%	65%	W	55%	72%	Multi	46%	54%			
% Met Projected Growth F22toS23																									
Subgroup	NWEA Reading	NWEA Math																							
A	54%	75%																							
B	49%	66%																							
H	46%	65%																							
W	55%	72%																							
Multi	46%	54%																							

Commitment - 5 Building Equity Team

	<p>school-wide recommendations and improvements to ensure a safe, healthy and engaging school environment.</p> <ul style="list-style-type: none"> Continuation of the Hackett Building Equity Team with the goal being to engage all faculty and staff in collegial dialogue and courageous conversations for the purpose of uncovering unconscious bias that prevents obstacles from enabling equity to occur within our school. Continue to implement a standards-driven curriculum that promotes educational equity along all content areas. Review master schedule to ensure that all students are given the opportunity to take advanced coursework in their desired area of interest. Provide teachers with continued professional development to provide them with teaching strategies that will enable them to adapt their practices to match each student's learning capabilities.
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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	NWEA Scores	We expect to see all students in every subgroup meeting or exceeding 60% CGP from Fall to Spring on NWEA Reading and 75%. on the NWEA Math.	

NWEA Reading:

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean/Median Cond. Growth Prc.			
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23	W23toS23
Grade															
6	198	42	41	37	38	20	13	19	93	59	51	46	55/61	50/49	
7	209	44	41	44	39	23	19	8	73	51	49	46	49/48	49/46	
8	232	43	42	42	42	28	20	10	94	51	49	44	50/51	46/46	
Ethnicity															
A	72	51	48	55	47	29	26	11	110	53	54	48	50/55	49/53	
B	231	33	32	27	26	26	9	6	60	55	49	42	52/55	47/45	
H	162	38	37	34	35	24	18	7	78	52	46	48	50/50	46/42	
W	140	58	57	65	65	19	24	29	139	55	55	45	55/55	52/55	
Multi	30	51	41	55	40	10	30	10	95	38	46	47	38/29	41/46	
AIC	22	2	2	0	0	0	0	0	0	62	33	46	54/61	44/39	
SWD	122	16	15	9	8	8	6	0	20	43	36	38	46/36	36/24	
ELL	89	13	11	1	2	4	1	0	7	56	43	46	50/57	45/42	
ECO	437	35	33	31	28	25	14	4	62	51	46	44	49/48	45/42	
ALL (6-8)	639	43	41	42	40	24	18	12	89	53	50	45	51/52	48/47	

Commitment - 5 Building Equity Team

NWEA Math:

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean/Median Cond. Growth Prc			
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23	W23toS23
Grade															
6	191	33	32	29	27	17	15	6	61	48	51	51	45/45	46/48	
7	209	37	42	31	38	20	14	13	80	59	68	61	53/59	63/75	
8	222	33	44	26	41	27	13	9	75	66	79	65	61/71	71/81	
Ethnicity															
A	69	48	55	46	59	26	23	19	95	63	75	61	59/61	69/80	
B	231	21	26	9	15	18	5	2	32	53	66	58	51/54	59/67	
H	153	32	36	24	30	24	14	5	62	63	65	58	55/61	59/68	
W	134	52	59	57	64	22	24	25	131	64	72	61	58/67	64/68	
Multi	31	35	38	31	35	26	13	6	68	37	54	66	37/24	55/61	
AIC	22	11	9	0	0	5	0	0	5	43	36	50	42/27	43/32	
SWD	117	9	13	2	5	8	2	0	11	56	69	59	54/63	61/66	
ELL	73	14	18	2	3	12	0	0	12	52	53	57	50/52	53/51	
ECO	421	26	31	17	22	19	10	3	46	56	66	58	51/54	59/66	
ALL (6-8)	622	34	39	29	35	21	14	9	72	58	67	60	53/54	61/66	

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? 	
September - January	The Hackett Equity Team will continue its book study, "So You Want to Talk About Race" to further the goal of creating a unified definition of Diversity, Equity and Inclusion as it applies to Hackett.	
September - October	The Student Equity Team will identify their school-wide goals and committee priorities for the 23-24 SY.	
September - January	The Student Equity Team will meet monthly together to plan building-wide activities that align with our No Place for Hate Campaign.	
September - January	The Hackett SEB Committee will meet monthly to plan PD to support the monthly implementation of RULER classroom lessons.	
September - October	Weekly Common Planning Time will be allocated to analyze student performance on the Fall NWEA Reading and Math assessments to monitor student	

Commitment - 5 Building Equity Team

	growth and provide support and interventions for identified students.	
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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	Fall NWEA	We expect to see students maintain and/or improve their Fall '23 NWEA scores compared to their '23 Spring assessment.	
Adult/Schoolwide Behaviors and Practices	Preventative strategies used by faculty and staff to address student behaviors.	Reduction in the number of classroom incidents and student discipline referrals compared to the 22-23 school year.	
Student Behaviors and Practices	Student discipline data, specifically incidents of physical altercations and excessive noise or classroom distractions.	Reduction in the number of student discipline referrals compared to the 22-23 school year.	

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	The 2023 Faculty and Staff Voice DTSDE index for statement DV81, showed that 47.5% of all Hackett students agreed or strongly agreed with the following statement, "Students say that staff do not show any	By June 2024, Hackett MS will increase the percentage of students who strongly agree with the following statement "Students say that	

Commitment - 5 Building Equity Team

	preconceived bias toward any student group.”	staff do not show any preconceived bias toward any student group.” from 47.5% (2022-2023 DTSDE survey baseline data) to 60% or higher.	
Staff Survey	The 2023 Faculty and Staff Voice DTSDE index for statement DV81, showed that 59.1% of all Hackett staff agreed or strongly agreed with the following statement, “Students say that staff do not show any preconceived bias toward any student group.”	By June 2024, Hackett MS will increase the percentage of faculty/staff who strongly agree with the following statement “Students say that staff do not show any preconceived bias toward any student group.” from 59.1% (2022-2023 DTSDE survey baseline data) to 70% or higher.	
Family Survey	The 2023 Faculty and Staff Voice DTSDE index for statement DV81, showed that 72.4% of all Hackett parents agreed or strongly agreed with the following statement, “Students say that staff do not show any preconceived bias toward any student group.”	By June 2024, Hackett MS will increase the percentage of parents who strongly agree with the following statement “Students say that staff do not show any preconceived bias toward any student group.” from 72.4% (2022-2023 DTSDE survey baseline data) to 85% or higher.	

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

Commitment - 5 Building Equity Team

	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)	NWEA Scores	NWEA Winter growth scores for all sub-groups surpassing 60%.	
	Discipline Referrals	Each month the Hackett BLT will review student discipline referral data. The goal is to witness a 5% decrease in the number of student discipline referrals compared to 2022-2023 school year.	
	Suspension Data	Each month the Hackett BLT will review student suspension data. The goal is to witness a 5% decrease in the number of student discipline referrals compared to 2022-2023 school year.	
	Chronic Absenteeism Data	Overall student chronic absentee rate for all students at 30% or less.	

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? 	Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled

Commitment - 5 Building Equity Team

	<ul style="list-style-type: none"> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	
February - June	The Hackett Equity Team will begin the process of rolling out excerpts from its book study, "So You Want to Talk About Race" to all Hackett faculty and staff during monthly CPT meetings.	
February - June	The Student Equity Team will meet monthly together to plan building-wide activities that align with our No Place for Hate Campaign.	
February - June	The Hackett SEB Committee will meet monthly to plan PD to support the monthly implementation of RULER classroom lessons.	
January - February	Weekly Common Planning Time will be allocated to analyze student performance on the Fall NWEA Reading and Math assessments to monitor student growth and provide support and interventions for identified students.	

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Instructional Coaching <input type="checkbox"/> All core and encore areas; SpEd, and ENL
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1 and 2
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
Michael Paolino	Principal
Lisa House	Asst. Principal
Lawrence Moultrie	Asst. Principal
Paul Manzo	Math Teacher
Stepahine Roden	Math Teacher
Diana Smith	Math AIS Teacher
Craig Ascher	Science Teacher
Kewsi Burgess	ELA Teacher
Corie Hart-Nelson	ELA Teacher
Tessa Biskup	ENL Teacher
Allisen Griner	Science Teacher
Frank Delsignore	Math Supervisor
Jennifer Houlihan	ELA Supervisor
Sara Wolfe	Literacy Coach
Sue Tuminaro	Math Coach
Cindy Moorcroft	SPED Teacher
Lionel Harris	Home School Coordinator
Jenn Lange	Parent, PTA
Jenny O'Neill	Parent, PTA

Our Team's Process

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>		
May 10, 2023	X	X		X		X	X
May 24, 2023	X	X		X		X	X
May 30, 2023	X	X	X	X		X	X
May 31, 2023	X	X	X	X		X	X
June 8, 2023	X	X	X	X		X	X
June 13, 2023	X	X		X		X	X
June 21, 2023	X	X	X	X		X	X

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.