



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2021-22

| District | School Name | Grades Served |
|-------------------------------|------------------------|---------------|
| Syracuse City School District | Nottingham High School | 9-12 |

Collaboratively Developed By:

The Nottingham High School SCEP Development Team

And in partnership with the staff, students, and families of Nottingham High School

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 | 72.8 % Graduation Rate | 4-year |
| | 5-year | 77.2 % Graduation Rate | 5-year | 68.7% |
| | 6-year | 72.5% Graduation Rate | 6-year | 74.6% |

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?) |
|---|---|
| Students need multiple opportunities to recover grades and credits in courses and Regents' exams that they were not successful in or were unable to complete coursework due to the circumstances of last year. School structures need to be refined or in place to provide students with interventions prior to failing courses to avoid failure and to provide opportunities for students to complete courses and exams. | All Students |
| Prior to COVID, graduation requirements have been communicated with Seniors, those who support seniors and their families in various evening presentations and letters. Prior, parents of our ELL students have two meetings a year at the CYO or nearest library with interpreters available. Due to COVID all the mentioned means for getting graduation information to parents were halted except for mailings and virtual meetings. We will continue mailings, virtual and in person meetings. However, we need to find meeting places in the neighborhoods our students live in to meet with and better engage parents, guardians, and other stakeholders about graduation requirements. Parents and stakeholders knowing exactly what is needed to graduate, what specifically their student needs, and what they can do to support their child graduating on time, 6/22, continues to be a need. | Cohort 2018 |

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 |
|----------|----------|---|---|
| 8/02/21 | 8/31/21 | Create protocols for staff to follow for grade and credit recovery in alignment with District guidelines. | Admin |
| 9/07/21 | 9/07/21 | Clearly define the difference between grade and credit recovery during the opening days of school. | Admin SLT |
| 9/07/21 | 9/07/21 | Share the tool that defines the protocols for failures, grade and credit recovery interventions and documentation with teachers during department PLCs. | Admin |
| 8/02/21 | 9/30/21 | Determine the credit recovery teachers, criteria for student participation, and communicate this information with the team. | Admin |
| 9/08/21 | 12/23/21 | Create written information about grade and credit recovery to families of students who will participate in order to communicate the need, the expectations, and the process, in alignment with District guidelines. Translate the information in students' first language. | Admin |
| 9/01/21 | 10/01/21 | Begin grade recovery on the 30 th of September. | Admin |
| 9/08/21 | 12/23/21 | Meet bi-monthly to identify and monitor students at-risk of failing, students in need of credit or grade recovery, and analyzing the following data: Behavior-Attendance-Grade (BAG) Data, marking period / interim grades, unit/credit recovery AIS/Bootcamp (specifically cohort 2021 and 2018 students in danger of failing the first and/or second marking periods) and provide Regents Prep for those retaking a Regents in January. | Admin School Counselors |
| 10/04/21 | 11/15/21 | Add Regents Prep class in the schedule for students in need of this. Conduct those courses. | De Tore |
| 11/06/21 | 12/23/21 | Guide students in need of grade recovery through the required steps throughout the first semester. | School Counselors Operation Graduation |
| 08/01/21 | 12/23/21 | Identify cohort 2018 who need academic support and refer them to SIT to determine the appropriate interventions and supports, and place them accordingly (LPP, Hillside, mentoring, after school tutoring etc.). | De Tore School Counselors |

| | | | |
|----------|----------|--|---|
| 8/02/21 | 9/20/21 | Develop the graduation “grid” for 12 graders prior to the close of September (11 th graders by November; 10 th graders by January) based on the data dashboard from the Office of Shared Accountability. The grids will be updated every marking period (9 th graders will be monitored by their 9 th grade team). | Admin School Counselors |
| 8/02/21 | 8/31/21 | Set up a timeline from September-December on how Counselor's plan to communicate graduation requirements with students and families that include graduation plans and credit/grade recovery criteria. | Baxter Admin School Counselors |
| 9/01/21 | 12/23/21 | Communicate the graduation plan for each student with the student, parent/guardian, and scheduled teachers, four times throughout each year. | School Counselors |
| 10/04/21 | 12/23/21 | Schedule and hold in-person and virtual parent informational meetings and videos in the community (Identify places across the city including churches and community centers) where information about graduation requirements and students' status can be shared throughout the year and ways parents can support. (Zoom, Teams, Facebook, FACES, Curriculum Night Videos) Translate verbally or in writing the parent communication regarding graduation requirements in parent’s first language. | Admin School Counselors |
| 9/08/21 | 12/23/21 | Schedule and hold one-on-one graduation meetings multiple times throughout the year with parents and students to share graduation requirements and status of students. Offer to hold one-on-one graduation meetings at locations in the community or virtual meetings to better reach some parents who do not have easy access to school. Provide families with ideas of how they can support students to meet graduation requirements (family liaison). Invite translators to graduation meetings to communicate information in their parents’ first language. | Admin School Counselors Family Engagement Liaison |
| 12/01/21 | 12/23/21 | Update the graduation “grid” for cohort 2018 in December to determine scheduling based on the Data Dashboard from the Office of Shared Accountability and prepare for mid-year graduation meetings. | De Tore School Counselors |

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.

| Cohort Group | On-Track in Winter 2021 | Winter 2022 Target |
|--------------|-------------------------|--------------------|
| 4-year | 80% | 74% |
| 5-year | 75% | 79% |
| 6-year | 74.6% | 74% |

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 |
|---------|---------|--|--|
| 1/03/22 | 1/14/22 | <p>Revisit SCEP plan goals and action steps and share successes from beginning of the year.</p> <p>Communicate celebrations to staff.</p> <p>Identify areas that need to be addressed for the rest of the year.</p> | <p>Admin</p> <p>Operation</p> <p>Graduation team</p> |
| 1/03/22 | 6/17/22 | <p>Continue to meet bi-monthly to identify and monitor students at-risk of failing, students in need of credit or grade recovery, and analyzing the following data: BAG Data, marking period / interim grades, unit/credit recovery AIS/Bootcamp (cohort 2021 and 2018 students who failed a class and/or are at-risk of failing).</p> | <p>Admin</p> <p>Operation</p> <p>Graduation Team</p> |
| 1/03/22 | 6/17/22 | <p>Send out written information about grade and credit recovery to families of students who will participate in order to communicate the need, the expectations, and the process.</p> <p>Translate the information in students' first language.</p> | <p>Admin</p> <p>School Counselors</p> |
| 1/03/22 | 1/31/22 | <p>Analyze mid-year data to identify cohort 2018 who need academic support and refer them to SIT to determine the appropriate interventions and supports, and place them accordingly (LPP, Hillside, mentoring, after school tutoring, etc.).</p> <p>Monitor cohort 2018 students biweekly through SIT to determine their progress and adjust as needed.</p> | <p>Admin</p> <p>Counselors</p> <p>School Intervention Team</p> |
| | 6/17/22 | | |

| | | | |
|---------|------------------------|---|--|
| 1/03/22 | 2/15/22 6/17/22 | Identify and offer Regents prep after school sessions to provide extra support for students taking the June Regents (in the event of June Regents). Schedule students and provide the sessions. | Admin School Counselors Teachers |
| 1/03/22 | 1/31/22 6/17/22 | Identify students in cohort 2020-2018 who are eligible for credit and grade recovery canvas courses and have them work with the credit recovery team. Monitor progress of students in the recovery courses monthly. | Admin School Counselors |
| 1/03/22 | 1/31/22 | Schedule semester 2 in person and virtual parent meetings in the community (identify places across the city including churches, etc.) where information about graduation requirements and students' status can be shared throughout the year and ways parents can support. Hold Townhall Meeting with Parents. | Admin School Counselors |
| 4/2022 | 6/2022 6/17/22 | Continue to provide families with ideas of how they can support students to meet graduation requirements. | Baxter Admin School Counselors |
| 1/03/22 | 6/17/22 | Review and communicate the graduation plan for each student with the student, parent/guardian, and scheduled teachers, four times throughout each year. | School Counselors |
| 3/2022 | 6/2022 | Review the data and identify students who need intensive credit recovery at this point. Implement Bootcamp for students in need of intensive credit recovery (afterschool). | Admin School Counselors Operation Graduation Team |

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 shared in the interviews just how interrupted their learning was this year and how they were affected socially, emotionally, and mentally. For the 2021-2022 school year, it is important that we focus on cultivating relationships with students that are embedded into our daily practice and allow students to have a voice when it comes to their needs as learners and how we can support them.

Equity Self-Reflection

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

The Equity Self-Reflection caused us to consider prioritizing Culturally Responsive Teaching (CRT) in order to foster spaces where people can find themselves represented and reflected. This has helped us realize that CRT must be embedded into daily practice to impact our relationships, student engagement, and academic skill building.

ELA Goal End-of-the-Year Desired Outcomes

| Subgroup | June 2022 Goal | 2018-19 ELA Academic Achievement Index/Baseline Data |
|--------------|---|--|
| All Students | 142 Academic Achievement Index | 115.6 Academic Achievement Index |
| All Students | 10%-point decrease in Level 1 from September baseline 5%-point increase in Level 3 + 4 from September baseline | TBD with new benchmark assessment administered in September 2021 |

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?) |
| Due to less structured protocols focused on providing teachers with guided practice, feedback, monitoring, or follow-up support aligned to the Nottingham implementation rubric to effectively promote student engagement at the highest level for both CER and vocabulary instruction, not all teachers reached level 3 or 4 of implementation this year. | Core Content Areas |
| Our student interviews and results from the Equity Self-Reflection highlighted that not all students feel accepted or welcome as valued members of the community. We have had a lack of intentional, explicit focus on cultural responsiveness practices across staff, departments, and teams historically as this has not been a priority, including no group leading or monitoring this work to ensure consistent focus and implementation. We have not focused systematically on a common approach to creating and sustaining a learner-friendly, culturally responsive culture across all classes and schoolwide. Each teacher has focused on this individually, but we have not defined, monitored or supported schoolwide practices specifically related to this. | Core 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 |
|-------|-----|--------|------|
| | | | |

| | | | |
|---------|-------------------|--|------------------------------------|
| 8/02/21 | 8/06/21 | Create CRT (Culturally Responsive Teaching) Team to define the common approach and practices and lead the implementation and monitoring of them. | Snell/Baxter |
| 8/02/21 | 8/06/21 | Identify trends and patterns from multiple data sources (equity self-assessment, student interviews, SCEP team dialogue, etc.) to prioritize principles and commitments for the CRT summer PD. | CRT Team |
| 8/02/21 | 8/06/21 | Define the approach and practices that will be focused on this year and plan summer professional development for teachers to participate in before the school year starts. | CRT Team |
| 8/02/21 | 8/27/21 | Create the implementation rubric aligned to the specific CRT practices that will be focused on during semester 1. | CRT |
| 8/02/21 | 8/06/21 1/2022 | Complete the PD Plan with the sessions the CRT Team identifies. Update the plan at least quarterly. | Snell |
| 8/16/21 | 9/07/21 | Deliver summer and opening days professional development and determine the specific CRT practices from the training that will be monitored through walkthroughs and next steps following the trainings. Introduce the corresponding implementation rubrics during the sessions. | CRT Team |
| 9/01/21 | 9/24/21 | Create a plan with each Department Lead for how to set individual implementation goals with each teacher (for each of the implementation rubrics). Create the template teachers will use to complete the self-assessment and set implementation goals. Schedule a meeting to re-introduce the CER and Vocabulary implementation rubrics and define the semester 1 expectations for integrating, CER, Tier 2 vocabulary and Academic and include the specific look-fors in the walkthrough tool. | Snell & VP Department Leads |
| 9/24/21 | 9/30/21 | Schedule and complete teacher self-assessment for each of the 3 implementation rubrics, as well as their semester implementation goal. | Department Leads & Teachers |
| 9/01/21 | 12/23/21 | Create and follow a walkthrough schedule, ensuring each teacher is visited and receives feedback monthly, to collect data on implementation of CER, Vocabulary, and CRT defined practices and to provide teachers with implementation feedback aligned with the rubric for their respective content areas. Administrators will follow the observation schedule to complete these. | Admin Snell |

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|----------|----------|--|---|
| | 9/24/21 | Plan how to leverage Whetstone to support keeping track of the walkthroughs and trend data. | Admin |
| 9/01/21 | 12/23/21 | Review walkthrough data monthly to determine trends school-wide and by content area (using rubric), and to identify teachers in need of additional support with CERs, Vocab, and CRT defined practices. | Admin Snell |
| 10/01/21 | 10/31/21 | Administer the CER writing assessment #1 according to timelines and complete the CER writing assessment analysis protocol to score and respond to the class data. | Teachers |
| 10/01/21 | 10/31/21 | Identify teachers in need of support to complete the CER writing assessment analysis protocol and provide differentiated support. Submit the completed CER writing assessment #1 analysis protocol. | Snell Department Leads Teachers |
| 11/01/21 | 11/05/21 | Review submitted CER writing assessment #1 analysis protocols to identify trends and determine schoolwide, or content area PDs based on student work to address needs. | Snell Department Leads |
| 11/02/21 | 11/02/21 | Share out school-wide trends, findings, and next steps from CER writing assessment #1 with the content area teachers. | Baxter Snell |
| 11/01/21 | 1/2022 | Include implementation of CER, Vocabulary, and CRT practices in the quarterly data analysis sessions and mid-year celebrations as defined above. | Baxter, Snell & Department Leads |
| 1/03/22 | 1/31/22 | Review the data and the progress on implementation of the PD plan and adjust it as needed. | Administrators Snell |

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 | January 2021 Performance/September 2021 Baseline | January 2022 Target |
|-----------------|--|---|
| Reading NWEA | TBD in September 2021 | 7%-point decrease in Level 1 from baseline 3%-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 |
|---------|---------|--|------------------------------------|
| 1/03/22 | 6/17/22 | Continue to follow a walkthrough schedule, ensuring each teacher is visited and receives feedback monthly, to collect data on implementation of CER and Vocab and to provide teachers with implementation feedback aligned with the rubric for their respective content areas. | Admin Snell |
| 1/17/22 | 1/28/22 | Administer the CER writing assessment #2 according to timelines and complete the CER writing assessment analysis protocol to score and respond to the class data. | Teachers |
| 1/17/22 | 1/28/22 | Submit the completed CER writing assessment #2 analysis protocol. | Teachers |
| 2/01/22 | 2/08/22 | Review submitted CER writing assessment #2 analysis protocols to identify trends and determine schoolwide, or content area PDs based on student work to address needs. Use this information to inform content area PD Plan adjustments as needed. | Snell Department Leads |
| 2/08/22 | 2/08/22 | Share out school-wide trends, findings, and next steps from CER writing assessment #2 with the content area teachers. | Baxter Snell |
| 1/04/22 | 6/17/22 | Review the data and the progress on implementation of the PD plan and adjust as needed. | Snell Department Leads |
| 1/03/22 | 6/17/22 | Meet with Disciplinary Coach to review walkthrough data monthly to determine trends school-wide and by content area (using rubric), and to identify teachers in need of additional support with CERs and Vocab. | Admin Snell Department Leads |
| 4/20/22 | 4/29/22 | Administer the CER writing assessment #3 according to timelines and complete the CER writing assessment analysis protocol to score and respond to the class data. | Teachers |

| | | | |
|---------|---------|--|------------------------------------|
| 4/20/22 | 4/29/22 | Submit the completed CER writing assessment #3 analysis protocol. | Teachers |
| 4/20/22 | 4/29/22 | Review submitted CER writing assessment #3 analysis protocols to identify trends and determine schoolwide, or content area PDs based on student work to address needs. Use this information to inform content area PD Plan adjustments as needed. | Snell |
| 5/03/22 | 5/03/22 | Share out school-wide trends, findings, and next steps from CER writing assessment #3 with the content area teachers. | Baxter Snell |
| 1/03/22 | 6/17/22 | Include implementation of CER, Vocabulary, and CRT practices in the quarterly data analysis sessions and mid-year celebrations as defined above. | Admin Snell Department Leads |

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

Responses to the student interview questions that addressed how the school takes the input of students into consideration and if they feel connected at school caused us to address this in our action steps, which specifically call out culturally responsive teaching and integrating that into our daily lesson plans. CRT includes relationship building, student engagement and our instructional priorities.

Equity Self-Reflection

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

The Equity Self-Reflection caused us to consider “Welcoming and Affirming Environment” in which we need to create a space where our students can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. We believe that if we integrate these culturally responsive teaching practices in conjunction with our instructional priorities (CER and Vocab) students will be more engaged. We also know that to do this, we need to support teachers in conducting cross- curricular culturally responsive-sustaining planning throughout the year.

Math Goal End-of-the-Year Desired Outcomes

| Subgroup | June 2022 Goal | 2018-19 Math Academic Achievement Index |
|--------------|---|--|
| All Students | 124.7 Academic Achievement Index | 88.2 Academic Achievement Index |
| All Students | 10%-point decrease in Level 1 from September baseline 5%-point increase in Level 3 + 4 from September baseline | TBD with new benchmark assessment administered in September 2021 |

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?) |
| Through data collection from past Regents' exams, students are on level with multiple choice questions. However, there is a need for improvement on the constructive response answers. Students find success with their math skills, but struggle with answering constructed response questions. Math teachers were not provided with enough guided practice, differentiated feedback, and monitoring to identify and provide follow-up support to effectively integrate claims and evidence in their instruction regularly and to adapt it to their own content. | Math Teachers |
| Our student interviews and results from the Equity Self-Reflection highlighted that not all students feel accepted or welcome as valued members of the community. We have had a lack of intentional, explicit focus on cultural responsiveness practices across staff, departments, and teams historically as this has not been a priority, including no group leading or monitoring this work to ensure consistent focus and implementation. We have not focused systematically on a common approach to creating and sustaining a learner-friendly, culturally responsive culture across all classes and schoolwide. Each teacher has focused on this individually, but we have not defined, monitored or supported schoolwide practices specifically related to this. | Math Teachers |
| We need to analyze data to identify the students in need of additional scaffolding to master the concepts and skills in Algebra and provide them with instruction that strengthens conceptual understanding through explicit modeling and guided practice. We have not had structures in | Math Teachers |

place to provide systematic tier 2 supports for students identified as needing intervention for Algebra.

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 |
|---------|---------|--|------------------------------------|
| 8/02/21 | 8/06/21 | Create CRT (Culturally Responsive Teaching) Team to define the common approach and practices and lead the implementation and monitoring of them. | Baxter Snell |
| 8/02/21 | 8/06/21 | Identify trends and patterns from multiple data sources (equity self-assessment, student interviews, SCEP team dialogue, etc.) to prioritize principles and commitments for the CRT summer PD. | CRT Team |
| 8/02/21 | 8/06/21 | Define the approach and practices that will be focused on this year and plan summer professional development for teachers to participate in before the school year starts. | CRT Team |
| 8/02/21 | 8/27/21 | Create the implementation rubric aligned to the specific CRT practices that will be focused on during semester 1. | CRT Team |
| 8/02/21 | 1/2022 | Complete the PD Plan with the sessions the CRT Team identifies. Update the plan at least quarterly. | Snell CRT Team |
| 8/16/21 | 9/07/21 | Deliver summer and opening days professional development and determine the specific CRT practices from the training that will be monitored through walkthroughs and next steps following the trainings. Introduce the corresponding implementation rubrics during the sessions. | CRT Team |
| 9/01/21 | 9/24/21 | Create a plan with each Department Lead for how to set individual implementation goals with each teacher (for each of the implementation rubrics). Create the template teachers will use to complete the self-assessment and set implementation goals. Schedule a meeting to re-introduce the CER and Vocabulary implementation rubrics and define the semester 1 expectations for integrating, CER, Tier 2 vocabulary and Academic and include the specific look-fors in the walkthrough tool. | Snell & VP Department Leads |

| | | | |
|----------|-------------------------|---|---|
| 9/24/21 | 9/30/21 | Schedule and complete teacher self-assessment for each of the 3 implementation rubrics, as well as their semester implementation goal. | Department Leads & Teachers |
| 9/01/21 | 12/23/21 9/24/21 | Create and follow a walkthrough schedule, ensuring each teacher is visited and receives feedback monthly, to collect data on implementation of CER, Vocabulary, and CRT defined practices and to provide teachers with implementation feedback aligned with the rubric for their respective content areas. Administrators will follow the observation schedule to complete these. Plan how to leverage Whetstone to support keeping track of the walkthroughs and trend data. | Admin Snell |
| 9/01/21 | 12/23/21 | Review walkthrough data monthly to determine trends school-wide and by content area (using rubric), and to identify teachers in need of additional support with CERs, Vocab, and CRT defined practices . | Admin Snell |
| 10/01/21 | 10/31/21 | Administer the CER writing assessment #1 according to timelines and complete the CER writing assessment analysis protocol to score and respond to the class data. | Teachers |
| 10/01/21 | 10/31/21 | Identify teachers in need of support to complete the CER writing assessment analysis protocol and provide differentiated support. Submit the completed CER writing assessment #1 analysis protocol. | Snell Department Leads Teachers |
| 11/01/21 | 11/05/21 | Review submitted CER writing assessment #1 analysis protocols to identify trends and determine schoolwide, or content area PDs based on student work to address needs. Use this information to inform content area PD Plan adjustments as needed. | Snell |
| 11/02/21 | 11/02/21 | Share out school-wide trends, findings, and next steps from CER writing assessment #1 with the content area teachers. | Snell/Baxter |
| 11/04/21 | 1/31/22 | Include implementation of CER, Vocabulary, and CRT practices in the quarterly data analysis sessions and mid-year celebrations as defined above. | Admin Snell |
| 1/04/22 | 1/31/22 | Review the data and the progress on implementation of the PD plan and adjust it as needed. | Admin Snell |

| | | | |
|----------|---------|---|--|
| 08/01/21 | 9/30/21 | Schedule year-long Algebra tier 2 intervention class into master schedule. | School Counselors |
| 8/01/21 | 9/30/21 | Identify students that need to be scheduled in algebra tier 2 intervention class and add it to their schedule. | Admin School Counselors |
| 8/01/21 | 1/31/22 | Communicate to the teachers of the Algebra tier 2 class the information about the district trainings on the prioritized Standards and strategies that will be the focus of intervention. Provide teachers with feedback on implementing the expectations for the class as part of the walkthrough system. Incorporate these trainings into the PD Plan. | Admin Department Lead Admin Snell Snell Department Lead |

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 | January 2021 Performance/September 2021 Baseline | January 2022 Target |
|--------------|--|---|
| Math NWEA | TBD in September 2021 | 7%-point decrease in Level 1 from baseline 3%-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 |
|---------|---------|--|----------------|
| 1/03/22 | 6/17/22 | Continued from above- Follow a walkthrough schedule, ensuring each teacher is visited and receives feedback monthly, to collect data on implementation of CER. Vocab., CRT Practices, and tier 2 supports for Algebra as appropriate | Admin Snell |

| | | | |
|---------|---------|---|------------------------------------|
| | | to provide teachers with implementation feedback aligned with the rubric for their respective content areas | |
| 1/17/22 | 1/28/22 | Administer the CER writing assessment #2 according to timelines and complete the CER writing assessment analysis protocol to score and respond to the class data. | Teachers |
| 1/17/22 | 1/28/22 | Submit the completed CER writing assessment #2 analysis protocol. | Teachers |
| 2/01/22 | 2/08/22 | Review submitted CER writing assessment #2 analysis protocols to identify trends and determine schoolwide, or content area PDs based on student work to address needs. Use this information to inform content area PD Plan adjustments as needed. | Admin Snell Department Leads |
| 2/08/22 | 2/08/22 | Share out school-wide trends, findings, and next steps from CER writing assessment #2 with the content area teachers. | Baxter Snell |
| 1/03/22 | 6/17/22 | Review the data and the progress on implementation of the PD plan and adjust it as needed. | Snell |
| 1/03/22 | 6/17/22 | Meet with Disciplinary Coach to review walkthrough data monthly to determine trends school-wide and by content area (using rubric), and to identify teachers in need of additional support with CERs and Vocab. | Admin Snell Department Leads |
| 4/20/22 | 4/29/22 | Administer the CER writing assessment #3 according to timelines and complete the CER writing assessment analysis protocol to score and respond to the class data. | Teachers |
| 4/20/22 | 4/29/22 | Submit the completed CER writing assessment #3 analysis protocol. | Teachers |
| 4/20/22 | 4/29/22 | Review submitted CER writing assessment #3 analysis protocols to identify trends and determine schoolwide, or content area PDs based on student work to address needs. Use this information to inform content area PD Plan adjustments as needed. | Snell Department Leads |
| 5/03/22 | 5/03/22 | Share out school-wide trends, findings, and next steps from CER writing assessment #3 with the content area teachers. | Baxter Snell |

| | | | |
|---------|---------|--|------------------------------------|
| 1/03/22 | 6/17/22 | Include implementation of CER, Vocabulary, and CRT practices in the quarterly data analysis sessions and mid-year celebrations as defined above. | Admin Snell Department Leads |
| 1/03/21 | 6/17/22 | Continue to update the PD Plan to reflect training provided to teachers of the Tier 2 Algebra intervention. | Snell Department Lead |

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

Responses to the student interview questions that addressed how the school takes the input of students into consideration and if they feel connected at school caused us to address this in our action steps, which specifically call out culturally responsive teaching and integrating that into our daily lesson plans. CRT includes relationship building, student engagement and our instructional priorities.

Equity Self-Reflection

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

The Equity Self-Reflection caused us to consider "Welcoming and Affirming Environment" in which we need to create a space where our students can find themselves represented and reflected and where they understand that all people are treated with respect and dignity. We believe that if we integrate these culturally responsive teaching practices in conjunction with our instructional priorities (CER and Vocab) students will be more engaged. We also know that to do this, we need to support teachers in conducting cross-curricular culturally responsive-sustaining planning throughout the year.

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 | My school is clean. | 75% students report “strongly agree” or “agree” | 50.0% students report “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?) |
| We did not communicate regularly how students should care for the school or hold them accountable to clean up after themselves. | 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 |
| 8/01/21 | 8/28/21 | Meet with the head custodian to review his plan for his staff for the year. <ul style="list-style-type: none"> Area assignments to specific staff What will be cleaned within those areas Thoughts and ideas from head custodian | Baxter Head Custodian |
| 8/01/21 | 8/28/21 | Develop a checklist to be used quarterly as a follow-up to the head custodian’s plan. | Baxter Head Custodian |
| 8/01/21 | 8/28/21 | Review the list of expectations for students in various spaces in the school – cafeteria, halls, bathrooms, classrooms. | Admin Teacher |
| 9/07/21 | 9/30/21 | Explain the expectations to students in class assemblies. Explain the checklist developed to the staff. | Admin |
| 9/08/21 | 1/01/22 | Reinforce expectations for cafeteria cleanliness during breakfast and lunch. | Admin |
| 9/08/21 | 9/30/21 | State and explain expectations for classroom cleanliness in all rooms used for instruction. | Admin Teachers |

| | | | |
|----------|----------|--|---------------------|
| 10/01/21 | 1/01/22 | Reinforce daily expectations for classroom cleanliness in all rooms used for instruction. | Admins All Staff |
| 10/01/21 | 1/01/22 | Reinforce daily expectations for halls and bathrooms as needed. | Admins All Staff |
| 11/01/21 | 11/13/21 | Review the survey developed to collect data on the cleanliness of the school. | Admin SLT |
| 10/01/21 | 10/31/21 | Administer survey to students to assess cleanliness of the school. | Teachers |
| 11/16/21 | 11/20/21 | Utilize the cleanliness checklist to collect feedback from the staff from the checklist developed for classroom cleanliness. | Admin Teachers |
| 11/30/21 | 12/15/21 | Review the data from the survey and adjust, if necessary, the expectations for students around school cleanliness. | Admin SLT |
| 11/30/21 | 12/15/21 | Review with the custodian and SLT feedback from the staff from the checklist developed for classroom cleanliness. | Admin SLT |

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 |
|--|---|
| Administer survey to collect data on the cleanliness of the school | 67% students report “strongly agree” or “agree” |

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 |
|---------|---------|--|--------------|
| 1/01/22 | 1/31/22 | Analyze the school cleanliness survey that was completed in October and the results from the teacher checklist. Present the findings and any changes needed to improve school cleanliness to students and staff during follow-up assemblies, and staff meetings. | Admin SLT |

| | | | |
|---------|---------|---|--------------------------|
| 1/31/22 | 6/04/22 | Review the cleanliness checklist quarterly with the head custodian and trouble shoot any issues found. | Admin Head Custodian |
| 1/31/22 | 6/04/22 | Review expectations for cafeteria cleanliness weekly during breakfast and lunch (Princ Baxter in morning, Dean Jones during lunches). | Baxter Jones |
| 1/31/22 | 6/04/22 | Review expectations for classroom cleanliness weekly in all rooms used for instruction. | Teachers |
| 4/25/22 | 5/25/22 | Re-administer the survey created to collect data on the cleanliness of the school. | Admin SLT |
| 4/25/22 | 5/25/22 | Collect feedback from the staff from the checklist developed for classroom cleanliness. | Admin SLT |
| 6/01/22 | 6/7/22 | Review the data from the survey and compare the data from the first half of the year. | Admin SLT |
| 6/8/22 | 6/15/22 | Review the cleanliness checklist data with the head custodian and trouble shoot any issues found. | Baxter Head Custodian |

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 responses to the survey questions brought to light the fact that students miss being in school and want to come back to in-person. When they return to school, most of the school will be renovated and we want it to be a place they want to come to everyday to learn and be social with adults, peers, and friends.

Equity Self-Reflection

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

The Equity Self-Reflection caused us to consider the "welcoming and affirming environment" of our building. We feel that one of the ways that we can promote this principle in our building is by giving students a space that is clean which shows that they are valued in this school.

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

| June 2022 Goal | 2018-19 ELP Success Ratio/Baseline Data |
|--|--|
| 1.00 ELP Success Ratio for All Students subgroup | 0.98 ELP Success Ratio for All Students subgroup |
| June 2022 School Rate of Success Goal: 80% | June 2021 School Rate of Success: TBD |

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?) |
|---|--|
| We do not effectively utilize the new formative assessment data specific for language acquisition of English Language Learners due to students, ENL staff and instructional leaders having not been sufficiently trained in the newly implemented district-wide measure (National Geographic) to set student goals and personalize the plans for individual students. | ENL Teachers |
| Teachers are inconsistently implementing strategies that support English Language Learners (ELLs) at all levels meaningfully engaging in instruction due to specific common engagement strategies not being identified schoolwide, and training and monitoring specific to these not provided (visuals, sentence stems, graphic organizers). | No |
| There has not been an intentional focus to provide opportunities and ensure representation of English Language Learners (ELLs) on student leadership groups and to seek out their input regularly within current structures to ensure their needs are heard and addressed. | No |
| While leveraging communication tools in students' first language has increased and improved in the past year, there has been less of a focus on all staff intentionally fostering close relationships with students and families of English Language Learners, specifically focusing on faculty-wide training for staff on the cultures represented within our community and using and monitoring structures that support effective and meaningful communication. | 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 |
| 9/01/21 | 10/15/21 | Train ENL teachers on the new formative assessment platform. | ENL Teachers |
| 9/01/21 | 12/23/21 | Administer the formative assessment quarterly to ELL students. | ENL Teachers |
| 10/15/21 | 12/23/21 12/23/21 | Review formative assessment data, including that of students at the "Expanding" level, and share specific strategies to continue to engage student to increase student performance. | ENL Teachers |

| | | | |
|----------|----------|--|--|
| | | Determine progress to the next level and additional interventions needed to support them in classrooms. | ENL Teachers |
| 10/05/21 | 10/08/21 | Deliver school-wide professional development on ELL engagement strategies (visuals , sentence stems, graphic organizers) to implement and monitor this year. | ENL Dept |
| 10/11/21 | 10/15/21 | Deliver school-wide professional development on ELL engagement strategies (visuals, sentence stems , graphic organizers) to implement and monitor this year. | ENL Dept |
| 10/19/21 | 10/23/21 | Deliver school-wide professional development on ELL engagement strategies (visuals, sentence stems, graphic organizers) to implement and monitor this year. | ENL Dept |
| 9/30/21 | 12/23/21 | Create and follow a walkthrough schedule, ensuring each teacher is visited and receives feedback monthly, to collect data on the ELL engagement strategies and provide teachers with implementation feedback aligned with the rubric for their respective content areas. Administrators will follow the observation schedule to complete these. Plan how to leverage Whetstone to support keeping track of the walkthroughs and trend data. | Admin Snell Admin Snell |
| 9/30/21 | 12/20/21 | Review walkthrough data monthly to determine trends school-wide and by content area (using rubric), and to identify teachers in need of additional support with the ELL engagement strategies. | Admin Snell |
| 9/01/21 | 12/23/21 | Meet with the ENL student leadership group to identify any additional activities the school could take to better solicit and reflect their voice. **Will add additional actions steps after principal has first meeting with leadership group. | Baxter Cirulli |
| 8/01/21 | 9/30/21 | Create a schedule with our outside agency partners (Catholic Charities (CYO), Interfaith Works, Refugee assistance program) to assist with cultural awareness trainings. | Admin Cirulli |
| 8/01/21 | 12/01/21 | Investigate ways for the school to monitor follow-up from cultural awareness training during the school team institute. | Jones School Team Institute Team |

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 | January 2021 Performance/ Baseline 2021 Performance | January 2022 Target |
|--------------------------------|---|---|
| National Geographic Assessment | <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> | <i>(2/3 of the way towards our end-of-year goal from our baseline)</i> TBD based on baseline |

| | | |
|--|--|--|
| | Baseline: June 2021 School Rate of Success: TBD | |
|--|--|--|

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 |
|---------|---------|--|----------------|
| 1/03/22 | 6/17/22 | Continue to administer the formative assessment quarterly to ELL students. | ENL Teachers |
| 1/03/22 | 6/17/22 | Continue to review formative assessment data, including that of students at the “Expanding” level, and share specific strategies to continue to engage student to increase student performance. | ENL Teachers |
| | 6/17/22 | Determine progress to the next level and additional interventions needed to support them in classrooms. | ENL Teachers |
| 1/03/22 | 6/17/22 | Continue to support teachers with ELL engagement strategies (visuals, sentence stems, graphic organizers). | ENL Dept |
| 1/03/22 | 6/17/22 | Continue to follow a walkthrough schedule, ensuring each teacher is visited and receives feedback monthly, to collect data on the ELL engagement strategies and provide teachers with implementation feedback aligned with the rubric for their respective content areas. Administrators will follow the observation schedule to complete these. | Admin Snell |
| 1/03/22 | 6/17/22 | Review walkthrough data monthly to determine trends school-wide and by content area (using rubric), and to identify teachers in need of additional support with the ELL engagement strategies. | Admin Snell |
| 1/03/22 | 6/17/22 | Continue to meet with the ENL student leadership group to identify any additional action steps / activities the school could take to better solicit and reflect their voice. | Baxter Cirulli |
| 1/03/22 | 6/17/22 | Continue to work with our outside agency partners (Catholic Charities (CYO), Interfaith Works, Refugee assistance program) to assist with cultural awareness trainings. | Admin Cirulli |

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 |
|--|
| Students shared in the interviews that there is a need for more diverse student voices in the building. In order to do that, we need to provide more opportunities for English Language Learners and their voices to be represented in student leadership and in the Principal’s Army. |

Equity Self-Reflection

| Describe how the Equity Self-Reflection informed the team’s plan for ELP |
|---|
| <p>The Equity Self-Reflection caused us to consider the relationships we need to foster with students and families to gain insights into students’ cultures, goals, and learning preferences. We need to provide opportunities for staff to receive training and support on cultural awareness specifically to support our ENL population, and how to engage in meaningful communication beyond limited phone calls and check-ins. We will also seek out resources and support from community agencies to provide staff with strategies to strengthen relationships with English Language Learners.</p> |

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

| Subgroup | June 2022 Goal | 2018-19 Chronic Absenteeism Rate/ Baseline Data |
|--------------|---------------------------------|--|
| All Students | 21.7 % Chronic Absenteeism Rate | 35.3% |

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?) |
|--|--|
| We have not proactively or consistently communicated nor engaged parents, students, and staff in chronic absenteeism (CA) including what individual student's attendance rate is, learning barriers to consistent attendance, and/or the impact of chronic absenteeism on students' learning to engage them more meaningfully in improving attendance. | No |
| We do not have a systematic way of monitoring and holding accountable staff adherence to the attendance protocols and providing staff with feedback and support when not following it. | 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 |
| 8/02/21 | 8/06/21 | Create CRT (Culturally Responsive Teaching) Team to define the common approach and practices and lead the implementation and monitoring of them. | Snell/Baxter |
| 8/02/21 | 8/06/21 | Identify trends and patterns from multiple data sources (equity self-assessment, student interviews, SCEP team dialogue, etc.) to prioritize principles and commitments for the CRT summer PD. | CRT Team |
| 8/02/21 | 8/06/21 | Define the approach and practices that will be focused on this year and plan summer professional development for teachers to participate in before the school year starts. | CRT Team |
| 8/02/21 | 8/27/21 | Create the implementation rubric aligned to the specific CRT practices that will be focused on during semester 1. | CRT Team |
| 8/16/21 | 9/07/21 | Deliver summer and opening days professional development and determine the specific CRT practices from the training that will be monitored through walkthroughs and next steps following the trainings. Introduce the corresponding implementation rubrics during the sessions. | CRT Team |
| 9/01/21 | 12/23/21 | Create and follow a walkthrough schedule, ensuring each teacher is visited and receives feedback monthly to collect data on the CRT defined practices. | Admin |
| 9/01/21 | 12/23/21 | Meet with CRT team quarterly to review walkthrough trends school-wide and to determine next steps. | Admin team CRT Team |

| | | | |
|---------|----------|--|--|
| 9/01/21 | 12/23/21 | Use robotext to communicate reminders about CA and the importance of attendance monthly, which are sent in families' first languages. | Baxter Jones Student Support |
| 8/01/21 | 8/30/21 | Use CA data from June 2021 to begin prioritizing student outreach. | Jones |
| 8/01/21 | 8/30/21 | Begin contacting CA students before the beginning of the 21-22 school year. | Jones |
| 9/01/21 | 12/23/21 | Utilize family engagement liaison to help monitor attendance weekly and identify students at-risk of being chronically absent and analyze data and create, implement, and monitor a plan to help them improve attendance. Identify ways to engage students and families in the intervention plans. | Baxter Jones Student Support |
| 9/01/21 | 12/23/21 | Provide parents/families with information about attendance at all Family Engagement Functions. | Family Engagement Liaison |
| 9/01/21 | 11/01/21 | Create a plan, based on parent feedback during SCEP development, to interview the parents/students who are chronically absent to see what causes arise. | Baxter Jones Student Support |
| 9/01/21 | 12/23/21 | Use data from interviews to provide families with support for CA students. | |
| 8/01/21 | 9/15/21 | Update the attendance system to reflect in-person learning. | Admin Jones |
| 8/01/21 | 8/30/21 | Make changes to the master schedule which allow for teachers to have "duty" periods. | Admin |
| 9/01/21 | 9/30/21 | Assign teachers "duty" of calling home based on student attendance data. | Admin Jones |
| 8/01/21 | 9/01/21 | Create a plan for monitoring staff adherence to "Attendance duty" by defining and communicating expectations regarding when teachers/staff need to contact students weekly/monthly during "duty" periods to be proactive in identifying students who are at risk of being chronically absent. | Baxter Jones |
| 9/01/21 | 12/23/21 | Implement defined protocol. | Jones |
| 9/01/21 | 12/23/21 | Hold teachers accountable for implementing the defined protocols by monitoring the implementation and communicating with teachers who are not adhering to defined protocols. | Admin |
| 9/01/21 | 12/23/21 | Monitor user defined monthly to identify students at risk of being chronically absent. Send out a monthly list of students in danger of being CA and document contact. | Student Support Team Attendance Team SIT |

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.

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 with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

| Data Source | Subgroup | Fall 2021 | January 2022 Target |
|--------------------------|--------------|-----------|---------------------|
| Chronic Absenteeism Rate | All Students | TBD | 20% |

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 |
|---------|---------|--|--|
| 1/03/22 | 6/17/22 | Continue to follow a walkthrough schedule, ensuring each teacher is visited and receives feedback monthly to collect data on the CRT defined practices. | Admin |
| 1/03/22 | 6/17/22 | Continue to meet with CRT team quarterly to review walkthrough trends school-wide and to determine next steps. | Admin CRT Team |
| 1/03/22 | 6/17/22 | Continue to use robotext to communicate reminders about CA and the importance of attendance monthly, which are sent in families' first languages. | Baxter Jones |
| 1/03/22 | 6/17/22 | Continue to utilize family engagement liaison to help monitor attendance weekly and identify students at-risk of being chronically absent; analyze data and create, implement, and monitor a plan to help them improve attendance. | Family Engagement Liaison |
| 1/03/22 | 6/17/22 | Continue to provide parents/families with information about attendance at all Family Engagement Functions. | Family Engagement Liaison |
| 1/03/22 | 6/17/22 | Reexamine master schedule and assign teacher "duty" for second semester. | Admin Jones |
| 1/03/22 | 6/17/22 | Continue to communicate expectations regarding when teachers/staff need to contact students weekly/monthly during "duty" periods to be proactive in identifying students who are at risk of being chronically absent. | Baxter |
| | 6/17/22 | Continue to implement the defined protocols | Jones |
| 1/03/22 | 6/17/22 | Continue to hold teachers accountable for implementing the defined protocols by monitoring the implementation and communicating with teachers who are not adhering to protocols. | Admin |
| 1/03/22 | 6/17/22 | Continue to monitor user defined monthly to identify students at risk of being chronically absent. | Student Support Attendance Team |
| 1/03/22 | 6/17/22 | Continue to send out monthly list of students in danger of being CA and document contact. | SIT |

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 |
|---|
| Responses to the student interview questions caused us to address the disconnect students are feeling after last year and how teachers need to intentionally plan for and prioritize Culturally Responsive Teaching into daily practices to impact our relationships, student engagement, and academic skill building in order to really reach students and have an impact on their attendance. |

Equity Self-Reflection

| Describe how the Equity Self-Reflection informed the team's plan for CA |
|---|
| The Equity Self-Reflection caused us to assess the climate and culture in our building, cultivating a school and classroom environment of affirmation and acceptance. This will be done through Culturally Responsive Teaching and providing opportunities for all staff to receive training on topics related to diversity, equity, and inclusion. |

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

| Subgroup | June 2022 Goal | 2018-19 CCCR Index |
|--------------|--|--------------------|
| All Students | 132 (State Goal being utilized since School Goal Met) | 101.2 |

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 did not consistently seek out students who could participate in the Seal of Biliteracy or the Seal of Civic Readiness. Due to the Seal of Civic Readiness being new, we do not have structures in place to inform or seek out students, staff, and families about this Seal. | 2018 Cohort |
| We have not consistently used all available data, sources, or structures to systematically identify mid-level students and schedule, including staff recommendations, who would qualify to take college level courses. | No |

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 on what the school sees as the likely results at the end of the 2021-22 school year. | |
| Initial Anticipated Score of 2018 cohort | 121 |
| 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 | |
| On-track to increase the number of students to receive Seal of Biliteracy | |
| Increase the number of students to receive the Seal of Civic Readiness | |
| Increase enrollment in college level SUPA courses and AP exams with a score of 3 or higher | |

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 |
| 9/04/21 | 12/23/21 | Identify students who could seek the Seal of Biliteracy, provide them with information and guidance to achieve the Seal, track their progress quarterly. | ENL District Coach |

| | | | |
|----------|----------|--|---|
| | | | ENL Dept. Head Nottingham Seal Team |
| 9/04/21 | 11/01/21 | Contact Social Studies director to set up a meeting to learn information and the next steps for the Seal of Civic Readiness. | Admin Snell SS Dept Lead |
| 9/01/21 | 11/01/21 | Discuss Seal of Biliteracy/Seal of Civic Readiness and its role within SCEP at faculty meetings. -Mention Seal of Biliteracy/Seal of Civic Readiness at grade level assemblies. | Principal ENL Dept. Lead |
| 9/01/21 | 10/01/21 | Assemble a team of former candidates, teachers, and staff to assist in the roll out of the 21-22 Seal of Biliteracy. | ENL District Coach ENL Dept Lead |
| 9/01/21 | 12/23/21 | Host informational session at the beginning of the month for students -Informational booth at Open House for parents. Continue to identify students who can seek the Seal. | ENL District Coach Nottingham Seal Team |
| 9/01/21 | 12/23/21 | Hold monthly afterschool meetings for students to complete their Seal of Biliteracy Projects with mentors and the Nottingham Seal Team (integrating projects from Humanities and college level courses). | Mentors Nottingham Seal Team District ENL Coach |
| 11/01/21 | 12/23/21 | Verify all returned NYSSB forms for counselors to verify candidates' points -Begin to schedule exams for those who need that point for the rubric. | School Counselor Nottingham Seal Team |
| 7/01/21 | 8/01/21 | Review report cards, final grades, prior regents, and STAR to determine if SUPA courses requested by students will be attainable. Make additional recommendations for students to be placed on the list to be submitted to SUPA teachers. | School Counselors Admin |
| 7/01/21 | 8/01/21 | Send lists of students requesting college or courses to the SUPA teachers for acceptance. | Admin |
| 7/01/21 | 8/01/21 | Approve accepted list from SUPA teachers. Class rosters will represent Nottingham's student population. Process student schedules. | Admin School Counselors |
| 9/01/21 | 9/30/21 | Meet with adjunct professors or teachers and counselors to review exam data and grades of students on roster in college courses to determine the need for supports such as, supplemental readers, determined amount of tutoring time, advisement, or extension of timelines, that is needed for mastery of course. | Admin School Counselors |
| 9/01/21 | 9/30/21 | Finalize provision of support within two weeks of the start of the college courses to identified students. | Admin School Counselors |
| 9/01/21 | 12/23/21 | Monitor student progress with supports at five-week intervals. Additional or change in supports will be determined at each interval. | Admin School Counselors |

| | | | |
|---------|----------|---|-------|
| 9/01/21 | 12/23/21 | Meet with college representatives from OCC, ESF and SUPA at the end of each marking period to investigate more courses to offer 11 th and 12 th grade students in the middle level GPA of (75%-85%) to students. Our goal is to have 65% of seniors have one or more college class before graduating. | Admin |
|---------|----------|---|-------|

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 |
|---------------------------|---------------------------------|----------------------|
| 121 | 125 | 132 |

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 |
|---------|---------|--|--|
| 1/03/22 | 6/17/22 | Determine the progress of students seeking the Seal of Biliteracy and continue to meet with them quarterly and provide them with guidance as needed. | ENL District Coach ENL Dept. Lead Nottingham Seal Team |
| 1/03/22 | 6/17/22 | Continue to meet with the Director of Social Studies to determine progress of students seeking the Seal of Civic Readiness and provide them with guidance as needed. | Admin Snell SS Dept Lead |
| 2/01/22 | 3/31/22 | Meet with 10 th and 11 th grade students and determine college/AP classes. (Cycle starts over). | School Counselors |
| 2/01/22 | 2/28/22 | Complete mid-year check to review number of seniors still in courses, review drops and make-up of class. | Admin School Counselors |
| 1/03/22 | 2/01/22 | Meet with teachers and counselors to review exam data and grades of students on roster in college courses to determine the need for supports such as, supplemental readers, determined amount of tutoring time, advisement, or extension of timelines, that is needed for mastery of course. | Admin School Counselors |
| 1/03/22 | 6/17/22 | Continue to implement and monitor support to identified students in college courses. | Admin School Counselors |
| 1/03/22 | 6/17/22 | Monitor student progress with supports at five-week intervals. Determine additional or change in supports at each interval. | Admin School Counselors |

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

Responses to the student interviews caused us to address the fact that students are ready to go back to "normal" school. Virtual was tough but they are ready to start fresh and succeed in their classes.

Equity Self-Reflection

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

The responses to the Equity Self-Reflection showed that we exhibit high expectations and rigorous instruction in our classrooms; we support and encourage students to challenge themselves intellectually while creating an inclusive space to foster independent learning.

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, CCCCR |

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 |
|-----------------|------------------------|
| Kenneth Baxter | Principal |
| Lynanne De Tore | Vice-Principal |
| Missy Zappala | Vice-Principal |
| Andrew Nolan | Vice-Principal |
| Sarah Snell | Instructional Coach |
| Anne Daviau | English Teacher |
| Heather Moses | Social Studies Teacher |
| Theresa Lewis | Math Teacher |
| Nadia Essi | Science Teacher |
| Lauren Cirulli | ENL Teacher |
| Tia Rubadeau | School Counselor |
| Greg Jones | Dean of Students |
| Tanya Hicks | Parent |
| Keynon Black | 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 & Completing "Leveraging Resources" Document |
|--------------|-----------------------|---------------------------------------|---|--|---|--|
| 5/12/21 | | x | | | | |
| 5/19/21 | | x | | | | |
| 5/25/21 | x | | | | | |
| 5/27/21 | x | | | | | |
| 6/09/21 | | | x | x | | |
| 6/15/21 | | | | x | x | |
| 6/21/21 | | | x | x | x | |
| 6/22/21 | | | x | x | x | |
| 6/23/21 | | | | x | x | |
| 7/8/21 | | | | x | x | |
| 7/9/21 | | | x | x | x | x |
| 7/12/21 | | | | x | x | x |
| 7/14/21 | | | | | x | 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.