



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

| District | School Name | Grades Served |
|--------------------------------|---|---------------|
| City School District of Albany | Stephen and Harriet Myers Middle School | 6-8 |

Collaboratively Developed By:

The Stephen and Harriet Myers SCEP Development Team

(SCEP Team Members: Bill Rivers, Brianna Olsen, Amelia Gallagher, Mike Teator, Joe Burke, John Batch, Renee Meade, Molly Peluso, Kevin Fitzpatrick, Kristen Buyce, Jennifer Houlihan, Jennifer Seguinot, Julianna Obie, Tierney Hornbeck, Ashley Dillon, Kelly O’Gorman, Shameka Brown-Johnson, Michael Burdi, Frank DelSignore, Jim MacFawn, Jennifer Bryant)

Myers Representatives on the ELA Sub-Committee: Amy Rietschel, Madison Albright, Ashley Dillon, Kristen Buyce, Mike Teator, Jen Houlihan

Myers Representatives on the Math Sub-Committee: Shameka Brown-Johnson, Mike Burdi, Frank DelSignore, Sean Flansburg, William Rivers, Susan Tuminaro

And in partnership with the staff, students, and families of STEPHEN AND HARRIET MYERS MIDDLE SCHOOL.

Guidance for Teams

Template

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

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

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

Guidance for Teams

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

COMMITMENT I - English Language Arts

Our Commitment

| | |
|--|--|
| <p>What is one Commitment we will promote for 2023-24?</p> | <p>We are committed to increasing student proficiency and eradicating disproportionality in student performance in English Language Arts by amplifying our focus on grade-level learning through the lens of the priority standards (Key Ideas & Details, Craft & Structure, Argumentative Writing) by:</p> <ul style="list-style-type: none"> releasing the work of the lesson to the students, increasing their ownership of and agency in their learning (T1-3) providing targeted explicit instruction in comprehension skills, vocabulary acquisition and use, and fluency, as appropriate (T2/3) scaffolding up to the grade-level demand by engaging students in complex text with clear purposes for reading and text-dependent questions aligned to the standards (T2/3) |
| <p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> How does this Commitment fit into what we envision for the school? How does this Commitment relate to what we heard when listening to others? How does this Commitment connect to what we observed through analysis? | <p>We are making this commitment because despite our best intentions, only 29% of grade 6-8 students are proficient as measured by the 2021-2022 New York State English Language Arts Exam. Moreover, grade 6-8 students of particular sub-groups are disproportionately less proficient as measured by the same assessment:</p> <ul style="list-style-type: none"> Students with Disabilities: 4% Black/African-American: 18% Economically Disadvantaged: 24% English Language Learners: 5% <p>Though we do not yet know how students performed on this year's exam, projected proficiency according to outcomes on the Spring 2023 NWEA MAP-R assessment paints a similar picture:</p> <ul style="list-style-type: none"> District-Wide G6-8: 24% <ul style="list-style-type: none"> Stephen & Harriet Myers Middle School: 22% <p>This spring, a sub-committee of teacher and administrator stakeholders utilized the Continuous Improvement Framework to envision, analyze, and listen in order to arrive at our commitment for the 2023-2024 school year.</p> <p>By reviewing student performance at the state and local level, building and district survey data across stakeholder groups, and engaging in discourse with student focus groups as well as a sub-committee of teachers and administrators across the middle-level buildings, we analyzed our 2022-2023 School Comprehensive Improvement Plan to identify the strengths and opportunities in our existing framework for school improvement</p> |

Commitment 1- English Language Arts

and evaluate the degree to which we are effective in [organizing adults](#), [centering students](#), and [linking teaching and learning](#).

In addition to the student outcomes on state assessment and NWEA detailed above, only 40% of students and 42% of families report that they/their children are challenged by their school work/teachers. Similarly, only 42% of staff, 42% of students, and 34% of families believe curriculum is relevant to students' interests and backgrounds. While this is reflective of the middle school curriculum in general and not specific to English Language Arts, we remain focused on delivering an engaging curriculum that fosters persistence in grade-level work that builds students' interests tied to knowledge and culture, helping them see themselves as learners with agency.

In the student focus groups, when asked if they are challenged academically, students reported feeling challenged to various degrees, however, most to all seemed to equate the idea of "being challenged" with work completion and/or large volumes of work as well as the amount of assessments they take. When asked what kind of learning activities they enjoy the most, the overwhelming majority of students reported that collaborative activities such as projects or group work are the tasks they enjoy the most.

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 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 with a focus on:
 - releasing the work of the lesson to the students, increasing their ownership of and agency in their learning (T1-3)
 - providing targeted explicit instruction in comprehension skills, vocabulary acquisition and use, and fluency, as appropriate (T2/3)
 - scaffolding up to the grade-level demand by engaging students in complex text with clear purposes for reading and text-dependent questions aligned to the standards (T2/3)

Commitment 1- English Language Arts

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| | <ul style="list-style-type: none"> ○ Professional Development on the CSDA Instructional Framework, with a focus on Student Voice, Cognitive Engagement, and Feedback/Formative Assessment ○ Analyzing Student Assessment Data with a focus on the priority learning standards, comprehension, vocabulary, and fluency as appropriate as a: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ○ Administrator ↔ Teacher ○ Administrator ↔ Coach ○ Coach ↔ Teacher ○ Teacher ↔ Teacher <p>with a focus on instructional strategies that promote student voice and cognitive engagement while attending to explicit instruction and scaffolding that support grade-level learning and improvement in comprehension, vocabulary acquisition and use, and fluency as appropriate.</p> ● 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 |
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Progress Targets

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing <i>(complete at the end of the year)</i> |
|------------------------------|---------------------------------|--|---|
| End-Of-The-Year Goals | NWEA CGP NWEA % Met Growth | 50-80% CGP 50-80% Met Growth | |

Commitment 1- English Language Arts

Myers Middle School Spring 2023 NWEA Reading

| Subgroup | N | Mean Test %ile | | Met Mean RIT | | % Proj NYSED Level | | | Est PI | % Met Proj. Growth | | Mean/Median Cond. Growth Prc. | | | |
|------------------|------------|----------------|-----------|--------------|-----------|--------------------|-----------|-----------|-----------|--------------------|-----------|-------------------------------|--------------|--------------|----------|
| | | S2023 | F2022 | S2023 | F2022 | S2023 | L2 | L3 | | L4 | PI | W23toS23 | F22toS23 | F22toW23 | W23toS23 |
| Grade | | | | | | | | | | | | | | | |
| 6 | 196 | 38 | 33 | 34 | 30 | 18 | 13 | 11 | 71 | 47 | 38 | 42 | 43/42 | 39/34 | |
| 7 | 200 | 38 | 32 | 33 | 25 | 20 | 10 | 8 | 54 | 38 | 35 | 44 | 40/30 | 36/25 | |
| 8 | 206 | 38 | 33 | 31 | 32 | 19 | 11 | 11 | 68 | 44 | 37 | 41 | 44/38 | 38/34 | |
| Ethnicity | | | | | | | | | | | | | | | |
| A | 75 | 37 | 34 | 36 | 35 | 20 | 20 | 4 | 70 | 56 | 51 | 50 | 51/56 | 48/49 | |
| B | 254 | 32 | 26 | 22 | 18 | 19 | 7 | 4 | 43 | 36 | 25 | 38 | 35/25 | 29/20 | |
| H | 135 | 36 | 30 | 33 | 25 | 24 | 7 | 7 | 58 | 42 | 38 | 43 | 42/42 | 37/28 | |
| W | 97 | 53 | 55 | 57 | 58 | 14 | 20 | 30 | 128 | 51 | 52 | 47 | 53/51 | 50/53 | |
| Multi | 40 | 42 | 35 | 35 | 32 | 10 | 15 | 13 | 71 | 44 | 38 | 38 | 46/44 | 39/33 | |
| AIC | 20 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 53 | 24 | 62/74 | 46/51 | |
| SWD | 89 | 14 | 12 | 4 | 2 | 8 | 1 | 0 | 10 | 38 | 35 | 40 | 37/23 | 34/21 | |
| ELL | 92 | 12 | 12 | 1 | 1 | 7 | 0 | 0 | 7 | 47 | 48 | 43 | 48/43 | 44/44 | |
| ECO | 428 | 32 | 27 | 25 | 21 | 18 | 8 | 5 | 47 | 40 | 32 | 40 | 40/30 | 34/24 | |
| ALL (6-8) | 602 | 38 | 33 | 33 | 29 | 19 | 11 | 10 | 65 | 43 | 37 | 42 | 42/36 | 38/32 | |

Key Strategies, Resources and Action

| TIME FRAME | STRATEGY/METHOD/RESOURCES | Monitor progress each month with notes and color code. Red -Not Started Yellow -In Progress Green -Completed Grey -Unscheduled |
|---|--|--|
| Start and End Month (Summer through December) | <ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? <p>Key: Common Planning Time Instructional Leadership Professional Development Instructional Coaching</p> | |
| By 8/24/23 | The instructional supervisor for English Language Arts, reading, and Library Media will conduct a program review of the 6-8 English/Reading Enrichment program and make recommendations for improvement, with a focus on explicit instruction in comprehension, vocabulary acquisition and use, and fluency as appropriate and scaffolding up to support grade-level learning. | |
| 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 grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 8/31/23 | Building and district administrators will establish a yearlong calendar for common planning time that establishes a cohesive timeline that | |

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| | prioritizes protected time for collaborative planning, professional development, and analyzing student performance data, with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 9/5/23 | The instructional supervisor for English Language Arts, reading, and Library Media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 9/18/23 | The instructional supervisor for English Language Arts, reading, and Library Media and middle-level literacy coaches will backwards map a cohesive plan for departmental common planning time that prioritizes collaborative planning, professional development, and analyzing student performance data with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions 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 | |

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| | provide affirmational feedback and identify trend noticings to inform professional development and instructional feedback. | |
| By 9/29/23 | ELA and reading teachers will deliver instruction that prioritizes grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 9/29/23 | Building administrators will conduct classroom visits of all assigned teachers monthly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 | Social studies, science, and encore teachers will utilize the NWEA Class Reports to inform strategic grouping and incorporate discipline-specific literacy strategies that develop comprehension skills, vocabulary acquisition and use, and fluency, as appropriate. | |
| By 10/31/23 | ELA, English/Reading Enrichment, SPED, and ENL teachers will collaboratively plan lessons that prioritize grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions by 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 | ELA and reading teachers will deliver instruction that prioritizes grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 10/31/23 | The instructional supervisor for English Language Arts, Reading, and Library Media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, | |

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| | and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 10/31/23 | The secondary instructional supervisor for English Language Arts, reading, and Library Media will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes. | |
| By 10/31/23 | The secondary instructional supervisor for English Language Arts, reading, and Library Media will provide meaningful feedback and support to teachers through classroom visits and walkthroughs with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 10/31/23 | Building administrators will conduct classroom visits of all assigned teachers monthly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 11/15/23 | The instructional supervisor for English Language Arts, reading, and Library Media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 | Social studies, science, and encore teachers will utilize the NWEA Class Reports to inform strategic grouping and incorporate discipline-specific literacy strategies that develop comprehension skills, vocabulary acquisition and use, and fluency, as appropriate. | |
| By 11/30/23 | ELA, English/Reading Enrichment, SPED, and ENL teachers will collaboratively plan lessons that prioritize grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions by 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. | |

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| By 11/30/23 | ELA and reading teachers will deliver instruction that prioritizes grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 11/30/23 | The instructional supervisor for English Language Arts, reading, and Library Media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 11/30/23 | Building administrators will conduct classroom visits of all assigned teachers monthly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 11/30/23 | The middle-level literacy, instructional, special education, and ENL coaches will continue coaching cycles with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 | Social studies, science, and encore teachers will utilize the NWEA Class Reports to inform strategic grouping and incorporate discipline-specific literacy strategies that develop comprehension skills, vocabulary acquisition and use, and fluency, as appropriate. | |
| By 12/22/23 | ELA, English/Reading Enrichment, SPED, and ENL teachers will collaboratively plan lessons that prioritize grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions by focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze | |

Commitment 1- English Language Arts

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| | the effectiveness of their lessons through the lens of student outcomes. | |
| By 12/22/23 | ELA and reading teachers will deliver instruction that prioritizes grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |

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

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>) | What we ended up seeing (<i>complete six to ten weeks into the school year</i>) |
|--|---|---|---|
| Student Data | Fall NWEA easyCBM Q1 CSAs | <ul style="list-style-type: none"> Baseline performance at/above Spring 2023 outcomes at the individual student level and aggregate level for the building Baseline performance at/above Spring 2023 outcomes at the individual student level 80% proficiency on the unit priority standards (R.6-8.2, R.6-8.3) | |
| Adult/Schoolwide Behaviors and Practices | Classroom visits | <ul style="list-style-type: none"> Teaching practices that reflect the indicators in columns 3 and 4 of the Student Engagement Continuum Questioning practices that foster cognitive engagement and reflect the indicators in columns 3 and 4 of the Questioning Continuum | |
| Student Behaviors and Practices | Classroom visits | <ul style="list-style-type: none"> Cognitive and behavioral engagement that reflects the indicators in columns 3 and 4 of the Student Engagement Continuum. Equitable opportunity for participation in student-centered academic discourse that reflects the indicators in columns 3 and 4 of the Questioning Continuum | |

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing (<i>complete when reviewing mid-year data</i>) |
|--|---------------------------------|--|--|
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Commitment 1- English Language Arts

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| Mid-Year Benchmark(s) | NWEA CGP NWEA % Met Growth | 50-80% CGP 50-80% Met Growth | |
|------------------------------|----------------------------------|---------------------------------|--|

MYERS Middle School Winter 2023 NWEA Reading

| Subgroup | N | Mean Test %ile | | %Met Mean RIT | | % Proj NYSED Level | | | Est PI | % Met Proj. Growth | | Mean Cond. Growth Percentile | |
|------------------|------------|----------------|-----------|---------------|-----------|--------------------|-----------|----------|-----------|--------------------|-----------|------------------------------|-----------|
| | | W2023 | F2022 | W2023 | F2022 | W2023 | L2 | L3 | | L4 | PI | F21toW22 | F22toW23 |
| Grade | | | | | | | | | | | | | |
| 6 | 191 | 38 | 36 | 34 | 34 | 21 | 18 | 9 | 81 | 49 | 41 | 48 | 42 |
| 7 | 200 | 38 | 36 | 33 | 34 | 19 | 14 | 7 | 64 | 42 | 43 | 41 | 44 |
| 8 | 216 | 38 | 34 | 31 | 31 | 20 | 15 | 9 | 74 | 51 | 44 | 50 | 41 |
| Ethnicity | | | | | | | | | | | | | |
| A | 75 | 37 | 36 | 36 | 40 | 20 | 19 | 9 | 81 | 54 | 54 | 48 | 50 |
| B | 253 | 32 | 30 | 22 | 22 | 23 | 10 | 2 | 49 | 43 | 35 | 43 | 38 |
| H | 136 | 36 | 32 | 33 | 29 | 23 | 13 | 7 | 64 | 50 | 47 | 49 | 43 |
| W | 102 | 53 | 53 | 57 | 58 | 16 | 28 | 25 | 134 | 54 | 50 | 52 | 47 |
| Multi | 40 | 42 | 36 | 35 | 35 | 3 | 25 | 10 | 78 | 40 | 36 | 42 | 38 |
| AIC | 18 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 20 | 41 | 24 |
| TCCE | 8 | 21 | 13 | 0 | 0 | 13 | 0 | 0 | 13 | ** | 14 | ** | 24 |
| SWD | 95 | 14 | 14 | 4 | 5 | 5 | 5 | 0 | 16 | 43 | 40 | 44 | 40 |
| ELL | 96 | 12 | 12 | 1 | 3 | 7 | 1 | 0 | 9 | 57 | 43 | 52 | 43 |
| ECO | 400 | 32 | 29 | 25 | 24 | 20 | 12 | 4 | 54 | 47 | 41 | 46 | 40 |
| ALL (6-8) | 607 | 38 | 35 | 33 | 33 | 20 | 16 | 8 | 73 | 47 | 43 | 46 | 42 |

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

| | Survey Question(s) or Statement(s) | Desired response <i>(e.g., % agree or strongly agree)</i> | What we ended up seeing <i>(complete once Spring survey results are available)</i> |
|-----------------------|--|---|---|
| Student Survey | <p>Students DV83 Students say the curricula is relevant to their interests and backgrounds.</p> <p>Students C6 Our school curriculum (work) is challenging.</p> | <p>Myers: 42.2% to 71.1%</p> <p>Myers: 40.1% to 70.1%</p> | |
| Staff Survey | <p>Staff DV83 Students say the curricula is relevant to their background.</p> <p>Staff T50 We challenge students.</p> | <p>Myers: 42.0% to 71.0%</p> <p>Myers: 83.0% to 83.0%*</p> | |
| Family Survey | <p>Family DV83 My child(ren) say the curricula is relevant to their interests and backgrounds.</p> <p>Family T27 My child(ren) is challenged by his/ her teachers.</p> | <p>Myers: 34.1% to 7.1%</p> <p>Myers: 41.9% to 80.0%</p> | |

Key Strategies, Resources and Actions

| TIME FRAME | STRATEGY/METHOD/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled |
|--|--|--|
| Start and End Month (January through June) | <ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | |
| 1/17/24 | The instructional supervisor for English Language Arts, Reading, and Library Media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 | Social studies, science, and encore teachers will utilize the NWEA class reports to inform strategic grouping and incorporate discipline-specific literacy strategies that develop comprehension skills, vocabulary acquisition and use, and fluency, as appropriate. | |
| By 1/31/24 | ELA, English/Reading Enrichment, SPED, and ENL teachers will collaboratively plan lessons that prioritize grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions by 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 | ELA and reading teachers will deliver instruction that prioritizes grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 1/31/24 | The instructional supervisor for English Language Arts, reading, and Library Media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 | |

Commitment 1- English Language Arts

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| | 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 1/31/24 | Building administrators will conduct classroom visits of all assigned teachers monthly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 1/31/24 | The middle-level literacy, instructional, special education, and ENL coaches will continue coaching cycles with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 2/15/24 | ELA, English/Reading Enrichment, SPED, & ENL teachers will meet with students individually or in small groups to provide information and feedback to students on their NWEA reading performance and set goals for the spring administration using the Student Goal Setting Resources. | |
| By 2/29/24 | ELA, English/Reading Enrichment, SPED, and ENL teachers will utilize the NWEA Class Reports, Student Profile Reports, Class Breakdown Reports, Learning Continuum Reports, and Achievement Status and Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning. | |
| By 2/29/24 | Social studies, science, and encore teachers will utilize the NWEA class reports to inform strategic grouping and incorporate discipline-specific literacy strategies that develop comprehension skills, vocabulary acquisition and use, and fluency, as appropriate. | |
| By 2/29/24 | ELA, English/Reading Enrichment, SPED, and ENL teachers will collaboratively plan lessons that prioritize grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions by focusing on the the “how” of teaching and learning (teacher moves and student moves) and then analyze | |

Commitment 1- English Language Arts

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| | the effectiveness of their lessons through the lens of student outcomes. | |
| By 2/29/24 | ELA and reading teachers will deliver instruction that prioritizes grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 2/29/24 | The instructional supervisor for English Language Arts, reading, and library media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 2/29/24 | Building administrators will conduct classroom visits of all assigned teachers monthly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 2/29/24 | The middle-level literacy, instructional, special education, and ENL coaches will continue coaching cycles with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 3/20/24 | The instructional supervisor for English Language Arts, reading, and library media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 | Social studies, science, and encore teachers will utilize the NWEA Class Reports to inform strategic grouping and incorporate | |

Commitment 1- English Language Arts

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| | discipline-specific literacy strategies that develop comprehension skills, vocabulary acquisition and use, and fluency, as appropriate. | |
| By 3/28/24 | ELA, English/Reading Enrichment, SPED, and ENL teachers will collaboratively plan lessons that prioritize grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions by 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 | ELA and reading teachers will deliver instruction that prioritizes grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 3/28/24 | The instructional supervisor for English Language Arts, reading, and Library Media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 3/28/24 | The middle-level literacy coaches will continue coaching cycles with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 | Social studies, science, and encore teachers will utilize the NWEA Class Reports to inform strategic grouping and incorporate discipline-specific literacy strategies that develop comprehension skills, vocabulary acquisition and use, and fluency, as appropriate. | |
| By 4/30/24 | ELA, English/Reading Enrichment, SPED, and ENL teachers will collaboratively plan lessons that prioritize grade-level learning by releasing the work of the lesson to the students, explicit instruction, | |

Commitment 1- English Language Arts

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| | and scaffolding through establishing purposes for reading and text-dependent questions by 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 | ELA and reading teachers will deliver instruction that prioritizes grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 4/30/24 | The instructional supervisor for English Language Arts, reading, and Library Media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 4/30/24 | Building administrators will conduct classroom visits of all assigned teachers monthly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 4/30/24 | The middle-level literacy, instructional, special education, and ENL coaches will continue coaching cycles with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 5/21/24 | The instructional supervisor for English Language Arts, reading, and Library Media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 | |

Commitment 1- English Language Arts

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| | Growth Projection and Summary Reports to tailor their instruction to meet the individual needs of their students and accelerate learning. | |
| By 5/31/24 | Social studies, science, and encore teachers will utilize the NWEA Class Reports to inform strategic grouping and incorporate discipline-specific literacy strategies that develop comprehension skills, vocabulary acquisition and use, and fluency, as appropriate. | |
| By 5/31/24 | ELA, English/Reading Enrichment, SPED, and ENL teachers will collaboratively plan lessons that prioritize grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions by 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 | ELA and reading teachers will deliver instruction that prioritizes grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 5/31/24 | The instructional supervisor for English Language Arts, reading, and Library Media and middle-level literacy coaches will deliver professional development with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 5/31/24 | Building administrators will conduct classroom visits of all assigned teachers monthly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| By 5/31/24 | The middle-level literacy, instructional, special education, and ENL coaches will continue coaching cycles with all new teachers and other teachers as requested or assigned to model and support best practices and standards-aligned instruction with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |

Commitment 1- English Language Arts

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| 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 monthly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |
| 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 with a focus on grade-level learning by releasing the work of the lesson to the students, explicit instruction, and scaffolding through establishing purposes for reading and text-dependent questions. | |

ELA Sub-Committee Resources & Materials:

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

COMMITMENT 2- Math

Our Commitment

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| <p>What is one Commitment we will promote for 2023-24?</p> | <p>We are committed to accelerating students' learning of grade-level content and skills in Mathematics with a focus on amplifying students' conceptual understanding, and problem solving, especially for students who have unfinished learning.</p> |
| <p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> | <p>A math curriculum review that was completed during the 2022-2023 school year revealed that our current curriculum overemphasises procedural fluency and needs to expand our instructional time on conceptual understanding and applications. Student surveys completed in May 2023 indicated that many students would like more explicit connections between the content and real world. Illustrative Mathematics was adopted as a resource with a focus on problem-solving to help address these aspects of rigor.</p> <p>NYS Math test data from 2021-2022 indicates that a majority of students from Myers were not proficient in the grade-level standards and skills in math: Grade 6 - 14%; Grade 7 - 13%; Grade 8 - 21%. 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 - 16%; Grade 7 - 14%; Grade 8 - 13%. This data indicates a significant percentage of students have unfinished learning. Unfinished learning continues to be an obstacle for students to engage in grade-level content and skills. Math AIS Teachers will use the Learning Continuums in NWEA to develop action plans that address students' specific needs.</p> <p>By reviewing state and local data, building and district survey data, and discussions with a committee of teachers and administrators across the middle-level buildings we analyzed the Math SCEP for 2022-2023 and identified strengths and opportunities, described below, to enhance each area within our current framework. The team believes there are significant opportunities for growth within our existing framework.</p> <p>Common Planning Teams (CPT)</p> <p>Strengths</p> <ul style="list-style-type: none"> • Protected time for collaboration by grade-level and department • Consistent master scheduling across buildings • Differentiating CPT for Core and AIS Teachers to meet across buildings through Google Meet |

Commitment 2-Math

Opportunities

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

Instructional Feedback

Strengths

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

Opportunities

- Increased frequency
- More constructive feedback to supplement affirmational visits

Professional Development

Strengths

- Using our testing platform, 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

Commitment 2-Math

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| | <ul style="list-style-type: none"> • Creating collaborative space to share, both in-person and through Google Classroom • Modeling mathematical discussions within CPT <p>Opportunities</p> <ul style="list-style-type: none"> • Expanding coaching by funding one coach at each of the three main middle schools. This will greatly increase the amount of modeling and support that’s available to teachers. • Analyzing best practices and encouraging teachers to share out or supporting peer visits of successful activities and strategies |
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Progress Targets

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing <i>(complete at the end of the year)</i> |
|------------------------------|---------------------------------|--|---|
| End-Of-The-Year Goals | NWEA CGP NWEA % Met Growth | 50-80% CGP 50-80% Met Growth | |

| Subgroup | Math Level 1 | | | Level 2 | | Level 3 | | Level 4 | | PI Calculation | |
|-----------|--------------|-------------|--------------|---------|-------------|---------|-------------|---------|-------------|----------------|--------|
| | Total N | N Projected | Total Points | Points | N Projected | Points | N Projected | Points | N Projected | Points | Points |
| Grade | | | | | | | | | | | |
| 6 | 134 | 0 | 25 | 25 | 13 | 26 | 16 | 40 | 188 | 91 | 48 |
| 7 | 131 | 0 | 35 | 35 | 18 | 36 | 10 | 25 | 194 | 96 | 49 |
| 8 | 142 | 0 | 34 | 34 | 21 | 42 | 7 | 17.5 | 204 | 93.5 | 46 |
| Ethnicity | | | | | | | | | | | |
| A | 41 | 0 | 15 | 1 | 9 | 18 | 3 | 7.5 | 68 | 26.5 | 39 |
| B | 209 | 0 | 28 | 28 | 11 | 22 | 2 | 5 | 250 | 55 | 22 |
| H | 91 | 0 | 24 | 24 | 11 | 22 | 4 | 10 | 130 | 56 | 43 |

Commitment 2-Math

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| W | 37 | 0 | 20 | 20 | 17 | 34 | 22 | 55 | 96 | 109 | 114 |
| M | 29 | 0 | 7 | 7 | 4 | 8 | 2 | 5 | 42 | 20 | 48 |
| SWD | 85 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 88 | 3 | 3 |
| ELL | 79 | 0 | 5 | 5 | 0 | 0 | 0 | 0 | 84 | 5 | 6 |
| ECO | 322 | 0 | 60 | 60 | 28 | 56 | 7 | 17.5 | 417 | 133.5 | 32 |
| ALL | 407 | 0 | 94 | 94 | 52 | 104 | 33 | 82.5 | 586 | 280.5 | 48 |

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 |
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| Start and End Month (Summer through December) | <ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | |
| By 8/31/2023 | Curriculum Writers will update the grade 6-8 curriculum maps to refine changes due to Next Generation Learning standards and embed illustrative mathematics curriculum. | |
| By 8/31/2023 | Building and district Leaders will establish a 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. | |
| 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. | |
| By 8/31/23 | Principal will work with school counselor and supervisor to develop a master schedule that more efficiently aligns AIS services and core teachers | |

Commitment 2-Math

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| 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 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 | |

Commitment 2-Math

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| 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. | |
| 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. | |

Commitment 2-Math

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

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>) | What we ended up seeing (<i>complete six to ten weeks into the school year</i>) |
|--|--|---|---|
| Student Data | <ul style="list-style-type: none"> Fall NWEA Q1 Common Summative Assessments | <ul style="list-style-type: none"> Baseline performance at/above Spring 2023 at the individual student level 80% proficiency on quarter 1 priority standards on common summative assessments at each grade level | |
| Adult/Schoolwide Behaviors and Practices | Classroom Visits | <ul style="list-style-type: none"> Teaching practices that reflect the indicators in columns 3 and 4 of the Student Engagement Continuum Questioning practices that foster cognitive engagement and reflect the indicators in columns 3 and 4 of the Questioning Continuum | |
| Student Behaviors and Practices | Classroom Visits | <ul style="list-style-type: none"> Cognitive and behavioral engagement that reflects the indicators in columns 3 and 4 of the Student Engagement Continuum. Equitable opportunity for participation in student-centered academic discourse that reflects the indicators in columns 3 and 4 of the Questioning Continuum | |

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

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

Commitment 2-Math

| Subgroup Math Level 1 | | | Level 2 | | Level 3 | | Level 4 | | PI Calculation | | |
|------------------------|-----------------------------|----|---------|-------------|---------|-------------|---------|-------------|----------------|-------------|--------|
| Winter 2023 Total N | N Projected Total Points | PI | Points | N Projected | Points | N Projected | Points | N Projected | Points | N Projected | Points |
| Grade | | | | | | | | | | | |
| 6 | 127 | 0 | 28 | 28 | 26 | 52 | 13 | 32.5 | 194 | 112.5 | 58 |
| 7 | 135 | 0 | 40 | 40 | 18 | 36 | 11 | 27.5 | 204 | 103.5 | 51 |
| 8 | 147 | 0 | 43 | 43 | 17 | 34 | 9 | 22.5 | 216 | 99.5 | 46 |
| Ethnicity | | | | | | | | | | | |
| A | 41 | 0 | 18 | 18 | 13 | 26 | 3 | 7.5 | 75 | 51.5 | 69 |
| B | 210 | 0 | 37 | 37 | 13 | 26 | 0 | 0 | 260 | 63 | 24 |
| H | 92 | 0 | 28 | 28 | 11 | 22 | 5 | 12.5 | 136 | 62.5 | 46 |
| W | 39 | 0 | 20 | 20 | 19 | 38 | 24 | 60 | 102 | 118 | 116 |
| M | 26 | 0 | 8 | 8 | 5 | 10 | 1 | 2.5 | 40 | 20.5 | 51 |
| SWD | 94 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 96 | 2 | 2 |
| ELL | 83 | 0 | 11 | 11 | 3 | 6 | 0 | 0 | 97 | 17 | 18 |
| ECO | 307 | 0 | 66 | 66 | 24 | 48 | 5 | 12.5 | 402 | 126.5 | 31 |
| ALL | 409 | 0 | 111 | 111 | 61 | 122 | 33 | 82.5 | 614 | 315.5 | 51 |

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 | Students C6 Our school curriculum (work) is challenging. (40.1% in 2022-23) | 70% | |
| Staff Survey | Staff T50 We challenge students. (83% in 2022-23) | 92% | |
| Family Survey | Family T27 My child(ren) is challenged by his/ her teachers. (41.9% in 2022-23) | 71% | |

Key Strategies, Resources and Action

| TIME FRAME | STRATEGY/METHOD/RESOURCES | Monitor progress each month with notes and color code. Red -Not Started Yellow -In Progress Green -Completed Grey -Unscheduled |
|--|---|--|
| Start and End Month (January through June) | <ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | |
| 1/1/2024 - 1/31/2024 | Math teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using illustrative mathematics. Common planning time will be used to collaboratively plan lessons, review student data, and debrief implementation. | |
| 1/1/2024 - 1/31/2024 | The instructional supervisor for secondary mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes. | |
| 1/1/2024 - 1/31/2024 | The instructional supervisor for secondary mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals. | |
| 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. | |

Commitment 2-Math

| | | |
|----------------------|--|--|
| 1/22/2024 - 2/1/2024 | Math and math enrichment teachers will meet with students to provide information and feedback to students on their NWEA math performance and set goals for the Winter administration. Math enrichment teachers will create action plans to support core instruction and progress monitor their interventions. | |
| 1/22/2024 - 2/1/2024 | Math and math enrichment teachers will utilize the NWEA reports to differentiate their instruction to meet the individual needs of their students, identify students that would benefit from after school tutoring, and accelerate learning. | |
| 1/29/24 - 4/19/24 | Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices. | |
| 2/1/2024 - 2/28/2024 | Math teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using illustrative mathematics. Common planning time will be used to collaboratively 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. | |

Commitment 2-Math

| | | |
|-----------------------|--|--|
| 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. | |
| 3/20/2024 | The instructional supervisor for secondary mathematics and middle-level math coaches will deliver professional development with a focus on amplifying students' conceptual understanding, and problem solving using illustrative mathematics and addressing students' unfinished learning using NWEA learning continuums. | |
| 4/1/2024 - 4/30/2024 | Math teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using illustrative mathematics. Common planning time will be used to collaboratively plan lessons, review student data, and debrief implementation. | |
| 4/1/2024 - 4/30/2024 | The instructional supervisor for Secondary mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes. | |
| 4/1/2024 - 4/30/2024 | The instructional supervisor for secondary mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals. | |
| 4/1/2024 - 4/30/2024 | The middle school math, instructional, special education, and ENL coaches will engage in coaching cycles to model and support best practices and standards-aligned instruction aligned to the CSDA instructional framework and department initiatives. | |
| 4/22/2024 - 6/26/2024 | Building administrators will conduct classroom visits of all assigned teachers quarterly for the purpose of connecting with teachers and students through the lens of instruction and identifying trends in alignment with building look-fors relative to high-leverage instructional practices. | |

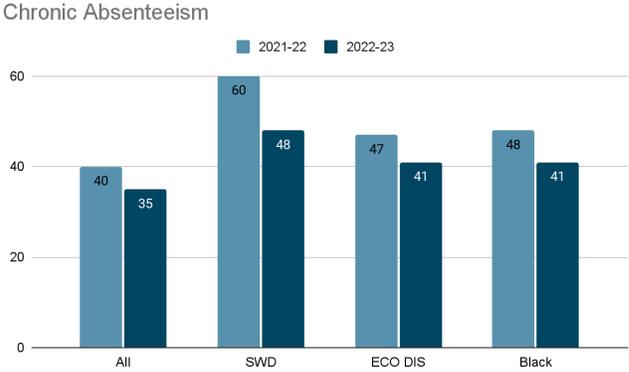
Commitment 2-Math

| | | |
|----------------------|--|--|
| 5/1/2024 - 5/31/2024 | Math Teachers will create and implement lessons to deepen students conceptual understanding, and problem solving using illustrative mathematics. Common planning time will be used to collaboratively plan lessons, review student data, and debrief implementation. | |
| 5/1/2024 - 5/31/2024 | The instructional supervisor for secondary mathematics will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including written feedback on data team minutes. | |
| 5/1/2024 - 5/31/2024 | The instructional supervisor for secondary mathematics will provide meaningful feedback and support to teachers through classroom walkthroughs, classroom visits, and cycles of inquiry using the CSDA district walkthrough form each month resulting in complete cycles of inquiry with teachers focused on either building or teacher goals. | |
| 5/1/2024 - 5/31/2024 | The middle school math, instructional, special ducation, and ENL coaches will engage in coaching cycles to model and support best practices and standards-aligned instruction aligned to the CSDA instructional framework and department initiatives. | |
| 5/21/2024 | The instructional supervisor for secondary mathematics and middle-level math coaches will deliver professional development with a focus on amplifying students' conceptual understanding, and problem solving using illustrative mathematics and addressing students' unfinished learning using NWEA Learning continuums. | |
| 6/1/2024 - 6/15/2024 | The NWEA measures of academic progress for math fall administration will occur with a participation goal of 95% | |

COMMITMENT 3 -Chronic Absenteeism Guidance [\(District PPS Guidance\)](#)

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

Our Commitment

| <p>What is one Commitment we will promote for 2023-24?</p> | <p>In addition to focusing on “All Students,” we are committed to continuing to focus on planning, monitoring, and intervening for the following subgroups that have historically exhibited the greatest Chronic Absenteeism rates at SHMMS: SWD, ECO DIS, Black. We will <u>amplify and refine current systems, capitalize on Community School opportunities to engage families and students in SHMMS as “Junior Falcons,” and increase the number of adults providing student-centered attendance intervention.</u></p> | | | | | | | | | | | | | | | |
|---|---|----------|---------|---------|-----|----|----|-----|----|----|---------|----|----|-------|----|----|
| <p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> | <p>In 2022-23, we initially organized adults to center our work on students by aligning interventions based on individual student historic attendance data. At the midpoint check-in we added more adults to support the volume of intervention work needed.</p> <p>6/21, or 29% of students stated that they did not feel connected to the school and no students clearly articulated what it means to be a Junior Falcon during their focus group.</p> <p>Attendance Committee members shared that by having more adults to run attendance groups/ complete outreach more students and families could engage with the school.</p> <p>We saw significant improvements to date from the all student subgroups:</p>  <table border="1"> <caption>Chronic Absenteeism Data</caption> <thead> <tr> <th>Subgroup</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>40</td> <td>35</td> </tr> <tr> <td>SWD</td> <td>60</td> <td>48</td> </tr> <tr> <td>ECO DIS</td> <td>47</td> <td>41</td> </tr> <tr> <td>Black</td> <td>48</td> <td>41</td> </tr> </tbody> </table> | Subgroup | 2021-22 | 2022-23 | All | 40 | 35 | SWD | 60 | 48 | ECO DIS | 47 | 41 | Black | 48 | 41 |
| Subgroup | 2021-22 | 2022-23 | | | | | | | | | | | | | | |
| All | 40 | 35 | | | | | | | | | | | | | | |
| SWD | 60 | 48 | | | | | | | | | | | | | | |
| ECO DIS | 47 | 41 | | | | | | | | | | | | | | |
| Black | 48 | 41 | | | | | | | | | | | | | | |

Progress Targets

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing <i>(complete at the end of the year)</i> |
|------------------------------|---------------------------------|--|---|
| End-Of-The-Year Goals | Chronic Absenteeism Rate | All Students from 35% to 30% CA SWD from 48% to 45% CA ECO DIS 41% to 38%% CA BLACK 41% to 38% CA | |

Key Strategies, Resources and Actions

| TIME FRAME | STRATEGY/METHOD/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled |
|--|---|--|
| Start and End Month (Summer through December) | <ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | |
| July | Principal - Board Approved Attendance Committee members for summer work through the SIG. 24 initial hours are allotted with an opportunity to request more with rationale. | |
| July | HSC - Pull 2022-23 data for the Attendance Committee to review and break students into 0-69%, 70-79%, and 80-89% groups. This data will include 5th graders from feeder schools and previous years 6th and 7th grade students (now 7th and 8th grade students). HSC will collaborate with the principal to build a CA tracker to house the data AND interventions. | |
| July | The Attendance Committee will review the data and determine how many interventionists are needed to conduct outreach, SAIG groups, and/ or other interventions. Data reviewed - 5 additional paid teacher interventionists needed and will be paid through the SIG. | |
| July | Attendance Committee - Review 22-23 system and refine interventions (0-69% Att teacher, 70-79% SAIG group w HSC, Counselors, other interventionists, and 80-89% attendance clerk. | |

Commitment 3- Chronic Absenteeism Guidance

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| | <p>An amplification of this work would be shifting to 5 teacher interventionists to start the year.</p> <p>An additional amplification would be exploring community partnerships to support intervention during July.</p> | |
| July | <p>Attendance Committee - Determine the incentive program, establish flyers and communication program for ALL said incentives for the year.</p> <p>Determine how the CSSC and other community partners can support families over the summer to improve September attendance and beyond.</p> <p>Review/ use district guidance for incentives as appropriate.</p> | |
| July | <p>Attendance Committee - Determine the system/ roles for family outreach for chronic tardy students.</p> | |
| July | <p>Home school coordinator and Attendance Committee - Determine a phone call script for all interventionists to use.</p> | |
| July | <p>HSC will develop a summer attendance letter and the principal/ district will review for mailing. This letter will go to students in the 0-69, 69-70. 70-79. and 80-89 groups.</p> | |
| July | <p>Attendance clerk will mail summer letters to targeted families.</p> | |
| August | <p>Attendance Committee & interventionists - Follow up with initial phone call following the letter to explain the system for the year and introduce ourselves as their child's attendance liaison. Inform families about food pantry, clothing, and assess other needs.</p> <p>CSSC will develop a flyer for families regarding services which will go home with this initial attendance letter.</p> <p>Attendance Committee to share anecdotal information with community school Site coordinator via a pre-determine collection bank of family needs.</p> | |
| August | <p>HSC and principal to finalize the standing Attendance Committee agenda and schedule.</p> <p>HSC to send calendar invites out to all members.</p> | |
| August | <p>HSC will collaborate with the Attendance Committee and principal to finalize the 30 minute attendance kickoff presentation during opening PD days or during initial CPT.</p> | |
| August | <p>Attendance Committee - Meet prior to start of year for a final time to review the PD, Attendance Committee Roles and Responsibilities and standing agenda items.</p> | |
| August | <p>HSC will review FTE expectations with the attendance clerk to start the year and work required through BEDS day.</p> | |
| August | <p>Principal will connect the CA priority list and intervention tool to the grade level MTSS teams to ensure access and communication.</p> | |
| Sept | <p>Attendance clerk - Investigate, document and finalize FTEs weekly.</p> | |

Commitment 3- Chronic Absenteeism Guidance

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|-------------|---|--|
| Sept | <p>Tier 1</p> <ul style="list-style-type: none">● Robocalls will call the home of each student who is not in attendance each day.● The Attendance Clerk will continue to mail monthly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs.● Attendance clerk will issue late passes for tardy students from 8:03 - 9:37. After 9:37, late students will report to the main office for a pass.● Attendance clerk will call home to inform families of student tardies. <p>Tier 2/ Tier 3</p> <ul style="list-style-type: none">● The Attendance Committee (by assignment) will call the home of each Tier 2a (attendance clerk) Tier 2b (HSC, Counselors) and Tier 3 (attendance teacher) student who is not in attendance each day and use the Language Line for ELL students as needed.● The Attendance Committee designees will update interventions on the CA tracking doc at least every 10 days. These interventions will be documented in SchoolTool and in our CA intervention tracker. This will be reviewed monthly during attendance meetings.● The interventionist meets with the student and supports student monitoring of their goal. | |
|-------------|---|--|

Commitment 3- Chronic Absenteeism Guidance

| | | |
|--------------------|---|--|
| <p>Sept</p> | <p>Attendance Committee - will track all students and add students to CA documents as they become chronic in 2023-24 (and are not yet identified).</p> <ul style="list-style-type: none"> ● The HSC is responsible for a quarterly attendance audit. ● The standing monthly Attendance Committee Agenda Items will be as follows: <ul style="list-style-type: none"> ○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members (15min) ○ Current Intervention Sheet review. What is going well/ ○ ○ Adjustments to be made? (15min) ○ Incentive Program - Needs/ progress/ communication (10min) ○ Good of the Order (5min) | |
| <p>Oct</p> | <p>Attendance Clerk - Investigate, document and finalize FTEs weekly. Finalize by BEDS day.</p> | |
| <p>Oct</p> | <p>Tier 1</p> <ul style="list-style-type: none"> ● Robocalls will call the home of each student who is not in attendance each day. ● The Attendance Clerk will continue to mail monthly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs. ● Attendance clerk will issue late passes for tardy students from 8:03 - 9:37. After 9:37, late students will report to the main office for a pass. ● Attendance clerk will call home to inform families of student tardies. <p>Tier 2/ Tier 3</p> <ul style="list-style-type: none"> ● The Attendance Committee (by assignment) will call the home of each Tier 2a (attendance clerk) Tier 2b (HSC, counselors) and Tier 3 (attendance teacher) student who is not in attendance each day and use the Language Line for ELL students as needed. ● The Attendance Committee designee will update interventions on the CA tracking doc at least every 10 days. These interventions will be documented in SchoolTool and in our CA intervention tracker. This will be reviewed monthly. | |

Commitment 3- Chronic Absenteeism Guidance

| | | |
|------------|--|--|
| Oct | <p>Attendance Committee - will track all students and add students to CA documents as they become chronic in 2023-24 (and are not yet identified).</p> <ul style="list-style-type: none">● The HSC is responsible for a quarterly attendance audit.● The standing monthly Attendance Committee agenda items will be as follows:<ul style="list-style-type: none">○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members (15min)○ Current intervention sheet review. What is going well/ Adjustments to be made? (15min)○ Incentive program - Needs/ progress/ communication (10min)○ Good of the Order (5min) | |
|------------|--|--|

Commitment 3- Chronic Absenteeism Guidance

| | | |
|-------------------|---|--|
| <p>Nov</p> | <p>Tier 1</p> <ul style="list-style-type: none"> ● Robocalls will call the home of each student who is not in attendance each day. ● The attendance clerk will continue to mail monthly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs. ● Attendance clerk will issue late passes for tardy students from 8:03 - 9:37. After 9:37, late students will report to the main office for a pass. ● Attendance clerk will call home to inform families of student tardies. <p>Tier 2/ Tier 3</p> <ul style="list-style-type: none"> ● The Attendance Committee (by assignment) will call the home of each Tier 2a (attendance clerk) Tier 2b (HSC, counselors) and Tier 3 (attendance teacher) student who is not in attendance each day and use ● the Language Line for ELL students as needed. ● The Attendance Committee designee will update interventions on the CA tracking doc at least every 10 days. These interventions will be documented in SchoolTool and in our CA intervention tracker. This will be reviewed monthly. ● The interventionist meets with the student and supports student monitoring of their goal. | |
| <p>Nov</p> | <p>Attendance Committee - will track all students and add students to CA documents as they become chronic in 2023-24 (and are not yet identified).</p> <ul style="list-style-type: none"> ● The HSC is responsible for a quarterly attendance audit. ● The standing monthly Attendance Committee agenda items will be as follows: <ul style="list-style-type: none"> ○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members (15min) ○ Current intervention sheet review. What is going well/ Adjustments to be made? (15min) ○ Incentive program - Needs/ progress/ communication (10min) ○ Good of the Order (5min) | |

Commitment 3- Chronic Absenteeism Guidance

| | | |
|-------------------|--|--|
| <p>Dec</p> | <p>Tier 1</p> <ul style="list-style-type: none"> ● Robocalls will call the home of each student who is not in attendance each day. ● The Attendance Clerk will continue to mail monthly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs. ● Attendance clerk will issue late passes for tardy students from 8:03 - 9:37. After 9:37, late students will report to the main office for a pass. ● Attendance clerk will call home to inform families of student tardies. <p>Tier 2/ Tier 3</p> <ul style="list-style-type: none"> ● The Attendance Committee (by assignment) will call the home of each Tier 2a (attendance clerk) Tier 2b (HSC, counselors) and Tier 3 (attendance teacher) student who is not in attendance each day and use the Language Line for ELL students as needed. ● The Attendance Committee designee will update interventions on the CA tracking doc at least every 10 days. These interventions will be documented in SchoolTool and in our CA intervention tracker. This will be reviewed monthly. ● The interventionist meets with the student and supports student monitoring of their goal. | |
| <p>Dec</p> | <p>Attendance Committee - will track all students and add students to CA documents as they become chronic in 2023-24 (and are not yet identified).</p> <ul style="list-style-type: none"> ● The HSC is responsible for a quarterly attendance audit. ● The standing monthly Attendance Committee agenda items will be as follows: <ul style="list-style-type: none"> ○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members (15min) ○ Current Intervention Sheet review. What is going well/ Adjustments to be made? (15min) ○ Incentive program - Needs/ progress/ communication (10min) ○ Good of the Order (5min) | |

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 | All Students from 35% to 30% CA SWD from 48% to 45% CA ECO DIS 41% to 38% CA BLACK 41% to 38% CA | |
| Adult/Schoolwide Behaviors and Practices | Attendance Systems | Staff have 2.5 or fewer absences after the first 10 weeks of school. Attendance clerk has clear documentation of intervention for Ss 80-90% every 10 days via the CA Priority List Dashboard . HSC, counselors, others issuing attendance SAIG groups have documented SAIG group data. | |
| Student Behaviors and Practices | Attendance SAIG group data | Students that were 70-79% CA this past year are engaging in SAIG groups improving attendance to 90%+ for weeks 6, 8, 10. | |

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

| | Survey Question(s) or Statement(s) | Desired response (<i>e.g., % agree or strongly agree</i>) | What we ended up seeing (<i>complete once Spring survey results are available</i>) |
|----------------|---|--|--|
| Student Survey | DV83. Students say the curricula is relevant to their interests and background | Improve from 37.3% 22-23 to 42% in 23-24. | |
| Staff Survey | DV83. Students say the curricula is relevant to their interests and background. | Improve from 45.1% 22-23 to 50% in 23-24. | |
| Family Survey | DV83. My child(ren) say the curricula is relevant to their interests and background | Improve from 61.7% 22-23 to 67% in 23-24. | |

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

Commitment 3- Chronic Absenteeism Guidance

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing (complete when reviewing mid-year data) |
|------------------------------|---------------------------------|--|---|
| Mid-Year Benchmark(s) | Chronic Absenteeism Rate | All Students from 35% to 30% CA SWD from 48% to 45% CA ECO DIS 41% to 38%% CA BLACK 41% to 38% CA | |

Key Strategies, Resources and Actions

| TIME FRAME | STRATEGY/METHOD/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled |
|--|---|--|
| Start and End Month (January through June) | <ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | |
| Jan | <p>Tier 1</p> <ul style="list-style-type: none"> Robocalls will call the home of each student who is not in attendance each day. The attendance clerk will continue to mail monthly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs. Attendance clerk will issue late passes for tardy students from 8:03 - 9:37. After 9:37, late students will report to the main office for a pass. Attendance clerk will call home to inform families of student tardies. <p>Tier 2/ Tier 3</p> <ul style="list-style-type: none"> The Attendance Committee (by assignment) will call the home of each Tier 2a (Attendance Clerk) Tier 2b (HSC, counselors) and Tier 3 (attendance teacher) student who is not in attendance each day and use the Language Line for ELL students as needed. The Attendance Committee designee will update interventions on the CA tracking doc at least every 10 days. These interventions will be documented in | |

Commitment 3- Chronic Absenteeism Guidance

| | | |
|------------|---|--|
| | <p>SchoolTool and in our CA intervention tracker. This will be reviewed monthly.</p> <ul style="list-style-type: none"> ● The interventionist meets with the student and supports student monitoring of their goal. | |
| Jan | <p>Attendance Committee - will track all students and add students to CA documents as they become chronic in 2023-24 (and are not yet identified).</p> <ul style="list-style-type: none"> ● The HSC is responsible for a quarterly attendance audit. ● The standing monthly Attendance Committee agenda items will be as follows: <ul style="list-style-type: none"> ○ Crosswalk CA list from PowerBI with summer pull; add new kids if necessary; Assign case manager from other additional committee members (15min) ○ Current Intervention Sheet review. What is going well/ Adjustments to be made? (15min) ○ Incentive Program - Needs/ progress/ communication (10min) ○ Good of the Order (5min) | |
| Feb | <p>Tier 1</p> <ul style="list-style-type: none"> ● Robocalls will call the home of each student who is not in attendance each day. ● The attendance clerk will continue to mail monthly chronic attendance letters home to families who meet the attendance threshold. Letters will be translated for families of ELLs. ● Attendance clerk will issue late passes for tardy students from 8:03 - 9:37. After 9:37, late students will report to the main office for a pass. ● Attendance clerk will call home to inform families of student tardies. <p>Tier 2/ Tier 3</p> <ul style="list-style-type: none"> ● The Attendance Committee (by assignment) will call the home of each Tier 2a (attendance clerk) Tier 2b (HSC, counselors) and Tier 3 (attendance teacher) student who is not in attendance each day and use the Language Line for ELL students as needed. ● The Attendance Committee designee will update interventions on the CA tracking doc at least every 10 days. These interventions will be documented in SchoolTool and in our CA intervention tracker. This | |

Commitment 3- Chronic Absenteeism Guidance

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Commitment 3- Chronic Absenteeism Guidance

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Commitment 3- Chronic Absenteeism Guidance

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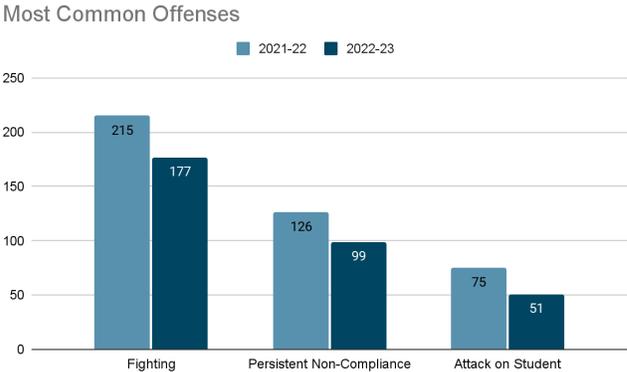
Commitment 3- Chronic Absenteeism Guidance

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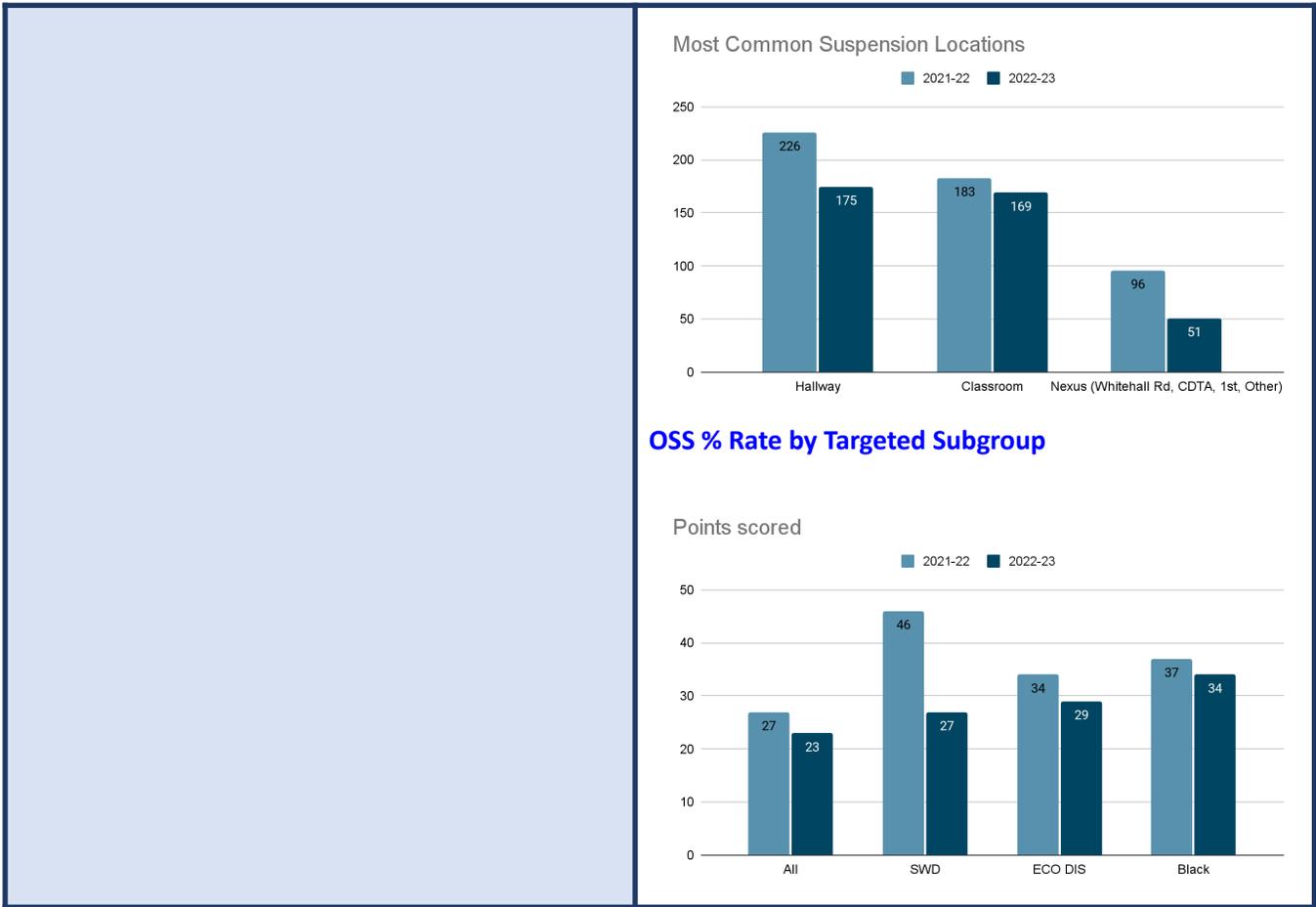
COMMITMENT 4 SEL / Suspension / Disproportionality [PPS Guidance](#)

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

Our Commitment

| <p>What is one Commitment we will promote for 2023-24?</p> | <p>We will align district initiatives to amplify our current systems aligned to our 2022-23 commitment by a) analyzing and developing tier 1 intervention for most common offenses, b) reviewing/ adjusting our systems/ structures for OSS offenses in most common locations and c) analyzing disproportionality in OSS for “All students,” “SWD,” “ECO DIS” and “Black” and then dismantling disproportionate trends through both building district initiatives.</p> <p>We showed a continued decrease in All Students and our targeted subgroups (SWD, ECO DIS, Black) and want to continue tightening this work to increase impact.</p> | | | | | | | | | | | | |
|--|---|---------|---------|---------|----------|-----|-----|---------------------------|-----|----|-------------------|----|----|
| <p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? | <p>We envision increasing student-centered SEL growth decreasing 1-time OSS and repeat OSS offending students so students can spend more time engaged in learning.</p> <p>Students in focus groups shared that we need more hall monitors to eliminate play fighting and few students identified the school as helping them with anger management. Students' biggest concerns were around hallway volume/ noise, feeling respected, off-task chatter in larger classes, completing school work, bullying and navigating friendships.</p> <p>Data up through 6/23/23 shows the following:</p> <p>Most common offenses resulting in OSS:</p>  <table border="1"> <caption>Most Common Offenses</caption> <thead> <tr> <th>Offense</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>Fighting</td> <td>215</td> <td>177</td> </tr> <tr> <td>Persistent Non-Compliance</td> <td>126</td> <td>99</td> </tr> <tr> <td>Attack on Student</td> <td>75</td> <td>51</td> </tr> </tbody> </table> <p>Most common location resulting in OSS:</p> | Offense | 2021-22 | 2022-23 | Fighting | 215 | 177 | Persistent Non-Compliance | 126 | 99 | Attack on Student | 75 | 51 |
| Offense | 2021-22 | 2022-23 | | | | | | | | | | | |
| Fighting | 215 | 177 | | | | | | | | | | | |
| Persistent Non-Compliance | 126 | 99 | | | | | | | | | | | |
| Attack on Student | 75 | 51 | | | | | | | | | | | |

Commitment 4- SEL



Progress Targets

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing <i>(complete at the end of the year)</i> |
|------------------------------|---|---|---|
| End-Of-The-Year Goals | Discipline referrals Suspensions Disproportionality | DISC referrals - down to 35% (from 41%) OSS for all students - 20% OSS for SWDs - 24% OSS for ECO DIS - 26% OSS for Black - 30% | |

Key Strategies, Resources and Actions

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| TIME FRAME | STRATEGY/METHOD/RESOURCES | Monitor progress each month with notes and color code. |
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Commitment 4- SEL

| Start and End Month (Summer through December) | <ul style="list-style-type: none"> • What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | <p>Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled</p> |
|---|---|---|
| July | <p>School leaders will use 2022-23 staff survey data to identify staff to support SEL planning for 2023-24 (RULER, PBIS, MTSS, CSAB, Student Acknowledgement, Staff Acknowledgement, Disciplinary Support/ Response Systems).</p> <p>The same staff (or representatives of these committees) will join BELT (Building Equity Leadership Team) to monitor and action: disproportionality data by prioritized subgroup (All, SWD, ECO DIS, Black) plus student voice data from the 5th commitment.</p> | |
| July | <p>SIG budget will be finalized to leverage funding for after school tutoring and any additional instructional (such as PLC Associates- Math) and/ or SEL resources (such as Mediation Matters).</p> | |
| July -August | <p>Each committee will DRAFT roles and responsibilities over the summer and submit for principal review at the end of summer check-in prior to 9/1/23.</p> <p>The principal will provide feedback as appropriate for any required adjustments.</p> <p>Each committee will DRAFT an annual meeting calendar, calendar of events, important dates and submit for principal review at the end of summer check-in prior to 9/1/23.</p> <p>Standing committees are required for each meeting and must be saved in the SHMMS Hub.</p> <p>The principal will provide feedback as appropriate for any required adjustments.</p> | |
| July -August | <p>MTSS Roles and responsibilities will be established prior to the start of the school year.</p> <p>The MTSS system will be reviewed/ revised to monitor academic achievement (priority), but also attendance, and behavior.</p> | |

Commitment 4- SEL

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| <p>July-August</p> | <p>The summer work committees and Leadership Team to create standing agendas created for bi-weekly bubble check-in meetings AND weekly liaison meetings. Roles and Responsibilities to be defined.</p> | |
| <p>July-August</p> | <p>Leadership Team (in collaboration with summer work committees) to establish the annual PD calendar to include instructional best practices and the rollout plan for September. Additionally, the PPS video vignettes on 14 best tier 1 practices should be strategically planned for as well.</p> | |
| <p>July -August</p> | <p>APSTA & APSUE staff on BELT, MTSS, Attendance and SEL committees will review and revise SHMMS Handbook/ Table of Contents in a more concise format than currently exists.</p> <p>This preparation will turn into turn-key PD via handbook as training in September PD to all staff targeting the following areas or revised areas:</p> <ul style="list-style-type: none"> ● Section I: Mission, Vision, Staffing, Roles/ Responsibilities, Bell Schedule ● Section II: Planning Documents and Instructional Best Practices ● Section III: Calendars (PBIS re-teaches to be added. Fidelity checks should be implemented immediately thereafter and added to the calendar). ● Section IV: Multi-Tiered System of Supports ● Section V: Tier I Implementation & Expectations (with calendar reteaches) ● Section VI: Student Acknowledgement System ● Section VII: Staff Acknowledgement System (Sunshine Committee) ● Section VIII: Responding to Disruptive Behavior (Liaisons, Mediation Matters) ● Section IX: Building Safety Procedures ● Section X: Data Tracking <p>Please see the **OLD ToC (for reference).</p> <p>Please see the sample revision- Quick Reference Hub as an example.</p> | |
| <p>July-August</p> <p>District Defined: SEL</p> | <p>Summer PD teams to determine how to use the RULER/PBIS Matrix as a PD tool for staff and students Please see the linked: **RULER Curriculum</p> | |

Commitment 4- SEL

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| | <p>Summer PD teams to determine how to use the Preventative Strategies overview in opening PD (but no later than end of October)</p> <p>Preventative Strategies Part I</p> <p>Preventative Strategies Part II</p> | |
| July - August | Assigned AP will integrate the Instructional Best practice, SEL and MTSS work into new teacher integration meetings for any hires after 9/1. | |
| July-August | <p>SEL Subcommittee will create PBIS lessons, RULER lessons, and review/ finalize Reward dates for 3 Teen Night events. Attention will be paid to conducting 2 Teen Nights during Parent Teacher Conference nights with a rotational duty schedule (since all staff must stay until 7pm). Spirit weeks will also be defined and determined. School counselors in collaboration with Leadership will determine honor roll dates.</p> | |
| July-August | <p>SEL team will develop a plan to roll out PBIS expectations and Code of Conduct to students during the week of 9/1/2022 - 9/15/2022.</p> <p>This MUST correlate to a simple google assessment where data can be quickly analyzed and actioned by grade in CPT.</p> | |
| July-August | <p>MTSS committee will be formed as a result of the duty survey sent out by administration.</p> <p>MTSS Core team will meet after school via a paid stipend from the SIG and must include the Behavior Specialist and School Psychologist. The Core MTSS team must have grade level representation from each of the two grade level teams.</p> <p>MTSS Team must clearly define roles and responsibilities prior to the start of the year.</p> | |
| July-August | Principal to submit for MTSS liaisons for board approval. Expectations for liaisons need to be explicitly communicated and should be developed by the MTSS summer work team. | |
| July-August | Admin and school psychologist will review all 504s, IEPs and T2/ T3 plans and develop a plan to roll them out to staff in September during opening PD or CPT. | |
| July-August | Administration to coordinate case manager responsibilities for clinical staff and duties for teachers. | |

Commitment 4- SEL

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| July-August | Following administrator PD, determine MTSS CPT days and recurring standing agenda items. | |
| July-August | Committee meeting cycles determined (Liaison, Bubble, Clinical, MTSS Core, SEB, BELT, etc.) | |
| July-August | Leadership or designee will create the 2023-24 SHMMS School year folders and provide appropriate access to all for recording of minutes, etc. | |
| July-August | Leadership will analyze and action procedure for chronic offenders/ students with repetitive difficulties around DTSDE S77 Our school has definitive procedures in place for students who are chronic offenders and/ or experiencing ongoing difficulties. | |
| July-August District defined: MTSS | Review T2/T3 placements for students in all grades and ensure appropriate placement AND ALIGNED INTERVENTION Clinical staff and interventionists need to be ready to go with academic and SEL T2/T3 interventions for students on the first day of school. | |
| July-August District defined: MTSS | Review any new students in all grades and ensure appropriate placement AND ALIGNED INTERVENTION Clinical staff and interventionists need to be ready to go with academic and SEL T2/T3 interventions for students on the first day of school. | |
| July- August District defined: MTSS | Need to determine dates and identify who is administering Benchmarks: NWEA, SRSS-IE, easyCBM. Leadership to add to the building calendar. | |
| | | |
| September District Defined: CSTAG | District Led Suicide Risk Assessment: Ensure all new school social workers, school psychologists and nurses are trained by PPS in Suicide Risk Assessment. | |
| September District defined: MTSS | Administer Benchmarking assessments: NWEA, IRSS-IE, easyCBM. | |

Commitment 4- SEL

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| <p>September</p> <p>District defined: SEL</p> <p>Sept 7-15</p> | <p>Roll out three B's and all building wide expectations during staggered start and revisit week of 9/11-9/15.</p> <p>Teach RULER Core routines, Charter, Mood Meter, MetaMoment, Blueprint</p> <p>Teams will familiarize students with the components of the Code of Conduct manual that address behavior.</p> <p>Teachers will deliver a PBIS/CoC assessment for review/ action by teams in CPT.</p> <p>Teams will be charged with analyzing the assessment to identify what items need further instruction and when this will occur.</p> | |
| <p>September</p> <p>District Defined:TCIS/ TIC/RP</p> | <p>Teachers must submit tier 1 classroom management plans which will outline RULER, PBIS, CoC, SEL, core routines, etc to grade level APs.</p> <p>Grade level AP will provide feedback as appropriate.</p> | |
| <p>September:</p> <p>District defined: Preventative Strategies</p> | <p>Quick rollout of Preventative Strategies</p> <p>Preventative Strategies Part I</p> <p>Preventative Strategies Part II</p> | |
| <p>September</p> | <p>Admin and Summer Committees will present building-wide PD on the sections outlined above during CPT in Sept around building systems and structures.</p> | |
| <p>September</p> | <p>Assistant principal aligned to MTSS work will model MTSS liaison meetings for the two other grade levels during the meeting period throughout the month of September and into October.</p> | |
| <p>September</p> | <p>Assistant principals will work with MTSS liaisons to establish protocols and framework for CPT meetings.</p> <p>Expectations for liaisons need to be explicitly communicated and aligned across grades.</p> <p>Since this will remain a liaison duty, evidence of work completed needs to be submitted in the form of weekly meeting with AP, CPT agendas, pre-sips, data collection, etc into the MTSS folder created over the summer.</p> | |

Commitment 4- SEL

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| <p>September</p> | <p>Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices based on the building wide referral system. Mediation Matters will also support SC classrooms with SEL. In year three (next year), we will look to add peer mediators.</p> | |
| <p>September</p> | <p>During CPT:</p> <ul style="list-style-type: none"> ● Psychologist and grade level AP to distribute and review IEP and 504 info. ● Grade level AP and school social workers to review T2/3 plans. ● Grade Level AP and behavior specialist to review ICSP's, BSP's and BIP's | |
| <p>September</p> | <p>The admin team will complete Tier 1 Classroom Fidelity Checks by grade. Admins will crosswalk classroom management plans with the Tier 1 check during their visits.</p> <p>The leadership team will complete Tier 1 Hallway Fidelity Checks by floor.</p> <p>Data/ next steps will be shared at faculty and grade level meetings to ensure 80% of staff are meeting expectations.</p> <p>The 20% that are not will be provided with support from APs, Behavior Specialist or Coach to improve through the next Fidelity Check.</p> | |
| <p>September</p> | <p>Bubble staff and APs will host a standing bi-weekly check-in meeting to review data (Bubble, T2/T3, CICO, SAIG, etc.)</p> <p>The standing agenda needs to be followed, minutes recorded, and saved.</p> | |
| <p>September</p> | <p>Faculty meeting:</p> <p>BELT Team will create a monthly SCEP monitoring report</p> <p>SEL Team will complete a monthly report</p> <ul style="list-style-type: none"> ● Review most common offense incidents ● Review most common offense location ● Review subgroup data ● Next steps <p>MTSS team will complete a monthly report</p> <ul style="list-style-type: none"> ● Number of students receiving which type of intervention ● Bubble data/ support data | |

Commitment 4- SEL

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| | <ul style="list-style-type: none"> ● Next steps <p>Student Equity will complete a monthly report</p> <ul style="list-style-type: none"> ● Insert priorities ● Next steps <p>Attendance team will complete a monthly report</p> <ul style="list-style-type: none"> ● CA ● CA by targeted subgroup ● Next steps <p>ELA and Math teams complete a monthly report on</p> <ul style="list-style-type: none"> ● NWEA growth/ projected growth ● Next steps <p>Community Schools will complete a monthly report</p> <ul style="list-style-type: none"> ● Connecting services to SCEP needs in ELA, Math, Attendance, Equity, MTSS, SEB ● Net steps <p>School Counselors will complete a monthly report on</p> <ul style="list-style-type: none"> ● Priority report out ● Interventions with students ● Parent contacts <p>All will report at the monthly faculty meeting in a rotational manner.</p> | |
| <p>September</p> | <p>Committee teams will meet per the monthly calendar and record minutes appropriately in the shared folder.</p> | |
| | | |
| <p>October</p> <p>District Defined CSTAG</p> | <p>District Led Suicide Risk Assessment: Ensure all new School Social Workers, School Psychologists and Nurses are trained by PPS</p> | |
| <p>October</p> <p>District defined: MTSS</p> | <p>MTSS CORE (Weekly):</p> <ul style="list-style-type: none"> ● Review new referrals ● Approve changes in tier and/ or services including CSE referrals ● Information sharing for CPT (Tutoring systems, referral forms, upcoming events, Parent-teacher conference scheduling, Supplies lists, SRSS-IE, etc.) <p>MTSS CORE LIAISON MEETING (weekly by team):</p> <ul style="list-style-type: none"> ● Agenda setting for CPT items below ● Preparations for MTSS CORE meeting | |

Commitment 4- SEL

MTSS LIAISON DUTY PERIOD:

- Agenda planning
- Development of Pre-SIP
- Pulling progress monitoring data for T2/T3 (Attendance, Academic, Behavioral)
- Team communications/ outreach
- Collaborating with related service providers
- Communication with families

CPT Meeting (2 days/ week):

- **Tier 1 Day:**
 - SRSS-IE Benchmarking
 - Recommendations for students following NWEA assessment windows to increase/ decrease reading/ math intervention
 - Recommendations for tutoring based on NWEA data
 - Bubble Data Systems and Use Review (trends, protocols, needs, etc.)
 - Pre-SIP development for interventions 1.5 before referring to MTSS core
 - 2 week review
 - SEL Trainings (RULER, PBIS, TCI-S, TIC, RP, Preventative Strategies)
 - Event planning (PBIS Reward, Field Trips, etc.)
 - Parent teacher conferences
- **Tier 2/3 Day:**
 - Quarterly review of 504 and IEPs
 - Case manager shares out progress monitoring outcomes of T2/ T3 students and recommend continuation, increase or decrease or change in intervention
 - Behavior specialist shares out FBA/BIP, ICSP and BSP plans and progress monitoring per plan development needs and students' progress monitoring windows.
 - Parent teacher conferences

CLINICAL MEETING (bi-weekly):

- Collaboration and training
- Individual Student Case Studies
- Bubble calibration / role play/ action planning around prioritize bubble data

BUBBLE MEETING (bi-weekly):

- Grade level social worker is charged with compiling grade level trends (Students with frequent bubble

Commitment 4- SEL

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| | <p>use without formal intervention, common grade level infractions for entering the bubble, time of day trend analysis, calibrating on bubble process).</p> <ul style="list-style-type: none"> • Grade level social worker is charged with compiling a review/ progress monitoring data of T2/T3 SEL interventions. • Grade level social worker is charged with sharing this information with MTSS Liaison following the meeting with the grade level AP. • This is the time monitors should receive ICSPs as well. | |
| <p>October 10-11 District defined: SEL</p> | <p>Reinforce 3 B's and building wide expectations</p> <p>District defined: Implement RULER Emotional Regulation and & Personal Values</p> | |
| <p>October District Defined: Preventative Strategies</p> | <p>Review of Leadership defined Preventative Strategy to implement for October</p> <p>Preventative Strategies Part I</p> <p>Preventative Strategies Part II</p> | |
| <p>October District Defined: TCIS/TIC/RP</p> | <p>Turn-key training on de-escalation</p> | |
| <p>October</p> | <p>First Leadership meeting of the month will include Tier 1 Fidelity Checks by floor AND Hallway fidelity checks by floor.</p> | |
| <p>October</p> | <p>The admin team will complete walkthroughs and provide feedback on instructional best practices for each teacher in each assigned department by the end of the month.</p> | |
| <p>October</p> | <p>Assistant principal aligned to MTSS work will model MTSS liaison meetings for the two other grade levels during duty period throughout the month of September and into October.</p> <p>By the end of October, MTSS liaison meetings will gradually be released to the two other grade level APs.</p> | |
| <p>October</p> | <p>Monthly faculty meeting: Share Committee data aligned to SCEP, progress, and focus skill/ behavior of the month, preventative strategy of the month, and/ or instructional look-for for the month.</p> | |

Commitment 4- SEL

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| | <p>The skill/ behavior and instructional strategy should be modeled by teachers and reinforced with students.</p> | |
| <p>October</p> | <p>Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.</p> <p>There will be a weakly positive anti-bullying message on the morning announcements.</p> | |
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| <p>November MTSS</p> | <p>District defined: Q1 Review of Tier 1 Data and T2/T3 Interventions</p> <p>MTSS CORE (Weekly):</p> <ul style="list-style-type: none"> ● Review new referrals ● Approve changes in tier and/ or services including CSE referrals ● Information sharing for CPT (Tutoring systems, referral forms, upcoming events, Parent-teacher conference scheduling, Supplies lists, etc.) <p>MTSS CORE LIAISON MEETING (weekly by team):</p> <ul style="list-style-type: none"> ● Agenda setting for CPT items below ● Preparations for MTSS CORE meeting <p>MTSS LIAISON DUTY PERIOD:</p> <ul style="list-style-type: none"> ● Agenda planning ● Development of Pre-SIP ● Pulling progress monitoring data for T2/T3 (Attendance, Academic, Behavioral) ● Team communications/ outreach ● Collaborating with related service providers ● Communication with families <p>CPT Meeting (2 days/ week):</p> <ul style="list-style-type: none"> ● Tier 1 Day: <ul style="list-style-type: none"> ○ SRSS-IE Benchmarking ○ Recommendations for students following NWEA assessment windows to increase/ decrease reading/ math intervention ○ Recommendations for tutoring based on NWEA data ○ Bubble Data Systems and Use Review (trends, protocols, needs, etc.) ○ Pre-SIP development for interventions 1.5 before referring to MTSS core <ul style="list-style-type: none"> ■ 2 week review | |

Commitment 4- SEL

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| | <ul style="list-style-type: none"> ○ SEL Trainings (RULER, PBIS, TCI-S, TIC, RP, Preventative Strategies) ○ Event planning (PBIS Reward, Field Trips, etc.) ○ Parent teacher conferences ● Tier 2/3 Day: <ul style="list-style-type: none"> ○ Quarterly review of 504 and IEPs ○ Case Manager shares out Progress monitoring outcomes of T2/ T3 students and recommend continuation, increase or decrease or change in intervention ○ Behavior Specialist shares out FBA/BIP, ICSP and BSP plans and progress monitoring per plan development needs and students' progress monitoring windows. ○ Parent teacher conferences. <p>CLINICAL MEETING (bi-weekly):</p> <ul style="list-style-type: none"> ● Collaboration and training ● Individual Student Case Studies ● Bubble calibration/role play/action planning around prioritize bubble data. <p>BUBBLE MEETING (bi-weekly):</p> <ul style="list-style-type: none"> ● Grade level social worker is charged with compiling grade level trends (Students with frequent bubble use without formal intervention, common grade level infractions for entering the bubble, time of day trend analysis, calibrating on bubble process) ● Grade level social Worker is charged with compiling a review/ progress monitoring data of T2/T3 SEL interventions. ● Grade level social worker is charged with sharing this information with MTSS Liaison following the meeting with the grade level AP. | |
| <p>November SEL</p> <p>Nov 27-28</p> | <p>District defined: Re-Teach all building wide expectations</p> <p>District defined:Implement RULER Emotional Regulation and & Personal Values</p> | |
| <p>November PREV STRAT</p> | <p>Roll out Differentiating Instruction/ Opportunities to Respond</p> | |
| <p>November TCIS/TIC/RP</p> | <p>Building-specific bi-monthly TCI-S de-escalation strategy (same as Dec)</p> | |

Commitment 4- SEL

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| November | First Leadership meeting of the month will include Tier 1 Fidelity Checks by floor AND Hallway fidelity checks by floor. | |
| November | The Admin team will complete walkthroughs and provide feedback on instructional best practices for each teacher in each assigned department by the end of the month. | |
| November | MTSS liaison meetings facilitated by grade level APs following the standing agenda. | |
| November | <p>Monthly faculty meeting: Share Committee data aligned to SCEP, progress, and focus skill/ behavior of the month, preventative strategy of the month, and/ or instructional look-for for the month.</p> <p>The skill/ behavior and instructional strategy should be modeled by teachers and reinforced with students.</p> | |
| November | <p>Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.</p> <p>There will be a weekly positive anti-bullying message on the morning announcements.</p> | |
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| December MTSS | <p>District defined: Review students regularly at MTSS T2/T3; Review placements of new entrants; progress monitoring of interventions</p> <p>MTSS CORE (Weekly):</p> <ul style="list-style-type: none"> ● Review new referrals ● Approve changes in tier and/ or services including CSE referrals ● Information sharing for CPT (Tutoring systems, referral forms, upcoming events, Parent-teacher conference scheduling, Supplies lists, etc.) <p>MTSS CORE LIAISON MEETING (weekly by team):</p> <ul style="list-style-type: none"> ● Agenda setting for CPT items below ● Preparations for MTSS CORE meeting <p>MTSS LIAISON DUTY PERIOD:</p> <ul style="list-style-type: none"> ● Agenda planning ● Development of Pre-SIP ● Pulling progress monitoring data for T2/T3 (Attendance, Academic, Behavioral) ● Team communications/ outreach | |

Commitment 4- SEL

- Collaborating with related service providers
- Communication with families

CPT Meeting (2 days/ week):

- **Tier 1 Day:**
 - SRSS-IE Benchmarking
 - Recommendations for students following NWEA assessment windows to increase/ decrease reading/ math intervention
 - Recommendations for tutoring based on NWEA data
 - Bubble Data Systems and Use Review (trends, protocols, needs, etc.)
 - Pre-SIP development for interventions 1.5 before referring to MTSS core
 - 2 week review
 - SEL Trainings (RULER, PBIS, TCI-S, TIC, RP, Preventative Strategies)
 - Event planning (PBIS Reward, Field Trips, etc.)
 - Parent teacher conferences
- **Tier 2/3 Day:**
 - Quarterly review of 504 and IEPs
 - Case Manager shares out Progress monitoring outcomes of T2/ T3 students and recommend continuation, increase or decrease or change in intervention
 - Behavior Specialist shares out FBA/BIP, ICSP and BSP plans and progress monitoring per plan development needs and students' progress monitoring windows.
 - Parent teacher conferences

CLINICAL MEETING (bi-weekly):

- Collaboration and training
- Individual Student Case Studies
- Bubble calibration / role play/ action planning around prioritize bubble data

BUBBLE MEETING (bi-weekly):

- Grade level social worker is charged with compiling grade level trends (Students with frequent bubble use without formal intervention, common grade level infractions for entering the bubble, time of day trend analysis, calibrating on bubble process)
- Grade level social worker is charged with compiling a review/ progress monitoring data of T2/T3 SEL interventions.

Commitment 4- SEL

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| | <ul style="list-style-type: none"> Grade level social Worker is charged with sharing this information with MTSS Liaison following the meeting with the grade level AP. | |
| December SEL | <p>District defined: Reinforce 3 B's and building wide expectations?</p> <p>District defined: Implement RULER Emotional Regulation and & Personal Values</p> | |
| December PREV STRAT | Roll out Group Contingencies/ 5:1 Ratio | |
| December TCIS/TIC/RP | Building-specific bi-monthly TCI-S de-escalation strategy (same as Jan) | |
| December | First Leadership meeting of the month will include Tier 1 Fidelity Checks by floor AND Hallway fidelity checks by floor. | |
| December | The Admin team will complete walkthroughs and provide feedback on instructional best practices for each teacher in each assigned department by the end of the month. | |
| December | MTSS liaison meetings facilitated by grade level APs following the standing agenda. | |
| December | <p>Monthly faculty meeting: Share Committee data aligned to SCEP, progress, and focus skill/ behavior of the month, preventative strategy of the month, and/ or instructional look-for for the month.</p> <p>The skill/ behavior and instructional strategy should be modeled by teachers and reinforced with students.</p> | |
| December | <p>Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.</p> <p>There will be a weakly positive anti-bullying message on the morning announcements.</p> | |

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

Commitment 4- SEL

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>) | What we ended up seeing (<i>complete six to ten weeks into the school year</i>) |
|--|--|--|---|
| Student Data | % Discipline referrals % Suspensions | After week 10 should be <=: DISC Referrals <=7.5% After week 10 should be <=: OSS all <= 5% OSS SWD <= 6% OSS ECO DIS <= 6.5% OSS Black <= 7.5% | |
| Adult/Schoolwide Behaviors and Practices | SRSS-IE Tier 1 Fidelity Checklist | A more appropriately leveled tiered triangle - closer to 80% T1, 15% T2, 5% T3 (which would require teacher perception to improve) 100% of teachers have 80% “evidence” of total items from the checklist by week 10. | |
| Student Behaviors and Practices | Students using SEL Supports to prevent unsafe behavior | Quantitative and Qualitative Increase in use of breaks, CICO, SAIG GROUPs, etc. crosswalked with a decrease in OSS numbers. | |

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 | CD33 I believe I am good at making the right choices. | Goal 2023-24: 72% 2022-23: 68.7% 2021-22: 60.3% | |
| Staff Survey | S77 Our school has definitive procedures in place for students who are chronic offenders and/ or experiencing ongoing difficulties. | Goal 2023-24: 39% 2022-23: 35.8% 2021-22: 32.3% | |
| Family Survey | CD29 My child(ren) are able to look at their behavior when bad things happen and figure out better choices. | Goal 2023-24: 79% 2022-23: 75.6% 2021-22: 89.2% | |

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing (complete when reviewing mid-year data) |
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| Mid-Year Benchmark(s) | % of students with suspensions and office referrals; disproportionality data | DISC referrals - down to 15% OSS for all students - 10% OSS for SWDs - 12% OSS for ECO DIS - 13% OSS for Black - 15% | |

Key Strategies, Resources and Actions

| TIME FRAME | STRATEGY/METHOD/RESOURCES | |
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| Start and End Month (January through June) | <ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | Monitor progress each month with notes and color code. Red-Not Started Yellow-In Progress Green-Completed Grey-Unscheduled |
| January MTSS | <p>District defined: Winter Benchmarks- Update data and Review- 8th grade Recommendations for 9th grade</p> <p>MTSS CORE (Weekly):</p> <ul style="list-style-type: none"> Review new referrals Approve changes in tier and/ or services including CSE referrals Information sharing for CPT (Tutoring systems, referral forms, upcoming events, Parent-teacher conference scheduling, Supplies lists, etc.) <p>MTSS CORE LIAISON MEETING (weekly by team):</p> <ul style="list-style-type: none"> Agenda setting for CPT items below Preparations for MTSS CORE meeting <p>MTSS LIAISON DUTY PERIOD:</p> <ul style="list-style-type: none"> Agenda planning Development of Pre-SIP Pulling progress monitoring data for T2/T3 (Attendance, Academic, Behavioral) Team communications/ outreach Collaborating with related service providers | |

Commitment 4- SEL

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| | <ul style="list-style-type: none">● Communication with families <p>CPT Meeting (2 days/ week):</p> <ul style="list-style-type: none">● Tier 1 Day:<ul style="list-style-type: none">○ SRSS-IE Benchmarking○ Recommendations for students following NWEA assessment windows to increase/ decrease reading/ math intervention○ Recommendations for tutoring based on NWEA data○ Bubble Data Systems and Use Review (trends, protocols, needs, etc.)○ Pre-SIP development for interventions 1.5 before referring to MTSS core<ul style="list-style-type: none">■ 2 week review○ SEL Trainings (RULER, PBIS, TCI-S, TIC, RP, Preventative Strategies)○ Event planning (PBIS Reward, Field Trips, etc.)○ Parent teacher conferences● Tier 2/3 Day:<ul style="list-style-type: none">○ Quarterly review of 504 and IEPs○ Case manager shares out progress monitoring outcomes of T2/ T3 students and recommend continuation, increase or decrease or change in intervention○ Behavior Specialist shares out FBA/BIP, ICSP and BSP plans and progress monitoring per plan development needs and students' progress monitoring windows.○ Parent teacher conferences <p>CLINICAL MEETING (bi-weekly):</p> <ul style="list-style-type: none">● Collaboration and training● Individual Student Case Studies● Bubble calibration / role play/ action planning around prioritize bubble data <p>BUBBLE MEETING (bi-weekly):</p> <ul style="list-style-type: none">● Grade level social worker is charged with compiling grade level trends (Students with frequent bubble use without formal intervention, common grade level infractions for entering the bubble, time of day trend analysis, calibrating on bubble process)● Grade level social Worker is charged with compiling a review/ progress monitoring data of T2/T3 SEL interventions. | |
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Commitment 4- SEL

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| | <ul style="list-style-type: none"> Grade level social worker is charged with sharing this information with MTSS Liaison following the meeting with the grade level AP. | |
| January SEL Jan 2-3 | District defined: Re-Teach all building wide expectations District defined: Implement RULER: Social & Self-Awareness | |
| January PREV STRAT | Roll out alternative seating/ give choices | |
| January TCIS/TIC/RP | Building-specific bi-monthly TCI-S de-escalation strategy (same as Feb) TCI-S Physical Intervention Recertification | |
| January | First leadership meeting of the month will include Tier 1 Fidelity Checks by floor AND Hallway fidelity checks by floor. | |
| January | The admin team will complete walkthroughs and provide feedback on instructional best practices for each teacher in each assigned department by the end of the month. | |
| January | MTSS liaison meetings facilitated by grade level APs following the standing agenda. | |
| January | Monthly faculty meeting: Share Committee data aligned to SCEP, progress, and focus skill/ behavior of the month, preventative strategy of the month, and/ or instructional look-for for the month. The skill/ behavior and instructional strategy should be modeled by teachers and reinforced with students. | |
| January | Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices. There will be a weekly positive anti-bullying message on the morning announcements. | |
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| February MTSS | District defined: Revised AIS placements for Semester 2 District defined: Administer midyear SRSS-IE MTSS CORE (Weekly): <ul style="list-style-type: none"> Review new referrals Approve changes in tier and/ or services including CSE referrals | |

Commitment 4- SEL

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| | <ul style="list-style-type: none">● Information sharing for CPT (Tutoring systems, referral forms, upcoming events, Parent-teacher conference scheduling, Supplies lists, etc.) <p>MTSS CORE LIAISON MEETING (weekly by team):</p> <ul style="list-style-type: none">● Agenda setting for CPT items below● Preparations for MTSS CORE meeting <p>MTSS LIAISON DUTY PERIOD:</p> <ul style="list-style-type: none">● Agenda planning● Development of Pre-SIP● Pulling progress monitoring data for T2/T3 (Attendance, Academic, Behavioral)● Team communications/ outreach● Collaborating with related service providers● Communication with families <p>CPT Meeting (2 days/ week):</p> <ul style="list-style-type: none">● Tier 1 Day:<ul style="list-style-type: none">○ SRSS-IE Benchmarking○ Recommendations for students following NWEA assessment windows to increase/ decrease reading/ math intervention○ Recommendations for tutoring based on NWEA data○ Bubble Data Systems and Use Review (trends, protocols, needs, etc.)○ Pre-SIP development for interventions 1.5 before referring to MTSS core<ul style="list-style-type: none">■ 2 week review○ SEL Trainings (RULER, PBIS, TCI-S, TIC, RP, Preventative Strategies)○ Event planning (PBIS Reward, Field○ Trips, etc.)○ Parent teacher conferences● Tier 2/3 Day:<ul style="list-style-type: none">○ Quarterly review of 504 and IEPs○ Case Manager shares out Progress monitoring outcomes of T2/ T3 students and recommend continuation, increase or decrease or change in intervention○ Behavior Specialist shares out FBA/BIP, ICSP and BSP plans and progress monitoring per plan development needs and students' progress monitoring windows.○ Parent teacher conferences <p>CLINICAL MEETING (bi-weekly):</p> <ul style="list-style-type: none">● Collaboration and training | |
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Commitment 4- SEL

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| | <ul style="list-style-type: none"> ● Individual Student Case Studies ● Bubble calibration / role play/ action planning around prioritize bubble data <p>BUBBLE MEETING (bi-weekly):</p> <ul style="list-style-type: none"> ● Grade level social worker is charged with compiling grade level trends (Students with frequent bubble use without formal intervention, common grade level infractions for entering the bubble, time of day trend analysis, calibrating on bubble process) ● Grade level social worker is charged with compiling a review/ progress monitoring data of T2/T3 SEL interventions. ● Grade level social worker is charged with sharing this information with MTSS Liaison following the meeting with the grade level AP. <p>Review students regularly at MTSS T2/T3; Review placements of new entrants; progress monitoring of interventions</p> | |
| February SEL | District defined: Re-Teach all building wide expectations | |
| Feb 26-27 | District defined: Implement RULER: Social & Self-Awareness | |
| February PREV STRAT | Roll out Rewards and Incentives/ 5:1 Ratio | |
| February TCIS/TIC/RP | Building-specific bi-monthly TCI-S de-escalation strategy (same as Jan) TCI-S Physical Intervention Re-certification | |
| February | First Leadership meeting of the month will include Tier 1 Fidelity Checks by floor AND Hallway fidelity checks by floor. | |
| February | The Admin team will complete walkthroughs and provide feedback on instructional best practices for each teacher in each assigned department by the end of the month. | |
| February | MTSS liaison meetings facilitated by grade level APs following the standing agenda. | |
| February | Monthly faculty meeting: Share Committee data aligned to SCEP, progress, and focus skill/ behavior of the month, preventative strategy of the month, and/ or instructional look-for for the month. The skill/ behavior and instructional strategy should be modeled by teachers and reinforced with students. | |

Commitment 4- SEL

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| <p>February</p> | <p>Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.</p> <p>There will be a weakly positive anti-bullying message on the morning announcements.</p> | |
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| <p>March MTSS</p> | <p>District defined: Elementary schools complete recommendations for incoming 5th graders for following year</p> <p>District defined: Review students regularly at MTSS T2/T3; Review placements of new entrants; progress monitoring of interventions</p> <p>MTSS CORE (Weekly):</p> <ul style="list-style-type: none"> ● Review new referrals ● Approve changes in tier and/ or services including CSE referrals ● Information sharing for CPT (Tutoring systems, referral forms, upcoming events, Parent-teacher conference scheduling, Supplies lists, etc.) <p>MTSS CORE LIAISON MEETING (weekly by team):</p> <ul style="list-style-type: none"> ● Agenda setting for CPT items below ● Preparations for MTSS CORE meeting <p>MTSS LIAISON DUTY PERIOD:</p> <ul style="list-style-type: none"> ● Agenda planning ● Development of Pre-SIP ● Pulling progress monitoring data for T2/T3 (Attendance, Academic, Behavioral) ● Team communications/ outreach ● Collaborating with related service providers ● Communication with families <p>CPT Meeting (2 days/ week):</p> <ul style="list-style-type: none"> ● Tier 1 Day: <ul style="list-style-type: none"> ○ SRSS-IE Benchmarking ○ Recommendations for students following NWEA assessment windows to increase/ decrease reading/ math intervention ○ Recommendations for tutoring based on NWEA data ○ Bubble Data Systems and Use Review (trends, protocols, needs, etc.) ○ Pre-SIP development for interventions 1.5 before referring to MTSS core | |

Commitment 4- SEL

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| | <ul style="list-style-type: none"> ■ 2 week review <ul style="list-style-type: none"> ○ SEL Trainings (RULER, PBIS, TCI-S, TIC, RP, Preventative Strategies) ○ Event planning (PBIS Reward, Field Trips, etc.) ○ Parent teacher conferences ● Tier 2/3 Day: <ul style="list-style-type: none"> ○ Quarterly review of 504 and IEPs ○ Case Manager shares out Progress monitoring outcomes of T2/ T3 students and recommend continuation, increase or decrease or change in intervention ○ Behavior Specialist shares out FBA/BIP, ICSP and BSP plans and progress monitoring per plan development needs and students' progress monitoring windows. ○ Parent teacher conferences <p>CLINICAL MEETING (bi-weekly):</p> <ul style="list-style-type: none"> ● Collaboration and training ● Individual Student Case Studies ● Bubble calibration / role play/ action planning around prioritize bubble data <p>BUBBLE MEETING (bi-weekly):</p> <ul style="list-style-type: none"> ● Grade level social worker is charged with compiling grade level trends (Students with frequent bubble use without formal intervention, common grade level infractions for entering the bubble, time of day trend analysis, calibrating on bubble process) ● Grade level social worker is charged with compiling a review/ progress monitoring data of T2/T3 SEL interventions. ● Grade level social worker is charged with sharing this information with MTSS Liaison following the meeting with the grade level AP. | |
| March SEL | <p>District defined: Re-Teach all building wide expectations</p> <p>District defined: Implement RULER: Empathy, Perspective Taking, & Community Restoration</p> | |
| March PREV STRAT | <p>Roll out Planned ignoring/ contingent attention</p> | |
| March TCIS/TIC/RP | <p>Roll out bi-monthly TCI-S de-escalation strategy (Same as April)</p> | |
| March | <p>First Leadership meeting of the month will include Tier 1 Fidelity Checks by floor AND Hallway fidelity checks by floor.</p> | |

Commitment 4- SEL

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| <p>March</p> | <p>The admin team will complete walkthroughs and provide feedback on instructional best practices for each teacher in each assigned department by the end of the month.</p> | |
| <p>March</p> | <p>MTSS liaison meetings facilitated by grade level APs following the standing agenda.</p> | |
| <p>March</p> | <p>Monthly faculty meeting: Share Committee data aligned to SCEP, progress, and focus skill/ behavior of the month, preventative strategy of the month, and/ or instructional look-for for the month.</p> <p>The skill/ behavior and instructional strategy should be modeled by teachers and reinforced with students.</p> | |
| <p>March</p> | <p>Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.</p> <p>There will be a weekly positive anti-bullying message on the morning announcements.</p> | |
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| <p>April MTSS</p> | <p>District defined: Review students regularly at MTSS T2/T3; Review placements of new entrants; progress monitoring of intervention.</p> <p>District defined: Complete end year SRSS-IE</p> <p>MTSS CORE (Weekly):</p> <ul style="list-style-type: none"> ● Review new referrals ● Approve changes in tier and/ or services including CSE referrals ● Information sharing for CPT (Tutoring systems, referral forms, upcoming events, Parent-teacher conference scheduling, Supplies lists, etc.) <p>MTSS CORE LIAISON MEETING (weekly by team):</p> <ul style="list-style-type: none"> ● Agenda setting for CPT items below ● Preparations for MTSS CORE meeting <p>MTSS LIAISON DUTY PERIOD:</p> <ul style="list-style-type: none"> ● Agenda planning ● Development of Pre-SIP ● Pulling progress monitoring data for T2/T3 (Attendance, Academic, Behavioral) ● Team communications/ outreach ● Collaborating with related service providers ● Communication with families | |

Commitment 4- SEL

CPT Meeting (2 days/ week):

- **Tier 1 Day:**
 - SRSS-IE Benchmarking
 - Recommendations for students following NWEA assessment windows to increase/ decrease reading/ math intervention
 - Recommendations for tutoring based on NWEA data
 - Bubble Data Systems and Use Review (trends, protocols, needs, etc.)
 - Pre-SIP development for interventions 1.5 before referring to MTSS core
 - 2 week review
 - SEL Trainings (RULER, PBIS, TCI-S, TIC, RP, Preventative Strategies)
 - Event planning (PBIS Reward, Field Trips, etc.)
 - Parent teacher conferences
- **Tier 2/3 Day:**
 - Quarterly review of 504 and IEPs
 - Case Manager shares out Progress monitoring outcomes of T2/ T3 students and recommend continuation, increase or decrease or change in intervention
 - Behavior Specialist shares out FBA/BIP, ICSP and BSP plans and progress monitoring per plan development needs and students' progress monitoring windows.
 - Parent teacher conferences

CLINICAL MEETING (bi-weekly):

- Collaboration and training
- Individual Student Case Studies
- Bubble calibration / role play/ action planning around prioritize bubble data

BUBBLE MEETING (bi-weekly):

- Grade level social worker is charged with compiling grade level trends (Students with frequent bubble use without formal intervention, common grade level infractions for entering the bubble, time of day trend analysis, calibrating on bubble process)
- Grade level social worker is charged with compiling a review/ progress monitoring data of T2/T3 SEL interventions.
- Grade level social worker is charged with sharing this information with MTSS Liaison following the meeting with the grade level AP.

Commitment 4- SEL

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| April SEL | District defined: Re-Teach all building wide expectations | |
| April 8-9, 11-12 | District defined: Implement RULER: Empathy, Perspective Taking, & Community Restoration | |
| April PREV STRAT | Roll out Relaxation Techniques/ 5:1 Ratio | |
| April TCIS/TIC/RP | Roll out bi-monthly TCI-S de-escalation strategy (Same as March) | |
| April | First Leadership meeting of the month will include Tier 1 Fidelity Checks by floor AND Hallway fidelity checks by floor. | |
| April | The Admin team will complete walkthroughs and provide feedback on instructional best practices for each teacher in each assigned department by the end of the month. | |
| April | MTSS liaison meetings facilitated by grade level APs following the standing agenda. | |
| April | <p>Monthly faculty meeting: Share Committee data aligned to SCEP, progress, and focus skill/ behavior of the month, preventative strategy of the month, and/ or instructional look-for for the month.</p> <p>The skill/ behavior and instructional strategy should be modeled by teachers and reinforced with students.</p> | |
| April | <p>Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.</p> <p>There will be a weakly positive anti-bullying message on the morning announcements.</p> | |
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| May MTSS | <p>District defined: Administer easyCBM</p> <p>District defined: Review current and recommended placements and adjust for following year.</p> <p>MTSS CORE (Weekly):</p> <ul style="list-style-type: none"> ● Review new referrals ● Approve changes in tier and/ or services including CSE referrals ● Information sharing for CPT (Tutoring systems, referral forms, upcoming events, Parent-teacher conference scheduling, Supplies lists, etc.) | |

Commitment 4- SEL

MTSS CORE LIAISON MEETING (weekly by team):

- Agenda setting for CPT items below
- Preparations for MTSS CORE meeting

MTSS LIAISON DUTY PERIOD:

- Agenda planning
- Development of Pre-SIP
- Pulling progress monitoring data for T2/T3 (Attendance, Academic, Behavioral)
- Team communications/ outreach
- Collaborating with related service providers
- Communication with families

CPT Meeting (2 days/ week):

- **Tier 1 Day:**
 - SRSS-IE Benchmarking
 - Recommendations for students following NWEA assessment windows to increase/ decrease reading/ math intervention
 - Recommendations for tutoring based on NWEA data
 - Bubble Data Systems and Use Review (trends, protocols, needs, etc.)
 - Pre-SIP development for interventions 1.5 before referring to MTSS core
 - 2 week review
 - SEL Trainings (RULER, PBIS, TCI-S, TIC, RP, Preventative Strategies)
 - Event planning (PBIS Reward, Field
 - Trips, etc.)
 - Parent teacher conferences
- **Tier 2/3 Day:**
 - Quarterly review of 504 and IEPs
 - Case Manager shares out Progress monitoring outcomes of T2/ T3 students and recommend continuation, increase or decrease or change in intervention
 - Behavior Specialist shares out FBA/BIP, ICSP and BSP plans and progress monitoring per plan development needs and students' progress monitoring windows.
 - Parent teacher conferences

CLINICAL MEETING (bi-weekly):

- Collaboration and training
- Individual Student Case Studies
- Bubble calibration / role play/ action planning around prioritize bubble data

Commitment 4- SEL

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| | <p>BUBBLE MEETING (bi-weekly):</p> <ul style="list-style-type: none"> • Grade level social worker is charged with compiling grade level trends (Students with frequent bubble use without formal intervention, common grade level infractions for entering the bubble, time of day trend analysis, calibrating on bubble process) • Grade level social worker is charged with compiling a review/ progress monitoring data of T2/T3 SEL interventions. • Grade level social worker is charged with sharing this information with MTSS Liaison following the meeting with the grade level AP. | |
| <p>May SEL</p> <p>May 28-29, 30-31</p> | <p>District defined: Reinforce 3 B's and building wide expectations?</p> <p>District defined: Implement Community Safety & Climate</p> | |
| <p>May PREV STRAT</p> | <p>Roll out Proximity Control/ Active Supervision</p> | |
| <p>May TCIS/TIC/RP</p> | <p>Roll out bi-monthly TCI-S de-escalation strategy (Same as June)</p> <p>TCI-S Physical Intervention Recertification</p> | |
| <p>May</p> | <p>First Leadership meeting of the month will include Tier 1 Fidelity Checks by floor AND Hallway fidelity checks by floor.</p> | |
| <p>May</p> | <p>The Admin team will complete walkthroughs and provide feedback on instructional best practices for each teacher in each assigned department by the end of the month.</p> | |
| <p>May</p> | <p>MTSS liaison meetings facilitated by grade level APs following the standing agenda.</p> | |
| <p>May</p> | <p>Monthly faculty meeting: Share Committee data aligned to SCEP, progress, and focus skill/ behavior of the month, preventative strategy of the month, and/ or instructional look-for for the month.</p> <p>The skill/ behavior and instructional strategy should be modeled by teachers and reinforced with students.</p> | |
| <p>May</p> | <p>Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.</p> <p>There will be a weakly positive anti-bullying message on the morning announcements.</p> | |
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| <p>June MTSS</p> | <p>District defined: Finalize interventions, update record keeping, and review NYS testing results over the summer</p> <p>MTSS CORE (Weekly):</p> <ul style="list-style-type: none"> ● Review new referrals ● Approve changes in tier and/ or services including CSE referrals ● Information sharing for CPT (Tutoring systems, referral forms, upcoming events, Parent-teacher conference scheduling, Supplies lists, etc.) <p>MTSS CORE LIAISON MEETING (weekly by team):</p> <ul style="list-style-type: none"> ● Agenda setting for CPT items below ● Preparations for MTSS CORE meeting <p>MTSS LIAISON DUTY PERIOD:</p> <ul style="list-style-type: none"> ● Agenda planning ● Development of Pre-SIP ● Pulling progress monitoring data for T2/T3 (Attendance, Academic, Behavioral) ● Team communications/ outreach ● Collaborating with related service providers ● Communication with families <p>CPT Meeting (2 days/ week):</p> <ul style="list-style-type: none"> ● Tier 1 Day: <ul style="list-style-type: none"> ○ SRSS-IE Benchmarking ○ Recommendations for students following NWEA assessment windows to increase/ decrease reading/ math intervention ○ Recommendations for tutoring based on NWEA data ○ Bubble Data Systems and Use Review (trends, protocols, needs, etc.) ○ Pre-SIP development for interventions 1.5 before referring to MTSS core <ul style="list-style-type: none"> ■ 2 week review ○ SEL Trainings (RULER, PBIS, TCI-S, TIC, RP, Preventative Strategies) ○ Event planning (PBIS Reward, Field Trips, etc.) ○ Parent teacher conferences ● Tier 2/3 Day: <ul style="list-style-type: none"> ○ Quarterly review of 504 and IEPs ○ Case Manager shares out Progress monitoring outcomes of T2/ T3 students and recommend continuation, increase or decrease or change in intervention | |
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Commitment 4- SEL

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| | <ul style="list-style-type: none"> ○ Behavior Specialist shares out FBA/BIP, ICSP and BSP plans and progress monitoring per plan development needs and students' progress monitoring windows. ○ Parent teacher conferences <p>CLINICAL MEETING (bi-weekly):</p> <ul style="list-style-type: none"> ● Collaboration and training ● Individual Student Case Studies ● Bubble calibration / role play/ action planning around prioritize bubble data <p>BUBBLE MEETING (bi-weekly):</p> <ul style="list-style-type: none"> ● Grade level social worker is charged with compiling grade level trends (Students with frequent bubble use without formal intervention, common grade level infractions for entering the bubble, time of day trend analysis, calibrating on bubble process) ● Grade level social worker is charged with compiling a review/ progress monitoring data of T2/T3 SEL interventions. ● Grade level social worker is charged with sharing this information with MTSS Liaison following the meeting with the grade level AP. | |
| June SEL | <p>District defined: Reinforce 3 B's and building wide expectations</p> <p>District defined: Implement Community Safety & Climate</p> | |
| June PREV STRAT | Roll out Time Away/ 5:1 Ratio | |
| June TCIS/TIC/RP | <p>Roll out bi-monthly TCI-S de-escalation strategy (Same as May)</p> <p>TCI-S Physical Intervention Recertification</p> | |
| June | First Leadership meeting of the month will include Tier 1 Fidelity Checks by floor AND Hallway fidelity checks by floor. | |
| June | The Admin team will complete walkthroughs and provide feedback on instructional best practices for each teacher in each assigned department by the end of the month. | |
| June | MTSS liaison meetings facilitated by grade level APs following the standing agenda. | |
| June | Monthly faculty meeting: | |

Commitment 4- SEL

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| | <p>Share Committee data aligned to SCEP, progress, and focus skill/ behavior of the month, preventative strategy of the month, and/ or instructional look-for for the month.</p> <p>The skill/ behavior and instructional strategy should be modeled by teachers and reinforced with students.</p> | |
| June | <p>Mediation Matters will work directly with students to resolve issues and to engage students in restorative practices.</p> <p>There will be a weakly positive anti-bullying message on the morning announcements.</p> | |

Commitment 5- Building Equity Team

COMMITMENT 5- Building Equity Team [Equity Action Plan](#)

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

Our Commitment

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| <p>What is one Commitment we will promote for 2023-24?</p> | <p>We will commit to increasing the opportunities for student voice and student action around the following topics:</p> <ul style="list-style-type: none"> ● Impression of Belonging to SHMMS ● Instructional rigor, purpose, engagement ● Social-Emotional-Learning ● Personal reflection on building responses, systems, and structures |
| <p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● How does this Commitment fit into what we envision for the school? ● How does this Commitment relate to what we heard when listening to others? ● How does this Commitment connect to what we observed through analysis? | <p>We are making this commitment to help our staff focus on the first core-tension : self.</p> <p>We are hoping by strategically sharing student voice and aligned solutions, staff can identify and action:</p> <ul style="list-style-type: none"> ● what beliefs are guiding my instructional moves/ choices that I am making that contributes to disproportionate academic outcomes. What can I shift in my practice? ● what beliefs are guiding my instructional moves/ choices that I am making that contributes to disproportionate disciplinary outcomes. What can I shift in my practice? <p>During student focus groups, 6/6 students said there was some form of racism in the school (insults, name calling, adults pay more attention to the “bad” kids), and 50% of students interviewed felt comfortable talking to an adult about racism in school.</p> |

Progress Targets

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing <i>(Complete at the end of the year)</i> |
|-------------------------------------|---|--|---|
| <p>End-Of-The-Year Goals</p> | <p>Student perception data around Student Focus Group survey questions Responses - 22-23'</p> | <p>In Belonging questions 1-3, we hope to see an improvement around belonging, based on the rating scale and based on %.</p> <p>In Instructional questions 4-7, we hope to see more qualitative information on rigor, purpose, and engagement.</p> | |

Commitment 5- Building Equity Team

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| | | <p>In SEL questions 8-9, we hope to see more qualitative information on SEL skill development.</p> <p>In personal questions 10-15, we hope to see improvements in school structures to support the lived experiences of our students.</p> | |
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Insert Spring NWEA TABLE from Ken Robin with a focus on subgroup performance

Key Strategies, Resources and Actions

| TIME FRAME | STRATEGY/METHOD/RESOURCES | Monitor progress each month with notes and color code. Red -Not Started Yellow -In Progress Green -Completed Grey -Unscheduled |
|---|---|---|
| Start and End Month (Summer through December) | <ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | |
| July | <p>CSSC will plan to host the first summer Community School Advisory Board meeting in August.</p> <p>Focus of this meeting is to continue to align our Community School strategy to meet the needs of students via our survey question topics of Belonging, High Quality Instruction, SEL, and personal.</p> | |
| July | Initiate community outreach to potential community partners that could support outcomes around our survey question topics of Belonging, High Quality Instruction, SEL, and personal. | |
| July-August | Align No Place for Hate and Student Equity Team to support our survey questions topics of Belonging, High Quality Instruction, SEL, and personal | |
| July-August | Determine, schedule, add to calendar and send invites to the NPFH, SET, SG meetings for the year. | |
| July-August | Coordinate the 1 Book 1 School initiative with ELA team and school librarian and connect to our survey questions topics of Belonging, High Quality Instruction, SEL, and personal | |
| August | Continue community outreach to potential community partners that could support outcomes around our survey | |

Commitment 5- Building Equity Team

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| | question topics of Belonging, High Quality Instruction, SEL, and personal. | |
| August | Host the first Community School Advisory Board Meeting Invite at least 2 community partners to participate in the meeting aligning opportunities to student survey questions topics of Belonging, High Quality Instruction, SEL, and personal. | |
| August | SHMMS will host the first Community Connection event for Family Orientation, 1 of 4 Community Connection Events. | |
| August-September | In concert with the librarians, ELA/Reading teachers, and literacy coaches, each school will be planning activities to wrap around the 1 Book 1 School initiative. All middle school students will receive a copy of one of Mr. Craft's books. Librarians - Brainstorm over summer/implement plan in Sept | |
| | | |
| September | Student Equity Team to Host the student focus group and record responses to the same 15 questions to representatives from each grade given at the close of the 22-23 school year. This is the initial 2023-24 survey, survey 1 of 3. | |
| September | Monitors, Teachers (By grade level and dept), and Admin will answer Core-tension: self questions. This is the initial 2023-24 survey, survey 1 of 3. | |
| September | Teachers - in the fall, each grade level will collaboratively develop in-class activities to prepare for the visit from Jerry Craft, for 1 Book 1 School initiative. | |
| September | Assistant Principal (or designee) with collateral duties in SEL will be responsible for coordinating the meeting sets, saving the minutes, and connecting the work of the committees. AP or designee to host SET, NPFH initiative alignment meeting(s). Student feedback collected. Record minutes in the appropriate shared folder. CSAB meeting held by CSSC to target resources to student needs based on SG, SET, NPFH needs/ minutes. Community feedback collected. Record minutes in the appropriate shared folder. | |

Commitment 5- Building Equity Team

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| | AP or designee to share student responses/ feedback brought to BELT to crosswalk minutes from a) SG, SET, NPFH and b) SCEP target data. Staff feedback collected. Record minutes in the appropriate shared folder. | |
| September | BELT members will participate in Equity/ Student Voice training and/or review SCEP progress AND fidelity of implementation based on goals/ actions from the SCEP. BELT members to bring Equity/ Student Voice and/or SCEP feedback to grade level CPT as appropriate. | |
| October | Student Equity Team to host monthly meeting to review/ action student perception data from initial survey. | |
| October | Assistant Principal (or designee) with collateral duties in SEL will be responsible for coordinating the meeting sets, saving the minutes, and connecting the work of the committees. AP or designee to host SET, NPFH initiative alignment meeting(s). Student feedback collected. Record minutes in the appropriate shared folder. CSAB meeting held by CSSC to target resources to student needs based on SG, SET, NPFH needs/ minutes. Community feedback collected. Record minutes in the appropriate shared folder. AP or designee to share student responses/ feedback brought to BELT to crosswalk minutes from a) SG, SET, NPFH and b) SCEP target data. Staff feedback collected. Record minutes in the appropriate shared folder. | |
| October | BELT members will participate in Equity/ Student Voice training and/or review SCEP progress AND fidelity of implementation based on goals/ actions from the SCEP. BELT members to bring Equity/ Student Voice and/or SCEP feedback to grade level CPT as appropriate. | |
| October 23, 24 or 25 | 1 Book 1 School - Jerry Kraft, Author of new Kid (1 Book 1 School initiative) assembly | |
| November | Student Equity Team to host monthly meeting to review/ action student perception data from initial survey. | |
| November | Assistant Principal (or designee) with collateral duties in SEL will be responsible for coordinating the meeting sets, saving the minutes, and connecting the work of the committees. AP or designee to host Student SET, NPFH initiative alignment meeting(s). Student feedback collected. Record minutes in the appropriate shared folder. | |

Commitment 5- Building Equity Team

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| | <p>CSAB meeting held by CSSC to target resources to student needs based on SG, SET, NPFH needs/ minutes. Community feedback collected. Record minutes in the appropriate shared folder.</p> <p>AP or designee to share student responses/ feedback brought to BELT to crosswalk minutes from a) SG, SET, NPFH and b) SCEP target data. Staff feedback collected. Record minutes in the appropriate shared folder.</p> | |
| November | <p>BELT members will participate in Equity/ Student Voice training and/or review SCEP progress AND fidelity of implementation based on goals/ actions from the SCEP.</p> <p>BELT members to bring Equity/ Student Voice and/or SCEP feedback to grade level CPT as appropriate.</p> | |
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| December | <p>Student Equity Team to host monthly meeting to review/ action student perception data from initial survey.</p> <p>This is the midyear 2023-24 survey, survey 2 of 3.</p> | |
| December | <p>Monitors, Teachers (By grade level and dept), and Admin will answer Core-tension: self questions.</p> <p>This is the second 2023-24 survey, survey 2 of 3.</p> | |
| December | <p>Assistant Principal (or designee) with collateral duties in SEL will be responsible for coordinating the meeting sets, saving the minutes, and connecting the work of the committees.</p> <p>AP or designee to host Student SET, NPFH initiative alignment meeting(s). Student feedback collected. Record minutes in the appropriate shared folder.</p> <p>CSAB meeting held by CSSC to target resources to student needs based on SG, SET, NPFH needs/ minutes. Community feedback collected. Record minutes in the appropriate shared folder.</p> <p>AP or designee to share student responses/ feedback brought to BELT to crosswalk minutes from a) SG, SET, NPFH and b) SCEP target data. Staff feedback collected. Record minutes in the appropriate shared folder.</p> | |
| December | <p>The 2nd Community Connection event. Holiday related (Ie: Toys for Tots, etc)</p> | |
| December | <p>BELT members will participate in Equity/ Student Voice training and/or review SCEP progress AND fidelity of implementation based on goals/ actions from the SCEP.</p> | |

Commitment 5- Building Equity Team

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| | BELT members to bring Equity/ Student Voice and/or SCEP feedback to grade level CPT as appropriate. | |
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>) | What we ended up seeing (<i>complete six to ten weeks into the school year</i>) |
|---|---|--|---|
| Student Data | Student perception data around Student Focus Group survey questions | <p>In Belonging questions 1-3, we hope to see an improvement around belonging, based on the rating scale and based on %.</p> <p>In Instructional questions 4-7, we hope to see more qualitative information on rigor, purpose, and engagement.</p> <p>In SEL questions 8-9, we hope to see more qualitative information on SEL skill development.</p> <p>In personal questions 10-15, we hope to see improvements in school structures to support the lived experiences of our students.</p> | |
| Adult/Schoolwide Behaviors and Practices | Teacher perception data questions | <p>In Belonging questions 1-3, we hope to see an improvement around belonging, based on the rating scale and based on %.</p> <p>In Core Tension questions, we hope to see an improvement in understanding impact on moves/ choices and student outcomes.</p> | |
| Student Behaviors and Practices | <p>% Discipline referrals</p> <p>% Suspensions</p> | <p>After week 10 should be <=: DISC Referrals <=7.5%</p> <p>After week 10 should be <=: OSS all <= 5% OSS SWD <= 6% OSS ECO DIS <= 6.5% OSS Black <= 7.5%</p> | |

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

Commitment 5- Building Equity Team

| | Survey Question(s) or Statement(s) | Desired response (e.g., % agree or strongly agree) | What we ended up seeing (complete once Spring survey results are available) |
|----------------|---|---|---|
| Student Survey | CD33 I believe I am good at making the right choices. | Goal 2023-24: 72% 2022-23: 68.7% 2021-22: 60.3% | |
| Staff Survey | S77 Our school has definitive procedures in place for students who are chronic offenders and/ or experiencing ongoing difficulties. | Goal 2023-24: 39% 2022-23: 35.8% 2021-22: 32.3% | |
| Family Survey | CD29 My child(ren) are able to look at their behavior when bad things happen and figure out better choices. | Goal 2023-24: 79% 2022-23: 75.6% 2021-22: 89.2% | |

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing (complete when reviewing mid-year data) |
|-----------------------|---|--|---|
| Mid-Year Benchmark(s) | Student perception data around Student Focus Group survey questions | <p>In Belonging questions 1-3, we hope to see an improvement around belonging, based on the rating scale and based on %.</p> <p>In Instructional questions 4-7, we hope to see more qualitative information on rigor, purpose, and engagement.</p> <p>In SEL questions 8-9, we hope to see more qualitative information on SEL skill development.</p> <p>In personal questions 10-15, we hope to see improvements in school structures to support the lived experiences of our students.</p> | |

Commitment 5- Building Equity Team

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| | Teacher perception data questions | In Belonging questions 1-3, we hope to see an improvement around belonging, based on the rating scale and based on %. | |
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Key Strategies, Resources and Actions

| TIME FRAME | STRATEGY/METHOD/RESOURCES | |
|--|---|--|
| Start and End Month (January through June) | <ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | Monitor progress each month with notes and color code. Red -Not Started Yellow -In Progress Green -Completed Grey -Unscheduled |
| January | Student Equity Team to host monthly meeting to review/ action student perception data from first 2 surveys. | |
| January | Assistant Principal (or designee) with collateral duties in SEL will be responsible for coordinating the meeting sets, saving the minutes, and connecting the work of the committees. AP or designee to host SET, NPFH initiative alignment meeting(s). Student feedback collected. Record minutes in the appropriate shared folder. CSAB meeting held by CSSC to target resources to student needs based on SG, SET, NPFH needs/ minutes. Community feedback collected. Record minutes in the appropriate shared folder. AP or designee to share student responses/ feedback brought to BELT to crosswalk minutes from a) SG, SET, NPFH and b) SCEP target data. Staff feedback collected. Record minutes in the appropriate shared folder. | |
| January | BELT members will participate in Equity/ Student Voice training and/or review SCEP progress AND fidelity of implementation based on goals/ actions from the SCEP. BELT members to bring Equity/ Student Voice and/or SCEP feedback to grade level CPT as appropriate. | |
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| February | Student Equity Team to host monthly meeting to review/ action student perception data from first 2 surveys. | |

Commitment 5- Building Equity Team

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| <p>February</p> | <p>Assistant Principal (or designee) with collateral duties in SEL will be responsible for coordinating the meeting sets, saving the minutes, and connecting the work of the committees.</p> <p>AP or designee to host SET, NPFH initiative alignment meeting(s). Student feedback collected. Record minutes in the appropriate shared folder.</p> <p>CSAB meeting held by CSSC to target resources to student needs based on SG, SET, NPFH needs/ minutes. Community feedback collected. Record minutes in the appropriate shared folder.</p> <p>AP or designee to share student responses/ feedback brought to BELT to crosswalk minutes from a) SG, SET, NPFH and b) SCEP target data. Staff feedback collected. Record minutes in the appropriate shared folder.</p> | |
| <p>February</p> | <p>BELT members will participate in Equity/ Student Voice training and/or review SCEP progress AND fidelity of implementation based on goals/ actions from the SCEP.</p> <p>BELT members to bring Equity/ Student Voice and/or SCEP feedback to grade level CPT as appropriate.</p> | |
| | | |
| <p>March</p> | <p>Student Equity Team to host monthly meeting to review/ action student perception data from first 2 surveys.</p> | |
| <p>March</p> | <p>Assistant Principal (or designee) with collateral duties in SEL will be responsible for coordinating the meeting sets, saving the minutes, and connecting the work of the committees.</p> <p>AP or designee to host SET, NPFH initiative alignment meeting(s). Student feedback collected. Record minutes in the appropriate shared folder.</p> <p>CSAB meeting held by CSSC to target resources to student needs based on SG, SET, NPFH needs/ minutes. Community feedback collected. Record minutes in the appropriate shared folder.</p> <p>AP or designee to share student responses/ feedback brought to BELT to crosswalk minutes from a) SG, SET, NPFH and b) SCEP target data. Staff feedback collected. Record minutes in the appropriate shared folder.</p> | |
| <p>March</p> | <p>SHMMS will host the 3rd Community Connection event. (le: Career & College Week).</p> | |
| <p>March</p> | <p>BELT members will participate in Equity/ Student Voice training and/or review SCEP progress AND fidelity of implementation based on goals/ actions from the SCEP.</p> | |

Commitment 5- Building Equity Team

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| | BELT members to bring Equity/ Student Voice and/or SCEP feedback to grade level CPT as appropriate. | |
| April | Student Equity Team to host monthly meeting to review/ action student perception data from first 2 surveys. | |
| April | <p>Assistant Principal (or designee) with collateral duties in SEL will be responsible for coordinating the meeting sets, saving the minutes, and connecting the work of the committees.</p> <p>AP or designee to host SET, NPFH initiative alignment meeting(s). Student feedback collected. Record minutes in the appropriate shared folder.</p> <p>CSAB meeting held by CSSC to target resources to student needs based on SG, SET, NPFH needs/ minutes. Community feedback collected. Record minutes in the appropriate shared folder.</p> <p>AP or designee to share student responses/ feedback brought to BELT to crosswalk minutes from a) SG, SET, NPFH and b) SCEP target data. Staff feedback collected. Record minutes in the appropriate shared folder.</p> | |
| April | <p>BELT members will participate in Equity/ Student Voice training and/or review SCEP progress AND fidelity of implementation based on goals/ actions from the SCEP.</p> <p>BELT members to bring Equity/ Student Voice and/or SCEP feedback to grade level CPT as appropriate.</p> | |
| May | Student Equity Team to host monthly meeting to review/ action student perception data from first 2 surveys. | |
| May | <p>Assistant Principal (or designee) with collateral duties in SEL will be responsible for coordinating the meeting sets, saving the minutes, and connecting the work of the committees.</p> <p>AP or designee to host SET, NPFH initiative alignment meeting(s). Student feedback collected. Record minutes in the appropriate shared folder.</p> <p>CSAB meeting held by CSSC to target resources to student needs based on SG, SET, NPFH needs/ minutes. Community feedback collected. Record minutes in the appropriate shared folder.</p> <p>AP or designee to share student responses/ feedback brought to BELT to crosswalk minutes from a) SG, SET, NPFH and b) SCEP target data. Staff feedback collected. Record minutes in the appropriate shared folder.</p> | |

Commitment 5- Building Equity Team

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| May | <p>BELT members will participate in Equity/ Student Voice training and/or review SCEP progress AND fidelity of implementation based on goals/ actions from the SCEP.</p> <p>BELT members to bring Equity/ Student Voice and/or SCEP feedback to grade level CPT as appropriate.</p> | |
| May - June | <p>SHMMS to host 4th Community Connection event. TBD.</p> | |
| | | |
| June | <p>Student Equity Team to host monthly meeting to review/ action student perception data from initial survey.</p> <p>This is the end year 2023-24 survey, survey 3 of 3.</p> | |
| June | <p>Monitors, Teachers (By grade level and dept), and Admin will answer Core-tension: self questions.</p> <p>This is the second 2023-24 survey, survey 3 of 3.</p> | |
| June | <p>Assistant Principal (or designee) with collateral duties in SEL will be responsible for coordinating the meeting sets, saving the minutes, and connecting the work of the committees.</p> <p>AP or designee to host SET, NPFH initiative alignment meeting(s). Student feedback collected. Record minutes in the appropriate shared folder.</p> <p>CSAB meeting held by CSSC to target resources to student needs based on SG, SET, NPFH needs/ minutes. Community feedback collected. Record minutes in the appropriate shared folder.</p> <p>AP or designee to share student responses/ feedback brought to BELT to crosswalk minutes from a) SG, SET, NPFH and b) SCEP target data. Staff feedback collected. Record minutes in the appropriate shared folder.</p> | |
| June | <p>BELT members will participate in Equity/ Student Voice training and/or review SCEP progress AND fidelity of implementation based on goals/ actions from the SCEP.</p> <p>BELT members to bring Equity/ Student Voice and/or SCEP feedback to grade level CPT as appropriate.</p> | |

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

| | |
|---|---|
| Evidence-Based Intervention Strategy Identified | Instructional Coaching All core and encore areas; SpEd, and ENL |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | Commitment 1 and 2 |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | Faculty would benefit from continued support in reflecting on how personal experiences and beliefs guide instructional decisions and responses to student behavior resulting in disproportionate student academic and/ or behavioral outcomes. Coaches will support tier 1 classroom management implementation along with instructional best practice based on building and district instructional priorities and the PD plan. |

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

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

Our Team's Process

Background

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

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

Team Members

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

| Name | Role |
|-----------------------|-----------------------------------|
| Bill Rivers | Principal |
| Brianna Olsen | Assistant Principal |
| Amelia Gallagher | Assistant Principal |
| Mike Teator | Assistant Principal |
| Joe Burke | Home School Coordinator |
| Jennifer Seguinot | Community School Site Coordinator |
| Julianna Obie | United Community Schools |
| Jennifer Houlihan | ELA Supervisor |
| Jen Pryor | Literacy Coach |
| Renee Meade | ELA Teacher |
| Ashley Dillon | ELA Teacher |
| Kelly O'Gorman | ELA Teacher |
| Frank DeSignore | Math Supervisor |
| Susan Tuminaro | Math Coach |
| Kevin Fitzpatrick | Math Teacher |
| Shameka Brown-Johnson | Math Teacher |
| Sean Flansburg | Math Teacher |
| Tierney Hornbeck | Math Teacher |
| Michael Burdi | Math Teacher |
| Kristen Buyce | ENL Teacher |
| John Batch | Social Studies Teacher |
| Molly Peluso | School Psychologist |
| James MacFawn | Parent |
| Jen Bryant | Parent |

Our Team's Steps

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

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

Meeting Dates

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

| Meeting Date | Envision: Exploring the Vision, Values and Aspirations for the school | Analyze: Internal and External Data | Analyze: Survey Data | Analyze: Completing and Discussing the Tenet 1 Inventory | Listen: Interviewing Students | Putting it all Together: Completing the SCEP Planning Document | Writing the Plan |
|----------------------------|--|--|-------------------------|---|----------------------------------|---|------------------|
| <i>Example: 4/6/21</i> | | | | x | x | | |
| 4/6/23 | X | X | X | X | | X | |
| 4/26/23 | X | X | X | | | X | |
| 5/10/23 | X | X | X | X | | X | |
| 5/23/23 (math) | X | X | X | | | | |
| 5/24/23 (ELA) | X | X | X | | | | |
| 5/30/23 (math) | X | X | X | | | | |
| 5/31/23 (ELA) | X | X | X | | | | |
| 6/12/23 | | X | | | | X | |
| 6/13/23 | | | | | X | X | |
| 6/20/23 | | X | X | | | X | X |
| 6/27/23 | | X | X | | | X | X |

Learning As A Team

Directions

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

Student Interviews

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

Students participated with PLC and engaged in questions presented from the BELT and NYSED documents focused on a) sense of belonging, b) instructional rigor, purpose and engagement, c) social emotional learning, and d) personal reflection.

It's clear based on this information we need to CREATE an explicit focus on an overall sense of student belonging, AMPLIFY our instructional work around rigor, purpose, and engagement, and AMPLIFY our SEL work and skill development.

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.