



School Comprehensive Education Plan 2022-23

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

Collaboratively Developed By:

Delete the red text upon completion.

The PSLA @ Fowler SCEP Development Team

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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students](#)
- [Equity Self-Reflection](#)
- [How Learning Happens](#)

Graduation Rate Goal

Subgroup	June 2023 Goal	
All Students	4-year cohort	75% Graduation Rate
	5-year cohort	76% Graduation Rate
	6-year cohort	79 % Graduation Rate

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?)
Inconsistent communication and implementation of protocols, expectations, progress and interventions across all stakeholders including the families of all seniors	Yes

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
7/2022	8/2022	Review all students summer school classes to check for progress.	Administrative Team
9/2022	1/2023	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.	† Senior Administrator
10/2022	11/2022	Communicate the plan with the mentors.	
11/2022	12/2022	Follow the plan for contacts with student mentees.	
12/2022	01/2023	Monitor and provide feedback to the mentors on the adherence to the expectations communicated about contacts	

8/2022	9/2022	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.	Senior Administrator
9/2022	10/2022	Communicate expectations to the mentors about contact to those students.	
10/2022	10/2022	Meet with families and with students and provide them with the specific information in writing what is missing and what is needed. Have students and families sign-off on participating in the meeting and received 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.	Senior Counselors
9/2022	01/2023	During staff meetings monthly the admin team will review graduation rate goals, progress "Operation 175", and share the plans with all teachers. Plan will be worked on during staff meetings	Administrative Team
9/2022	01/2023	credit recovery options for students who need additional credits to graduate. Credit Recovery classes run by semester	Administrative Team
8/2022	8/2022	Plan and hold PBIS events for each semester to motivate and celebrate seniors to graduate (consider something similar to Triangle of Truth – plan which incentives we can include or use what we have ordered).	PBIS Team
9/2022	9/2022	Plan and create the data wall that will be used for Graduation Rate and update it each marking period and celebrate progress building-wide.	Senior Cohort Administrator, Senior Counselors, Senior Advisors, PBIS Team (?)
10/2022	01/2023	Participate in career coaching events monthly to gain ideas from other subject matter experts that they can use in the school.	CTE Coordinators
08/2022	09/2022	Develop a mentorship program with seniors involving the school community. This will include: <ul style="list-style-type: none"> 1. Select seniors and assign them to freshmen as mentors 2. Assigning staff as mentors to seniors who are not on track to graduate on time 	Senior Administrator

10/2022	01/2023	Provide opportunities of support to students by offering Regents prep review classes two months prior to Regents' exams.	Administrative Team
10/2022	1/2023	Hold assemblies and/or one-on-one meetings with juniors and seniors to explain the importance of Regents, the connection with graduation, and to plan with them how they will engage to meet their goals. Invite parents to participate in the meetings as well.	Counselors
10/2022	12/2022	Conduct outreach to families, including robocalls, to ensure families and students are aware of the Regents prep review class opportunities.	Administrative Team
09/2022	01/2023	Offer family engagement activities monthly that include targeted graduation requirement interventions (Dinner with Data). Holding one meeting (dinner or ice cream social or other engaging activity) with each cohort once a semester to share information about programs and graduation requirements. Incorporate PBIS activities and incentives.	PBIS Administrative Team
09/2022	01/2023	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 Counselors Mentors
11/2022	11/2022	Establish & implement marking period recovery program according to the new guidelines from Cental Office (leverage Sprint Weeks).	Administrative Team
09/2022	01/2023	Implement monthly PDs to review and select Project Design Elements to be implemented into classrooms.	PBL Team, Administrative Team
8/2022	01/2023	Analyze Data (including graduation rate, GPA, attendance, standardized assessments, Regents, pass rates) weekly to determine if progress is being made with students on track to graduate using school tool for all students, with a specific focus on Black students, students with disabilities, Hispanic students, students from economically disadvantaged backgrounds, and English Language Learners.	Administrative Team & Instructional Coach

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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 2022.

Cohort Group	On-Track in January 2022	January 2023 Target
4-year	65%	75%
5-year	75%	76%
6-year	79%	78%

Action Plan: 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
1/2023	1/2023	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.	Senior Administrator
	1/2023	Communicate expectations to the mentors about contact to those students.	
1/2023	2/2023	<ol style="list-style-type: none"> 1. Meet with families and with students and provide them with the specific information in writing what is missing and what is needed. 2. Have students and families sign-off on participating in the meeting and received the information. 3. 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. 4. Work to schedule 2 graduation cert meetings for specific students identified as off-track. 	Senior Counselors
2/2023	2/2023		
2/2023	3/2023		
3/2023	3/2023		
1/2023	6/2023	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.	Senior Administrator

1/2023	1/2023	Communicate the plan with the mentors.	
1/2023	1/2023	Follow the plan for contacts with student mentees.	
1/2023	1/2023	Monitor and provide feedback to the mentors on the adherence to the expectations communicated about contacts.	
1/2023	6/2023	Continue to implement the mentorship program with seniors involving the school community. This will include: <ul style="list-style-type: none"> 1. Select seniors and assign them to freshmen as mentors 2. Assigning staff as mentors to seniors who are not on track to graduate on time 	Senior Administrator
1/2023	3/2023	Complete paperwork and send to central office about students in need of credit recovery, including seniors.	Senior Administrator
3/2023	3/2023	Create Regents Prep Schedule	Senior Administrator
3/2023	6/2023	Implement the plan for Regents Prep two months ahead of Regents exams.	
1/2023	6/2023	Continue to implement marking period recovery (Sprint Weeks) each marking period.	Administrative Team
2/2023	6/2023	Enroll students in EDLP classes. Enrollment is rolling or is this a one enrollment?	Administrative Team, Counselors
1/2023	6/2023	Continue to use the data wall to monitor, communicate and highlight progress towards our graduation goal and update it weekly.	Senior Cohort Administrator, Senior Counselors, Senior Advisors, PBIS Team
1/2023	6/2023	Continue to analyze data (including graduation rate, GPA, attendance, standardized assessments, Regents, pass rates) weekly to determine if progress is being made with students on track to graduate using school tool specifically for Black students and students with disabilities, but also	Administrative Team & Instructional Coach

		students in the Hispanic, economically disadvantaged groups, and English Language Learners.	
1/2023	6/2023	Continue check-ins weekly with senior class by administrative team, counseling team, and mentors to monitor their progress towards meeting graduation requirements.	Administrative Team, Counseling Team, Mentors
1/2023	2/2023	Continue to plan, communicate and hold family engagement activities monthly that include targeted graduation requirement intervention.	Administrative Team, Counseling Team, Mentors
1/2023	2/2023	Create a schedule for the semester and hold the activities.	
1/2023	1/2023	Schedule Senior Night Check-in PBIS activity (after Sprint Week) in March.	Administrative Team, PBIS Team
3/2023	3/2023	Hold Senior Nigh Check Ins	

ELA Goal

Subgroup	June 2023 Goal
All Students	81.8 ELA Academic Achievement Index

Root Causes

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.	Is this specific to certain sections of the school (grade/content area?)
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.	Grade 9-12, ELA, literacy in all content areas
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	Grade 9-12, ELA, literacy in all content areas

content in the classroom. 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).	
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.	Grade 9-12, ELA, literacy in all content areas
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.	Grade 9-12, ELA, literacy in all content areas
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.	Grade 9-12, ELA, literacy in all content areas

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
11/14/2022	12/22/2022	<p>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.</p> <ul style="list-style-type: none"> Schedule possible options may include: 11/16 and 12/7. Identify any PSLA exemplars upon which we can build across the school and leverage our internal experts as much as possible. Collaborate with the PD Liaison's to plan for professional development if applicable 	Instructional Coach/ Admin Team/ Teacher Leaders

11/2022	1/31/2023	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
8/2022	1/31/2023	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
8/2022	10/31/2022	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
9/2022	11/30/2022	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
10/2022	11/22/2022	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
8/2022	1/2023	Focus one to two staff meetings on providing a deep dive into what CRS-E is, why it is important, and how it affects teachers' practice as well as student engagement.	Vice Principal/ Instructional Coach
11/2022	1/31/2022	Use our afterschool budget to create credit recovery, EDLP, and literacy building skills and supports	Admin Team/ Instructional Staff
10/2022	1/31/2022	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, and include students in the Hispanic, economically disadvantaged groups, and English Language Learners.	Admin/ Instructional Coach

		Hold weekly meetings to keep track of the data and have meetings with students occur, and intervention plans and supports are provided as needed.	
9/2022	12/2022	Provide weekly support to teachers in classroom structure and management.	Instructional Coach
10/2022	12/2022	Focus on Costa's Level 3 Question during instruction with feedback provided to teachers based on weekly walkthroughs.	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 2023 Target
NWEA Reading	TBD in Fall 2022	January 2023 target will be determined once baseline performance is established in Fall 2022

Action Plan: 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
2/2023	6/2023	Focus one to two staff meetings on providing a deep dive into what CRS-E is, why it is important, and how it affects teachers' practice as well as student engagement.	Instructional Coach/ Admin Team/ Teacher Leaders
1/2022	5/31/2022	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
1/2023	6/2022	Provide ELA teachers with multiple professional development opportunities 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

01/2023	05/31/2023	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
01/2022	05/31/2023	Continue using our afterschool budget to create credit recovery, EDLP, and literacy building skills and supports.	Admin Team/ Instructional Staff
01/31/2023	05/31/2023	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. Hold weekly meetings to keep track of the data and have meetings with students occur, and intervention plans and supports are provided as needed.	Admin/ Instructional Coach
03/2023	06/2022	Collaborate with District and Insight partners to create a structure to collect, analyze, report out, and respond to the data from the sample lessons that align with the Career Ready Practices. Use this information to inform the 2023-24 SCEP.	Admin Team/ Instructional Staff

Math Goal

Subgroup	June 2023 Goal
All Students	69.1 Math Academic Achievement Index

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?)
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: Non-certified teachers and Long-term Substitutes have not been provided with training or follow-up	No

coaching support on ways to adjust the content more effectively for reteaching.	
2. Area of Need: Teaching practice to support mathematics development needs to be scaffolded to lead to independence. Root Cause: Inconsistent 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.	No
3. Root Cause: 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.	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
09/22	10/22	<p>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.</p> <p>Provide teachers with training on administering NWEA, accessing it, analyzing it, and responding to it to create action plans.</p> <p>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.</p>	Administrative Team, Instructional Coach
09/22	10/22	Administer interim assessments, as appropriate, to determine how students are progressing in skill mastery and what skills need to be retaught or addressed during class.	Math Teachers

09/22	09/2022	Determine the availability of funds for after school math assistance.	Administrative Team, Math Teachers, Instructional Coach
10/2022	01/23	Use after school math assistance using our AIS Budget. Plan for and provide assistance to identified students based on needs.	
10/2022	01/23	Schedule students in credit recovery and grade recovery in accordance with new EDLP District guidelines.	
09/22	10/22	Provide teachers with monthly professional development focusing on implementing task-based problems with productive struggle time, and literacy for math problems. Add the respective trainings to the PD Plan.	Administrative Team
09/22	10/22	Collaborate with SREB to schedule, plan and/or deliver training to teachers on integrating CTE in math classes. Capture these trainings in the PD Plan template. We will offer one training a semester	Administrative Team, SREB
09/22	10/22	Plan the PLC structures that will be followed by teacher teams. Schedule and hold PLC time for teams. Monitor minutes from PLCs and provide teams with feedback as appropriate. Create in the master schedule opportunities for common planning time for each of the departments to collaborate, Math/ELA/SS/CTE, to improve the instruction in the classroom. <ul style="list-style-type: none"> Math Teachers who are teaching the same courses are collaborating and co-planning. 	Administrative Team, Instructional Coach
09/2022	09/2022	Communicate to teachers the expectations to implement regular task-based problems with real world applications and use of technology (more opportunities for hands on learning). Incorporate task-based problems with real world applications and the use of technology and hands on learning in lesson plan and delivery. Incorporate monitoring this in walkthroughs and identify and provide teachers with support as needed.	Administrative Team Math Teachers Administrative Team

09/2022	10/2022	Identify literacy strategies that support students who do not read on level and share those with teachers. Support teachers with integrating these strategies in the classes.	Administrative Team, Math Teachers
09/2022	01/2022	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?).	Administrative Team
09/2022	01/2023	Meet monthly with the SLT Team, and the Instruction & PD 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.	Administrative Team, SLT
09/2022	01/2023	Provide building-wide monthly professional development for teachers on integrating CTE concepts within lesson objectives and then lesson planning to ensure instruction reaches those CTE-aligned objectives.	Administrative TEAM, SREB
10/2022	11/2022	Provide monthly differentiated coaching to Math Teachers on instructional priorities as needed.	Administrative TEAM/ SREB
10/2022	11/2022	Analyze walk-through data to take action steps. For example, individual coaching, team teaching, differentiated professional development monthly.	
09/2022	01/2023	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.	Administrative TEAM, SREB
09/2022	01/2023	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).	
09/2022	01/2023	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 quarterly.	Administrative TEAM

09/2022	01/2023	Host monthly PDs to review Project Design Elements to be implemented into classrooms.	Administrative Team, PBL Team

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 2023 Target
NWEA Math	TBD in Fall 2022	January 2023 target will be determined once baseline performance is established in Fall 2022

Action Plan: 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
01/23	06/23	Analyze grades and credits for students in grades 9-12 to identify who is not meeting goals and analyze the data to determine barriers and implement interventions to address the barriers and learning deficiencies monthly.	Math Teachers/ Instructional Coaching
02/23	02/23	Schedule students in grade/credit/marking period and EDLP, SPRINT Week as needed to provide students with the opportunity to learn the content and gain credits.	
01/23	06/23	Continue to implement math labs for Algebra I and II to provide supplemental, targeted support for math focused on specific skills and concepts based on students' needs.	Teachers with Instructional Coach
01/23	06/23	Provide teachers with professional development focusing on implementing task-based problems with productive struggle time, and literacy for math problems. Add the respective trainings to the PD Plan monthly.	Instructional Coach Professional Learning Team

01/23	06/23	Meet with the SLT, and the Instruction & PL 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 monthly.	SLT/ Administrative Team/ Instruction and PD Team
01/23	06/23	<p>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 monthly.</p> <ul style="list-style-type: none"> • Collaborate with substitute math teachers to provide intensive co-planning and co-delivering/co-teaching lessons as needed. • Informally connect with math teachers to determine if support is needed approximately weekly, as well as with the Electrical Trades Teacher. • Model lessons for substitute teachers as part of the intensive coaching and coach them to take notes in preparation for delivering the lessons independently, and coach them on delivery (gradual release of instruction coaching model). 	Administrators/ Instructional coach/ Teachers
01/23	06/23	Continue meeting with CTE Integration team to discuss different ways to integrate CTE programs into math classes monthly.	CTE Integration Team/ Teachers
01/23	06/23	Continue to provide ongoing professional developments on integrating CTE into the math classroom. ie math concepts and skills in other areas monthly.	Professional Development Team/ Instructional Coach
01/23	01/23	Plan for Regents Math preparation support for students as expectations and requirements are finalized.	Admin
03/23	06/23	Start math AIS classes based on plan	Math Teacher/ Instructional Coach
01/23	06/23	<p>Monitor instruction and lesson plans;-follow up will as needed with the Instructional Coach. Provide differentiated coaching to Math Teachers on instructional priorities as needed monthly.</p> <p>Analyze walk-through data to take action steps. For example, individual coaching, team teaching, differentiated professional development monthly.</p>	<p>Administrative Team</p> <p>Administrative Team</p>
01/23	06/23	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	Administrative Team

		<p>walkthroughs with feedback and follow-up sessions with teachers to determine additional and differentiated support to teachers monthly.</p> <p>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) weekly.</p>	
01/23	03/23	Analyze 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 monthly.	Instructional Coach / Instructional Leadership Team / Administrative Team
01/23	06/23	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
02/23	02/23	Plan with Insight partners how we can provide additional opportunities through the end of the school year including how we can cover classes for teachers to complete the visits once per year.	Administrative Team/ SREB
01/23	06/23	Collaborate with District and Insight partners to create a structure to collect, analyze, report out, and respond to the data from the sample lessons that align with the Career Ready Practices quarterly. Use this information to inform the 2023-24 SCEP.	Administrative Team

English Language Proficiency (ELP) Goal

Subgroup	June 2023 Goal
English Language Learners	1.00 ELP Success Ratio
English Language Learners	National Geographic Assessment Writing - June 2022 School Rate of Success Target: 80% 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?)
Inconsistent training and support for embedding 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
Lack of opportunities for families to meaningfully connect with the school community.	9-12 ENL students

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
9/01/2022	09/30/2022	Ensure a copy of the Bilingual Common Core Progression is provided to all instructional staff in the staff handbook. <ul style="list-style-type: none"> 2022-23 SCEP: Add the <i>Language Acquisition Chart for English Language Learners</i> to the staff handbook. 	Admin. Instructional Coach
09/01/2022	09/30/2022	Share with the staff the <i>Language Acquisition Chart for English Language Learners</i> . Plan with the ENL Department and the Director of PD when/if ENL 101 or higher course will be completed by the whole staff and how to provide follow-up support and monitoring.	Admin. Instructional Coach

9/1/2023	01/31/2023	Continue to translate all robo calls, robo emails, and talking points messages in multiple different languages.	Principal, Vice Principal
08/2022	10/2022	Translate a family/community friendly profile of a PSLA graduate document and the school newsletter into multiple different languages represented in the school. Share with families.	Vice Principal
9/1/2022	9/30/2022	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. Ensure that staff has a digital copy of handbook.	ENL team, Admin
9/1/2022	11/01/2022	Develop a plan to hold a meeting to develop a video 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.	Vice Principal
9/1/2022	11/1/2022	Engage students in the creation and production of the video in collaboration with ITC.	
09/1/2022	10/1/2022	<ul style="list-style-type: none"> Meet with the leads (ENL Teacher/POC Ms. Brown, LMS, Drone Teacher) for the video to share the information in the SCEP, the purpose of video, the expectations for completion, and how they will report back to the lead Admin for the project. 	
10/2022	11/2022	<ul style="list-style-type: none"> Schedule and facilitate a meeting to plan the next steps of the video and to determine the timeline. Include the information in the 2022-23 SY SCEP. 	
10/2022	11/2022	<ul style="list-style-type: none"> Create the roll-out plan and timeline for the video. 	

09/01/2022	09/30/2022	Revise the master schedule to assign ENL Teachers in classes with Common Core Teachers to provide additional support to English Language Learners on language acquisition and accessing the content.	Admin. Instructional Coach
09/01/2022	09/30/2023	Verify the master schedule to assign ENL Teachers in classes with Common Core Teachers to provide additional support to English Language Learners on language acquisition and accessing the content.	Admin. Instructional Coach
09/01/2022	09/2022	Schedule and provide, in collaboration with the District ENL Department, professional development opportunities on strategies that support language acquisition for each English Language Learner and follow-up support for teachers as needed based on walkthrough data. Reflect the trainings in the district-required Professional Development Plan on Office 365. Use data from National Geographic Assessment and NYSESLAT to drive professional development topics and specific language acquisition strategies.	Admin. Instructional Coach
09/01/2022	09/30/2022	Plan how to monitor the implementation of the ENL strategies learned during the professional development as part of the walkthrough system and provide teachers with feedback and support as needed.	ENL team, Admin
10/22	12/22	Complete walkthroughs with look-fors in ENL strategies.	Administrative Team
09/01/2022	01/31/2023	Review and monitor BAG data of ELLs and SWDs to determine the level of support.	Attendance Team
08/2022	01/31/2023	Receive the list of new ELLs and document new learners as they enroll throughout the year. Share all relevant information with all teachers of the student as she/he/they enroll.	Admin Counselors

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 2023 Target
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National Geographic Assessment	TBD in Fall 2022	% of students meeting individual expected target "School Rate of Success" will be determined based on Fall 2022 baseline performance
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Action Plan: 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
01/2023	02/2023	<p>Provide a minimum of one professional development opportunity and/or provide personalized support for staff to further explore the <i>Language Acquisition Chart for English Language Learners</i> document and its use.</p> <p>Continue to deliver training on ENL strategies as needed and incorporate expectations from professional development as part of the walkthrough system and provide teachers with feedback and support as needed.</p> <p>Complete walkthroughs that include look-fors in ENL strategies providing each teacher with feedback at least once per marking period.</p>	<p>Instructional Coach</p> <p>Admin</p>
01/2023	06/2023	Continue to monitor new ELL's progress and document new ELL students. Calibrate their levels, needs and supports bi weekly. Support will continue until June.	<p>Instructional Coach,</p> <p>ENL Team,</p> <p>Dept Chairs</p>
01/2023	03/2023	Translate a family/community friendly profile of a PSLA graduate document and the school newsletter into multiple different languages represented in the school.	Instructional Coach
01/2023	06/2023	Continue to provide weekly digital access to all resources to all PSLA @ Fowler staff members through office 365.	Administration

Chronic Absenteeism Goal

Subgroup	June 2023 Goal
All Students	34.9% Chronic Absenteeism Rate
Black students	30.4% Chronic Absenteeism Rate
Students with Disabilities	35.4% 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 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
Lack of differentiated opportunities to motivate students to engage in credit recovery or additional academic support.	All Grades
Lack of multiple communication methods to notify families of students' attendance.	All Grades
Lack of training on procedures for new staff on documenting chronically absent students.	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
08/22	08/22	Plan Attendance Team Meeting Dates.	Principal
09/22	11/22	<p>Create communication to students and families about attendance, tardies, and chronic absenteeism and the impact on student learning and graduation. The communication is in alignment with and reinforces the Profile of a Graduate:</p> <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 	Attendance Team/ Administrative Team

		<ul style="list-style-type: none"> d. Using NWEA data to identify student needs and plan small group instruction 3. Communication & Collaboration Effectively 4. Creative Problem Solving <ul style="list-style-type: none"> a. Work-based Problem Solving & Productive Struggle in Math 5. Responsibility 	
08/22	11/22	Meet monthly 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
11/22	01/22	Provide monthly 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.	Administrative Team and SLT Team
11/22	01/23	Coordinate the training with the end of marking period data quarterly.	SREB Consultant
10/22	01/23	Focus on engaging instruction so students do not want to miss school. Partner with the SREB Consultant for professional development.	Administrative Team
10/22	01/23	Monitor the impact these strategies are having on student attendance running monthly absenteeism reports.	Vice Principal
09/22	09/22	Plan meetings to review expectations including the importance of student and staff attendance and engagement in school.	Administrative Team
09/22	10/22	Review Career Readiness Practices with students in their classrooms that discuss the importance of attendance and arriving on time. This occurs during the SEL period and is incorporated in the lessons developed for the whole school.	CTE Teachers, Work Based Learning Coordinators
09/22	09/22	Set home visit schedule for chronically absent students.	Attendance Team Lead

10/23	01/23	Monitor expectations for home visits.	Attendance Team Lead
10/22	11/2022	Set up individualized plans with students who are chronically absent to share goals and give them the opportunity to make up the work and be successful. Assign mentors to students who are chronically absent or at risk of becoming chronically absent and provide them with personalized support.	Admin Team/ Teachers
08/22	01/23	Conduct home visits every Wednesday or Thursday. We will alternate grade levels each week. Grade level administrators will collaborate with teachers and the Attendance Team on which students to visit.	Admin Team
11/22	06/23	Complete Robo- calls quarterly, Talking Points, and Robo-emails to remind students of the importance of attending school. The Robo-calls are completed in multiple languages.	Admin Team
08/22	09/22	Work with instructional coach to create a data wall template that holds accountability for student attendance.	Instructional Coach
10/22	01/23	Update the data for each marking period and include academics in addition to 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 January 2022.

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

Data Source	Subgroup	January 2022 Results	January 2023 Target
Chronic Absenteeism Rate	All Students	78%	35%

Action Plan: 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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01/2023	04/2023	Create grade and credit recovery options and EDLP for students who are falling behind in the 2 nd marking period.	Admin Team
10/2023	04/2023	Teachers continue to reach out to students and make sure they have a clear understanding, and they can make up work weekly.	Teachers
01/2023	03/2023	Hold assemblies to review the expectations of all students. Assemblies encourage attendance and engagement in school and classroom activities quarterly. Students will be reintroduced to their support person.	Admin Team
04/2022	04/2022	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 weekly using phone calls and home visits and make sure they have a clear understanding, and they are able to make up work.	Admin Team
01/2023	06/2023	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
01/2023	06/2023	Continue reviewing absenteeism data weekly to create individualized plans for students who are chronically absent.	Admin Team/ Attendance Team
01/2023	06/2023	Use PBIS to reward students who are showing good attendance or whose attendance is improving.	Admin Team
01/23	03/23	For 4 th qtr, will run a weekly report to monitor students who have missed between 12-18 days and meet with them to create a plan for incentives.	Admin Team
01/2023	01/2023	Collaborate with the SCEP Support Team to investigate how the chronic absenteeism data will be /is collected for the school level. Refine or create a process for collecting, sharing and updating the chronic absenteeism data at the school level including the main point of contact and updating the CA chart. Communicate that process / plan with the Attendance Team.	Admin Team

01/2023	06/2023	<p>Analyze and revisit the procedures and policies for daily attendance and for chronic absenteeism weekly.</p> <p>Determine and refine the policies and procedures that need to be revised for the remainder of the school year monthly.</p> <p>Communicate these to necessary staff and put in place accountability structures to monitor them and to share them with relevant teams.</p> <p>Determine and refine the policies and procedures that need to be revised for the 2022-23 SY.</p>	<p>Admin Team</p> <p>Attendance Team</p>

Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g. % agree or strongly agree)	2022 Result (e.g. % agree or strongly agree)
Students	During the Past 30 days, how often did you get your work done right away, instead of waiting until the last minute?	70% strongly agree or agree	56% strongly agree or agree

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?)
Lack of student support for organizational skills.	no
The Career Ready Practices have not been fully implemented into all classrooms at PSLA @ Fowler.	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
09/22	10/22	Create a Principal's 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.	Administrative Team
09/22	10/22	Introduce the Career Ready Practices to students and explain how important organizational skills are in the workplace.	Administrative Team, Teaching Staff
09/22	10/22	Review the PSLA Profile Of A Graduate in all CTE classes.	CTE Teachers
09/22	09/22	Create a mentorship program for Junior and Senior students to talk to incoming freshman regarding the impact of not following timelines.	Administration
10/22	11/22	Implement the mentorship Program at PSLA @ Fowler.	Administration
08/22	09/22	Create a schedule for monitoring the implementation of Career Ready Practices in classrooms. Incorporate expectations in walkthrough look-fors.	Administration
9/22	12/22	Complete walkthroughs according to the walkthrough schedule.	
09/22	10/22	Create a plan for all teachers to instruct students on how to create and use their email privileges.	Librarian
11/22	12/22	Check In with teachers using walkthroughs to check for student understanding. Provide teachers with feedback and support as needed.	Administration
09/22	10/22	Incorporate information for parents about how to access email and other important links during freshman orientation as well as provide access to information online.	Administrative Team
10/22	11/22	Use surveys to check parent usage of tools.	Administrative Team
12/22	1/22	Create and administer the mini-survey to students on the survey question. Analyze the results and determine proximity to mid-year benchmark. Create action steps to address gaps between mid-year benchmark and actual results as needed.	Administrative Team & PBIS

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 2023 Target
School-created mini-survey that includes the prompt, "During the Past 30 days, how often did you get your work done right away, instead of waiting until the last minute?"	64% strongly agree or agree

Action Plan: 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
01/23	06/23	Include information in Talon Newsletter to parents about how to support students with academics and graduation monthly.	Librarian
01/23	06/23	Continue the meetings of Principal's Council to ensure to collaborative process to plan activities monthly.	Admin Team
01/23	06/23	Continue to monitor the use of CRP and organizational skills in the classroom quarterly.	CTE Teachers
01/23	06/23	Continue to review the profile of a PSLA graduate in all CTE classes quarterly.	CTET Teachers
01/23	02/23	Analyze the mentorship program to make any adjustments if needed.	Admin Team Teachers
02/23	03/23	Implement new strategies/steps for the mentoring program, if needed.	Admin Team
02/23	03/23	Using AVID Strategies in all CTE classes monthly to discuss organizational strategies.	Admin Team
5/23	6/23	Administer the end-of-year survey to students. Analyze the results and determine proximity to mid-year benchmark. Create action steps to address gaps between mid-year benchmark and actual results as needed.	Admin Team

College, Career, and Civic Readiness (CCCR) Goal

Subgroup	June 2023 Goal
All Students	77.0 CCCR Index

Targeted Monitoring

Prior to the start of the school year, all schools completing this goal should calculate the anticipated CCCR index of its 2019 cohort based on what the school sees as the likely results at the end of the 2022-23 school year.

Initial Anticipated Score of 2019 cohort

68

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 2019 cohort improves.

Readiness Measure to receive additional support and monitoring

Regents or Local w/CTE Endorsement

Regents or Local and Pass National CTE

Regents and HS Dual Enroll Credit

Regents w/ Advanced Designation

Cohort Regents w/Seal of Biliteracy

Cohort Regents w/ Seal of Civic Readiness

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
CTE, Dual Enrollment, Advanced Degrees			
8/2022	9/9/2022 1/2023	Schedule and hold meetings with CTE integration team monthly to identify professional learning opportunities for Semester 1 and include in the PD Plan. Update the PD Plan at least each marking period to reflect the PD topics.	Administrative Team, CTE Teachers, Instructional Coach, Staff
9/12/2022	1/2023	Schedule and hold monthly / quarterly meeting with the CTE Integration Team and the PL Team to coordinate professional development.	VP
8/2022	9/30/22	Review Pre and Post Technical Assessments available and/or final exam data from the previous school year with explanations for	CTE Teachers

		how to improve results/skills needed. Use the data to determine support for students and next steps including whether the Post Assessment needs to be taken. Collaborate with Instructional Coach as appropriate about trends in the data for each Pathway.	
8/2022	9/2022	Monitor to ensure the process we have put in place regarding enrollment is followed with fidelity.	Administrative Team
7/2022 MP 1 MP 2 MP3	8/2022 1/2023	Review student passing data during the summer and each marking period for CTE 100 courses and create a plan for how to intervene and next steps (<i>including determining if they will continue in the Pathway; summer remediation; family engagement, etc.</i>) for students who did not pass the 100-level course during the 2021-22 School Year. Plan and implement the plans for the 2022-23 School Year.	Administrative Team, CTE Teachers and CTE Coordinators.
7/2022 MP 1 MP 2 MP3	8/2022 1/2023	Review student passing data for CTE 200 and 300 courses for the 2021-22 School Year and identify students who did not pass the courses and meet with each teacher to plan how to remediate the content missed within the 300 and 400 courses the students take for the 2022-23 School Year. Plan and implement the plans for the 2022-23 School Year.	Administrative Team, CTE Teachers and CTE Coordinators.
7/2022 MP 1 MP 2 MP3	8/2022 1/2023	Meet with/contact each student who did not pass their CTE 200 and 300-level courses and discuss with them the options for remediating the content missed in courses failed for the 2021-22 School Year. Create a plan with them that includes their accountability and actions.	CTE Teachers, Academic Counselors.

MP 1 MP 2 MP3	1/2023	Implement the plans for each student and course to provide remediation students who did not pass their 100, 200, or 300-level courses for the 2021-22 School Year.	CTE Director, CTE Coordinators and CTE Teachers.
9/2022 MP 2 MP3 MP 4	1/2023	Hold career Coaching events for 11th and 12th grade students - quarterly for all CTE pathways, monthly for P-TECH (required by NYS).	CTE Coordinators
8/2022	1/2023	Provide Work Based Learning Activities - field trips (minimal), guest speakers, shadowing, and internships when applicable (shadowing and internships to begin in Winter or Spring depending on the program). These activities are captured in the calendar that is managed and updated by the Work-Based Learning Coordinators. <ul style="list-style-type: none"> Collaborate with the District CTE Leaders and OSA to plan how students will meet a minimum of 54 required hours of work-based learning activities by the junior year. Document for each student in School Tool according to District requirements for the 2022-23 School Year. Review progress of each student by the end of the year with the CTE Pathways teacher / lead. - Admin 	CTE coordinators, Administrators and CTE Teachers.
8/2022	1/2023	Integrate Career Readiness Practices throughout all content areas including resume building and alignment with career coaching and preparation. <ul style="list-style-type: none"> 8/2022 - Define the expectations and roll-out plan by semester for the teacher-selected practices as well as the school-wide common prioritized practices. 9/2022 - Incorporate in the walkthrough tool and provide teachers with feedback on implementation. 9/2022 through 1/2023 - Identify teachers in need of additional support with implementing the school-wide priorities for Career Readiness Practices and provide them with the necessary supports. 	CTE coordinators, PSLA @ Fowler Staff, Administrators
8/2022	1/2023	Enroll students and offer support in College Credits Offered/Earned (RPAS, CIS, Geospatial, and AP US History, Eng 103/104, Forensic Science, Civics). <ul style="list-style-type: none"> 8/2022 - Analyze data to determine the baseline number of students who are enrolled in the college and/or 	School Counselors, CTE Coordinators,

		<p>advanced level courses and have endorsements at graduation.</p> <ul style="list-style-type: none"> • Ongoing - Include this in the Senior and Junior student meetings for each student a minimum each semester and more frequently for students who are off-track • Increase the number of students who are enrolled in college and/or advanced level courses.... 	Scheduling Administrator
9/2022	9/2022	Set a goal on the number of students we want to increase to being enrolled in and passing the college and/or advanced level courses and meeting criteria to earn the endorsements at graduation for the 2022-23 School Year by each grade level.	Administrative Team, CTE Coordinators
9/2022	1/2023	Include this goal and progress monitoring of this goal at least each marking period on the data wall and include in incentives and celebrations that are addressed by the PBIS.	
9/2022	9/2022	Train staff and students within each Pathway about the criteria and requirements needed for students to earn the endorsements (this may be included in the graduation meetings and in meetings with staff of each Pathway at the beginning of the year).	CTE Coordinators, Administration.
1/2022	2/2023		
9/2022	9/2022	Create a checklist or other protocol to capture this information as well as progress monitoring for each student about meeting the criterion each marking period as appropriate and provide this to staff and to students.	
8/2022	9/2022	Identify students who have the pre-requisites to take the college/advanced level courses with Counselors and meet with them and provide them with opportunities and information to take the courses for each year (set a timeline for this action step for each).	School counselors.
09/2022	11/2022	Create a protocol or guidance information for teachers and for the CTE Technical Endorsement meeting with CTE Teachers (Admin/Assistant Director of CTE).	CTE Coordinators, Administration
9/2022	9/2022	Communicate to families the importance of the Career Ready Practices, how we are addressing them, how families can support them, and which we are focusing on school-wide. Translate and send this out in multiple languages in collaboration with Print Shop and Talking Points.	Principal
11/2022	12/2022		
1/2023	1/2023		
9/2022	1/2023	Assist with CTE Portfolios for seniors (resume, cover letter, credentials listed, written material, exemplary work, student	

		awards). Schedule, hold, participate in building-level and/or district-level events in support of this and prepare students for these experiences so they may be able to take the most advantage of the opportunities (including professional pictures, mock interviews, career coaching, software for job shadowing and resume building, etc):	
Seal of Biliteracy and Seal of Civic Readiness			
9/2022	10/2022	Identify and communicate information about the Seal of Biliteracy and Seal of Civic Readiness to students.	Admin Intern
8/2022	9/2022	Analyze data to confirm the baseline number of students who earned the Seal during the 2021-22 School Year. Set a goal about the number of students we are targeting to earn each Seal for the 2022-23 School Year. Add action steps to capture additional activities that we need to include in the SCEP with timelines as appropriate. Monitor the progress of the school towards meeting this goal.	ENL Teacher (Angela M), Active Citizenship Teacher (EJ N) Administrative Team
9/2022 MP 2 MP 3 MP 4	1/2023 6/2023	Host informational session about the Seal of Biliteracy and the Seal of Civic Readiness at the beginning of the school year for students' Informational booth at Open House for parents all 4 marking periods. Communicate information about both Seals to staff so all stakeholders know what is required for students to earn the Seals and the work needed by staff to support.	Admin Intern ENL Teacher (Angela M), Active Citizenship Teacher (EJ N)
10/2022	1/2023	Hold monthly afterschool meetings for students to complete their Seal of Biliteracy Projects and Seal of Civic Readiness Projects / Requirements with mentors and the school's Seal of Biliteracy Team and Seal of Civic Readiness.	Admin Intern ENL Teacher (Angela M), Active Citizenship Teacher (EJ N)
7/2022	1/2023	Collaborate with the SREB Consultants, CTE Director, and the other SCSD high schools to review and monitor the implementation of the CTE action steps within the SCEP and to identify, plan, and provide support to CTE Teachers as needed.	Administrative TEAM, SREB Consultants, CTE Director, Insight Education Consultants.
8/2022	9/2022	Investigate what needs to be included in the SCEP for Smart Start.	

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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 2019 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
68	75	78

Action Plan: 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
01/2023	02/10/2023	Reflect on the progress of each activity from the first semester and update the Semester 2 SCEP action steps based on what needs to be continued, adjusted, and added.	Administrative Team, CTE Coordinators
01/2023	02/2023	Communicate to families the importance of the Career Ready Practices, how we are addressing them for Semester 2, how families can support them, and which we are focusing on school-wide. Translate and send this out in multiple languages in collaboration with Print Shop and Talking Points.	Administrative Team
01/2023	06/2023	Continue to revisit goals and progress monitor the number of students we want to increase to being enrolled in and passing the college and/or advanced level courses and meeting criteria to earn the endorsements at graduation for the 2022-23 School Year by each grade level. Continue to include this goal and progress monitoring of this goal at least each marking period on the data wall and include in incentives and celebrations that are addressed by the PBIS.	Administrative Team, CTE Coordinators
01/2023	02/2023	Identify students who have the pre-requisites to take the college/advanced level courses with Counselors and meet with them and provide them with opportunities and information to take the courses for each year (set a timeline for this action step for each).	Administrative Team

03/2023	03/2023	Meet with teachers for each Pathway in March about scheduling students for the CTE exams. Create a plan with each teacher to backwards map what needs to happen in order to complete the exams by the end of May including ordering tests, etc.	Administrators
01/2023	06/2023	Assist with CTE Portfolios for seniors (resume, cover letter, credentials listed, written material, exemplary work, student awards). Schedule, hold, participate in building-level and/or district-level events in support of this and prepare students for these experiences so they may be able to take the most advantage of the opportunities (including professional pictures, mock interviews, career coaching, software for job shadowing and resume building, etc):	Administrators
01/2023	06/2023	Continue to hold monthly afterschool meetings for students to complete their Seal of Biliteracy Projects and Seal of Civic Readiness Projects / Requirements with mentors and the school's Seal of Biliteracy Team and Seal of Civic Readiness.	Admin Intern ENL Teacher (Angela M), Active Citizenship Teacher (EJ N)

Learning As A Team

Directions

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

Student Interviews

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

The student interview process alerted us that students feel like they need more support and engaging lessons in their classrooms. Using this information, we created our professional developments plan and teacher support around engaging more students in classrooms.

Equity Self-Reflection

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

Our Equity Self- Reflection allowed us to take a deeper look into the work that needs to be done to hold accountability for ourselves and our staff. Using data to drive instruction and monitor is important and needs to start with the administrative team and trickle down to our staff.

Evidence-Based Intervention

All schools must implement at least one evidence-based intervention as part of their SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA.

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	ELA, Math, ELP, Chronic Absenteeism

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). A minimum of two parents should be involved in the SCEP process.

Name	Role
Richard Romeo	Principal
Jasmine Price	Vice Principal
Ingrid Paredes	Vice Principal
Kelly Dunn	Teacher
Theresa Calabrese	Teacher
Theresa Gallo	Teacher
Anthony Jarvis	Teacher
Susan Henry	Teaching Assistant
Shantia Weaver	Parent
Luis Colon Torres	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

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
06/07/22	x	x			
6/30/22			x	x	x
07/06/22			x	x	x
07/14/22			x	x	x
07/18/22			x	x	x

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 2022-23 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.