



# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
City School District of Albany	North Albany Middle School	6-8

**Collaboratively Developed By:**

**The North Albany Middle School SCEP Development Team**

**SCEP Team Members:**

- Andrea Piper, Principal**
- Nicole Newman, Assistant Principal**
- Emma Steckman, Assistant Principal**
- April Williams, School Counselor**
- Jenny Evans, Attendance Teacher**
- Scott Sankey, Home School Coordinator**
- Senteria Depass-Murray, Home School Coordinator**
- David Sherrod, Community School Coordinator**
- Jesenia Gibson-Rios, Social Worker**
- Karleen Brookshire, Social Worker**
- Agnes Jackson, Head of Security**
- Bob LaCasse, Social Studies Supervisor**

**NAMS Representatives on the ELA Sub-Committee: Bridget Smith, Roderick Perry, Andrea Piper, Jen Houlihan**

**NAMS Representatives on the Math Sub-Committee: Melissa Parker, Toni Bergen, Patricia Wade, Andrea Piper, Nicole Newman, Frank DeSignore**

*And in partnership with the staff, students, and families of North Albany 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](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [Listen: Interviewing Students](#)

- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

## COMMITMENT 1 - English Language Arts

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></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><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>We are making this commitment because despite our best intentions, only 21% 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"> <li>• Students with Disabilities: 0%</li> <li>• Black/African-American: 18%</li> <li>• Economically Disadvantaged: 20%</li> <li>• English Language Learners: 0%* (Only 12/32 ELLs tested)</li> </ul> <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"> <li>• District-Wide G6-8: 24%             <ul style="list-style-type: none"> <li>○ North Albany Middle School: 16%</li> </ul> </li> </ul> <p>This spring, a sub-committee of teacher and administrator stakeholders utilized the <a href="#">Continuous Improvement Framework</a> 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 <a href="#">strengths and opportunities</a> in our existing framework for school improvement and evaluate the degree to which we are effective in <a href="#">organizing adults</a>, <a href="#">centering students</a>, and <a href="#">linking teaching and learning</a>.</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"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● leverage opportunities to explore social justice topics that are relevant to our students and their lived experiences.</li> <li>● cultivate relationships and class culture as the necessary ingredients to accomplish all of the aforementioned.</li> </ul> <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>
<b>End-Of-The-Year Goals</b>	NWEA CGP NWEA % Met Growth	50-80% CGP 50-80% Met Growth	

Insert Spring NWEA TABLE from Ken Robin for ELA

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"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul> <p>Key: Common Planning Time Instructional Leadership Professional Development 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.	
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	

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	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.	
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	



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	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 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.	

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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, 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"> <li>● Baseline performance at/above spring 2023 outcomes at the individual student level and aggregate level for the building</li> <li>● Baseline performance at/above Spring 2023 outcomes at the individual student level</li> <li>● 80% proficiency on the unit priority standards (R.6-8.2, R.6-8.3)</li> </ul>	
Adult/Schoolwide Behaviors and Practices	Classroom visits	<ul style="list-style-type: none"> <li>● Teaching practices that reflect the indicators in columns 3 and 4 of the <a href="#">Student Engagement Continuum</a></li> <li>● Questioning practices that foster cognitive engagement and reflect the indicators in columns 3 and 4 of the <a href="#">Questioning Continuum</a></li> </ul>	
Student Behaviors and Practices	Classroom visits	<ul style="list-style-type: none"> <li>● Cognitive and behavioral engagement that reflects the indicators in columns 3 and 4 of the <a href="#">Student Engagement Continuum</a>.</li> <li>● Equitable opportunity for participation in student-centered academic discourse that reflects the indicators in columns 3 and 4 of the <a href="#">Questioning Continuum</a></li> </ul>	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	NWEA CGP NWEA % Met Growth	50-80% CGP 50-80% Met Growth	

Insert Winter NWEA TABLE from Ken Robin for ELA

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	<b>Students DV83</b> Students say the curricula is relevant to their interests and backgrounds.	NAMS: 44.3% to 72.2%	
	<b>Students C6</b> Our school curriculum (work) is challenging.	NAMS: 51.4% to 75.7%	
<b>Staff Survey</b>	<b>Staff DV83</b> Students say the curricula is relevant to their background.	NAMS: 48.6% to 74.3%	
	<b>Staff T50</b> We challenge students.	NAMS: NA to 83.0%	
<b>Family Survey</b>	<b>Family DV83</b> My child(ren) say the curricula is relevant to their interests and backgrounds.	NAMS: 41.7% to 70.9%	
	<b>Family T27</b> My child(ren) is challenged by his/ her teachers.	NAMS: NA to 77.8%	

## Key Strategies, Resources and Actions

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

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	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 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	

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	Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning.	
By 2/29/24	ELA, English/Reading Enrichment, SPED, and ENL teachers will collaboratively plan lessons, selecting high-leverage instructional practices, focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze the effectiveness of their lessons through the lens of student outcomes.	
By 2/29/24	The instructional supervisor for English Language Arts, reading, and Library Media and middle-level literacy coaches will provide embedded professional development during common planning time aligned to the CSDA instructional framework.	
By 2/29/24	The Secondary Instructional Supervisor for English Language Arts, Reading, and Library Media will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes.	
By 2/29/24	The secondary instructional supervisor for English Language Arts, reading, and Library Media will provide meaningful feedback and support to teachers through classroom visits and walkthroughs in alignment with the CSDA instructional framework and either building or teacher goals.	
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.	
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.	

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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 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	



Commitment -1 English Language Arts

	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.	
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.	



Commitment -1 English Language Arts

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.	
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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 - Respon](#)

## COMMITMENT 2- Math

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></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><b>Why are we making this Commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this Commitment fit into what we envision for the school?</i></li> <li>● <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>● <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<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><b>Common Planning Teams (CPT)</b></p> <p>Strengths</p> <ul style="list-style-type: none"> <li>● Protected time for collaboration by grade-level and department</li> <li>● Consistent master scheduling across buildings</li> <li>● Differentiating CPT for Core and AIS Teachers to meet across buildings through Google Meet</li> </ul> <p>Opportunities</p>

## Commitment 2-Math

- 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, Edocrina, 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
- Analyzing data and creating spiral review to reteach and extend learning as needed

#### Opportunities

- Strengthen progress monitoring of AIS action plans linked to NWEA
- Reduce testing when possible to expand instructional time

### **Instructional Coaching**

#### Strengths

- Supporting CPT and the data cycle process
- Creating collaborative space to share, both in-person and through Google Classroom

### Commitment 2-Math

	<ul style="list-style-type: none"> <li>Modeling mathematical discussions within CPT</li> </ul> <p>Opportunities</p> <ul style="list-style-type: none"> <li>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.</li> <li>Analyzing best practices and encouraging teachers to share out or supporting peer visits of successful activities and strategies</li> </ul>
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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>
<b>End-Of-The-Year Goals</b>	NWEA CGP NWEA % Met Growth	50-80% CGP 50-80% Met Growth	

Insert Spring NWEA TABLE from Ken Robin for Math

### 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"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	
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 yearlong calendar for CPT that protects key times during the year to hyperfocus on SCEP priorities.	
By 8/31/23	In collaboration with building and district administrators, the secondary instructional supervisor for mathematics will establish a professional development plan and schedule aligned to the department's vision and mission and the commitment established in this school comprehensive education plan, with a particular focus on the CSDA instructional framework.	

Commitment 2-Math

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 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.	
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	

Commitment 2-Math

	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 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.	

Commitment 2-Math

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"> <li>Fall NWEA</li> <li>Q1 Common Summative Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Baseline performance at/above Spring 2023 at the individual student level</li> <li>80% proficiency on quarter 1 priority standards on common summative assessments at each grade level</li> </ul>	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	<ul style="list-style-type: none"> <li>Teaching practices that reflect the indicators in columns 3 and 4 of the <a href="#">Student Engagement Continuum</a></li> <li>Questioning practices that foster cognitive engagement and reflect the indicators in columns 3 and 4 of the <a href="#">Questioning Continuum</a></li> </ul>	
Student Behaviors and Practices	Classroom Visits	<ul style="list-style-type: none"> <li>Cognitive and behavioral engagement that reflects the indicators in columns 3 and 4 of the <a href="#">Student Engagement Continuum</a>.</li> <li>Equitable opportunity for participation in student-centered academic discourse that reflects the indicators in columns 3 and 4 of the <a href="#">Questioning Continuum</a></li> </ul>	

Commitment 2-Math

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)
<b>Mid-Year Benchmark(s)</b>	NWEA CGP NWEA % Met Growth	50-80% CGP 50-80% Met Growth	

Insert Winter NWEA TABLE from Ken Robin for Math

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)
<b>Student Survey</b>	Students C6 Our school curriculum (work) is challenging. (51.4% in 2022-23)	76%	
<b>Staff Survey</b>	Staff T50 We challenge students. (Not collected in 2022-23)	92%	
<b>Family Survey</b>	Family T27 My child(ren) is challenged by his/ her teachers. (Not collected in 2022-23)	75%	

Key Strategies, Resources and Action

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



Commitment 2-Math

	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.	
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.	

Commitment 2-Math

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 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 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.	

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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.	
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.	

Commitment 2-Math

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><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>To create a more systematic approach to attendance, where attendance becomes the role and responsibility of each staff member. The Attendance Committee will develop more explicit roles to monitor daily attendance, attendance trends, and be aggressive with interventions. The Committee will monitor every 5 days; weekly rather than monthly.</p>
<p><b>Why are we making this Commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this Commitment fit into what we envision for the school?</i></li> <li>● <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>● <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>● During the 2022-2023 year, North Albany Middle School Chronic Absenteeism rate was 48.7%. Though this was nearly 40% improvement from the previous year, the disaggregated data proved a much needed focus on tiered interventions.             <ul style="list-style-type: none"> <li>○ Tier 1- 65% of CA students</li> <li>○ Tier 2- 17% of CA students</li> <li>○ Tier 3- 18% of CA students                 <ul style="list-style-type: none"> <li>■ Increased Preventative support to reduce students on the cusp- Tier 1- (6% of students missed 10%;).</li> <li>■ Greater emphasis to reduce the number of students in tier 3.</li> </ul> </li> </ul> </li> <li>● As a community school, we recognize the value and knowledge that each member brings. Oftentimes, classroom teachers and support staff have valuable information that could aid in the development of an intervention.</li> <li>● While conducting a needs-gaps analysis, the committee recognized a trend where pertinent information does not disseminate uniformly to all necessary stakeholders.</li> <li>● This commitment will address the gap of knowledge sharing, and further address gaps to mitigate student absences.</li> </ul>

## 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>
The attendance committee will develop more explicit interventions and progress monitor weekly rather than monthly. <b>End-Of-The-Year Goals</b>	Teacher attendance submission	<ul style="list-style-type: none"> <li>Run a report of teacher period attendance to ensure the accuracy of the first three periods of the day...100% of teachers to meet the target.</li> <li>Check/Balance to ensure the accuracy of data</li> </ul>	
	Monthly chronic absenteeism	<ul style="list-style-type: none"> <li>Monthly student attendance would trend to less than 38%</li> </ul>	
	Tardy List	<ul style="list-style-type: none"> <li>Increase in period 1 attendance/on-time arrival</li> </ul>	
	Chronic Absenteeism	<ul style="list-style-type: none"> <li>Overall monitoring of interventions/supports to decrease our CA by 10%, decrease from 48% to 38% for the year.</li> </ul>	

## Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	
Start and End Month (Summer through December)	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled
7/1/23 - 7/30/23	School leaders examined the previous intervention plan and concluded that we need to do more to offset chronic absenteeism. <ul style="list-style-type: none"> <li>Preventative work and outreach will begin in July. The attendance teacher along with the Home</li> </ul>	

Commitment 3-Chronic Absenteeism Guidance

	<p>School Coordinators will implement prevention strategies to fully support our families during the summer and throughout the school year. The strategies selected will align within our intervention plan for 2023-24.</p> <ul style="list-style-type: none"> <li>● We concluded that representation from the Attendance committee will join BELT (Building Equity Leadership Team) to monitor and action monthly attendance data by subgroup. <ul style="list-style-type: none"> <li>○ Members of the attendance committee will include an administrator, HSC, Community Schools Coordinator, attendance teacher, school nurse, school counselors, grade-level social workers, and teacher(s) when available.</li> </ul> </li> </ul>	
<p><b>7/1/23 - 7/30/23</b></p>	<p><b>Phase 1</b> Meet with attendance committee members who also work during the summer months. An initial draft will be developed of an attendance plan to address our students with chronic absenteeism from the prior school year.</p> <ul style="list-style-type: none"> <li>● Pull attendance data from 2022-2023 to include Chronic Students- this will be the targeted group <ul style="list-style-type: none"> <li>○ Pulled data revealed target group total of 150 students</li> <li>○ This includes students from our feeder schools that will make up 6th grade</li> <li>○ The targeted summer list will be tiered and disseminated to HSCs and Attendance Teacher</li> </ul> </li> <li>● A 3 tiered system will be developed for the fall. Chronically absent (CA) students will be tiered using the selected data from 0 - 89% <ul style="list-style-type: none"> <li>○ Tier 3 - 0-69%,</li> <li>○ Tier 2- 70-79%</li> <li>○ Tier 1- 80-89%</li> <li>○ students assigned to CA Tier 1 - assigned to attendance clerk(s)</li> <li>○ students assigned to CA Tier 2 - assigned to school counselor SAIG groups and HSC</li> <li>○ students assigned to CA Tier 3- assigned to Attendance Teacher</li> </ul> </li> <li>● Identify district interventions already in place</li> <li>● Develop an incentive plan for positives results</li> <li>● Develop a monitoring tracking document</li> <li>● Share link with all stakeholders</li> <li>● Track students every 10 days in 2023 -2024 and intervene as needed within that 10 day window</li> </ul>	

Commitment 3-Chronic Absenteeism Guidance

	<ul style="list-style-type: none"> <li>● Develop a reference tool sheet for all</li> <li>● Meet with summer attendance committee - final draft revisions</li> </ul>	
<p><b>8/1/23</b> <b>8/31/23</b></p>	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>● Develop a summer attendance letter District review for letter approved for mailing</li> <li>● Mail summer attendance letter</li> <li>● Develop a phone call script for intervention attendance clerk</li> <li>● Meet with attendance committee to get them onboard with Chronic Absenteeism plan/<a href="#">Monitor tool</a> (add <a href="#">NAMS monitor tool</a>)</li> <li>● Inform Attendance Clerk - begin phone calls explaining the process and offering support</li> <li>● Finalize standing weekly agenda items and get input from team</li> <li>● Finalize the Attendance month-by-month SCEP including when attendance letters go out (bi-weekly)</li> <li>● Finalize attendance presentation for opening PD in Sept.</li> </ul>	
<p>7/1/23 - 8/31/23</p>	<p>We concluded that roles and responsibilities will be revisited and revised from the 2022-23 meeting expectations prior to the start of the year.</p> <p>The Attendance Committee will review and adjust the Tier 1 attendance plan and will formalize a comprehensive, succinct list of Tier 2 and Tier 3 additional attendance supports and staff roles therein.</p> <ul style="list-style-type: none"> <li>● Create a calendar to identify dates for monthly incentives, attendance messaging/PR, and further action needed</li> </ul> <p>This committee has developed a reward system Students and families will be incentivized weekly and monthly.</p> <p>Summer work hours will be made available for this work by the Leadership Team.</p>	
<p><b>7/1/23 -</b> <b>8/31/23</b></p>	<p>This committee will calendar out weekly meeting dates and topics/agenda items per week, along with monthly work sessions.</p> <ul style="list-style-type: none"> <li>● The Principal’s designee will plan to provide relevant data for the work session at least 48 hours in advance of the meeting.</li> <li>● The attendance subcommittee will present their</li> </ul>	



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	presentation(s) to the principal for review, feedback, and revisions prior to rolling it out to faculty and students in September.	
9/1/23 - 9/30/23	The attendance committee will create a fail to enter (FTE) list, and proactively work to address student attendance/accuracy of enrollment	
9/1/23-9/6/23	<p>During professional development on the first week of September, teachers will be provided with attendance expectations, roles, and responsibilities around the following:</p> <ul style="list-style-type: none"> <li>● Taking accurate attendance every period</li> <li>● Identifying/reporting any students with 2 or more days absent during the week</li> <li>● Lead attendance teacher will be responsible for receiving the communication and sharing it with the Attendance Committee</li> </ul>	
9/1/23 - 9/30/23	<p><b>Attendance Committee</b></p> <ul style="list-style-type: none"> <li>● The Attendance Committee will utilize the developed tracking tool to monitor all students, closely monitor the trends and data, and assign any new CA students to the appropriate tier group for additional support.</li> <li>● The principal or designee is responsible for a quarterly attendance audit.</li> <li>● The standing monthly Attendance Committee agenda items will be as follows: <ul style="list-style-type: none"> <li>○ Review of targeted SCEP goals for the month</li> <li>○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members</li> <li>○ Current Intervention Sheet review. What is going well/adjustments to be made?</li> <li>○ Incentive Program - \$1200 budget; Proactive plan/ communication</li> <li>○ Good of the Order</li> </ul> </li> </ul> <p><b>BELT</b></p> <ul style="list-style-type: none"> <li>● Attendance Committee reps will progress monitor attendance action plan and report out at monthly</li> </ul>	

Commitment 3-Chronic Absenteeism Guidance

	<p>BELT and faculty meetings. Support/ feedback is to be elicited at this time.</p> <p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>● Robocalls will call the home of each student who is not in attendance each day.</li> <li>● The assigned clerical staff member(s) will continue to mail bi-weekly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs.</li> <li>● Late passes will be issued for tardy students from 8:15 - 9:37. After 9:37, late students will report to the main office for a pass and phone call home.</li> <li>● In an effort to mitigate students arriving at school late, during the month of September any student that arrives at school at 8:15 am or later will receive a phone call home.</li> </ul> <p><b>Tier 2/ Tier 3</b></p> <ul style="list-style-type: none"> <li>● Each case manager will update interventions on the CA monitoring document and SchoolTool user-defined at least every 10 days.</li> <li>● Attendance Teacher will create SAIG groups and meet weekly with students to provide intervention and support.</li> <li>● The Attendance committee will review families that are not responding to interventions. The committee will refer names to the attendance teacher, and consider if it meets the threshold for CPS call/Tier 3 intervention.</li> </ul>	
<p><b>9/1/23 - 9/30/23</b></p>	<ul style="list-style-type: none"> <li>● Once a student has been absent for 5 days, the parent will be called, and barriers to be re-examined. The core attendance team member will meet with the student and help to identify barriers and possible solutions.</li> </ul>	
<p><b>10/1/23 - 10/31/23</b></p>	<p><b>Attendance Committee</b></p> <ul style="list-style-type: none"> <li>● The Attendance Committee will utilize the developed tracking tool to monitor all students, closely monitor the trends and data, and assign any new CA students to the appropriate tier group for</li> </ul>	

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additional support.

- The principal or designee is responsible for a quarterly attendance audit.
- The standing monthly Attendance Committee agenda items will be as follows:
  - Review of targeted SCEP goals for the month
  - Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members
  - Current intervention sheet review. What is going well/adjustments to be made?
  - Incentive Program - \$1200 budget; Proactive plan/ communication
  - Good of the Order

**BELT**

- Attendance Committee reps will progress monitor attendance action plan and report out at monthly BELT and faculty meetings. Support/ feedback is to be elicited at this time.

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**Tier 2/ Tier 3**

- Each case manager will update interventions on the

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	<p>CA monitoring document and SchoolTool user-defined at least every 10 days.</p> <ul style="list-style-type: none"> <li>● Attendance teacher will create SAIG groups and meet weekly with students to provide intervention and support</li> <li>● The Attendance committee will review families that are not responding to interventions. The Committee will refer names to the attendance teacher, and consider if it meets the threshold for CPS call/Tier 3 intervention.</li> </ul>	
<p><b>10/01/23-10/31/23</b></p>	<ul style="list-style-type: none"> <li>● Once a student has been absent for 5 days, the parent will be called, and barriers to be re-examined. The core attendance team member will meet with the student and help to identify barriers and possible solutions.</li> </ul>	
<p><b>11/01/23 - 11/30/23</b></p>	<p><b>Attendance Committee</b></p> <ul style="list-style-type: none"> <li>● The Attendance Committee will utilize the developed tracking tool to monitor all students, closely monitor the trends and data, and assign any new CA students to the appropriate tier group for additional support.</li> <li>● The principal or designee is responsible for a quarterly attendance audit.</li> <li>● The standing monthly Attendance Committee agenda items will be as follows:             <ul style="list-style-type: none"> <li>○ Review of targeted SCEP goals for the month</li> <li>○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members</li> <li>○ Current intervention sheet review. What is going well/adjustments to be made?</li> <li>○ Incentive Program - \$1200 budget; Proactive plan/ communication</li> <li>○ Good of the Order</li> </ul> </li> </ul>	

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<p><b>11/01/23-11/30/23</b></p>	<ul style="list-style-type: none"> <li>● Once a student has been absent for 5 days, the parent will be called, and barriers to be re-examined. The core attendance team member will meet with the student and help to identify barriers and possible solutions.</li> </ul>	
<p><b>12/01/23 - 12/31/23</b></p>	<p><b>Attendance Committee</b></p> <ul style="list-style-type: none"> <li>● The Attendance Committee will utilize the developed tracking tool to monitor all students, closely monitor the trends and data, and assign any new CA students to the appropriate tier group for additional support.</li> <li>● The principal or designee is responsible for a quarterly attendance audit.</li> <li>● The standing monthly Attendance Committee agenda items will be as follows:             <ul style="list-style-type: none"> <li>○ Review of targeted SCEP goals for the month</li> <li>○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members</li> <li>○ Current Intervention Sheet review. What is going well/adjustments to be made?</li> <li>○ Incentive Program - \$1200 budget; Proactive plan/ communication</li> <li>○ Good of the Order</li> </ul> </li> </ul>	

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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	Chronic Absenteeism	Decrease of our Chronic absenteeism rate by 10%	
Adult/Schoolwide Behaviors and Practices	Attendance Systems	Case manager notes reflect consistent outreach to students on their caseload. Attendance teacher meeting notes with individual students or groups of students that reflect types of intervention and support	
Student Behaviors and Practices	Student Referrals Classroom Attendance	Students who are at risk for CA will show an increase in their attendance. Increase in overall attendance rate for all students.	

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	PS39 I feel welcomed and part of my school	Increase from 48.8% to 58.8%	
Staff Survey	T51 Our school provides a safe environment for staff & students where learning is valued	Increase from 8.9% to 19.0%	
Family Survey	S41 Our school provides a safe environment for staff and students	Increase from 33.3% to 43.3%	

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

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

Commitment 3-Chronic Absenteeism Guidance

Mid-Year Benchmark(s)	January Chronic Absenteeism % from Power BI	A 10% decrease in CA - less than 25% overall CA%	
	<ul style="list-style-type: none"> <li>- Teacher attendance submission</li> <li>- Monthly chronic absenteeism</li> <li>- Tardy List</li> </ul>	<ul style="list-style-type: none"> <li>● Run a report of teacher period attendance to ensure the accuracy of the first three periods of the day...100% of teachers to meet target.</li> <li>● Check/Balance to ensure the accuracy of data</li> <li>● Monthly student attendance would trend to less than 38%</li> <li>● Increase in period 1 attendance/on-time arrival</li> </ul>	
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	Teacher attendance submission	<ul style="list-style-type: none"> <li>Run a report of teacher period attendance to ensure the accuracy of the first three periods of the day...100% of teachers to meet target.</li> <li>Check/Balance to ensure the accuracy of data</li> </ul>	
	Monthly chronic absenteeism	<ul style="list-style-type: none"> <li>Monthly student attendance would trend to less than 38%</li> </ul>	
	Tardy List	<ul style="list-style-type: none"> <li>Increase in period 1 attendance/on-time arrival</li> </ul>	
	Chronic Absenteeism	<ul style="list-style-type: none"> <li>Overall monitoring of interventions/supports to decrease our CA by 10%, decrease from 48% to 38% for the year.</li> </ul>	

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code.
Start and End Month (January through June)	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	<ul style="list-style-type: none"> <li>Red-Not Started</li> <li>Yellow-In Progress</li> <li>Green-Completed</li> <li>Grey-Unscheduled</li> </ul>
01/01/24 - 01/30/24	<p><b>Attendance Committee</b></p> <ul style="list-style-type: none"> <li>The Attendance Committee will utilize the developed tracking tool to monitor all students, closely monitor the trends and data, and assign any new CA students to the appropriate tier group for additional support.</li> <li>The principal or designee is responsible for a quarterly attendance audit.</li> <li>The standing monthly Attendance Committee</li> </ul>	

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agenda items will be as follows:

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<p>01/01/24-01/31/24</p>	<ul style="list-style-type: none"> <li>Once a student has been absent for 5 days, the parent will be called, and barriers to be re-examined. The core attendance team member will meet with the student and help to identify barriers and possible solutions.</li> </ul>	
<p>02/01/24 - 02/28/24</p>	<p><b>Attendance Committee</b></p> <ul style="list-style-type: none"> <li>The Attendance Committee will utilize the developed tracking tool to monitor all students, closely monitor the trends and data, and assign any new CA students to the appropriate tier group for additional support.</li> <li>The principal or designee is responsible for a quarterly attendance audit.</li> <li>The standing monthly Attendance Committee agenda items will be as follows:             <ul style="list-style-type: none"> <li>Review of targeted SCEP goals for the month</li> <li>Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members</li> <li>Current intervention sheet review. What is going well/adjustments to be made?</li> <li>Incentive program - \$1200 budget; Proactive plan/communication</li> <li>Good of the Order</li> </ul> </li> </ul> <p><b>BELT</b></p> <ul style="list-style-type: none"> <li>Attendance Committee reps will progress monitor attendance action plan and report out at monthly BELT and faculty meetings. Support/feedback is to be elicited at this time.</li> </ul> <p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>Robocalls will call the home of each student who is</li> </ul>	

Commitment 3-Chronic Absenteeism Guidance

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<p><b>03/01/24 - 03/31/24</b></p>	<p><b>Attendance Committee</b></p> <ul style="list-style-type: none"> <li>● The Attendance Committee will utilize the developed tracking tool to monitor all students, closely monitor the trends and data, and assign any new CA students to the appropriate tier group for additional support.</li> <li>● The principal or designee is responsible for a quarterly attendance audit.</li> <li>● The standing monthly Attendance Committee agenda items will be as follows: <ul style="list-style-type: none"> <li>○ Review of targeted SCEP goals for the month</li> <li>○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional</li> </ul> </li> </ul>	

Commitment 3-Chronic Absenteeism Guidance

	<p>committee members</p> <ul style="list-style-type: none"> <li>○ Current intervention sheet review. What is going well/adjustments to be made?</li> <li>○ Incentive Program - \$1200 budget; Proactive plan/communication</li> <li>○ Good of the Order</li> </ul> <p><b>BELT</b></p> <ul style="list-style-type: none"> <li>● Attendance Committee reps will progress monitor attendance action plan and report out at monthly BELT and faculty meetings. Support/feedback is to be elicited at this time.</li> </ul> <p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>● Robocalls will call the home of each student who is not in attendance each day.</li> <li>● The assigned clerical staff member(s) will continue to mail bi-weekly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs.</li> <li>● Late passes will be issued for tardy students from 8:15 - 9:37. After 9:37, late students will report to the main office for a pass and phone call home.</li> <li>● In an effort to mitigate students arriving at school late, during the month of September any student that arrives at school at 8:15 am or later will receive a phone call home.</li> </ul> <p><b>Tier 2/ Tier 3</b></p> <ul style="list-style-type: none"> <li>● Each case manager will update interventions on the CA monitoring document and SchoolTool user-defined at least every 10 days.</li> <li>● Attendance teachers will create SAIG groups and meet weekly with them to provide intervention and support.</li> <li>● The Attendance Committee will review families that are not responding to interventions. The committee will refer names to the attendance teacher, and consider if it meets the threshold for CPS call/Tier 3 intervention.</li> </ul>	
<p><b>03/01/24-03/31/24</b></p>	<ul style="list-style-type: none"> <li>● Once a student has been absent for 5 days, the parent will be called, and barriers to be re-examined. The core attendance team member</li> </ul>	

Commitment 3-Chronic Absenteeism Guidance

	<p>will meet with the student and help to identify barriers and possible solutions.</p>	
<p>04/01/24 - 04/30/24</p>	<p><b>Attendance Committee</b></p> <ul style="list-style-type: none"> <li>● The Attendance Committee will utilize the developed tracking tool to monitor all students, closely monitor the trends and data, and assign any new CA students to the appropriate tier group for additional support.</li> <li>● The principal or designee is responsible for a quarterly attendance audit.</li> <li>● The standing monthly Attendance Committee agenda items will be as follows:             <ul style="list-style-type: none"> <li>○ Review of targeted SCEP goals for the month</li> <li>○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members</li> <li>○ Current Intervention Sheet review. What is going well/adjustments to be made?</li> <li>○ Incentive Program - \$1200 budget; Proactive plan/communication</li> <li>○ Good of the Order</li> </ul> </li> </ul> <p><b>BELT</b></p> <ul style="list-style-type: none"> <li>● Attendance Committee reps will progress monitor attendance action plan and report out at monthly BELT and faculty meetings. Support/feedback is to be elicited at this time.</li> </ul> <p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>● Robocalls will call the home of each student who is not in attendance each day.</li> <li>● The assigned clerical staff member(s) will continue to mail bi-weekly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs.</li> <li>● Late passes will be issued for tardy students from 8:15 - 9:37. After 9:37, late students will report to the main office for a pass and phone call home.</li> <li>● In an effort to mitigate students arriving at school</li> </ul>	



Commitment 3-Chronic Absenteeism Guidance

	<p>late, during the month of September any student that arrives at school at 8:15 am or later will receive a phone call home.</p> <p><b>Tier 2/ Tier 3</b></p> <ul style="list-style-type: none"> <li>● Each case manager will update interventions on the CA monitoring document and SchoolTool user-defined at least every 10 days.</li> <li>● Attendance teacher will create SAIG groups and meet weekly with students to provide intervention and support.</li> <li>● The Attendance Committee will review families that are not responding to interventions. The committee will refer names to the attendance teacher, and consider if it meets the threshold for CPS call/Tier 3 intervention.</li> </ul>	
<p><b>04/01/24-04/30/24</b></p>	<ul style="list-style-type: none"> <li>● Once a student has been absent for 5 days, the parent will be called, and barriers to be re-examined. The core attendance team member will meet with the student and help to identify barriers and possible solutions.</li> </ul>	
<p><b>05/01/24 - 05/30/24</b></p>	<p><b>Attendance Committee</b></p> <ul style="list-style-type: none"> <li>● The Attendance Committee will utilize the developed tracking tool to monitor all students, closely monitor the trends and data, and assign any new CA students to the appropriate tier group for additional support.</li> <li>● The principal or designee is responsible for a quarterly attendance audit.</li> <li>● The standing monthly Attendance Committee agenda items will be as follows:             <ul style="list-style-type: none"> <li>○ Review of targeted SCEP goals for the month</li> <li>○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members</li> <li>○ Current Intervention Sheet review. What is going well/adjustments to be made?</li> </ul> </li> </ul>	

Commitment 3-Chronic Absenteeism Guidance

	<ul style="list-style-type: none"> <li>○ Incentive Program - \$1200 budget; Proactive plan/communication</li> <li>○ Good of the Order</li> </ul> <p><b>BELT</b></p> <ul style="list-style-type: none"> <li>● Attendance Committee reps will progress monitor attendance action plan and report out at monthly BELT and faculty meetings. Support/ feedback is to be elicited at this time.</li> </ul> <p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>● Robocalls will call the home of each student who is not in attendance each day.</li> <li>● The assigned clerical staff member(s) will continue to mail bi-weekly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs.</li> <li>● Late passes will be issued for tardy students from 8:15 - 9:37. After 9:37, late students will report to the main office for a pass and phone call home.</li> <li>● In an effort to mitigate students arriving at school late, during the month of September any student that arrives at school at 8:15 am or later will receive a phone call home.</li> </ul> <p><b>Tier 2/ Tier 3</b></p> <ul style="list-style-type: none"> <li>● Each case manager will update interventions on the CA monitoring document and SchoolTool user-defined at least every 10 days.</li> <li>● Attendance teacher will create SAIG groups and meet weekly with students to provide intervention and support.</li> <li>● The Attendance Committee will review families that are not responding to interventions. The Committee will refer names to the attendance teacher, and consider if it meets the threshold for CPS call/Tier 3 intervention.</li> </ul>	
<p><b>05/01/24-05/31/24</b></p>	<ul style="list-style-type: none"> <li>● Once a student has been absent for 5 days, the parent will be called, and barriers to be re-examined. The core attendance team member will meet with the student and help to identify barriers and possible solutions.</li> </ul>	

Commitment 3-Chronic Absenteeism Guidance

<p>06/01/24 06/30/24</p>	<p><b>Attendance Committee</b></p> <ul style="list-style-type: none"><li>● The Attendance Committee will utilize the developed tracking tool to monitor all students, closely monitor the trends and data, and assign any new CA students to the appropriate tier group for additional support.</li><li>● The principal or designee is responsible for a quarterly attendance audit.</li><li>● The standing monthly Attendance Committee agenda items will be as follows:<ul style="list-style-type: none"><li>○ Review of targeted SCEP goals for the month</li><li>○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members</li><li>○ Current intervention sheet review. What is going well/adjustments to be made?</li><li>○ Incentive Program - \$1200 budget; Proactive plan/communication</li><li>○ Good of the Order</li></ul></li></ul> <p><b>BELT</b></p> <ul style="list-style-type: none"><li>● Attendance Committee reps will progress monitor attendance action plan and report out at monthly BELT and faculty meetings. Support/feedback is to be elicited at this time.</li></ul> <p><b>Tier 1</b></p> <ul style="list-style-type: none"><li>● Robocalls will call the home of each student who is not in attendance each day.</li><li>● The assigned clerical staff member(s) will continue to mail bi-weekly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs.</li><li>● Late passes will be issued for tardy students from 8:15 - 9:37. After 9:37, late students will report to the main office for a pass and phone call home.</li><li>● In an effort to mitigate students arriving at school late, during the month of September any student</li></ul>	
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Commitment 3-Chronic Absenteeism Guidance

	<p>that arrives at school at 8:15 am or later will receive a phone call home.</p> <p><b>Tier 2/ Tier 3</b></p> <ul style="list-style-type: none"> <li>● Each case manager will update interventions on the CA monitoring document and SchoolTool user-defined at least every 10 days.</li> <li>● Attendance teacher will create SAIG groups and meet weekly with students to provide intervention and support.</li> <li>● The Attendance Committee will review families that are not responding to interventions. The committee will refer names to the attendance teacher, and consider if it meets the threshold for CPS call/Tier 3 intervention.</li> </ul>	
<p><b>06/01/24-06/30/24</b></p>	<ul style="list-style-type: none"> <li>● Once a student has been absent for 5 days, the parent will be called, and barriers to be re-examined. The core attendance team member will meet with the student and help to identify barriers and possible solutions.</li> </ul>	

## COMMITMENT 4 SEL / Suspension / Disproportionality [PPS Guidance](#)

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

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to reducing discipline referrals and suspensions by refining and strengthening Tier 1 and SEL intervention systems that support positive shifts in student behavior. With a specific focus on intervention strategies that support black and brown young men with disabilities.</p>
<p><b>Why are we making this Commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>In reviewing our discipline data, we found:</p> <p>Our black students with and without disabilities are disproportionately written up and suspended compared to students with and without disabilities. Black students with disabilities are most disproportionately referred and suspended.</p> <p>Black SWD:  referrals: 1.72  suspensions: 1.46</p> <p>White SWD:  referrals: 0.30  suspensions: 0.46</p> <p>Hispanic SWD:  referrals: 0.85  suspensions: 1.38</p> <p>In looking at our students without disabilities, there is also disproportionality.</p> <p>Black:  referrals: 1.31  suspensions: 1.35</p> <p>White:  referrals: 0.69  suspensions: 0.52</p> <p>Hispanic:  referrals: 1.05  suspensions: 1.15</p> <p>We believe that in focusing on fidelity of process we will see an overall reduction in referrals and will be able to</p>

### Commitment 4-SEL/Suspension/Disproportionality

	<p>intervene earlier with respect to proactive tier 1 interventions. Providing interventions for tier 2 and 3 students will then become more manageable. We will take extra care in reviewing who is being written up and suspended and for what infractions to see if consequences are being applied equitably. It will support a safe and positive learning environment.</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>
<b>End-Of-The-Year Goals</b>	<p>- Discipline referrals Suspensions Disproportionality</p> <p>- Teachers using Tier 1 and SEL practices</p>	<ul style="list-style-type: none"> <li>10% decrease in the number of classroom and discipline referrals as compared to the year before</li> <li>A 10% reduction in disproportionality between black and white students around referrals and suspensions, broken out by SWD and Gen Ed</li> <li>Increased use of Tier 1 strategies and SEL as demonstrated in Power BI and Fidelity Checklist notes</li> </ul>	

### Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code. <span style="color: red;">Red</span> -Not Started <span style="color: yellow;">Yellow</span> -In Progress <span style="color: green;">Green</span> -Completed <span style="color: grey;">Grey</span> -Unscheduled
Start and End Month (Summer through December)	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	
July/August	Convene and build the MTSS calendar	
July/August	Review existing protocols and procedures map out September PD regarding Tier 1, 2 &3	

Commitment 4-SEL/Suspension/Disproportionality

<b>Sept-June</b>	Continuously review Tier 1 data/adjust T-1 supports as needed	
<b>Sept-June</b>	Interventionist for T-2/3 students (acad/behav) monitor progress and make recommendations	
<b>Sept-June</b>	Ongoing review of discipline, suspension and disproportionality data for progress monitoring and share out	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	Convene team and refine MTSS calendar	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	MTSS team will review the High-Risk list of students for immediate intervention	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	Student support teams will attend training on MTSS process updates	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	Teachers will develop classroom-level Tier 1 behavior plans that include CRE and restorative practices to support behavior management systems. Plans will be reviewed by the building behavior specialist and administrative team.	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	MTSS team will provide ongoing monitoring of tiered supports, shared during MTSS Core and Tier 2/3	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	MTSS Team will complete & review Tier 1 data to identify tiered supports: <ul style="list-style-type: none"> <li>● Behavior score &amp; intervention data from the previous school year</li> <li>● Quarterly SRSS-IE</li> <li>● Teacher Referrals</li> </ul>	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	Universal SEB screener (SRSS-IE) will be utilized and shared as a data point to identify schoolwide, grade, classroom, or individual student trends.	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	MTSS & Tier 2/3 teams attend and turn key/train building staff on Tier 1 strategies & interventions. In addition to reviewing BIPs, ICMPs, BSPs and 504 plans already in place.	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	Attend first MTSS PLC	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	Admin reviews monthly data as a team to share out at CPT/faculty meetings.	
<b>Sept-Oct. 09/01/23 - 10/31/23</b>	Tier 1 fidelity checks will be conducted quarterly -SEB team	
<b>Nov. 11/01/23 -</b>	In collaboration with the MTSS team, the SEB subcommittee will analyze school-wide data, using Power BI, then shared	

Commitment 4-SEL/Suspension/Disproportionality

<b>11/30/23</b>	and analyzed at CPT and faculty meetings. The data points include discipline referrals, suspensions, attendance, and locations.	
<b>Nov. 11/01/23 - 11/30/23</b>	Members of the student support team (SST) will visit each team to discuss Tier 1 BSPs. Members will also do a check-in regarding the BIPs, ICMPs and 504's in place.	
<b>Nov. 11/01/23 - 11/30/23</b>	MTSS & Tier 2/3 teams attend and turn key train building staff on Tier 1 strategies(preventative strategies) & interventions	
<b>Nov. 11/01/23 - 11/30/23</b>	Ongoing monitoring of tiered supports by MTSS core and grade teams	
<b>Nov. 11/01/23 - 11/30/23</b>	Tier 1 fidelity checks done by admin and SEB team to observe use of Tier 1 strategies in classrooms to provide feedback and opportunity for reflection.	
<b>Nov. 11/01/23 - 11/30/23</b>	Review referral data categories at CPT/faculty meetings	
<b>Dec 12/01/23 - 12/31/23</b>	In collaboration with the MTSS team, the SEB subcommittee will analyze school-wide data, using Power BI, then share and analyze at CPT and faculty meetings. The data points include discipline referrals, suspensions, attendance, and locations.	
<b>Dec 12/01/23 - 12/31/23</b>	Members of the student support team (SST) will visit each team to discuss Tier 1 BSPs. Members will also do a check-in regarding the BIPs, ICMPs and 504's in place	
<b>Dec 12/01/23 - 12/31/23</b>	MTSS & Tier 2/3 teams attend and turn key train building staff on Tier 1 strategies (preventative strategies) & interventions	
<b>Dec 12/01/23 - 12/31/23</b>	Ongoing monitoring of tiered supports by MTSS core and grade teams	
<b>Dec 12/01/23 - 12/31/23</b>	Tier 1 fidelity checks done by admin and SEB team to observe use of Tier 1 strategies in classrooms to provide feedback and opportunity for reflection.	
<b>Dec 12/01/23 - 12/31/23</b>	Review Referral data categories at CPT/faculty meetings	
<b>Dec 12/01/23 - 12/31/23</b>	Tier 1 fidelity checks will be conducted quarterly -SEB team	



Commitment 4-SEL/Suspension/Disproportionality

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> )
<b>Student Data</b>	% Discipline referrals % Suspensions Disproportionality  Referral breakdown by CoC violation	<ul style="list-style-type: none"> <li>A 10% reduction in disproportionality between black and white students around referrals and suspensions, broken out by SWD and Gen Ed</li> <li>A 10% reduction in CoC violations that lead to suspension month over month</li> </ul>	
<b>Adult/Schoolwide Behaviors and Practices</b>	SRSS-IE  Tier 1 Fidelity Checklist	<ul style="list-style-type: none"> <li>100% completion of initial SRSS-IE screener</li> <li>All classrooms get a Tier 1 fidelity check in Q1 &amp; Q2 to observe use of Tier 1 and SEL strategies</li> </ul>	
<b>Student Behaviors and Practices</b>	Code of Conduct Compliance  Exhibit Character Cohort Traits	<ul style="list-style-type: none"> <li>Students are observed complying to STRIVE for FIVE expectations</li> <li>Exhibiting character cohort themed behaviors</li> <li>Noticeable increase in compliance of CoC</li> </ul>	

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> )
<b>Student Survey</b>	RC13 teachers and staff treat students fairly when they do not follow the rules.	10% year over year increase (44% baseline)	
<b>Staff Survey</b>	RC13 teachers and staff treat students fairly when they do not follow the rules.	10% year over year increase (71% baseline)	
<b>Family Survey</b>	RC13 teachers and staff treat students fairly when they (students) do not follow the rules.	10% year-over-year increase (58%)	

Commitment 4-SEL/Suspension/Disproportionality

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)
<b>Mid-Year Benchmark(s)</b>	<ul style="list-style-type: none"> <li>- Percentage of students with suspensions and office referrals; disproportionality data</li> <li>- Teachers using Tier 1 and SEL practices</li> </ul>	<ul style="list-style-type: none"> <li>• 10% decrease in the number of classroom and discipline referrals as compared to the year before</li> <li>• A 10% reduction in disproportionality between black and white students around referrals and suspensions, broken out by SWD and Gen Ed</li> <li>• Increased use of Tier 1 strategies and SEL as demonstrated in Power BI and fidelity checklist notes</li> </ul>	

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code. <span style="color: red;">Red</span> -Not Started <span style="color: yellow;">Yellow</span> -In Progress <span style="color: green;">Green</span> -Completed <span style="color: grey;">Grey</span> -Unscheduled
Start and End Month (January through June)	<ul style="list-style-type: none"> <li>• What strategies will we pursue as part of this Commitment?</li> <li>• What does this strategy entail? What will implementation look like in our school?</li> <li>• What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	
Jan. 01/01/24 - 01/30/24	In collaboration with the MTSS team, the SEB subcommittee will analyze school-wide data, using Power BI, then share and analyze at CPT and faculty meetings. The data points include discipline referrals, suspensions, attendance, and locations.	
Jan. 01/01/24 - 01/30/24	Members of the student support team (SST) will visit each team to discuss Tier 1 BSPs. Members will also do a check-in regarding the BIPs, ICMPs and 504's in place	
Jan. 01/01/24 -	MTSS & Tier 2/3 teams attend and turn key train building staff on Tier 1 strategies(preventative strategies) &	

Commitment 4-SEL/Suspension/Disproportionality

<b>01/30/24</b>	interventions	
<b>Jan. 01/01/24 - 01/30/24</b>	Ongoing monitoring of tiered supports by MTSS core and grade teams	
<b>Jan. 01/01/24 - 01/30/24</b>	Tier 1 fidelity checks done by admin and SEB team to observe use of Tier 1 strategies in classrooms to provide feedback and opportunity for reflection.	
<b>Jan. 01/01/24 - 01/30/24</b>	Review Referral data categories at CPT/faculty meetings	
<b>Feb 02/01/24 - 02/28/24</b>	In collaboration with the MTSS team, the SEB subcommittee will analyze school-wide data, using Power BI, then shared and analyzed at CPT and faculty meetings. The data points include discipline referrals, suspensions, attendance, and locations.	
<b>Feb 02/01/24 - 02/28/24</b>	Members of the student support team (SST) will visit each team to discuss Tier 1 BSPs. Members will also do a check-in regarding the BIPs, ICMPs and 504's in place.	
<b>Feb 02/01/24 - 02/28/24</b>	MTSS & Tier 2/3 teams attend and turn key train building staff on Tier 1 strategies(preventative strategies) & interventions	
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<b>Feb 02/01/24 - 02/28/24</b>	Review referral data categories at CPT/faculty meetings	
<b>March 03/01/24 - 03/31/24</b>	In collaboration with the MTSS team, the SEB subcommittee will analyze school-wide data, using Power BI, then share and analyze at CPT and faculty meetings. The data points include discipline referrals, suspensions, attendance, and locations.	
<b>March 03/01/24 - 03/31/24</b>	Members of the student support team (SST) will visit each team to discuss Tier 1 BSPs. Members will also do a check-in regarding the BIPs, ICMPs and 504's in place.	
<b>March 03/01/24 - 03/31/24</b>	MTSS & Tier 2/3 teams attend and turn key train building staff on Tier 1 strategies(preventative strategies) & interventions	

Commitment 4-SEL/Suspension/Disproportionality

<b>March</b> <b>03/01/24 -</b> <b>03/31/24</b>	Ongoing monitoring of tiered supports by MTSS core and grade teams	
<b>March</b> <b>03/01/24 -</b> <b>03/31/24</b>	Tier 1 fidelity checks done by admin and SEB team to observe the use of Tier 1 strategies in classrooms to provide feedback and opportunity for reflection.	
<b>March</b> <b>03/01/24 -</b> <b>03/31/24</b>	Review referral data categories at CPT/faculty meetings	
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<b>March</b> <b>03/01/24 -</b> <b>03/31/24</b>	Tier 1 fidelity checks will be conducted quarterly -SEB team	
<b>April</b> <b>04/01/24 -</b> <b>04/30/24</b>	In collaboration with the MTSS team, the SEB subcommittee will analyze school-wide data, using Power BI, then share and analyze at CPT and faculty meetings. The data points include discipline referrals, suspensions, attendance, and locations.	
<b>April</b> <b>04/01/24 -</b> <b>04/30/24</b>	Members of the student support team (SST) will visit each team to discuss Tier 1 BSPs. Members will also do a check-in regarding the BIPs, ICMPs and 504's in place	
<b>April</b> <b>04/01/24 -</b> <b>04/30/24</b>	MTSS & Tier 2/3 teams attend and turn key train building staff on Tier 1 strategies(preventative strategies) & interventions	
<b>April</b> <b>04/01/24 -</b> <b>04/30/24</b>	Ongoing monitoring of tiered supports by MTSS core and grade teams	
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<b>April</b> <b>04/01/24 -</b> <b>04/30/24</b>	Review referral data categories at CPT/faculty meetings	
<b>May</b> <b>05/01/24 -</b> <b>05/31/24</b>	In collaboration with the MTSS team, the SEB subcommittee will analyze school-wide data, using Power BI, then share and analyze at CPT and faculty meetings. The data points include discipline referrals, suspensions, attendance, and locations.	

Commitment 4-SEL/Suspension/Disproportionality

<b>May 05/01/24 - 05/31/24</b>	Members of the student support team (SST) will visit each team to discuss Tier 1 BSPs. Members will also do a check-in regarding the BIPs, ICMPs and 504's in place	
<b>May 05/01/24 - 05/31/24</b>	MTSS & Tier 2/3 teams attend and turn key train building staff on Tier 1 strategies (preventative strategies) & interventions	
<b>May 05/01/24 - 05/31/24</b>	Ongoing monitoring of tiered supports by MTSS core and grade teams	
<b>May 05/01/24 - 05/31/24</b>	Tier 1 fidelity checks done by admin and SEB team to observe the use of Tier 1 strategies in classrooms to provide feedback and opportunity for reflection.	
<b>May 05/01/24 - 05/31/24</b>	Review referral data categories at CPT/faculty meetings to identify any students who may need to transition to an alternative setting or different cohort	
<b>May 05/01/24 - 05/31/24</b>	Schedule and hold transition meetings for 5th-6th grade students and 8th-9th grade students	
<b>June 06/01/24 - 06/30/24</b>	Ensure all MTSS documents are current and in student's MTSS folder in S drive	
<b>June 06/01/24 - 06/30/24</b>	In collaboration with the MTSS team, the SEB subcommittee will analyze school-wide data, using Power BI, then share and analyze at CPT and faculty meetings. The data points include discipline referrals, suspensions, attendance, and locations.	
<b>June 06/01/24 - 06/30/24</b>	Members of the student support team (SST) will visit each team to discuss Tier 1 BSPs. Members will also do a check-in regarding the BIPs, ICMPs and 504's in place and identify students whose plans may need to be discontinued or moved to a different Tier.	
<b>June 06/01/24 - 06/30/24</b>	MTSS & Tier 2/3 teams attend and turn key train building staff on Tier 1 strategies(preventative strategies) & interventions	
<b>June 06/01/24 - 06/30/24</b>	Ongoing monitoring of tiered supports by MTSS core and grade teams	
<b>June 06/01/24 - 06/30/24</b>	Tier 1 fidelity checks done by admin and SEB team to observe the use of Tier 1 strategies in classrooms to provide feedback and opportunity for reflection.	
<b>June 06/01/24 - 06/30/24</b>	Review referral data categories at CPT/faculty meetings to identify any students who may need to transition to an alternative setting or different cohort	

## 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><b>What is one Commitment we will promote for 2023-24?</b></p>	<p><b>This needs to be determined based on the review of data and impact of previous SCEP, systems, and district guidance documents.</b></p> <p>As equity partners we are committed to ensure that 80% or more of our teachers are intentionally using data and incorporating strategies that prompt student voice inside and outside of the classroom and cognitive engagement in all content areas including specialties. In addition to providing time for students to participate and facilitate equity building projects.</p>
<p><b>Why are we making this Commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p><b>This is where you explain what data and findings led you to this commitment.</b></p> <p>In review of our classroom visits data, specifically, student voice and cognitive engagement we found that there is a need for more teaching and instruction that emphasizes student voice and cognitive engagement that will support unfinished learning.</p> <p>During the 2022-2023 school year our classroom visits revealed the following data: Class visits/Power BI that there is still room for growth around incorporating opportunities for cognitive engagement and student voice. We observed that 47% of staff on the average incorporate some level of cognitive engagement and students voice on a Level 3 as opposed to a Level 4.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="695 1163 1015 1354"> <p><b>Cognitive Engagement</b></p> </div> <div data-bbox="1015 1163 1323 1354"> <p><b>Student Voice/Talk</b></p> </div> </div> <p>The NWEA data from the Spring of 2023 also revealed the need for additional interventions to support 7th grade ELA and 6th grade math. Black students, while making gains, are still lagging behind the other subgroups by more than an average of 15% as it is shown in the NWEA data table attached below.</p> <p>Also in listening to our staff, there have also been increased requests for PD done by in-house instructional staff to support specific needs of the. More built-in time for collaboration and co-planning to build lessons that incorporate impactful strategies that promote student voice and student cognitive engagement.</p>

## Commitment 5-Building Equity Team

	<p>During student interviews students also expressed that they would welcome more of the following to support their academic and SEL:</p> <ul style="list-style-type: none"> <li>- more engaging lessons/PBL</li> <li>- events that are fun and welcoming</li> <li>- more differentiation</li> </ul>
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**North Albany Middle School Spring 2023 NWEA Reading**

Subgroup	N	Mean Test %ile		Met Mean RIT		% Prof. NYSED Level			Est PI	% Met Prof. Growth		Mean/Median Cond. Growth %ile			
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23	W23toS23
Grade															
6	155	34	31	30	24	18	12	7	60	56	53	45	52/58	47/50	
7	106	30	24	22	16	19	7	1	46	40	38	44	40/29	38/37	
8	114	29	29	21	20	27	12	3	58	57	57	55	51/59	54/57	
Ethnicity															
A	43	27	31	30	28	21	7	12	64	74	71	57	66/79	64/73	
B	187	29	26	21	15	24	9	1	44	47	43	44	45/44	42/40	
H	75	30	26	23	19	21	9	1	43	50	50	47	46/47	47/49	
W	40	47	41	49	45	10	28	15	103	50	53	49	48/51	42/51	
Multi	28	33	32	22	18	21	7	4	45	56	60	47	49/53	53/58	
AiC	26	1	3	0	0	0	0	0	0	85	72	49	77/94	67/81	
SWD	41	11	14	5	10	10	7	0	24	62	65	45	59/68	57/64	
ELL	58	6	7	4	3	3	0	2	8	72	69	51	66/77	63/70	
ECD	299	28	27	19	18	21	10	2	46	50	49	47	47/48	46/45	
<b>ALL (6-8)</b>	<b>375</b>	<b>31</b>	<b>29</b>	<b>25</b>	<b>21</b>	<b>21</b>	<b>11</b>	<b>4</b>	<b>52</b>	<b>52</b>	<b>50</b>	<b>47</b>	<b>48/51</b>	<b>46/47</b>	

**North Albany Middle School Spring 2023 NWEA Math**

Subgroup	N	Mean Test %ile		Met Mean RIT		% Prof. NYSED Level			Est PI	% Met Prof. Growth		Mean/Median Cond. Growth %ile		
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23
Grade														
6	154	30	29	20	18	18	9	5	49	41	50	50	43/37	45/42
7	108	17	24	6	13	14	4	3	28	54	70	63	47/49	64/77
8	116	23	30	9	14	22	3	1	31	58	74	64	53/55	65/71
Ethnicity														
A	44	31	37	23	32	27	9	11	49	53	65	57	48/52	60/72
B	189	21	24	7	9	15	3	1	23	49	67	59	47/45	57/64
H	74	22	26	11	16	15	7	3	35	54	58	52	50/48	54/54
W	40	36	40	33	30	30	13	8	74	45	46	53	48/38	49/42
Multi	29	25	29	17	17	17	7	3	40	45	65	66	40/34	61/77
AiC	26	10	17	0	8	15	4	0	23	42	62	53	41/34	55/66
SWD	41	7	8	0	0	2	0	0	2	53	53	58	45/48	52/51
ELL	59	13	16	2	7	10	3	0	17	45	58	54	42/36	53/56
ECD	301	21	26	8	15	18	5	2	32	49	63	58	46/45	56/61
<b>ALL (6-8)</b>	<b>378</b>	<b>24</b>	<b>28</b>	<b>13</b>	<b>16</b>	<b>18</b>	<b>6</b>	<b>3</b>	<b>38</b>	<b>50</b>	<b>62</b>	<b>57</b>	<b>47/45</b>	<b>56/61</b>

## Progress Targets

By the end of the year, we will look to 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>
<b>End-Of-The-Year Goals</b>	<ul style="list-style-type: none"> <li>- Classroom Visits &amp; Walkthroughs</li> <li>- NWEA Data - Fall through Spring</li> <li>- Student advocacy and positive peer-to-peer</li> </ul>	<ul style="list-style-type: none"> <li>- Increased use of CRE strategies during classroom visits and walkthroughs that are inclusive of student voice and cognitive engagement</li> <li>- Increase in student facilitation of schoolwide</li> </ul>	

Commitment 5-Building Equity Team

	engagement (Peerology) and facilitation.	events and classroom activities. - A 5% increase in NWEA growth percentile - meeting PI.	
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## 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"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	
August 08/01/23 -08/30/23	<ul style="list-style-type: none"> <li>Character cohort</li> <li>Student-generated plan for year long monthly themes</li> <li>Student Leadership training for leadership and peer mediation</li> </ul>	
September 09/01/23 -09/30/23	<ul style="list-style-type: none"> <li>Student equity team (SET) - initial meeting to create a calendar for the school year with character themes and character cohort activities that incorporate RULER, No Place for Hate and equity project</li> <li>Character cohort Launch with student facilitators emphasizing Initial RULER activity - Charter &amp; No Place for Hate pledge</li> <li>Introduce a cycle of Inquiry around a specific Student Voice strategy each month - observe during classroom walkthroughs for utilization of the strategy - use the last monthly CPT to analyze the impact of the strategy.</li> <li>BELT team will identify baseline data to provide beginning of the school year context for disproportionate subgroups.</li> </ul>	
October 10/01/23 -10/31/23	<ul style="list-style-type: none"> <li>Student equity team (SET) members will push into the character cohort assemblies to assist with and/or facilitate the RULER activity - Charter cohort and/or No Place for Hate pledge</li> <li>Introduce a monthly cycle of inquiry around a specific Student Voice strategy each month - observe during classroom walkthroughs for utilization of the strategy - use the last monthly CPT to analyze the impact of the strategy.</li> </ul>	



Commitment 5-Building Equity Team

	<ul style="list-style-type: none"> <li>At monthly faculty meetings, the BELT team will disaggregate any data being shared out to identify disproportionality among subgroups in order to provide context and engage staff in conversations around strategy adjustments.</li> </ul>	
<b>Nov</b> <b>11/01/23</b> <b>-11/31/23</b>	<ul style="list-style-type: none"> <li>Student equity team (SET) members will push into the character cohort assemblies to assist with and/or facilitate the RULER activity - Charter cohort and/or No Place for Hate pledge</li> <li>Introduce a monthly cycle of inquiry around a specific student voice strategy each month - observe during classroom walkthroughs for utilization of the strategy - use the last monthly CPT to analyze the impact of the strategy.</li> <li>At monthly faculty meetings, the BELT team will disaggregate any data being shared out to identify disproportionality among subgroups in order to provide context and engage staff in conversations around strategy adjustments</li> </ul>	
<b>Dec</b> <b>12/01/23</b> <b>-12/31/23</b>	<ul style="list-style-type: none"> <li>Student equity team (SET) members will push into the character cohort assemblies to assist with and/or facilitate the RULER activity - Charter cohort and/or No Place for Hate pledge</li> <li>Introduce monthly cycle of Inquiry around a specific Student voice strategy each month - observe during classroom walkthroughs for utilization of the strategy - use the last monthly CPT to analyze the impact of the strategy.</li> <li>At monthly faculty meetings, the BELT team will disaggregate any data being shared out to identify disproportionality among subgroups in order to provide context and engage staff in conversations around strategy adjustment</li> </ul>	

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> )
<b>Student Data</b>	Fall to spring NWEA Data	<ul style="list-style-type: none"> <li>A 5% increase in student performance on NWEA from fall to spring</li> </ul>	
<b>Adult/Schoolwide Behaviors and Practices</b>	- Consistent use of RULER strategy/strategies	<ul style="list-style-type: none"> <li>RULER implementation</li> <li>Evidence of PD promoting student voice and student facilitation</li> </ul>	

Commitment 5-Building Equity Team

	- Classroom Visits and walkthroughs	<ul style="list-style-type: none"> <li>Classroom visits and walkthroughs that reveal consistent use of strategies that promote student voice and cognitive engagements.</li> </ul>	
<b>Student Behaviors and Practices</b>	<ul style="list-style-type: none"> <li>Student voice both in and outside of the classroom</li> <li>Student Leadership practices</li> </ul>	<ul style="list-style-type: none"> <li>Students taking on leadership roles throughout the school year</li> <li>Students collaboration in and outside the classroom</li> <li>Schoolwide activities that are co-facilitated or facilitated by student leaders</li> </ul>	

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)
<b>Student Survey</b>	DV81. Students say that staff do not show any preconceived bias toward any student group.	10% year over year increase (43% baseline)	
<b>Staff Survey</b>	DV81. Students say that staff do not show any preconceived bias toward any student group.	10% year over year increase (33% baseline)	
<b>Family Survey</b>	DV81 My child(ren) stated that staff do not show any preconceived bias toward any student group.	10% year over year increase (60% baseline)	

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)
<b>Mid-Year Benchmark(s)</b>	<ul style="list-style-type: none"> <li>Fall to spring NWEA data</li> <li>Students feel secure in taking risks and asking questions in class.</li> </ul>	<ul style="list-style-type: none"> <li>A 5% increase in student performance on NWEA from Fall to Spring</li> <li>Schoolwide activities that are co-facilitated or</li> </ul>	

Commitment 5-Building Equity Team

	<ul style="list-style-type: none"> <li>- Student voice both in and outside of the classroom</li> <li>- Student Leadership practices</li> </ul>	<p>facilitated by student leaders.</p> <ul style="list-style-type: none"> <li>● RULER implementation</li> <li>● Evidence of PD promoting Student Voice and student facilitation</li> <li>● Classroom visits and walkthroughs that reveal consistent use of strategies that promote student voice and cognitive engagements</li> <li>● Students taking on leadership roles throughout the school year</li> <li>● Students collaboration in and outside the classroom</li> </ul>	
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Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code.
<p>Start and End Month (January through June)</p>	<ul style="list-style-type: none"> <li>● What strategies will we pursue as part of this Commitment?</li> <li>● What does this strategy entail? What will implementation look like in our school?</li> <li>● What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	<p>Red-Not Started                      Yellow-In Progress                      Green-Completed                      Grey-Unscheduled</p>
<p>Jan 01/01/24 - 01/31/24</p>	<ul style="list-style-type: none"> <li>● Student equity team (SET) members will push into the character cohort assemblies to assist with and/or facilitate the RULER activity - Charter cohort and/or No Place for Hate pledge</li> <li>● Introduce a monthly cycle of inquiry around a specific student voice strategy each month - observe during classroom walkthroughs for</li> </ul>	

Commitment 5-Building Equity Team

	<p>utilization of the strategy - use the last monthly CPT to analyze the impact of the strategy.</p> <ul style="list-style-type: none"> <li>● At monthly faculty meetings, the BELT team will disaggregate any data being shared out to identify disproportionality among subgroups in order to provide context and engage staff in conversations around strategy adjustment</li> </ul>	
<p><b>Feb</b> <b>02/01/24 -</b> <b>02/28/24</b></p>	<ul style="list-style-type: none"> <li>● Student equity team (SET) members will push into the character cohort assemblies to assist with and/or facilitate the RULER activity - Charter cohort and/or No Place for Hate pledge</li> <li>● Introduce a monthly cycle of inquiry around a specific Student Voice strategy each month - observe during classroom walkthroughs for utilization of the strategy - use the last monthly CPT to analyze the impact of the strategy.</li> <li>● At monthly faculty meetings, the BELT team will disaggregate any data being shared out to identify disproportionality among subgroups in order to provide context and engage staff in conversations around strategy adjustment</li> </ul>	
<p><b>March</b> <b>03/01/24 -</b> <b>03/31/24</b></p>	<ul style="list-style-type: none"> <li>● Student equity team (SET) members will push into the character cohort assemblies to assist with and/or facilitate the RULER activity - Charter cohort and/or No Place for Hate pledge</li> <li>● Introduce a monthly cycle of inquiry around a specific student voice strategy each month - observe during classroom walkthroughs for utilization of the strategy - use the last monthly CPT to analyze the impact of the strategy.</li> <li>● At monthly faculty meetings, the BELT team will disaggregate any data being shared out to identify disproportionality among subgroups in order to provide context and engage staff in conversations around strategy adjustment</li> </ul>	
<p><b>April</b> <b>04/01/24 -</b> <b>04/30/24</b></p>	<ul style="list-style-type: none"> <li>● Student equity team (SET) members will push into the character cohort assemblies to assist with and/or facilitate the RULER activity - Charter cohort and/or No Place for Hate pledge</li> <li>● Introduce a monthly cycle of inquiry around a specific student voice strategy each month - observe during classroom walkthroughs for utilization of the strategy - use the last monthly CPT to analyze the impact of the strategy.</li> <li>● At monthly faculty meetings, the BELT team will disaggregate any data being shared out to identify disproportionality among subgroups in order to provide context and engage staff in conversations around strategy adjustment</li> </ul>	

Commitment 5-Building Equity Team

<p><b>May</b> 05/01/24 - 05/31/24</p>	<ul style="list-style-type: none"> <li>• Student equity team (SET) members will push into the character cohort assemblies to assist with and/or facilitate the RULER activity - Charter cohort and/or No Place for Hate pledge</li> <li>• Introduce monthly Cycle of Inquiry around a specific Student Voice strategy each month - observe during classroom walkthroughs for utilization of the strategy - use the last monthly CPT to analyze the impact of the strategy.</li> <li>• At monthly faculty meetings, the BELT team will disaggregate any data being shared out to identify disproportionality among subgroups in order to provide context and engage staff in conversations around strategy adjustment</li> </ul>	
<p><b>June</b> 06/01/24 - 06/30/24</p>	<ul style="list-style-type: none"> <li>• Student equity team (SET) members will push into the character cohort assemblies to assist with and/or facilitate the RULER activity - Charter cohort and/or No Place for Hate pledge</li> <li>• Introduce a monthly cycle of inquiry around a specific Student Voice strategy each month - observe during classroom walkthroughs for utilization of the strategy - use the last monthly CPT to analyze the impact of the strategy.</li> <li>• At monthly faculty meetings, the BELT team will disaggregate any data being shared out to identify disproportionality among subgroups in order to provide context and engage staff in conversations around strategy adjustment</li> </ul>	

**COMMITMENT 6 - Survey** ([District PPS Guidance](#))

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

**Our Commitment**

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to establishing clear, non-negotiable routines and expectations for behavior that will be followed throughout the building and across the classroom with consistency; Increase relationship building among students, parents, and teachers. With a focus on behaviors that are disrupting instruction.</p>
<p><b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Based on the DTSDE survey responses from all stakeholders it was found that stakeholders disagree or strongly disagreed that, “student behavior does not interfere with instruction”.             <ul style="list-style-type: none"> <li>○ The DTSDE survey suggests that there are a significant number of the three stakeholders who agree or strongly agree that student behaviors do disrupt instruction:</li> </ul> </li> </ul>

Commitment 5-Building Equity Team

	<ul style="list-style-type: none"> <li>■ Families:38.5 A/SA</li> <li>■ Students:34.8 A/SA</li> <li>■ Staff:14.6 A/SA</li> </ul> <ul style="list-style-type: none"> <li>● During the student interviews, our scholars expressed that they had some concerns with favoritism by some teachers which they said could sometimes create an unsafe environment because the code of conduct is not being applied uniformly. Students felt it would cause more disruption because some students are still getting away with demonstrating certain behaviors.</li> <li>● Winter 2023-NWEA Math Performance Index (PI) 41.46% Winter 2023-NWEA Reading Performance Index (PI) 60.44% Spring 2023- NWEA Math PI- 38% Spring 2023- NWEA Reading PI- 52% 2023 6th grade core pass rate: 77% 2023 7th grade core pass rate: 73% 2023 8th grade core pass rate: 74% 2022 6th grade core pass rate: 48% 2022 7th grade core pass rate: 58% 2022 8th grade core pass rate: 64% Even though we experienced growth over the last year in our four core academic areas, it is important for us to continue to incorporate strategies and interventions that will facilitate all cores meeting higher pass rates across the three grades...at least 80% or better.</li> <li>● From our envision process and data analysis we learned that all stakeholders envision classrooms where learning and collaboration are happening on a daily basis with little to no interruption from behaviors.</li> <li>● Our universal behavior screening results at the end of the year for students who fell in low level at risk behaviors (green) was 35%</li> </ul>
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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>

Commitment 5-Building Equity Team

<p><b>End-Of-The-Year Goals</b></p>	<ul style="list-style-type: none"> <li>- DTSDE Survey for all stakeholders</li> <li>- Power BI Discipline Referrals</li> <li>- NWEA Fall to Spring Data</li> <li>- Classroom Visits Walkthrough data/notes</li> <li>- The highest percentage of student behaviors will show up in Tier 1, in the green</li> </ul>	<ul style="list-style-type: none"> <li>● A minimum of a 10% increase and the parents, staff, and students who disagree and strongly disagree that behavior doesn't interfere with classroom instruction.</li> <li>● A 10% decrease in classroom and discipline referrals.</li> <li>● A 10% increase in academic achievement utilizing NWEA scores and quarterly pass rates.</li> <li>● Classroom walkthroughs and visits looking for the implementation of Tier 1 strategies to support improved behaviors...use Fidelity Checklist tool to gauge improvement.</li> </ul>	
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Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code. <span style="color: red;">Red</span> -Not Started <span style="color: yellow;">Yellow</span> -In Progress <span style="color: green;">Green</span> -Completed <span style="color: grey;">Grey</span> -Unscheduled
<p><b>Start and End Month (Summer through December)</b></p>	<ul style="list-style-type: none"> <li>● What strategies will we pursue as part of this Commitment?</li> <li>● What does this strategy entail? What will implementation look like in our school?</li> <li>● What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	
<p><b>July-August</b></p>	<p><b>August (summer days for SEB team members)- Teams meet - focus is on RULER and SEB Tier 1 Initiative alignment</b></p>	
<p><b>Sept-June</b></p>	<p>Teach/Reteach all building wide expectations and routines (reteach after long breaks and/or as needed based on building data)</p>	
	<p>All staff members will utilize the RULER lesson plans per the <a href="#">curriculum guide</a>(This will be adjusted)</p>	
	<p>School-based SEB Implementation teams will meet monthly to plan and provide ongoing professional development for staff and monitor all SEB activities</p>	
	<p>Employ and utilize preventative strategies</p>	
<p><b>Sept-Oct</b></p>	<p>Focus on RULER Core Routines (Mood Meter, Charter, Meta</p>	

Commitment 5-Building Equity Team

<b>09/01/23 -10/31/23</b>	Moment, Blueprint)	
	RULER Lessons- Emotions Matter	
	Identify Preventative strategy for monthly reinforcement	
	Administrators will conduct Tier 1 fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level	
	<a href="#">All teachers create Tier 1 Classroom Behavior Management Plan</a>	
	Identify students who are on the behavioral score cusp, who would benefit from participation in SEL/Academic SAIG Groups and Power Lunch Programs. groups will meet weekly to get support around behavioral challenges	
	Conduct our first survey and focus groups with our stakeholders (students, staff families and community partners) as part of our community school needs assessment to continue aligning our efforts with our needs.	
Administer Fall SRSS-IE screener and review outcomes with the entire staff.		
<b>Nov 11/01/23-11/30/23</b>	Continue RULER Core Routines, embed as classroom routine	
	RULER Lessons- Emotional Regulation and Personal Values	
	Student support teams/SEB team will provide training and support on CORE routines & curriculum	
	Identify Preventative strategy for month	
	Administrators will conduct Tier 1 fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level	
	School support team will facilitate weekly grade level SAIG groups and community school partners will facilitate weekly Power Lunches to support behavioral challenges among students who are on the cusp and/or students who have been identified	
<b>Dec 12/01/23 - 12/31/23</b>	RULER Lessons- Emotional Regulation and Personal Values	
	Administrators will conduct Tier 1 fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level	



Commitment 5-Building Equity Team

	School support team will facilitate weekly grade level SAIG groups and Community School partners will facilitate weekly Power Lunches to support behavioral challenges among students who are on the cusp and/or students who have been identified	
	Conduct our second survey and focus groups with our stakeholders (students, staff families and community partners) as part of our community school needs assessment to continue aligning our efforts with our needs.	

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> )
<b>Student Data</b>	- Q1/Q2 Pass Rates - NWEA Growth Percentile - Student Discipline & Classroom Referrals	<ul style="list-style-type: none"> <li>• A minimum of a 5% increase and the parents, staff, and students who disagree and strongly disagree that behavior doesn't interfere with classroom instruction.</li> <li>• Increase in the number of students in Low Level behaviors on the SRSS-IE - Increase in green</li> </ul>	
<b>Adult/Schoolwide Behaviors and Practices</b>	- Classroom Visits & Walkthroughs	<ul style="list-style-type: none"> <li>• An increase in the use of Tier 1 strategies to support student behaviors, using the fidelity checklist as a way to gauge improvement.</li> </ul>	
<b>Student Behaviors and Practices</b>	- DIY Survey results - Student Discipline & Classroom Referrals	<ul style="list-style-type: none"> <li>• A 10 % decrease in classroom and discipline referrals.</li> <li>• Observe less behavioral disruptions in class.</li> </ul>	

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> )
<b>Student Survey</b>	S43- "Student behavior does not interfere with instruction during class time."	10% year over year increase (35% baseline)	
<b>Staff Survey</b>	S69- " Student behavior does not interfere with instruction."	10% year over year increase (15% baseline)	

Commitment 5-Building Equity Team

<b>Family Survey</b>	S39- "Student behavior does not interfere with instruction."	10% year over year increase (37% baseline)	
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	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)
<b>Mid-Year Benchmark(s)</b>	<ul style="list-style-type: none"> <li>- We will be reviewing DIY surveys</li> <li>- NWEA Fall to winter results -</li> <li>-Walkthroughs and classroom visits</li> <li>- Classroom referrals</li> <li>- SRSS-IE Fall to Winter results</li> </ul>	<ul style="list-style-type: none"> <li>• A 5% increase in student pass rates</li> <li>• A 10% decrease in discipline and classroom referrals</li> <li>• A minimum of a 5% year over year increase over stakeholder baselines</li> <li>• Walkthroughs/classroom visits that reflect increased use of Tier 1 strategies</li> <li>• SRSS-IE remains an upright triangle for all grades - minimum of 50% in the green</li> </ul>	

Key Strategies, Resources and Actions

TIME FRAME	STRATEGY/METHOD/RESOURCES	Monitor progress each month with notes and color code.
<b>Start and End Month (January through June)</b>	<ul style="list-style-type: none"> <li>• What strategies will we pursue as part of this Commitment?</li> <li>• What does this strategy entail? What will implementation look like in our school?</li> <li>• What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	<p><b>Red</b>-Not Started</p> <p><b>Yellow</b>-In Progress</p> <p><b>Green</b>-Completed</p> <p><b>Grey</b>-Unscheduled</p>
<b>Jan 01/01/24 - 01/31/24</b>	Teach/Reteach all building wide expectations and routines	
	Continue RULER Core Routines, embed as classroom routine	
	RULER Lessons- Self and Social Awareness	
	Review all Charters- Adjust as needed for relevancy	
	Staff and student support team will engage in ongoing	

Commitment 5-Building Equity Team

	curriculum training/work sessions	
	School support team will facilitate weekly grade level SAIG groups and community school partners will facilitate weekly Power Lunches to support behavioral challenges among students who are on the cusp and/or students who have been identified	
	Administrators will conduct Tier 1 fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level	
	Administer Fall SRSS-IE screener and review outcomes with the entire staff.	
<b>Feb</b> <b>02/01/24 -</b> <b>02/31/24</b>	Identify Preventative strategy for month	
	RULER Lessons- Self and Social Awareness	
	Teach/Reteach all building wide expectations and routines	
	Identify Preventative strategy for month	
	School Support Team will facilitate weekly grade level SAIG groups and Community School partners will facilitate weekly Power Lunches to support behavioral challenges among students who are on the cusp and/or students who have been identified	
	Administrators will conduct Tier 1 fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level	
<b>March</b> <b>03/01/24 -</b> <b>03/31/24</b>	Continue RULER Core Routines, embed as classroom routine	
	RULER Lessons- Empathy, Perspective Taking, and Community Restoration	
	Identify preventative strategy for month	
	Administrators will conduct Tier 1 fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level	
<b>April</b> <b>04/01/24 -</b> <b>04/31/24</b>	RULER Lessons- Empathy, Perspective Taking, and Community Restoration	
	Identify Preventative strategy for month	
	School Support Team will facilitate weekly grade level SAIG groups and Community School partners will facilitate weekly Power Lunches to support behavioral challenges among students who are on the cusp and/or students who have	

Commitment 5-Building Equity Team

	been identified	
	Administrators will conduct Tier 1 fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level	
	Administer Fall SRSS-IE screener and review outcomes with the entire staff.	
<b>May 05/01/24 - 05/31/24</b>	RULER Lessons- Community Safety and Climate	
	Identify preventative strategy for month	
	School support team will facilitate weekly grade level SAIG groups and Community School partners will facilitate weekly Power Lunches to support behavioral challenges among students who are on the cusp and/or students who have been identified	
	Administrators will conduct Tier 1 fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level	
	Schedule and hold transition meetings for 5th-6th grade students and 8th-9th grade students	
<b>June 06/01/24 - 06/31/24</b>	RULER Lessons- Community safety and climate	
	School Support Team will facilitate weekly grade level SAIG groups and community school partners will facilitate weekly Power Lunches to support behavioral challenges among students who are on the cusp and/or students who have been identified	
	Identify preventative strategy for month of June	

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Instructional Coaching</b> ☒ All core and encore areas; SpEd, and ENL
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	Commitment 1 and 2
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	When exploring the Envision/Analyze/Listen process we, staff expressed the need for professional development that suited the challenges and needs of teachers as a whole and individually. In addition to, a structured system to review various types of data in order to tweak and refine instructional and intervention practices.

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:

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

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.

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

## 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
Andrea Piper	Principal
Emma Steckman	Assistant Principal
Nicole Newman	Assistant Principal
Bridget Smith	6th Gr. ELA Teacher
Roderick Perry	8th Gr. ELA Teacher
Melissa Parker	6th Grade Math
Toni Bergin	7th Grade Math
Jenny Evans	Attendance Teacher
Jesenia Rios-Gibson	Social Worker
Karleen Brookshire	Social Worker
David Sherrod	Community School Coordinator
Sentaria Depass-Murray	Home School Coordinator
Scott Sankey	Home School coordinator
Agnes Jackson	Senior Monitor
Yasmarie Pabon	Parent
Susann Wheeler	Parent
Sharome Ross	Parent
Bob LaCasse	SS Supervisor

## 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
4/27/23				X			
5/09/23			X				
5/10/23				X			
5/16/23	X						
5/17/23	X						
5/23/23	X	X	X				
5/24/23	X	X	X				
5/30/23	X	X	X				
5/31/23		X	X				
6/01/23					X		
6/07/23						X	X
6/14/23							X
6/15/23							X
6/16/23							X
6/20/23							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**

The interview process provided the following insights that we stayed mindful of and integrated while writing the plan:

- To stay consistent with the academic and behavioral expectations of the building
- Maintain support in multiple capacities - students were happy with the number of adults that had access to in order to make connections, get help, take breaks and mediate conflicts
- Create additional space for student voice - events, classroom & character cohort days
- continue our efforts by building in opportunities to talk about feelings, bullying and equity
- Would like lessons that are more inter-active and engaging

## 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.