



School Comprehensive Education Plan 2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	PSLA @ Fowler	Tara Jennings	Richard Romeo	9-12	<input checked="" type="checkbox"/> CSI <input type="checkbox"/> ATSI/TSI <input type="checkbox"/> LSI

Collaboratively Developed By:

The PSLA @ Fowler SCEP Development Team

And in partnership with the staff, students, and families of PSLA @ Fowler High School

Guidance for Teams

Process

Prior to working on this document, school teams should be sure to complete the following activities as part of its needs assessment:

- **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
- **Putting It All Together**

School teams should complete the SCEP *Putting it all Together* document to make connections between activities, identify areas of need and root causes, develop Theories of Action, and identify corresponding priorities and activities for the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

Year-End Goals and Progress Targets

Schools should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their goals throughout the year. Each Goal Area will have at least one end-of-the-year goal, a mid-year benchmark, action steps that will allow the school to reach those goals and benchmarks, and early progress milestones.

The plan template is designed with the intention that school teams return to their plan regularly throughout the year and update as necessary and complete the reflection charts (light yellow sections) in the Early Progress Targets and Mid-Year Benchmark sections.

Action Steps

In conjunction with identifying benchmarks, teams should develop action steps that will allow the school to reach these benchmarks and year-end goals.

Resources for the Team

- [SCSD 2023-24 SCEP Development](#)

Submission Instructions

CSI Schools: By **July 7th**, upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and **then email Dan Burton at dburton@scsd.us to inform him that it has been uploaded.** The District will present it to the Board of Education and share it with NYSED by July 28 for approval.

TSI/ATSI Schools: By **July 14th**, upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and then **email Dan Burton at dburton@scsd.us to inform him that it has been uploaded.** The District will approve your plan and present it to the Board of Education.

LSI Schools: By **August 11th** upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and **then email Dan Burton at dburton@scsd.us to inform him that it has been uploaded.** The District will then approve your plan.

Graduation Rate Goal

Directions: Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in TSI/ATSI status should have a year-end goal for each identified subgroup. Schools may add additional goals.

Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
GR 1	All Students	Graduation Rate	4-year cohort: 77% Graduation Rate 5-year cohort: 80% Graduation Rate 6-year cohort: 75% Graduation Rate
GR 2	All Seniors	Seniors can explain what they need in order to graduate	80 % of seniors can explain what they need to graduate.

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
Counseling Team	Completion rate of senior Meetings and seniors being able to explain what they specifically need to do to graduate	100%
Senior Teachers	Weekly Phone calls to all seniors	100%
Scheduling Team	Checking the master schedule to make sure there is only one study hall per period, and seniors are scheduled correctly.	100%

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) (If/Then Statement)
1	Inconsistent communication and implementation of protocols, expectations, progress and interventions across all stakeholders including the families of all seniors	If we define and implement improvements to internal systems for communication, such as setting up dates for senior meetings with families to discuss specific needs for seniors regularly throughout the year, holding more advisory days throughout the year with individualized plans for each student, providing supports around the plans consistently, and intentionally focusing on PBIS to motivate seniors to graduate on time, then there will be an increase of students who graduate with their cohort.
2	Too many study halls for our senior students and having Regents classes scheduled in the morning.	If we continue to schedule our required classes later in the day it will allow students more time to get to school on time for these classes. Creating more electives in the schedule instead of study halls will have students more engaged throughout the day. Adding an Excused Block to our schedule and communicating with parents that seniors have permission to leave after their scheduled classes will also keep students motivated in the classes.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Individualized student graduation plans with consistent support and communication structures in place with an intentional focus on PBIS
2	Increasing attendance of students in their core classes to potentially approve graduation rate.

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All seniors	Passing rates	80 % of seniors are passing all their classes		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All seniors	Chronic Absenteeism rate	40 % or below for seniors		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Seniors	Seniors can explain what they need in order to graduate	80 % of seniors can explain what they need to graduate.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
07/15/23	08/25/23	Review all students summer school classes to check for progress.	Mr Pierce (Senior Administrator) Counseling Team	
08/2023	09/2023	Use data to identify seniors who are slightly off-track from graduating and create and use and update an excel spreadsheet that identifies the student and the on-campus mentor.	Mr. Pierce (Senior Administrator) Counseling Team	

09/2023	10/2023	Credit recovery options for students who need additional credits to graduate. Credit Recovery classes run by semester. Creating the schedule by need and staffing the program.	Mr. Pierce (Senior Administrator) Mrs. Isham and Mrs. Bernazani (senior counselors)	
10/2023	11/2023	Fill out applications for students who need credit recovery of EDLP courses. Applications get sent to Assistant Superintendent Jennings and reviewed as a team.	Principal Richard Romeo, David Pierce (Senior Administrator) Counseling Team	
09/2023	11/2023	Develop the Falcon Ambassador Program with seniors involving the school community. This will motivate students to attend school and take ownership of their education. This will include: <ul style="list-style-type: none"> 1. Select seniors and assign them to freshmen as mentors. 2. Have the students take on leadership roles in the building. 	Principal Richard Romeo, Administrative Team PBIS Team Climate and Culture Team	
09/2023	01/2024	Review and update the plan for how to monitor contacts with students by mentors, if necessary. Communicate the plan changes with the principal for final approval and feedback.	Mr. Pierce (Senior Administrator) Administrative Team	
09/2023	01/2024	Create and maintain a "senior cohort sheet" which has the senior cohort and their current progress. Green will be "good standing" Yellow is "At Risk" and Red is "Severely At Risk". This will be updated each marking period based on student grades, attendance, and Regents data.	Mr. Pierce (Senior Administrator)	
10/2023	01/2024	Monitor and provide feedback to the mentors on the adherence to the expectations communicated about contacts.	Mr. Pierce (Senior Administrator) Administrative Team	
10/2023	11/2023	Senior Mentorship Program- Senior students will Communicate with their staff mentors. They will discuss needs for graduation and any assistance they need.	Mr. Pierce (Senior Administrator) Senior Teachers Counseling Team	

09/2023	01/2024	Plan and hold PBIS events for each semester to motivate and celebrate seniors to graduate. We are going to continue to explore which PBIS events will help motivate our seniors.	Administrative Team, Climate and Culture Team,	
09/2023	01/2024	During staff meetings monthly the admin team will review graduation rate goals, progress “Operation 160”, and share the plans with all teachers. Plan will be worked on during staff meetings.	Principal Richard Romeo, Mr. Pierce (Senior Administrator)	
09/2023	01/2024	Offer family engagement activities quarterly that include targeted graduation requirement interventions (Dinner with Data). Holding one meeting per marking period to keep our families engaged and informed on the graduation requirements.	Administrative Team Counselor Team	
10/2023	12/2023	Meet with families and with students and provide them with specific information in writing about what is missing and what is needed. Have students and families sign-off on participating in the meeting and receive the information. Send the information via the mail as well to ensure students and families get the information and are engaged in the plan to get back on track to graduate.	Mr. Pierce (Senior Administrator) Counseling Team	
10/2023	01/2024	Conduct check-ins weekly with senior class by administrative team, counseling team, and mentors to monitor their progress towards meeting graduation requirements. We will use our senior certification check list to monitor data.	Administrative Team, School counselors, mentors.	
09/2023	09/2023	Meet with PBL Team , Administrative Team, and instructional coach to plan out our monthly professional development to promote student engagement at PSLA @ Fowler.	Administrative Team, PBL Team, Instructional Coach (Ian Lane)	
08/2023	01/2024	Reviewing data weekly to check on all students in the senior cohort. Attendance Data, Behavior Data, Weekly check ins with teachers on grades. Using this data to create individualized plans for our students at PSLA @ Fowler.	Senior Counselors Instructional Coach Administrative Team	
10/2023	11/2023	Host a senior information night to discuss the importance of credits, Regents exams and all of our senior events for the 2023/2024 school year.	Instructional Coach Climate and Culture Team Administrative Team	

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10/15/2023		
Marking Period 2	12/15/2023		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All students (Senior cohort)	Passing rates	80%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All students (Senior cohort)	Chronic absenteeism	40% or below		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All students (Senior cohort)	Number of senior certification meetings completed	60 % of seniors having completed their senior meetings		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Seniors	Seniors can explain what they need in order to graduate	80 % of seniors can explain what they need to graduate.			

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/2024	2/2024	Reviewing all MP 1 and MP 2 data to identify seniors who are at risk of graduating.	David Pierce (Senior Administrator) Richard Romeo (Principal) Mrs. Isham (Senior counselor) Mrs. Bernazzanii (Senior Counselor)	
2/2024	2/2024	Setting up our SOAR week over February Break for all senior students who are behind in their classes. Teachers will send work to the guidance office, and it will be organized in folders for students.	David Pierce (Senior Administrator) Richard Romeo (Principal) Mrs. Isham (Senior counselor) Mrs. Bernazzanii (Senior Counselor)	
2/2024	3/2024	<p>Meet with families of seniors who are at risk for graduation. Putting in writing clearly what the students need to complete in order to graduate. Letters will also be mailed home to all seniors with classes they have failed.</p> <p>Have students and families sign off on the meetings and that they understand all of the information given.</p>	David Pierce (Senior Administrator) Richard Romeo (Principal) Mrs. Isham (Senior counselor) Mrs. Bernazzanii	

			(Senior Counselor)	
1/2024	3/2024	Review and update, if necessary, the plan for how to monitor contacts with students by mentors. Communicate the plan changes with the principal for final approval and feedback.	David Pierce (Senior Administrator) Richard Romeo (Principal) Climate and Culture Team	
1/2024	06/2024	Continue to implement the Falcon Ambassador Program with seniors involved in the school community. <ul style="list-style-type: none"> • Check in with Ambassadors and discuss any ideas/suggestions they have • Plan and implement an end of the year celebration and exit survey for our 9th graders who are being mentored. 	David Pierce (Senior Administrator) Richard Romeo (Principal) Student ambassadors Teachers	
1/2024	06/2024	Continue check-ins weekly with senior class by administrative team, counseling team, and mentors to monitor their progress towards meeting graduation requirements.	David Pierce (Senior Administrator) Richard Romeo (Principal) Mrs. Isham (Senior counselor) Mrs. Bernazzanii (Senior Counselor)	
1/2024	06/2024	Continue to maintain a “senior cohort sheet” which has the senior cohort and their current progress. Green will be “good standing” Yellow is “At Risk” and Red is “Severely at Risk”. This will be updated each marking period based on student grades, attendance and Regents data.	Mr. Pierce (Senior Administrator)	

4/2024	04/2024	Setting up our SOAR week over April Break for all senior students who are behind in their classes. Teachers will send work to the guidance office, and it will be organized in folders for students	David Pierce (Senior Administrator) Richard Romeo (Principal) Mrs. Isham (Senior counselor) Mrs. Bernazzanii (Senior Counselor)	
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Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/1/2024		
Marking Period 4	5/15/2024		

Graduation Rate End-of-Year Reflections	Implications for 2024-25 School Planning

ELA Goal

Directions: Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in TSI/ATSI status should have a year-end goal for each identified subgroup. Schools may add additional goals.

Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
ELA 1	All Students	Academic Achievement Index	TBD/Place Holder Based on NYSED Provided MIPs			
ELA 2	All Students	Percent of Students at Each Performance Level on NYS ELA Regents Exams	Level 4	Level 3	Level 2	Level 1
			TBD%	TBD%	TBD%	TBD%

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
ELA Teachers	Walkthrough Data	100 % of teachers implementing strategies from professional learning opportunities. CTE Integration, PBL, DDI, CRSE.
Instructional Coach	Number of walkthroughs completed, and number of individual teachers plans created.	100 % of walkthroughs completed. 100 % of struggling teachers will be working with a plan.

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>

1	Building wide teaching practices to support literacy development needs to be scaffolded and personalized to lead to independence. Teachers need to be provided with professional development on creating formative and summative assessments, using the data from those assessments to identify students' specific needs, and the instructional supports to master the lesson objective, and how to use that data to personalize instruction.	If teachers have a better understanding of how to create formative and summative assessments and how to use the data from those assessments to support their instruction, then more lessons can be personalized for student success.
2	Our ELA scores reflect an approach to ELA that has been independent of CTE integration and/or the integration of other content areas. This is causing a disconnect between real-world applications and the academic content in the classroom. ELA teachers need more exposure to the CTE curriculum in order to determine how to support CTE teachers with integrating ELA concepts within lesson objectives.	If ELA teachers have more exposure to the CTE curriculum/content taught, then ELA teachers can bridge the gap between real-world applications and the academic content taught in the ELA classrooms. This will increase engagement in the ELA classroom, help our ELA scores increase, as well as support more opportunities for project-based learning (PBL) and work-based learning (WBL).
3	To increase student achievement, content teachers need to be able to collaborate effectively to prepare interdisciplinary learning objectives and common expectations of cross curricular planning time.	If teachers have more time to work collaboratively, then there will be a greater focus on common expectations and student achievement.
4	Implementation of best literacy practices throughout the building to promote literacy across content areas has not been consistent. Despite the dissemination of literacy strategies throughout different content and CTE areas, there has not been a consistent implementation and feedback cycle of agreed upon best literacy practices.	If 2 best literacy practices were implemented in each classroom and monitored with our walk-through tool, then we would be able to promote literacy strategies across content areas.
5	Culturally Responsive Sustaining Education (CRS-E) allows teachers and students to have a stronger connection between the ELA curriculum and real-world applications of the ELA curriculum. Teachers have been given a surface level introduction to the CRS-E NYSED framework.	If we provide opportunities for staff and students to explore CRS-E at a deeper level, then we will foster a reciprocal relationship between the student, the teacher, and the content.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Data-driven Instruction

2	CTE Integration/ PBL & Student Engagement
3	Literacy Across Curriculum
5	CRS-E

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Teachers	Teachers receive PD on formative and summative assessment and how to use the data collected	80%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Teachers	ELA teachers meet with the CTE teachers in their academy to discuss how ELA teachers can support the ELA curriculum in the CTE classroom	100%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Teachers	Teachers in the 9 th grade will meet collaboratively	100% 9 th grade teachers		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

	on a weekly basis to establish common expectations and student expectations				
Students	Students are observed using interdisciplinary concepts and CTE Integration, Individualized work, CRS.	Observations			

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
9/2023	1/2024	Provide at least two professional development opportunities on how to create formative and summative assessments and how to use that data to inform instructional practice to support individualized student learning.	Instructional Coach/Admin team/Teacher Leaders	
10/2023	1/2024	Embed data meetings during department meetings that are held monthly. Teachers will review data (attendance, academic, behavioral, etc.).	Instructional Coach/Admin team/Teacher Leaders	
9/2023	1/2024	Use our afterschool budget to create credit recovery, EDLP, and literacy building skills and supports	Admin	

10/2023	1/2024	Conduct informational sessions on CTE pathways, embedded credits, and career readiness standards during the academy meetings and/or staff meetings. Up to two CTE teachers will present for each academy meeting until all programs have been represented within each academy.	CTE Teachers, Content Teachers/ Instructional Coach/ Admin	
9/2023	1/2024	Collaboration at the 9 th grade level will happen on SOAR days (once per week) so that teachers will have the opportunity to collaborate and create common expectations.	All teachers/Admin/Instructional Coach	
10/2023	1/2024	Implement two building wide literacy strategies for each classroom by providing teachers with 1-2 professional development opportunities on how to effectively use the literacy strategies in their classrooms.	Teachers/Instructional coach/District PD coaches/ All teachers	
10/2023	1/2024	Monitor the implementation of building wide strategies provided to teachers during professional development through monthly walk-throughs using our walkthrough tool, Whetstone. Teachers will receive feedback on their implementation via Whetstone and will be provided follow-up support and coaching to teachers as needed. We are looking for CTE integration, CRSE, DDI and PBL Strategies.	Teachers/Instructional coach/District PD coaches/ All teachers	
10/2023	1/2024	Provide weekly support to teachers in classroom structure, management, and implementation of building wide literacy strategies.	Admin/Instructional coach	
9/2023	1/2024	Devote time during one of the staff meetings each quarter to provide a deep dive into what CRS-E is, why it is important, and how it affects teachers' practice as well as student engagement.	Admin/Instructional coach/ District PD coaches	

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10/15/2023		
Marking Period 2	12/15/2023		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All Students	ELA Jan Regents	80% of students pass exam		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Black/African American students	ELA Jan regents	80% of students pass exam		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
ENL students	ELA Jan regents	80% of students pass exam		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
SWD	ELA Jan Regents	80% of students pass exam		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/2024	5/2024	Provide at least two additional professional development opportunities on how to create formative and summative assessments and how to use that data to inform instructional practice to support individualized student learning.	Instructional Coach/Admin team/Teacher Leaders	
1/2024	5/2024	Continue to use department meetings to allow teachers to review data (attendance, academic, behavioral, etc.).	Instructional Coach/Admin team/Teacher Leaders	

1/2024	6/2024	Continue to use our afterschool budget to create credit recovery, EDLP, and literacy building skills and supports	Admin	
1/2024	5/2024	Provide two opportunities for ELA teachers to collaborate with CTE teachers so that ELA teachers can discuss how to continue to make connections between what is covered in the ELA curriculum and the CTE curriculum	Instructional coach/Admin/ all teachers	
1/2024	5/2024	Continue to provide time during SOAR days (once per week) for teachers to work collaboratively and reenforce shared ideas on common practices and supporting student success	Admin/All teachers	
1/2024	3/2024	Provide 2 professional development opportunities for teachers to learn how to deepen their understanding/implementation of the 2 building wide strategies	Instructional coaches	
3/2024	6/2024	Monitor the implementation of building wide strategies provided to teachers during professional development through monthly walk-throughs using our walkthrough tool, Whetstone. Teachers will receive feedback on their implementation via Whetstone and will be provided follow-up support and coaching to teachers as needed.	Teachers/Instructional coach/District PD coaches/ All teachers	
3/2024	6/2024	Provide weekly support to teachers in classroom structure, management, and implementation of building wide literacy strategies.	Admin/Instructional coach	
1/2024	6/2024	Continue to devote time during one of the staff meetings each quarter to provide a deep dive into what CRS-E is, why it is important, and how it affects teachers' practice as well as student engagement.	Admin/Instructional coach/ District PD coaches	

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/1/2024		
Marking Period 4	5/15/2024		

ELA End-of-Year Reflections	Implications for 2024-25 School Planning

Math Goal

Directions: Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in TSI/ATSI status should have a year-end goal for each identified subgroup. Schools may add additional goals.

Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
Math 1	All Students	Academic Achievement Index	TBD/Place Holder Based on NYSED Provided MIPs			
Math 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessments	Level 4	Level 3	Level 2	Level 1
			TBD%	TBD%	TBD%	TBD%

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
Instructional Coach	Completing walkthroughs to all math teachers.	Walkthroughs to all math teachers and providing individualized plans to support instruction.
Math teachers	Using building wide best practices in their classrooms.	100 % of math teachers will incorporate PBL and best practices in their classrooms.

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	Math teachers have not been provided with training or follow-up coaching support on ways to adjust the content more effectively for reteaching.	If we take the first few days of staff PD and have all math teachers participate in a data driven PD, then we will see better prepared teachers and students will receive consistent, rigorous instruction resulting in improvement in math skills and knowledge.

2	Lack of training, consistent monitoring and lesson planning support, including common planning time within the departments, on ways to appropriately scaffold instruction to allow for students who are not reading at grade level to access complex, grade level text and course lesson objectives.	If we complete more frequent walkthroughs and feedback and have uniform lesson plan expectations, we provide teachers with differentiated support/PD by departments, and we organize the master schedule so all teachers have PLC, then instruction will be more rigorous and consistent across all classes and students' math skills and knowledge will increase.
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Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

Priority	
1	Personalized Professional Development, Feedback, & Differentiated Coaching Support
2	Students with below grade level reading abilities will be provided consistent support and access to scaffolded grade level and rigorous content that supports understanding of math skills.

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (delete unused rows):

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All students	Marking period 1 grades	80% of students with a 65 % or better in math class		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All students	Marking period 1 assessments	80 % of students with a 65% of better in a math MP1 final assessment		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

				On Track <input type="checkbox"/>	
				Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
09/23	10/23	Collaborate with District Math Leads to determine the best way to collect NWEA data, analyze it, inform whole group instructional decisions, to create action plans for small group instruction from it, and to report out on it. Provide teachers with training on administering NWEA, accessing it, analyzing it, and responding to it to create action plans. Analyze trend data from NWEA to determine school-wide, department, or course adjustments that may be necessary and provide training to teachers in generating NWEA reports.	Administrative Team, Instructional coach	
09/23	10/23	Determine the availability of funds for after school math assistance.	Principal Romeo	
10/23	01/24	Use after school math assistance using our AIS Budget. Plan for and provide assistance to identified students based on needs.	Math Teachers, Instructional Coach,	
10/23	01/24	Schedule students in credit recovery and grade recovery in accordance with new EDLP District guidelines.	Administrative Team	
09/23	01/24	Provide teachers with monthly professional development focusing on implementing task-based problems with productive struggle time, and literacy for math problems. Add the respective training to the PD Plan. Making sure that the PD also involves our PBL and CTE Integration strategies	PBL Team, Instructional Coach, Administrative Team	

07/23	08/23	Create the PLC schedule within the master schedule that allows common planning time for math teachers by academy, grade level or department.	Instructional Coach, Administrative Team	
09/23	09/23	Meeting with all teachers to discuss the expectations of our PLC's. Taking teacher feedback and making the time productive for teachers.	Instructional Coach, Administrative Team	
09/23	01/23	Incorporate task-based problems with real world applications and the use of technology and hands on learning in lesson plan and delivery.	Instructional Coach, Administrative Team	
09/23	09/23	Incorporating all expectations in walkthrough forms and sharing with all teachers.	Administrative Team	
09/23	01/24	Completing weekly walkthroughs and giving teachers immediate and productive feedback.	Administrative Team	
09/23	10/23	Identify literacy strategies that support students who do not read on level and share those with teachers.	Administrative Team, Instructional Coach	
09/23	10/23	Identify specific Professional Learning Opportunities to offer teachers to better assist our students who are reading below grade level.	Administrative Team, Instructional Coach	
09/23	01/24	Implementing a math AIS course for all 9 th graders at PSLA @ Fowler High School.	Administrative Team	
09/23	09/23	Meeting with the AIS teacher and discussing strategies to help our students have a clear understanding of the math topics. Using the class to help students prepare for the New York State Regents exams.	Administrative Team,	

			Instructional Coach	
09/23	01/24	Identify ways to connect the math content to other content areas and CTE programs (how can you use this knowledge to help you understand the content in your CTE classes?).	SREB, Instructional Coach, Administrative Team	
09/23	10/23	Analyze walk-through data to take action steps. For example, individual coaching, team teaching, differentiated professional development monthly.	Administrative Team	
09/23	01/24	Monitor the implementation of effective teaching strategies (scaffolding, lesson objectives, using data, differentiation, CTE integration, task-based problems with real world applications, use of technology, productive struggle) for math instruction learned during professional development through monthly walkthroughs with feedback and follow-up sessions with teachers to determine additional and differentiated support to teachers quarterly.	SREB, Administrative Team, Instructional Coach, Teachers	
10/23	01/24	Provide teachers with an opportunity to complete peer visits to see an in-house model class focusing on integrating Career Ready Practices explicitly each semester.	SREB, Instructional Coaches, Teachers	

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10/15/23		
Marking Period 2	12/15/23		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
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All students	MP 2 Math class passing average	80% of students passing math classes		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All students	Math benchmarks	80% of students passing math benchmark		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
01/24	02/24	Schedule students in credit recovery and grade recovery in accordance with new EDLP District guidelines. Using cohort data to determine which students needs Math CR or EDLP Courses. Using the data to see which students need math regents and can be enrolled in AIS supports.	Administrative Team	
01/24	06/24	Continue to Provide teachers with monthly professional development focusing on implementing task-based problems with productive struggle time, and literacy for math problems. Add the respective training to the PD Plan. Making sure that the PD also involves our PBL and CTE Integration strategies	PBL Team, Administrative Team, Instructional Coach	
01/24	06/24	Monitor PLC's and assist teachers in planning interdisciplinary lessons.	Instructional Coach	
01/24	06/24	Continuing to complete weekly walkthroughs. Providing immediate feedback for teachers. Using the feedback to create personalized plans for teachers.	Administrative Team, Instructional Coach	

03/24	06/24	Reviewing data to target students who will need a math regents for the 2023-2024 school year. Mailing the AIS completed schedule home to families, along with robo calls to ensure students clearly understand the process.	Administrative Team	
01/24	06/24	Monitor instruction and lesson plans;-follow up as needed with the Instructional Coach. Provide differentiated coaching to Math Teachers on instructional priorities as needed monthly.	Administrative Team, Instructional Coach	
01/24	06/24	Analyze walk-through data to take action steps. For example, individual coaching, team teaching, differentiated professional development monthly	Administrative Team, Instructional Coach	
01/24	06/24	Continuing to Provide teachers with an opportunity to complete peer visits to see an in-house model class focusing on integrating Career Ready Practices explicitly each semester.	Administrative Team, Instructional Coach, Teachers	

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/1/2024		
Marking Period 4	5/15/2024		

Math End-of-Year Reflections	Implications for 2024-25 School Planning

English Language Proficiency (ELP) Goal

Directions: In the left column, identify the subgroup for which the school is generating a year-end goal. Schools should use “All English Language Learners” and may choose to add specific subgroups based on data. Schools may add additional goals.

Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
ELP 1	All English Language Learners	ELP Success Ratio Based on NYSESLAT	School ELP Success Ratio: 1.00
ELP 2	All English Language Learners	National Geographic Assessment: Writing	School Rate of Success Target: 80%
ELP 3	All English Language Learners	National Geographic Assessment: Vocabulary, Grammar, Comprehension	School Rate of Success Target: 80%

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	Initial conversations about the Bilingual Common Core Progression have started, but a more in-depth training needs to occur for all instructional staff to support teachers in providing instruction that makes the standards accessible to students at various language proficiency and literacy levels.	If the instructional staff have complete confidence in their ability to utilize the Bilingual Common Core Progression and the Language Acquisition Chart for English Language Learners- using both as a guide, then the students would have more access to the curriculum and the standards that are covered in all their classes.

2	An effort to engage more families of our students who speak multiple languages has occurred, but a more targeted approach needs to be taken to completely bridge the gap between the school and the surrounding community.	If the school community increased their efforts to increase and reinforce the engagement between the learning community and families, then student engagement, student accountability, and student achievement would increase.
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Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

Priority	
1	Language Acquisition Professional Development (Tier 1)
2	Targeted Family Engagement
3	Providing instruction that makes the standards accessible to students at various language proficiency and literacy levels.

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (delete unused rows):

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All ENL Students	Chronic Absenteeism	40% or lower		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All ENL Students	Passing Rate	80% or higher		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals (add additional rows as needed):

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/2023	9/2023	Ensure that the Bilingual Common Core Progression and the Language Acquisition Chart for English Language Learners is in the staff handbook so that all instructional staff have access to it.	Admin Team	
9/2023	11/2023	Offer a professional development opportunity for all instructional staff that will give information on how to utilize the Bilingual Common Core Progression and the Language Acquisition Chart for English language Learners as a tool. This professional development should provide the teachers with strategies on how to support ENL students based on their language proficiency and language acquisition.	Admin Team, Instructional Team, Building Coach, District ENL Department	
9/2023	01/2024	Plan how to monitor the implementation of the ENL strategies learned during the professional development as part of the walk-through system and provide teachers with feedback and support as needed.	Admin Team Instructional Coach ENL Team	
9/2023	1/2024	Continue to translate all communications (robo calls, robo emails, talking points, and documents sent in the mail) in multiple different languages	ENL Team Climate and Culture Team Admin Team	
8/2023	10/2023	Send a copy of the PSLA Profile of a Graduate to all families, ensuring that it is translated into the appropriate languages for all our families.	ENL Team Climate and Culture Team	
8/2023	10/2023	Provide multi-lingual digital copies of the PSLA Profile of a Graduate on our social media sites.	Librarian	
8/2023	9/2023	Provide staff with information in the staff handbook on how to contact the respective Administrator about connecting with the nationality workers and translators to increase communication between school and community.	ENL Team Instructional Coach Instruction and PD Team	

8/2023	1/2024	Create a list of new ELLs and document new learners as they enroll throughout the school year. Share all relevant information with all teachers of the student(s) as student enrollment changes	Vice Principal over ENL, ENL team	
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Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10/15/23		
Marking Period 2	12/15/23		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All ENL Students	Chronic Absenteeism	40%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All ENL Students	Passing Rate	80%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/2024	1/2024	Publish in the Falcon Bulletin a reminder that the Bilingual Common Core Progression and the language Acquisition Chare are in the staff handbook so that instructional staff can recall where to find it, if needed.	Vice Principal over the Falcon Bulletin	

1/2024	3/2024	Offer a second professional development opportunity for all instructional staff that will give the staff new ways of thinking about how to use the Bilingual Common Core Progression and the Language Acquisition Chart of English Language Learners as a tool. Instructional staff should receive new and different strategies on how to support ENL students based on their language proficiency and language acquisition.	Admin Team, Instructional Team, Building Coach, District ENL Department	
1/2024	6/2024	Continue to monitor the implementation of the ENL strategies learned during the professional development as part of the walk-through system and provide teachers with feedback and support as needed.	Admin Team	
1/2024	6/2024	Continue to translate all communications (robo calls, robo emails, talking points, and documents sent in the mail) in multiple different languages.	Admin Team	
1/2024	6/2024	Post examples of ENL students exhibiting the characteristics of the Profile of a Graduate. Communicate with the district level communications department on how we can showcase our students district wide.	Admin Team	
1/2024	3/2024	Remind staff that there is information in the staff handbook on how to contact the respective Administrator about connecting with the nationality workers and translators to increase communication between school and community.	ENL team, Admin Team	
1/2024	6/2024	Continue to work with the list of new ELLs and document new learners as they enroll throughout the school year. Share all relevant information with all teachers of the student(s) as student enrolment changes	Vice Principal over ENL, ENL team	

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/1/2024		
Marking Period 4	5/15/2024		

ELP End-of-Year Reflections	Implications for 2024-25 School Planning

Chronic Absenteeism Goal

Directions: Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in TSI/ATSI status should have a year-end goal for each identified subgroup. Schools may add additional goals.

Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
CA 1	All Students	Chronic Absenteeism Rate	Chronic Absenteeism Rate 40%

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) (If/Then Statement)
1	Lack of multiple interventions for students who are chronically absent.	If we increase our phone calls, home visits and support, then we will have more students attend school. We can also create a cycle of supports that will keep the attendance and impact teams organized.
2	Students not feeling part of the school community because of the size of the school	If we create academies by grade level and we create smaller learning environments, then personal connections with students will increase and they will feel more supported and engagement in school will increase.
3	Lack of timely responses to students not attending school	If we respond quickly to those missing 10-15 days of school, we can cut down on our chronic absenteeism rates

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	MTSS for Attendance
2	School Community & Personal Connections with Students

3	Communication and Attendance Intervention
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Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All students	Chronic Absenteeism Rate	40%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Senior Cohort	Chronic Absenteeism Rate	40%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
08/2023	08/2023	Plan out the Attendance Team Meetings for the 2023-2024 school year and communicate those dates with the Attendance Team. Put all dates in the school calendar as well as on our shared Teams calendar	Quentin Scott, Attendance Team	
8/2023	9/2023	Train the Dean of students, the attendance team, and the impact team on “20-day drop” process, the HSE process, and what the school needs to have in order for a student to be dropped or transferred.	Sheila Guzman, Richard Romeo	
8/2023	9/2023	Create a shared excel document for the purpose of keeping track of the students who need home visits, students who need to be dropped, and students who were dropped but haven’t been	Quentin Scott	

		removed from School Tool. Share that document with the admin team, the impact team, and the attendance team.		
08/2023	08/2023	Plan out the Impact Team meetings for the 2023-2024 school year communicate those dates with the Impact Team. Put all dates in the school calendar as well as on our shared Teams calendar	Quentin Scott, Attendance Team	
9/2023	10/2023	Create methods of communication (flyer in the mail, hard copies of the flyer available in the main office for when families stop in, robo calls, social media posts, etc.) between students and families about attendance, tardies, and chronic absenteeism and the impact on student learning and graduation. Send out the communication quarterly. The communication is in alignment with and reinforces the Profile of a Graduate: <ol style="list-style-type: none"> 1. Workforce Ready 2. Academic & Technical Skills <ol style="list-style-type: none"> a. Increasing Rigor through Costa’s Level 3 Questioning b. CTE Integration in Academic Content Areas c. Academic Content Integration in CTE Content 3. Communication & Collaboration Effectively 4. Creative Problem Solving <ol style="list-style-type: none"> a. Work-based Problem Solving & Productive Struggle in Math 5. Responsibility 	Rick Voss, Matt Caron, Quentin Scott, Attendance Team, Impact Team, main office staff	
8/2023	1/2024	Plan for two-three guest speakers connected to CTE pathways to come to the school and speak with the students about the importance of attendance and work-based readiness skills in the workplace	Admin Team, instructional coach, Rick Voss, Matt Coron	
08/2023	08/2023	Meet with PBL Team and Instructional Team to develop PDs to increase engagement for students at PSLA @ Fowler High School.	Administrative Team, PBL Team, Instructional Team, Quentin Scott	
08/2023	01/2024	Conduct home visits every Wednesday and Friday for students with 5-10 consecutive absences, alternating by grade levels each week. Grade level administrators will collaborate with teachers and the Attendance Team on which students to visit.	Quentin Scott, Attendance Team, Impact Team,	

			Administrative Team	
08/2023	01/2024	Complete individualized robo calls biweekly that are categorized by how many days students have missed. For example, all students who have missed ten days will get the same robo call. The robo call will also explain to parents how many more absences the student	Administrative Team, Quentin Scott, Attendance Team, Impact Team	
08/2023	01/2024	Create monthly incentives for students who are coming to school consistently.	Equity and School Climate team, Admin team, Impact team, Attendance team, Quentin Scott	
8/2023	1/2024	Attendance team and Impact team will use 5-10 minutes of each monthly staff meeting to report to the school what the Weekly Wednesday Reports and the data from our district liaison show about our absenteeism. The teams will remind teachers the importance of taking accurate attendance each day, each period.	Quentin Scott, Attendance Team, Impact Team	

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10/15/2023		
Marking Period 2	12/15/2023		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup	Measure	Mid-Year Target	Actual Data	Status	Notes
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All students	Chronic Absenteeism Rate			On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
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Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/2024	5/2024	Continue to use the methods of communication that were created at the start of the year to continue to communicate to students and families about attendance, tardies, and chronic absenteeism and the impact on student learning and graduation. Send out the communication quarterly.	Quentin Scott, Attendance Team	
1/2024	6/2024	Review with the Dean of students, the attendance team, and the impact team on “20-day drop” process, the HSE process, and what the school needs to have in order for a student to be dropped or transferred.	Sheila Guzman, Richard Romeo	
1/2024	5/2024	Plan for two-three new guest speakers connected to CTE pathways to come to the school and speak with the students about the importance of attendance and work-based readiness skills in the workplace	Admin Team, instructional coach, Rick Voss, Matt Coron	
1/2024	2/2024	Meet with PBL Team and Instructional Team to develop PDs for the remainder of the school year that will continue to increase engagement for students at PSLA @ Fowler High School.	Administrative Team, PBL Team, Instructional Team, Quentin Scott	
1/2024	6/20024	Continue to conduct home visits every Wednesday and Friday for students with 5-10 consecutive absences, alternating by grade levels each week. Grade level administrators will collaborate with teachers and the Attendance Team on which students to visit.	Quentin Scott, Attendance Team, Impact Team,	

			Administrative Team	
1/2024	5/2024	Continue to complete individualized robocalls biweekly that are categorized by how many days students have missed. For example, all students who have missed ten days will get the same robo call. The robo call will also explain to parents how many more absences the student	Administrative Team, Quentin Scott, Attendance Team, Impact Team	
1/2024	5/2024	Create monthly incentives for students who are coming to school consistently.	Equity and School Climate team, Admin team, Impact team, Attendance team, Quentin Scott	
1/2024	6/2024	Attendance team and Impact team will use 5-10 minutes of each monthly staff meeting to report to the school what the Weekly Wednesday Reports and the data from our district liaison show about our absenteeism. The teams will remind teachers the importance of taking accurate attendance each day, each period.	Quentin Scott, Attendance Team, Impact Team	

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/1/2024		
Marking Period 4	5/15/2024		

Chronic Absenteeism End-of-Year Reflections	Implications for 2024-25 School Planning

Survey Goal

Directions: Identify the stakeholder group for which the school is generating a year-end goal.

Year-End Goal

Goal #	Stakeholder Group	Survey Question	Year-End Goal
SRV 1	All students	How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school.	70%
SRV 2	All students	How much students feel that they are valued members of the school community.	50%

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	Students are not being exposed to enough culturally relevant education in their classrooms due to a lack of consistent knowledge of strategies that improve Diversity, Equity, and Belonging.	Partnering with the Diversity Equity and Belonging Department to train teachers in different strategies to have students feel more culturally involved in their classrooms.
2	Students not having enough voice in decisions made in the school community.	Opening the Principals Advisory Council up to more students. We only had 20 students this year, and we should be able to triple that number and create more organizations for students to take leaderships roles in the building.
3	Lower participation numbers in after school activities due to a lack of a variety of activities students are excited about and a lack of communication and PR around activities.	Creating more opportunities for students. Advertising our after-school activities better and reaching all stakeholders.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (*3 maximum*):

Priority

1	CRS-E
2	Student Voice
3	Student Engagement

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All students	Participation numbers in athletics	5% increase from 2022-2023		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All students	Participation numbers in clubs and all other after school activities	5 % increase from 2022-2023		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All students	Number of students in the Principals Advisory Council	40 or more students		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
09/2023	09/2023	Adjust our Principal's Advisory Council made up of students who reflect the school community and leverage this group to ensure student voice informs decisions, to provide feedback, and to collaborate to plan activities. Making sure more students are added to the council.	Principal Romeo	
09/2023	01/24	Climate and culture team will share out with admin team and staff about the work being done and the expectation that all staff has a hand in making PSLA @ fowler culture continue to get better.	Climate and Culture Team, Administrative Team	
09/2023	09/2023	Meeting with SLT, Principals Advisory Council and the administrative team to create more opportunities for students to have a voice in decisions made in the building.	Administrative Team, SLT, Principals Advisory Council, SLT	
09/23	10/23	Meeting with our Climate and Culture Team to discuss different incentives for students throughout the 2023-2024 School year.	Climate and Culture Team, Administrative Team	
09/23	10/23	Creating a school wide schedule for PBIS events throughout the school year	Climate and Culture Team, Administrative Team	
09/23	10/23	Creating a list of clubs and after school activities offered at PSLA @ Fowler High School. Creating robocalls and posting the schedule for all stake holders to utilize.	Climate and Culture Team, Administrative Team	
09/23	10/23	Meeting with all supervisors of after school activities to discuss expectations. Discussing plans to advertise and get as many students at PSLA @ Fowler involved.	Climate and Culture Team,	

			Administrative Team
09/23	10/23	Meeting with the Assistant Director of Diversity Equity and Belonging to create a PD Schedule for culturally relevant professional learning opportunities.	Assistant Director of Equity, Diversity and Belonging, Administrative Team
09/23	10/23	Planning our Winter Pep Rally that will include all athletic teams, clubs and organizations at PSLA @ Fowler High School.	Athletic Director, Administrative Team

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10/15/23		
Marking Period 2	12/15/23		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All Students	Participation numbers in athletics	8 % increase from 2022-2023		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	Participation numbers in clubs and all other after	8 % increase from 2022-2023		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

	school activities				
All students	Number of students In the Principals Advisory Council	45 or more students		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
01/24	06/24	Monitoring the participation in our Principal's Advisory Council. Making adjustments as needed and continuing to recruit students to join.	Principal Romeo	
01/24/	02/24	Meet with the ENL Department and plan the 2023-2024 Multicultural Festival at PSLA @ Fowler.	Administrative Team, Climate and Culture Team,	
01/24	06/24	Monitoring our PBIS celebrations at PSLA @ Fowler. Adjusting as necessary. Making sure that the events are advertised correctly.	Administrative Team, Climate and Culture Team	
02/24	02/24	Planning our Spring Pep Rally that will include all athletic teams, clubs and organizations at PSLA @ Fowler High School.	Athletic Director, Administrative Team	
02/24	06/24	Continuing to offer culturally relevant training for all staff members at PSLA @ Fowler High School.	Administrative Team, Assistant Director of	

			Diversity Equity and Belonging.	
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Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/1/23		
Marking Period 4	5/15/23		

Survey End-of-Year Reflections	Implications for 2024-25 School Planning

Learning As A Team

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. Please be specific for each goal area.

We were extremely satisfied with how the student interviews were conducted for the creation of the 2023-2024 SCEP Plan.

Throughout the interviews, students discussed the need for more incentives throughout the school year. We made sure in our SCEP goals, to include more incentives. This is a major part of our Attendance and graduation plans. We made sure to plan out strategic incentives throughout the year to keep students motivated.

Students also discussed how they wanted to have more” fun “and feel more involved in the school community. We made sure to include pep rallies, Multicultural festivals, and have professional development for our teachers on culturally relevant education. It is extremely important for our students to feel welcomed and involved in school.

Evidence-Based Intervention

All 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>

Directions: Place an "X" in the box next to the evidence-based intervention the school has chosen (select only 1) and complete the following prompts.

State-Supported Evidence Based Strategy

Evidence-Based Intervention Strategy Identified	<input checked="" type="checkbox"/> Instructional Coaching <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Establish an Early Warning Intervention and Monitoring System <input type="checkbox"/> Align High School and College Courses to Increase Post-Secondary Transition Outcomes
We envision that this Evidence-Based Intervention will support the following goal areas	Instructional coaching will help better engagement, culturally relevant education, PBL and our CTE integration plan at PSLA @ Fowler High School.

How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?

During our process we concluded that our students want to be more engaged in their classes. We need to figure out ways where students see themselves in the lessons and feel included in the school community. Instructional coaching will help prioritize those goals.

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). Add rows as needed.

Name	Role
Richard Romeo	Principal
Jasmine Price	Vice Principal
Ingrid Paredes	Vice Principal
Lakena Gamble	Parent
John Hughes	Parent
Molly Woods	Teacher
Jessica Teifke	Teacher
Quindell Williams	Teacher
Kelly Dunn	Teacher
Teresa Gallo	Teacher

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
5/1/2023	X						
5/2023	X						
5/4/2023		x	x	x			
5/9/23		X	X	X			
5/30/23					x		
5/16/23						x	
5/23/23						x	
6/6/23							x
6/8/23							x
6/13/23							x
6/15/23							x

6/16/23							x
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Next Steps

1. In addition to having their plan approved by NYSED, plans for CSI schools will be approved by the Board of Education, as will plans for TSI schools.
2. The approved CSI and TSI plans will be posted on the District's website.
3. Schools should begin implementing their plan by the first day of the 2023-24 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.
4. Schools should ensure that there is professional development provided to support the strategic efforts described within this plan.