



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Syracuse City School District	Public Service Leadership Academy at Fowler	9-12

Collaboratively Developed By:

The Public Service Leadership Academy at Fowler SCEP Development Team

And in partnership with the staff, students, and families of Public Service Leadership Academy at Fowler.

Guidance for Teams

Goals & Actions

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “How Learning Happens,” particularly page 3. Then the team should ask, **“What should we prioritize to support our students and work toward the school we wish to be?”**

Resources for the Team

- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)

Graduation Rate Goal End-of-the-Year Desired Outcomes

Directions: In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, copy this table and paste a new table below so that each identified subgroup has its own goal.

Subgroup	June 2022 Goal		2019-20 Graduation Rate	
All Students	4-year	78% Graduation Rate	4-year	70%
	5-year	78% Graduation Rate	5-year	46%
	6-year	79% Graduation Rate	6-year	49%
Subgroup	June 2022 Goal		2019-20 Graduation Rate	
Black Students	4-year	48.6 % Graduation Rate (State-set minimum target)	4-year	71.4% (2020-21)
	5-year	61.7% Graduation Rate	5-year	60.7% (2020-21)
	6-year	52.4% Graduation Rate	6-year	51.4% (2020-21)
Subgroup	June 2022 Goal		2019-20 Graduation Rate	
SWD Students	4-year	38.5% Graduation Rate (State-set minimum target)	4-year	48.0% (2020-21)
	5-year	56% Graduation Rate	5-year	55.0% (2020-21)
	6-year	45.2% Graduation Rate	6-year	44.2% (2020-21)

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Graduation Rate? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content?)
There is no system for consistent monitoring of senior progress and successful completion of courses toward graduation, which includes credit recovery options throughout the senior year.	No
School visibility, publicity and acknowledgment is not frequent enough to maintain pride amongst families and students.	No
The school administration has not provided a structured meeting time for the development of Curriculum Consistency between CTE and Core content staff members for engagement to develop a set curriculum plan for students in each CTE academy.	No

The school has not provided a set time frame with specific dates for initial and frequent, ongoing communication with families of seniors to inform them of their senior's status and needs.	No
There is not a culture of Data Driven Decision Making to identify and address areas of deficit specifically focusing on gaps to ensure Black students and students with disabilities are provided with the instruction they need to meet the requirements for graduation.	No

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above?

Start	End	Action	Lead
8/2021	8/15/21	Review all students summer school classes to check for progress.	Administrative Team
09/2021	09/2021	During staff meetings the admin team will review graduation rate goals and share the plans with all teachers.	Administrative Team
1/2022	01/2022	Provide opportunities of support to students by offering regents prep review classes three weeks prior to regents' exams.	Administrative Team/ School counselors/ Teachers
9/2021	01/2022	Create and review credit recovery options for students who need additional credits to graduate.	Administrative Team
9/2021	01/2022	Meet with CTE integration team to offer different professional learning opportunities to increase integration amongst CTE and general education classes.	CTE integration team/ Administrative Team
10/2021	01/2022	Participate in career coaching events to hear experiences from professionals in their field for motivation.	Students/ CTE work based learning coordinators
8/2021	1/2022	Enact a mentorship program involving the whole school community. (Root Cause 1).	Link Crew Instructional Staff
8/2021	1/2022	Offer family engagement activities that include targeted graduation requirement interventions (Dinner with Data). (Root Cause 4).	Admin, Counseling Team & Senior Advisors
8/2021	1/2021	Integrate PBIS events and pertaining to graduation using school-wide events. (Root Cause 2)	Admin & Staff
8/2021	1/2022	Conduct check-ins with senior class by administrative team, counseling team, and mentors to monitor their progress towards meeting graduation requirements. (Root Causes 1,4)	Staff, counselors, and Admin
8/2021	1/2022	Establish & implement marking period recovery program. (Root Causes 1,4,5)	Admin
8/2021	1/2022	Provide students with additional periods in Math & ELA to assist those students who need additional support to meet requirements.	Admin
8/2021	1/2022	Provide staff professional development pertaining to ways to support student trauma informed practices, culturally	Counselors & Admin

		responsive practices, personalized learning, and CTE/Core Content Integration/Planning PD. (Root Cause 3)	
8/2020	1/2022	Use data walls throughout the school community to show academic progress as well as provide guidance around data collection and use for instruction. (Root Causes 2,5)	Classroom teachers
10/2020	1/2022	Capitalize on Student Council in beginning of school year to give students a voice in building school spirit and community (Root Cause 2)	Student Council Advisor
8/2021	1/2022	Center discipline around restorative practices and offer PD around restorative practices in order to keep students in classrooms to make academic progress. (Root Causes 1,4)	PD Team and Admin
8/2021	1/2022	Offer trauma informed practices, culturally responsive practices, and personalized learning PD to promote engagement. (Root Cause 3)	PD Team/ Counselors
8/2021	1/2022	Consult Data to determine if progress is being made with students on track to graduate using school tool specifically for Black students and students with disabilities. (Root Causes 1,4,5)	Admin & Instructional Coach

Gauging Success: Mid-Year Benchmark

Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. This should represent an improvement over the percentage of students who were on track to graduate in January 2021.

Cohort Group	On-Track in January 2021	January 2022 Target
4-year	55%	60%
5-year	56%	61%
6-year	56%	61%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above?

Start	End	Action	Lead
01/2022	06/2022	Continue the mentorship program involving the whole school community. (Root Cause 1).	Link Crew Instructional Staff
01/2022	06/2022	Continue to provide opportunities of support to students by offering regents prep review classes three weeks prior to regents' exams.	Administrative Team/ School counselors/ Teachers

01/2022	01/2022	Enroll students in E.D.L.P. classes for students who need additional classes to graduate.	Administrative Team/ School counselors
01/2022	06/2022	Continue to review credit recovery options for students who need additional credits to graduate.	Administrative Team
01/2022	06/2022	Continue to implement marking period recovery program. (Root Causes 1,4,5)	Administrative Team
01/2022	06/2022	Continue to provide students with additional periods in Math & ELA to assist those students who need additional support to meet requirements.	Administrative Team
01/2022	06/2022	Continue to provide staff professional development on ways to support student trauma informed practices, culturally responsive practices, personalized learning, and CTE/Core Content Integration/Planning PD. (Root Cause 3)	Counselors & Admin
01/2022	06/2022	Continue to use data walls throughout the school community to show academic progress as well as provide guidance around data collection and use for instruction. (Root Causes 2,5)	Classroom teachers
01/2022	06/2022	Continue check-ins with senior class by administrative team, counseling team, and mentors to monitor their progress towards meeting graduation requirements. (Root Causes 1,4)	Staff, counselors, and Admin
01/2022	06/2022	Continue to consult Data to determine if progress is being made with students on track to graduation using school tool specifically for Black students and students with disabilities. (Root Causes 1,4,5)	Admin & Instructional Coach
01/2022	06/2022	Continue to center discipline around restorative practices and offer PD around restorative practices in order to keep students in classrooms to make academic progress. (Root Causes 1,4)	PD Team and Admin
01/2022	06/2022	Continue to offer career coaching events to hear experiences from professionals in their field for motivation.	Students/ CTE work based learning coordinators
01/2022	06/2022	Offer family engagement activities that include targeted graduation requirement interventions (Dinner with Data). (Root Cause 4).	Admin, Counseling Team & Senior Advisors

Learning As A Team

Directions

After completing the previous sections for Grad Rate, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for Graduation Rate

Students responded to the question: What are your worries for the next year?

- "That I'm not gonna graduate on time that's what I'm afraid of... but I only have 13 credits."
- "I worry about how much material I'm going to have to learn because of how much I didn't learn this year."
- "If I need to repeat classes."
- "I worry about how much material I'm going to have to learn because of how much I didn't learn this year."

These responses led us to create action steps around credit recovery options for students who need additional credits to graduate, offering regents prep review classes, additional periods in Math & ELA, individualized plans, etc.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for Graduation Rate

To be completed in October to inform future revisions to the action steps and/or root causes.

ELA Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index/Baseline Data
Black	70.9 ELA Academic Achievement Index <i>(State-set minimum target)</i>	64.9
Students with Disabilities	49.9 ELA Academic Achievement Index <i>(State-set minimum target)</i>	43.0
All Students	81.8 ELA Academic Achievement Index <i>(State-set minimum target)</i>	76.3
All Students	<p>NWEA Reading</p> <p>10%-point decrease in Level 1 from September baseline <i>(subject to increase based on actual Fall baseline data)</i></p> <p>10%-point increase in Levels 3 + 4 from September baseline <i>(subject to increase based on actual Fall baseline data)</i></p>	<p>NWEA Reading</p> <p>TBD with new benchmark assessment administered in Fall 2021.</p>
Black	<p>NWEA Reading</p> <p>10%-point decrease in Level 1 from September baseline <i>(subject to increase based on actual Fall baseline data)</i></p> <p>10%-point increase in Levels 3 + 4 from September baseline <i>(subject to increase based on actual Fall baseline data)</i></p>	<p>NWEA Reading</p> <p>TBD with new benchmark assessment administered in Fall 2021.</p>
SWD	<p>NWEA Reading</p> <p>10%-point decrease in Level 1 from September baseline <i>(subject to increase based on actual Fall baseline data)</i></p> <p>10%-point increase in Levels 3 + 4 from September baseline <i>(subject to increase based on actual Fall baseline data)</i></p>	<p>NWEA Reading</p> <p>TBD with new benchmark assessment administered in Fall 2021.</p>

Root Causes

<p>What theories or hypotheses does the school have as to why the school has had its past outcomes for ELA? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.</p>	<p>Is this specific to certain sections of the school (grade/content area?)</p>
<p>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 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.</p>	<p>Grade 9-12, ELA, literacy in all content areas</p>
<p>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. This has been a challenge because ELA teachers need training that is consistent and monitored with fidelity on how to integrate CTE aligned concepts within lesson objectives in order to increase engagement and real-world connections in the classroom including project-based learning (PBL) and work-based learning (WBL).</p>	<p>Grade 9-12, ELA, literacy in all content areas</p>
<p>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. This was an issue because the master schedule did not allow for collaborative planning time for ELA teachers to work with ENL teachers, Special education teachers, CTE teachers, or business and community partners.</p>	<p>Grade 9-12, ELA, literacy in all content areas</p>
<p>There is a wide range of academic levels in each ELA class. 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.</p>	<p>Grade 9-12, ELA, literacy in all content areas</p>
<p>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. Providing opportunities for staff and students to explore CRS-E at a deeper level will foster a reciprocal relationship between the student, the teacher, and the content.</p>	<p>Grade 9-12, ELA, literacy in all content areas</p>

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?

Start	End	Action	Lead
Sep 1	Nov 30	Provide at least two professional development opportunities and/or collaborative work sessions on how to create formative assessments and how to use that data to inform instructional practice to support individualized student learning.	Instructional Coach/ Admin Team/ Teacher Leaders
Sep 1	Jan 31	Embed data meetings during department meetings that are held monthly. Teachers will review data to inform instructional planning and practices. Clear expectations and protocols for these meetings will be identified and communicated.	Instructional Coach/ Admin Team/ Teachers/ Teacher Leaders
Sep 1	Jan 31	CTE teachers will conduct informational sessions on their CTE pathway, embedded credits, and career readiness standards during the academy 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
Sep 1	Oct 31	ELA teachers will collaborate with teachers from other disciplines during the common planning time to establish common classroom expectations and learning objectives.	All Teachers/ Admin/ Instructional Coach
Sep 1	Nov 30	Implement building wide best practices for literacy in each classroom and in each teacher's lesson planning. New teachers will receive one to two training opportunities on how to effectively use the best practices in their content areas.	Teachers/ Admin/ Instructional Coach
Oct 1	Dec 20	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.	Admin / Instructional Coach / Instructional Leadership Team
Sep 1	Jan 31	Focus one to two staff meetings on providing a deep dive into what CRS-E, why it is important, and how it affects teachers' practice as well as student engagement.	Admin/ District Level Leadership/ Instructional Coach

Nov 1	Jan 31	Use our afterschool budget to create credit recovery, EDLP, and literacy building skills and supports	Admin Team/ Instructional Staff
Oct 1	Jan 31	Consult Data to determine if progress is being made with students on track to graduation using school tool specifically for Black students and students with disabilities.	Admin/ Instructional Coach

Gauging Success: Mid-Year Benchmark

Identify the specific assessment of ELA performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over baseline performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	Baseline Performance	January 2022 Target
All Students Reading NWEA	TBD in Fall 2021	7%-point decrease in Level 1 from baseline 3%-point increase in Levels 3-4 from baseline
Black Students Reading NWEA	TBD in Fall 2021	7%-point decrease in Level 1 from baseline (TBD based on year-end goal) %-point increase in Levels 3-4 from baseline
SWD Students Reading NWEA	TBD in Fall 2021	7%-point decrease in Level 1 from baseline (TBD based on year-end goal) %-point increase in Levels 3-4 from baseline

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
Jan 1	Mar 31	Provide at least two professional development opportunities and/or collaborative work sessions on how to personalize instruction and differentiate units/ lesson plans based on the data from formative assessments.	Instructional Coach/ Admin Team/ Teacher Leaders

Apr 1	Jun 24	Monitor implementation and fidelity of the use of formative assessment data to personalize instruction through walk-throughs on Whetstone, evaluations in StaffTrac, and lesson plan feedback.	Instructional Coach/ Admin Team/ Instructional Leadership Team
Jan 1	June 24	Provide ELA teachers a minimum of one professional development opportunity on how to integrate CTE in the ELA curriculum as well as a professional development opportunity on project-based learning (PBL) and/or opportunities to collaborate and brainstorm with CTE teachers.	Amy Wyatt and SREB Team
Jan 1	June 24	Provide ELA teachers a minimum of one opportunity to meet and collaborate with business and community partners to gain a better understanding of how the CTE pathways connect with their learning goals.	Amy Wyatt and Team/ Business/ Community Partners
Jan 1	March 31	Monitor the use of building wide literacy strategies through walkthroughs 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.	Instructional coach, Admin/Instructional Leadership Team
Jan 1	May 31	Focus one to two staff meetings on providing support and feedback for the use and implementation of CRS-E framework.	Admin/ District level Admin/ instructional coach
Jan 1	May 31	Continue using our afterschool budget to create credit recovery, EDLP, and literacy building skills and supports.	Admin Team/ Instructional Staff
Jan 31	May 31	Continue to consult data to determine if progress is being made with students on track to graduation using school tool specifically for Black students and students with disabilities.	Admin/ Instructional Coach

Learning As A Team

Directions

After completing the previous sections for ELA, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for ELA.

Students responded that "lecture classes aren't doing it." Therefore, we will provide professional development opportunities and/or collaborative work sessions on how to personalize instruction and differentiate units/ lesson plans.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for ELA.

To be completed in October to inform future revisions to the action steps and/or root causes.

Math Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index
Black	61.6 Math Academic Achievement Index <i>(State-identified minimum target)</i>	55.8
Students with Disabilities	57.2 Math Academic Achievement Index <i>(State-identified minimum target)</i>	51.2
All Students	69.1 Math Academic Achievement Index <i>(State-identified minimum target)</i>	63.6
All Students	<p>NWEA Math</p> <p>10%-point decrease in Level 1 from September baseline; <i>(subject to increase based on actual Fall baseline data)</i></p> <p>5%-point increase in Levels 3 + 4 from September baseline <i>(subject to increase based on actual Fall baseline data)</i></p>	<p>NWEA Math</p> <p>TBD with new benchmark assessment administered in Fall 2021.</p>
Black	<p>NWEA Math</p> <p>10%-point decrease in Level 1 from September baseline; <i>(subject to increase based on actual Fall baseline data)</i></p> <p>(TBD) %-point increase in Levels 3 + 4 from September baseline <i>(to be determined based on actual Fall baseline data)</i></p>	<p>NWEA Math</p> <p>TBD with new benchmark assessment administered in Fall 2021.</p>
SWD	NWEA Math	NWEA Math

	<p>10%-point decrease in Level 1 from September baseline; <i>(subject to increase based on actual Fall baseline data)</i></p> <p>(TBD) %-point increase in Levels 3 + 4 from September baseline <i>(to be determined based on actual Fall baseline data)</i></p>	TBD with new benchmark assessment administered in Fall 2021.
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Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Math? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
<p>1. Area of Need: While teachers have been conducting pre- and post-tests for math units, very little is done with this information at the student-level. If teachers notice the entire class struggles with the post-test, teachers will either adjust the grading curve and move on or deviate from the scope and sequence to devote one day to reteach aspects of the unit. But the re-teaching often consists of teaching the content exactly as it was originally taught, rather than adjusting teaching strategies. Root Cause: Teachers have not been provided with training or follow-up coaching support on ways to more effectively adjust the content for reteaching.</p> <p>2. Area of Need: Teaching practice to support mathematics development needs to be scaffolded to lead to independence. Root Cause: This was a challenge or was not done consistently due to teachers not being provided with professional development on using data to inform instructional decisions, specifically how to use formative assessments to identify students' specific needs and the instructional supports to master the lesson objective.</p> <p>3. Root Cause: Teachers did not receive training, consistent monitoring and lesson planning support, including common planning time within the departments, on ways to appropriately scaffold instruction to</p>	No

allow for students who are not reading at grade level to access complex, grade level text and course lesson objectives.

4. **Area of Need:** Math course content does not currently explicitly integrate how the math skills and concepts will / can be applied to the different Career and Technical pathways and contexts. **Root Cause:** The Math Department has not been sufficiently trained to understand and explicitly integrate CTE context into the math content including integrating CTE concepts within lesson objectives and then planning instruction to reach those CTE-aligned objectives. Monitoring this with fidelity has also not occurred consistently.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?

Start	End	Action	Lead
09/2021	10/2021	2 Administer baseline assessment to determine what skills students need to review during the class.	Teachers/Instructional Coach
09/2021	10/2021	2 Identify students' baseline math comprehension prior to the 9 th grade year using data from previous years.	Administrative Team/ Instructional Coach/ Teachers
09/2021	09/2021	Determine the availability of funds to create and use after school math assistance using our AIS Budget. Plan for and provide the assistance to identified students based on needs.	Math Teacher/ Instructional Coach
09/2021	11/2021	4 Provide teachers with professional development focusing on implementing task-based problems with productive struggle time, integration of math and CTE, and literacy for math problems.	Administrative Team
09/2021	09/2021	Create in the master schedule opportunities for common planning time for Math/ELA/SS/CTE to improve the instruction in the classroom.	Administrative Team
09/2021	01/2022	3,4 Implement regular task-based problems with real world applications and use of technology (more opportunities for hands on learning).	Teachers
09/2021	01/2022	4 Identify ways to connect the math content to other content areas and CTE programs (how can you use this	Instructional Coach/ Teachers

		knowledge to help you understand the content in your CTE classes?).	
09/2021	01/2022	2 Implement more problems that give students opportunities to develop stronger reading skills for math (using strategies from OR class).	Instructional Coach/ math teachers
09/2021	01/2022	1-4 Meet with the SLT Team to discuss math progress and how we can better support our students and adjust the SCEP to reflect additional action steps based on needs.	SLT Team/ Administrative Team
09/2021	01/2022	4 Provide building wide professional development for teachers on integrating CTE concepts within lesson objectives and then lesson planning to ensure instruction reaches those CTE-aligned objectives. Monitor instruction and lesson plans; follow up will occur bi-weekly with the Instructional Coach. Analyze walk-through data to take action steps. For example, individual coaching, team teaching, differentiated professional development.	Instructional Coach / Instructional Leadership Team / Administrative Team
09/2021	01/2022	1-4 Monitor the implementation of effective teaching strategies (scaffolding, lesson objectives, using data, differentiation, CTE integration) 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. Continue using the walkthrough tool that provides feedback and collects data on the implementation of the effective teaching strategies learned during professional development and collaborating learning time (CLT).	Instructional Coach/ Administrative Team
09/2021	01/2022	Consult Data to determine if progress is being made with students on track to graduation using school tool specifically for Black students and students with disabilities.	Admin & Instructional Coach

Gauging Success: Mid-Year Benchmark

Identify the specific assessment of MATH performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over baseline performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	Baseline Performance	January 2022 Target
All Students NWEA Math	TBD in Fall 2021	7%-point decrease in Level 1 from baseline 3%-point increase in Levels 3-4 from baseline
Black NWEA Math	TBD in Fall 2021	7%-point decrease in Level 1 from baseline (TBD based on year-end goal) %-point increase in Levels 3-4 from baseline
SWD NWEA Math	TBD in Fall 2021	7%-point decrease in Level 1 from baseline (TBD based on year-end goal) %-point increase in Levels 3-4 from baseline

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
01/2022	02/2022	Analyze interim 2/regents exam student data to identify learning deficiencies.	Instructional coaches/ Teachers
02/2022	02/2022	Develop plans and provide academic interventions to address learning deficiencies from interim 2 and regents exam.	Teachers with Instructional Coach
02/2022	06/2022	Provide ongoing instruction that regularly pushes for literacy in math and task-based problem solving with routine walk-throughs from administrators and/or instructional coach.	Teachers/ Administrators/ Instructional coach
01/2022	06/2022	Continue meeting with CTE Integration team to discuss different ways to integrate CTE programs into math classes.	CTE Integration team and teachers
01/2022	06/2022	Continue to provide ongoing professional developments on integrating CTE into the math classroom.	Professional Development Team/ Instructional Coach

01/2022	06/2022	Creation and use of after school math assistance using our AIS Budget.	Math Teacher/ Instructional Coach
01/2022	06/2022	Monitor instruction and lesson plans; follow up will occur bi-weekly with the Instructional Coach. Analyze walk-through data to take action steps. For example, individual coaching, team teaching, differentiated professional development.	Instructional Coach / Instructional Leadership Team / Administrative Team
01/2022	06/2022	Continue to monitor the implementation of effective teaching strategies (scaffolding, lesson objectives, using data, differentiation, CTE integration) 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. Continue using the walkthrough tool that provides feedback and collects data on the implementation of the effective teaching strategies learned during professional development and collaborating learning time (CLT).	Instructional Coach/ Administrative Team
01/2022	06/2022	Consult Data to determine if progress is being made with students on track to graduation using school tool specifically for Black students and students with disabilities.	Admin/ Instructional Coach

Learning As A Team

Directions

After completing the previous sections for MATH, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for Math.

Students responded that "lecture classes aren't doing it." Therefore, we will provide professional development opportunities and/or collaborative work sessions on how to personalize instruction and differentiate units/ lesson plans.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for Math.

To be completed in October to inform future revisions to the action steps and/or root causes.

Survey Goal End-of-the-Year Desired Outcomes

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
Students	People are respectful to others in my school.	50% of students will agree with this statement	Only 25% of students agree with this statement (2020)

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Survey ? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Not everyone defines respect in the same way, as we have not made this a school-wide priority in communication or training with staff and students including student assemblies, SEL lessons.	No
We have not surveyed students to learn why they reported a low level of respect in our school. Therefore, we do not have a plan to address their specific concerns.	No

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
10/2021	10/2021	Administer a survey to ascertain which areas were most effective, least effective, and what lessons should be improved upon as related to respect. Analyze the results of the survey and identify an area to address. Create a school plan to address the identified area. Implement and monitor the school plan that addresses a root cause of lack of respect identified by students.	Admin Team/ SLT
09/2021	01/2022	Create a common definition of respect. Plan PD for teachers and sessions / lessons for students about the common definition including what it looks like, sounds like, and feels like and what it is not. Identify / deliver lessons to students on respect.	Admin Team/SLT Dept Lead Teachers/ Teachers

		Continue with strategies that have proven to be most effective to deliver messages about respect.	
09/2021	12/2021	Facilitate small group dialogue about what respect means to others and how to show respect when there are differences.	Support staff/ Student Council
09/2021	12/2021	Create posters for the classrooms and throughout the building to set a standard about what respect means. This will be done in collaboration with student council and/or Building Partners.	Student Council/ Building Partners
09/2021	01/2022	Continue different P.B.I.S. strategies to highlight respect in the building.	Admin Team
10/2021	01/2022	Use the Falcon Bulletin to highlight students who are showing respect to one another daily.	Admin Team

Gauging Success: Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2022 Target
Mini survey	35% of students will agree with this statement

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
01/2022	01/2022	Administer a mini survey on respect to determine if we are meeting our mid-year goal; analyze the results and share with staff and students.	Admin Team
01/2022	06/2022	Continue to implement and monitor the school plan that addresses a root cause of lack of respect identified by students.	Admin Team
01/2022	06/2022	Continue with strategies that have proven to be most effective to deliver messages about respect.	Teachers

01/2022	06/2022	Continue different P.B.I.S. strategies to highlight respect in the building.	Admin Team
01/2022	06/2022	Continue using the Falcon Bulletin to highlight students who are showing respect to one another daily.	Admin Team
05/2022	06/2022	Administer an end-of-year survey on respect to determine if we met our goals; analyze the results and use the new data to plan for next school year. Share with staff and students.	Admin Team/ SLT

Learning As A Team

Directions

After completing the previous sections for Survey, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for Survey.

The student interview statement/question: I am going to tell you a statement, and I want you to think of what comes to mind: "Kids like me are allowed to be ourselves at this school." What do you think about when you hear those words?

- There are no kids that are allowed to be themselves because they get in trouble for it.
- not 100 percent true

I am going to tell you a statement, and I want you to think of what comes to mind: "There are adults in this school that look out for kids like me." What does that make you think of?

- The adults are looking out for the wrong kids.
- Try to see things from students point of view.
- Make them feel more relaxed and not stressing the kids out with the work that they have to do.
- Let students know that they are supported when they are in school.
- I've learned that I am the type of person who wants to grow more in term of better person. I often give up easily but I've learned to keep pushing when I am surrounded with people who support me and believe in me.
- Make them feel more relaxed and not stressing the kids out with the work that they have to do.

Students' responses were used to develop our action steps around respect.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for Survey.

To be completed in October to inform future revisions to the action steps and/or root causes.

English Language Proficiency Goal End-of-the-Year Desired Outcomes

June 2022 Goal	2018-19 ELP Success Ratio/Baseline Data
All Students 1.00 or higher, All Students subgroup ELP Success Ratio	0.68, All Students subgroup ELP Success Ratio
National Geographic Assessment Writing - June 2022 School Rate of Success Target: 80%	June 2021 School Rate of Success (National Geographic) EL Gains VGR Rate: 0% EL Gains Written Composition: 39%
National Geographic Assessment Vocab, Grammar, Comprehension - June 2022 School Rate of Success Target: 80%	

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELP? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Not all content area teachers have received consistent and systematic access, training, and supports to be able to embed structures that support the language acquisition of each ENL student. The Bilingual Common Core Progressions is a guide for how teachers can provide instruction that makes the standards accessible to students at various language proficiency and literacy levels.	9-12 ENL students, teachers. ENL department, instructional coach
There is a disconnect between the home and the school environment that leads to a school culture in which the ENL students and their families are not integrated into the overall school community. Further research and training on meaningful ways to connect with ENL families to address cultural and linguistic barriers is needed.	9-12 ENL students, teachers, families. ENL department, nationality workers, translators, school support staff

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
Sep 1	Sep 30	Ensure a copy of the Bilingual Common Core Progression is provided to all instructional staff in the staff handbook.	Admin, Instructional coach
Sep 1	Jan 31	Email a link to the digital copy of the Bilingual Common Core Progression to all instructional staff and a link will be provided in the school's weekly bulletin for teachers (The Falcon Bulletin). There will be a link to an Office 365 folder that contains this information.	Admin
Sep 1	Jan 31	Focus a minimum of one staff meeting on guiding teachers through the Bilingual Common Core Progression document and provide support as needed.	Admin, instructional coach, ENL team

Sep 1	Jan 31	Continue to translate all robo calls, robo emails, and talking points messages in multiple different languages.	Admin, teachers, support staff
Sep 1	Jan 31	Translate a family/community friendly profile of a PSLA graduate document and the school newsletter into multiple different languages represented in the school.	ENL, admin, students, family engagement team
Sep 1	Sep 30	Provide staff with information in the staff handbook on how to contact nationality workers and translators to increase communication between school and community.	ENL team, Admin
Sep 1	Jan 31	Hold one to two planning sessions on the creation of a video that introduces the school community to the surrounding community that is recorded in the languages that represent our school community to be posted on all social media platforms.	Teachers, ENL department students, yearbook, admin, library media specialist, support staff

Gauging Success: Mid-Year Benchmark

Identify the **specific assessment of ELP performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal. This should represent an improvement over baseline performance.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	Baseline Performance	January 2022 Target
National Geographic Assessment	<p><i>(This is a new assessment with baseline success rate data calculated in June 2021. No January 2021 School Rate of Success data in January 2021.)</i></p> <p>National Geographic Assessment Writing - June 2021 School Rate of Success Baseline: 39%</p> <p>National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Baseline: 0%</p>	<p>National Geographic Assessment Writing: 67%</p> <p>National Geographic Assessment Vocab, Grammar, Comprehension: 67%</p>

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address the **root causes** identified above?

Start	End	Action	Lead
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Jan 1	June 24	Provide a minimum of one professional development opportunity and/or provide personalized support for staff to further explore the Bilingual Common Core Progression document and its use.	Instruction coach, ENL team, department chairs
Jan 1	June 24	Continue to provide weekly digital access to all resources.	Admin
Jan 1	June 24	Compare the baseline and midyear National Geographic Assessment to identify needs and supports within each content area.	Admin, ENL team, instructional coach, department chairs
Jan 1	June 24	Provide at least two collaboration sessions to continue work on the school video.	Teachers, students, yearbook, admin, library media specialist, support staff, district media department
Jan 31	June 24	Continue to translate all robo calls, robo emails, and talking points messages in multiple different languages.	Admin, teachers, support staff

Learning As A Team

Directions

After completing the previous sections for ELP, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for ELP.

N/A - There were no student responses related to ELP or the above root causes or actions steps.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for ELP.

To be completed in October to inform future revisions to the action steps and/or root causes.

Chronic Absenteeism Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/Baseline Data
All Students	36.3%	43.3% (Chronic Absenteeism Rate)
Black	31.6%	40.7% (Chronic Absenteeism Rate)
Students with Disabilities	36.9%	47.7% (Chronic Absenteeism Rate)

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Our staff has not been able to build relationships with students entering 9th grade with a history of poor attendance due to not receiving professional development on alternative strategies for building relationships with students who are chronically absent.	9 th grade
Our student engagement tools need to be strengthened so that students are compelled to come to school consistently and attend classes when at school.	All grades
Students that struggle academically and students that fall behind on credits are not always provided with the necessary support to overcome not wanting to attend school due to feeling overwhelmed.	All grades
Our teachers have not been provided the needed support for understanding the system of reporting students with poor attendance. Our school's administrative team and attendance team need to increase communication with families using a variety of different methods of communication.	All grades

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
08/2021	01/2022	Create and set meetings for the school Attendance Team.	Attendance Team/ Administrative Team
08/2021	01/2022	Meet with SLT Team to discuss different ways that we can combat chronic absenteeism in the school community. Also, discuss strategies to implement to build relationships with students entering 9th grade with a history of poor attendance.	Administrative Team and SLT Team

10/2021	01/2022	Provide professional development to staff on strategies to implement to build relationships with students who have a history of poor attendance and who are chronically absent. Monitor the impact these strategies are having on student attendance.	Administrative Team and SLT Team
09/2021	10/2021	Set beginning of the year academy meetings to review expectations including the importance of student attendance and engagement in school.	Administrative Team
08/2021	01/2022	Review Career Readiness Practices with students in their classrooms that discuss the importance of attendance and arriving on time.	Administrative Team/ Work Based Learning Coordinators/ CTE Teachers
08/2021	01/2022	Set and monitor expectations for home visits.	Administrative Team
10/2021	01/2022	Set up individualized plans with students who are chronically absent to share goals and give the opportunity to make up the work and be successful.	Administrative Team/ Teachers
08/2021	01/2022	Conduct home visits every Wednesday. We will alternate grade levels each week. Grade level administrators will collaborate with teachers and the Attendance Team on which students to visit.	Administrative Team
08/2021	01/2022	Complete Robo- calls to remind students of the importance of attending school. The Robo- calls are completed in multiple languages.	Administrative Team
08/2021	01/2022	Work with instructional coach to create a data wall template that holds accountability for student attendance.	Instructional coach

Gauging Success: Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from Baseline 2021.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using Chronic Absenteeism should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup	Fall 2021 Results (baseline)	January 2022 Target
Chronic Absenteeism Rate	All Students	TBD	35%
	Black Students	TBD	30%
	SWD Students	TBD	35%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address the **root causes** identified above?

Start	End	Action	Lead
01/2022	04/2022	Create credit recovery options for students who are falling behind in the 2 nd marking period. Teachers continue to reach out to students and make sure they have a clear understanding, and they can make up work.	Administrative Team/ Teachers
01/2022	06/2022	Hold academy assemblies to review the expectations of all students. Assemblies encourage attendance and engagement in school and classroom activities.	Administrative Team
01/2022	06/2022	Provide professional development to staff on strategies to implement to build relationships with students who have a history of poor attendance and who are chronically absent. Monitor the impact these strategies are having on student attendance.	Administrative Team and SLT Team
04/2022	06/2022	Create credit recovery options for students who are falling behind in the 3 rd and 4 th marking period. Continue to reach out to students and make sure they have a clear understanding, and they are able to make up work.	Administrative Team/ Teachers
01/2022	06/2022	Continue to meet with the CTE Integration team to make sure classrooms are engaging and bringing real-world, hands-on curriculum to the students.	CTE Integration Team
01/2022	06/2022	Continue reviewing absenteeism data to create individualized plans for students who are chronically absent.	Administrative Team/ Attendance Team
01/2022	06/2022	Continue using PBIS to reward students who are showing good attendance or whose attendance is improving.	Administrative Team/ Attendance Team

Learning As A Team

Directions

After completing the previous sections for CA, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for CA.

Student responses regarding relationships with adults or teachers in the school, "I can be introvert but once I am comfortable, I can do anything."

"It make me think that are teachers who care about you and wants to look out for you guide you."

“The cool teachers who really understand and can relate to us students.”
 “Mostly help them in the they are struggling with checking up them.”
 “It is important that teacher know what type of student we are to help guide u in the right direction.”
 “Let students know that they are supported when they are in school.”
 “Make them feel more relaxed and not stressing the kids out with the work that they have to do.”
 “I've learned that I am the type of person who wants to grow more in term of better person. I often give up easily but I've learn to keep pushing when I am surrounded with people who support me and believe in me.”
 Therefore, we will provide professional development to staff on strategies to implement to build relationships with all students with a focus on students who have a history of poor attendance and who are chronically absent.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team’s plan for CA.

To be completed in October to inform future revisions to the action steps and/or root causes.

College, Career, & Civic Readiness Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 CCCR Index
All Students	72.8	68.5

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for CCCR? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not followed the process we have put in place regarding enrollment with fidelity.	No
We have not consistently communicated graduation requirements with students at the beginning of 9 th grade to ensure they have the necessary skills and credits to earn the endorsements or pass the assessments.	9 th grade
We have not consistently communicated to families CTE and Career Readiness expectations.	No
We have not intentionally provided assemblies, conversations, or opportunities for students to share time and stories of success with former students or community members in their Academy or CTE pathway.	
We did not consistently seek out students who could participate in the Seal of Biliteracy.	

Targeted Monitoring

Prior to the start of the school year, all schools completing this goal should calculate the anticipated CCCR index of its 2018 cohort based what the school sees as the likely results at the end of the 2021-22 school year.

Initial Anticipated Score of 2018 cohort	65
Schools should then identify students who may be able to increase their anticipated point totals and ensure that their action plan below outlines strategies to support these targeted students. For example, if the student on track to graduate with a Regents diploma is enrolled in an AP course, this would change the student's possible score from 1.0 to 1.5.	
Schools should identify below the specific readiness measures that the school will promote, support, and monitor so that the CCCR index for the 2018 cohort improves.	
Readiness Measure to receive additional support and monitoring	
Regents or Local w/CTE Endorsement	
Regents or Local and Pass National CTE	
Cohort Regents w/Seal of Biliteracy	

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
10/2021	01/2022	Review Pre and Post Technical Assessments with explanations for how to improve results/skills needed.	Sue Centore
09/2021	01/2022	Monitor to ensure the process we have put in place regarding enrollment is followed with fidelity.	Principal
09/2021	12/2021	Hold career Coaching events for 11th and 12th grade students - quarterly for all CTE pathways, monthly for P-TECH (required by NYS).	Sue Centore
09/2021	12/2021	Provide Work Based Learning Activities - field trips, guest speakers, shadowing and internships when applicable.	CTE Coordinators
09/2021	12/2021	Integrate Career Readiness Practices throughout all content areas.	All Staff
09/2021	12/2021	Enroll students and offer support in College Credits Offered/Earned (RPAS, CIS, Geospatial, and AP US History, Eng 103/104, Forensic Science, Civics).	CTE Coordinators
09/2021	12/2021	Ensure students are meeting requirements for Professional Certifications, NYS credentials, and federal endorsements when applicable.	CTE Coordinators/ CTE Teachers
09/2021	12/2021	Coordinate with Staff and Business/Industry mentors for students (career coaching).	CTE Coordinators
09/2021	12/2021	Assist with CTE Portfolios for seniors (resume, cover letter, credentials listed, written material, exemplary work, student awards).	CTE Coordinators/ CTE Teachers
09/2021	12/2021	Reach out to families via Robo Calls, Social Media (Instagram) by academy and prerecorded messages to remind and encourage parents to prepare students for school (i.e., benefit of resting, setting alarms) to reflect expectations of careers and workplaces.	Principal/ Family Engagement Team

		Mail Family Letter to each home to include good news, highlights student achievements, staff, and CTE and Career Readiness expectations.	Sue Henry
09/2021	12/2021	Create individualized plans for addressing students who are not meeting program standards and expectations i.e., conferencing.	Admin Team
09/2021	12/2021	Discuss and provide students with strategies to stay motivated.	All Staff
09/2021	12/2021	Create partnerships and ongoing conversations with colleges and universities about what students need to be successful in college.	CTE Coordinators/ CTE Director
09/2021	09/2021	Assign an administrator to oversee the Seal of Biliteracy program.	Principal
09/2021	01/2022	Continue to identify students who can seek the Seal.	Ingrid Paredes Al Dubai Angela Matarazzo
09/2021	09/2021	Contact the district's Department of ENL, World Languages and Bilingual Education to initiate Seal of Biliteracy informational session at the school.	Ingrid Paredes Al Dubai Angela Matarazzo
10/2021	01/2022	Host informational session at the beginning of the month for students' Informational booth at Open House for parents all 4 marking periods.	Ingrid Paredes Al Dubai Angela Matarazzo
10/2021	10/2021	Assemble a team of former candidates, teachers, and staff to assist in the roll out of the 21-22 Seal of Biliteracy.	Ingrid Paredes Al Dubai Angela Matarazzo
09/2021	12/2021	Identify students who could seek the Seal of Biliteracy, provide them with information and guidance to achieve the Seal, track their progress quarterly.	Ingrid Paredes Al Dubai Angela Matarazzo
09/2021	12/2021	Hold monthly afterschool meetings for students to complete their Seal of Biliteracy Projects with mentors and the school's Seal of Biliteracy Team.	Ingrid Paredes Al Dubai Angela Matarazzo

Gauging Success: Mid-Year Benchmark

For the mid-year benchmark for CCCR, the school should once again complete the anticipated score projection by assigning the highest value to each student in the 2018 cohort that the school is relatively certain can be achieved.

The school's mid-year benchmark will be the score projection the school would like to have in January when this exercise is repeated. The school would see an increase in its projection for each student that the school now has more confidence that the student will achieve a higher result than originally anticipated

Initial Anticipated Score	Mid-Year Anticipated Score Goal	End-of-the-Year Goal
65	70	72

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above?

Start	End	Action	Lead
01/2022	06/2022	Continue to monitor the process we have put in place regarding enrollment is followed with fidelity.	Principal
01/2022	06/2022	Measure growth based on Pre-Assessment testing data and target student interventions. Review Pre and Post Technical Assessments with explanations for how to improve results/skills needed.	Sue Centore
01/2022	02/2022	Conduct mid-year portfolio presentation with constructive feedback.	CTE Staff
01/2022	02/2022	Conduct student evaluation based on career readiness practices both by CTE teacher and self-assessment by student.	CTE Teachers/ Students
01/2022	01/2022	Discussion/evaluation of total work-based learning hours as of January.	CTE Staff/ Admins
01/2022	06/2022	Continue to monitor the process we have put in place regarding enrollment is followed with fidelity.	Principal
01/2022	06/2022	Hold Career Coaching events for 11th and 12th grade students - quarterly for all CTE pathways, monthly for P-TECH (required by NYS).	Sue Centore
01/2022	06/2022	Continue to provide Work Based Learning Activities - field trips, guest speakers, shadowing and internships when applicable.	CTE Coordinators
01/2022	06/2022	Continue to integrate Career Readiness Practices throughout all content areas.	All Staff
01/2022	06/2022	Continue enrolling students and offer support in College Credits Offered/Earned (RPAS, CIS, Geospatial, and AP US History, Eng 103/104, Forensic Science, Civics).	CTE Coordinators
01/2022	06/2022	Continue to ensure students are meeting requirements for Professional Certifications, NYS credentials, and federal endorsements when applicable.	CTE Coordinators/ CTE Teachers
01/2022	06/2022	Continue to coordinate with Staff and Business/Industry mentors for students (career coaching).	CTE Coordinators
01/2022	06/2022	Continue to assist with CTE Portfolios for seniors (resume, cover letter, credentials listed, written material, exemplary work, student awards).	CTE Coordinators/ CTE Teachers
01/2022	06/2022	Continue reaching out to families via Robo Calls, Social Media (Instagram) by academy and prerecorded messages to remind and encourage parents to prepare students for school (i.e., benefit of resting, setting alarms) to reflect expectations of careers and workplaces. Mail Family Letter to each home to include good news, highlights student achievements, staff, and CTE and Career Readiness expectations.	Principal/ Family Engagement Team Sue Henry

01/2022	06/2022	Continue to create individualized plans for addressing students who are not meeting program standards and expectations i.e., conferencing.	Admin Team
01/2022	06/2022	Discuss and provide students with strategies to stay motivated.	All Staff
01/2022	06/2022	Continue to create partnerships and ongoing conversations with colleges and universities about what students need to be successful in college.	CTE Coordinators/ CTE Director
01/2022	06/2022	Continue to host informational session at the beginning of the month for students' Informational booth at Open House for parents all 4 marking periods.	Ingrid Paredes Al Dubai Angela Matarazzo
01/2022	06/2022	Continue to provide guidance to students to achieve the Seal, track their progress quarterly.	Ingrid Paredes Al Dubai Angela Matarazzo
01/2022	05/2022	Continue to hold monthly afterschool meetings for students to complete their Seal of Biliteracy Projects with mentors and the school's Seal of Biliteracy Team.	Ingrid Paredes Al Dubai Angela Matarazzo

Learning As A Team

Directions

After completing the previous sections for Survey, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for CCCR.

Students responded to the question: What are your worries for the next year?

- "That I'm not gonna graduate on time that's what I'm afraid of... but I only have 13 credits."
- "I worry about how much material I'm going to have to learn because of how much I didn't learn this year."
- "If I need to repeat classes."
- "About everything because I'm going to College."
- "I worry about how much material I'm going to have to learn because of how much I didn't learn this year."

These responses led us to create action steps around credit recovery options for students who need additional credits to graduate, offering regents prep review classes, additional periods in Math & ELA, individualized plans, etc.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for CCCR.

To be completed in October to inform future revisions to the action steps and/or root causes.

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 goal(s) it will support:

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following goal(s) as follows	Graduation Rate, ELA, Math, ELP, CCCR

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 "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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
Dr. Jaime Perez	Principal
Jasmine Price	Vice Principal
Richard Romeo	Vice Principal
Ingrid Paredes	Administrative Intern
Don Gates	Social Studies
Andrea Pollard	Librarian
Milagro Guzman	Special Education
Molly Woods	Science
Teresa Calabrese	CTE
Anthony Jarvis	CTE
Theresa Gallo	Spanish
Luis Colon Torres	Parent
Shanita Weaver	Parent

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection
3. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
4. Determining priorities and goals based on the needs identified
5. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
6. Identifying resources for each goal, and completing the "Leveraging Resources" document

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	Interviewing Students	Completing the Equity Self-Reflection	Reviewing Multiple Sources of Data and Feedback	Determining Priorities and Goals Based on Identified Needs	Scheduling Activities to Reach Priorities and Goals	Identifying Resources
06/10-22/2021	X	X				
7/5-9/21			X	X	X	
7/12/21			X			
7/14/21			X	X		
7/20/21				X	X	
7/21-23/21			X	X	X	X
7/26/21					X	
7/28/21			X	X		
8/12/21				X	X	
8/20/21			X	X		
9/8/21					X	
9/10/21					X	
9/15/21	X					

Submission Assurances

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.