



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 High School School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Rochester City School District	Joseph C. Wilson High School	Mrs. Julie VanDerwater	9-12

Completing this Document

All high schools completing this document will have between four and seven SCEP Goals:

Required:

1. Graduation Rate (4-year, 5-year, and 6-year)
2. ELA
3. Math
4. Survey

Potential other goals:

5. English Language Proficiency (required for all schools with a Level 1 for this indicator, optional for others)
6. Chronic Absenteeism (required for all schools with a Level 1 for this indicator, optional for others)
7. College, Career, and Civic Readiness (required for all schools with a Level 1 for this indicator, optional for others)

2018-19 Accountability Data

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the “All Students” subgroup based on the 2018-19 school-level data for the accountability indicators below.

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
All Students	1	1	1	4	2	1	3

TSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for any subgroup identified as “TSI” based on the 2018-19 data for the accountability indicators below. Add additional rows if more than two subgroups are identified as TSI.

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level

Stakeholder Participation

Background

The SCEP must be developed in consultation with **parents, school staff**, and in secondary schools, **students**, 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-for-meaningful-stakeholder-participation.pdf>.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an “X” in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
5/27/20	x	x	x	x	x
5/28/20	x	x		x	
6/2/20	x	x		x	
6/3/20	x	x		x	
6/4/20	x	x		x	
6/5/20	x	x		x	
6/10/20		x		x	

Stakeholder Participation

6/11/20		x		x	
6/12/20		x		x	
6/16/20		x		x	
6/17/20		x		x	
6/18/20	x				x

TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)												Signature
		5/27	5/28	6/2	6/3	6/4	6/5	6/10	6/11	6/12	6/16	6/17	6/18	
Julie VanDerwater	Principal	x	x		x				x				x	
Richard Fischpera	Assistant Principal				x			x	x	x				
Gary Reynolds	Assistant Principal									x				
Tara Wade	Assistant Principal		x	x										
Madison Shepard	Instructional Coach	x	x	x	x	x	x	x	x	x	x	x	x	
Theresa Sarkis-Kruse	IB Coordinator		x								x			
Amy McLaughlin	Registrar					x	x		x					
Jamie Miner	School Counselor				x			x	x	x				
Meade Heilmann	School Counselor				x			x	x	x				
Kaitlin Burgstrom	Intervention /Prevention Teacher		x	x			x				x			
Mercedez Hollister	AVID Teacher		x	x			x				x			
Anthony Padilla	Home-School Assistant				x			x						
Michelle Sims	Social Worker				x			x						
Logan Roberts	CTE Teacher				x			x				x		
Matt Bell	CTE Teacher							x				x		

Stakeholder Involvement Signature Page

Alisa Blanco	CTE Teacher				x			x						
Karen Reyes	Cultural Infusion Committee Chair											x		
Valeria Hill	Seal of Biliteracy Committee Chair				x			x						
Melissa Neill-Adams	Special Education Teacher				x			x						
Brigitta Christidis	ENL Teacher				x	x		x	x					
Juliet Rice	ENL Teacher					x			x					
Wendy Lawther	ENL Teacher					x			x					
Vicki Robertson	Parent								x	x				
Natasha Bell	Parent								x	x		x		
LaDea Jones-Gladney	Student												x	
Darnell Sutton	Student												x	
School-Based Planning Team	SBPT												x	

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:

Strategy Identified	Instructional Coaching
SCEP Goal(s) this strategy will support	Graduation, ELA/Math, ELP

Clearinghouse-Identified

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

Strategy Identified	
SCEP Goal(s) this strategy will support	
Clearinghouse used and corresponding rating	
<input type="checkbox"/>	What Works Clearinghouse
	<input type="checkbox"/> Rating: Meets WWC Standards Without Reservations
	<input type="checkbox"/> Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	Social Programs That Work
	<input type="checkbox"/> Rating: Top Tier
	<input type="checkbox"/> Rating: Near Top Tier
<input type="checkbox"/>	Blueprints for Healthy Youth Development
	<input type="checkbox"/> Rating: Model Plus
	<input type="checkbox"/> Rating: Model
	<input type="checkbox"/> Rating: Promising

Evidence-based Intervention

School-Identified

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

Strategy Identified	
SCEP Goal(s) this strategy will support	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Graduation Rate Goal

Graduation Rate Goal

Goal

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 2021 Goal		2018-19 Graduation Rate	
	All Students	4-year	71.5	4-year
5-year		75.8	5-year	73.2
6-year		80.5	6-year	71.2

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Graduation Rate?
The school does not regularly communicate with families about their child's progress towards graduation or involve them in planning to ensure that students remain on track to graduate.
The school does not have a system to monitor the progress of students enrolled in credit and marking period recovery.
Based on data collected during cohort reviews, it was determined that there was a need for strategic scheduling of Regents Exams, particular for ENL students and Students with Disabilities.
Based on a chronic absenteeism rate of 53.3%, there is a need for an early warning and progress monitoring system in order to support improved attendance, academic success and emotional support needs.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug 20	Aug 20	Administration and counselors hold an initial cohort review to ensure all students are scheduled for appropriate classes that are needed to get their intended diploma, ensure appropriate review classes are scheduled, and to verify the accurate number of Regents exams appear.
Aug 20	Aug 20	Semester review classes are integrated into student schedules (for Regents Classes - Global, US, ELA, AlgGeoBlend, LE, etc.) by the registrar
Aug 20	Sep 20	Repeating 9th graders student support team will conduct ongoing monthly cohort review meetings <ul style="list-style-type: none"> ● Administration will identify members of repeating 9th graders student support team ● Develop a process for conducting cohort review <ul style="list-style-type: none"> ○ Develop personal plans for progress (<i>updated every 5 weeks</i>)

Graduation Rate Goal

		<ul style="list-style-type: none"> ○ Review with each student/family district wide options available to increase credit recovery at a quicker rate ○ Utilization of data tracking (attendance, behavior, academic, etc) ○ Assign mentors (adult and peer) for specific 9th grade repeaters
Aug 20	Sept 21	<p>Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12.</p> <ul style="list-style-type: none"> ● Administration will identify members of cohort level teams ● Develop a process for conducting cohort reviews <ul style="list-style-type: none"> ○ Cohort Team will schedule student and parent meetings for students that are identified as needing additional supports ○ Utilization of data tracking (attendance, behavior, academic, etc)
Sept 20	Sept 20	<p>Instructional Coach will develop and share after school tutoring/regents review plan for the first half of school year</p> <ul style="list-style-type: none"> ● School Webmaster and social media team will post tutoring schedule on school website and on Wilson social media ● Schedule will be visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc)
Oct 20	Oct 20	<p>Repeating 9th graders student support team will conduct ongoing monthly cohort review meetings</p> <ul style="list-style-type: none"> ● Review personal plans for progress (<i>updated every 5 weeks</i>) <ul style="list-style-type: none"> ○ Student Support Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process ○ Utilization of data tracking (attendance, behavior, academic, etc) ○ Check-in with mentors
Oct 20	Oct 20	<p>Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12.</p> <ul style="list-style-type: none"> ● Cohort Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process <ul style="list-style-type: none"> ○ Utilization of data tracking (attendance, behavior, academic, etc)
Nov 20	Nov 20	<p>Repeating 9th graders student support team will conduct ongoing monthly cohort review meetings</p> <ul style="list-style-type: none"> ● Review personal plans for progress (<i>updated every 5 weeks</i>) <ul style="list-style-type: none"> ○ Student Support Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process

Graduation Rate Goal

		<ul style="list-style-type: none"> ○ Utilization of data tracking (attendance, behavior, academic, etc) ○ Check-in with mentors
Nov 20	Nov 20	<p>Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12.</p> <ul style="list-style-type: none"> ● Cohort Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process <ul style="list-style-type: none"> ○ Utilization of data tracking (attendance, behavior, academic, etc)
Nov 20	Nov 20	<p>Instructional Coach will revise and share after school tutoring/regents review plan for the first half of school year as needed</p> <ul style="list-style-type: none"> ● School Webmaster and social media team will post tutoring schedule on school website and on Wilson social media ● Schedule will be visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc)
Nov 20	Dec 20	<p>Counselors, teachers, and admin collaborate to schedule students who are in need of Marking Period Recovery (MPR)/Online Credit Recovery (OCR) during cohort reviews</p>
Nov 20	Dec 20	<p>Counselors will schedule students for January Regents Exams and create a preparation pathway towards achievement on the upcoming exams for students</p>
Nov 20	Dec 20	<p>Counselors generate and send student/family friendly progress towards graduation communication home throughout the school year (<i>9th-12th grades</i>)</p> <ul style="list-style-type: none"> ● Report card, transcript, 4-year plan
Nov 20	Dec 20	<p>Counselors run OCR and MPR reports once a MP to monitor student progress towards completion</p> <ul style="list-style-type: none"> ● Teachers and counselors will meet with individual students as needed ● MPR/OCR Rosters will be made available to teachers at the start of each marking period ● Teachers can support students during homebase, as needed, to access and complete MPR/OCR during this time
Nov 20	Dec 20	<p>Admins, Registrar, counselors, case managers, and ENL Teachers collaborate to schedule appropriate regents exams for ELL students and students with disabilities</p> <ul style="list-style-type: none"> ● Dec - Send home communication to families regarding regents schedules
Dec 20	Dec 20	<p>Repeating 9th graders student support team will conduct ongoing monthly cohort review meetings</p> <ul style="list-style-type: none"> ● Review personal plans for progress (<i>updated every 5 weeks</i>)

Graduation Rate Goal

		<ul style="list-style-type: none"> ○ Student Support Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process ○ Utilization of data tracking (attendance, behavior, academic, etc) ○ Check-in with mentors
Dec 20	Dec 20	<p>Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12.</p> <ul style="list-style-type: none"> ● Cohort Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process <ul style="list-style-type: none"> ○ Utilization of data tracking (attendance, behavior, academic, etc)
Dec 21	Jan 21	<p>Counselors and admin collaborate to develop a process for communicating and including families in student course selection</p> <ul style="list-style-type: none"> ● School Webmaster will post course catalog posted on school website ● Send home course interest forms for students and parents to complete together and return to school. Counselors will look into an option to post interest form virtually

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 2020.

Cohort Group	On-Track in January 2020	January 2021 Target
4-year	70% (148 students)	73% (100 students)
5-year	13 students	44 students
6-year	4 students	4 students

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the **second half of the year** to address **the root causes** identified above? *(add additional rows as needed)*

Start	End	Action
Jan 21	Jan 21	Semester review classes are integrated into student schedules (for Regents Classes - Global, US, ELA, AlgGeoBlend, LE, etc.) by the registrar
Jan 21	Jan 21	<p>Counselors run OCR and MPR reports once a MP to monitor student progress towards completion</p> <ul style="list-style-type: none"> ● Teachers and counselors will meet with individual students as needed

Graduation Rate Goal

		<ul style="list-style-type: none"> • MPR/OCR Rosters will be made available to teachers at the start of each marking period • Teachers can support students during homebase, as needed, to access and complete MPR/OCR during this time
Jan 21	Feb 21	<p>Counselors generate and send student/family friendly communication home regarding progress towards graduation throughout the school year (9th-12th grades)</p> <ul style="list-style-type: none"> • Progress towards graduation letters (Good standing, danger of failing, etc.)
Feb 21	Feb 21	<p>Instructional Coach will continue to plan for and offer after school tutoring</p> <ul style="list-style-type: none"> • Develop and share after school tutoring plan for the second half of school year <ul style="list-style-type: none"> ○ School Webmaster and social media team will post tutoring schedule on school website and on Wilson social media ○ Schedule will be visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc)
Jan 21	Feb 21	<p>Repeating 9th graders student support team will continue to conduct Ongoing monthly cohort tracking meetings</p> <ul style="list-style-type: none"> • Cohort Level Teams will refine process and make adjustments as necessary • Review personal plans for progress (<i>updated every 5 weeks</i>) <ul style="list-style-type: none"> ○ Student Support Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process ○ Utilization of data tracking (attendance, behavior, academic, etc) ○ Check-in with mentors
Jan 21	Feb 21	<p>Cohort level teams will conduct ongoing cohort tracking meetings every 5 weeks for grades 9 - 12.</p> <ul style="list-style-type: none"> • Cohort Level Teams will refine process and make adjustments as necessary • Cohort Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process <ul style="list-style-type: none"> ○ Utilization of data tracking (attendance, behavior, academic, etc)
Feb 21	Feb 21	<p>Counselors and admin collaborate to schedule students who are in need of Marking Period Recovery (MPR)/Online Credit Recovery (OCR) during cohort reviews</p>
Mar 21	Mar 21	<p>Repeating 9th graders student support team will continue to conduct Ongoing monthly cohort tracking meetings</p>

Graduation Rate Goal

		<ul style="list-style-type: none"> ● Review personal plans for progress (<i>updated every 5 weeks</i>) <ul style="list-style-type: none"> ○ Student Support Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process ○ Utilization of data tracking (attendance, behavior, academic, etc) ○ Check-in with mentors ● Apr - Meeting frequency will increase to biweekly for students within the graduating cohort
Mar 21	Mar 21	<p>Cohort level teams will conduct ongoing cohort tracking meetings every 5 weeks for grades 9 - 12.</p> <ul style="list-style-type: none"> ● Cohort Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process <ul style="list-style-type: none"> ○ Utilization of data tracking (attendance, behavior, academic, etc)
Mar 21	Mar 21	Counselors and admin will review student schedules for June Regents Exams to ensure students are scheduled for and take necessary Regents
Mar 21	Mar 21	<p>Counselors run OCR and MPR reports once a MP to monitor student progress towards completion</p> <ul style="list-style-type: none"> ● Teachers and counselors will meet with individual students as needed ● MPR/OCR Rosters will be made available to teachers at the start of each marking period ● Teachers can support students during homebase, as needed, to access and complete MPR/OCR during this time
Mar 21	Apr 21	<p>Counselors and admin continue to collaborate to develop a process for communicating with and including families in student course selections</p> <ul style="list-style-type: none"> ● School Webmaster will make updates to course catalog as needed posted on school website ● Counselors send home completed course request forms
Apr 21	Apr 21	<p>Instructional Coach will revise and share after school tutoring/regents review plan for the second half of school year as needed</p> <ul style="list-style-type: none"> ● School Webmaster and social media team will post tutoring schedule on school website and on Wilson social media ● Schedule will be visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc)
Apr 21	Apr 21	Counselors develop a preparation pathway towards achievement on the upcoming exams with students
Apr 21	Apr 21	<p>Repeating 9th graders student support team will continue to conduct Ongoing biweekly cohort tracking meetings</p> <ul style="list-style-type: none"> ● Meeting frequency will increase to biweekly for students within the

Graduation Rate Goal

		<p>graduating cohort</p> <ul style="list-style-type: none"> ● Review personal plans for progress (<i>updated every 5 weeks</i>) <ul style="list-style-type: none"> ○ Student Support Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process ○ Utilization of data tracking (attendance, behavior, academic, etc) ○ Check-in with mentors
Apr 21	Apr 21	<p>Cohort level teams will conduct ongoing cohort tracking meetings every 5 weeks for grades 9 - 12.</p> <ul style="list-style-type: none"> ● Meeting frequency will increase to biweekly for students labeled as “at risk” within the graduating cohort ● Cohort Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process <ul style="list-style-type: none"> ○ Utilization of data tracking (attendance, behavior, academic, etc)
Apr 21	Apr 21	<p>Students and families will be reminded of afterschool review sessions for Regents preparation</p> <ul style="list-style-type: none"> ● Letter will be sent home to families ● School Webmaster and social media team will re-post tutoring schedule on school website and on Wilson social media ● Schedule will be updated and continued to be made visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc)
Apr 21	May 21	<p>Admins, Registrar, counselors, case managers, and ENL Teachers collaborate to schedule appropriate regents exams for ELL students and students with disabilities</p> <ul style="list-style-type: none"> ● Dec - Send home communication to families regarding regents schedules
May 21	May 21	<p>Repeating 9th graders student support team will continue to conduct Ongoing biweekly cohort tracking meetings</p> <ul style="list-style-type: none"> ● Meeting frequency will increase to biweekly for students within the graduating cohort ● Review personal plans for progress (<i>updated every 5 weeks</i>) <ul style="list-style-type: none"> ○ Student Support Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process ○ Utilization of data tracking (attendance, behavior, academic, etc) ○ Check-in with mentors
May 21	May 21	<p>Cohort level teams will conduct ongoing cohort tracking meetings every 5</p>

Graduation Rate Goal

		<p>weeks for grades 9 - 12.</p> <ul style="list-style-type: none"> ● Meeting frequency will increase to biweekly for students labeled as “at risk” within the graduating cohort ● Cohort Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process <ul style="list-style-type: none"> ○ Utilization of data tracking (attendance, behavior, academic, etc)
Jun 21	Jun 21	<p>Counselors run OCR and MPR reports once a MP to monitor student progress towards completion</p> <ul style="list-style-type: none"> ● Teachers and counselors will meet with individual students as needed ● MPR/OCR Rosters will be made available to teachers at the start of each marking period ● Teachers can support students during homebase, as needed, to access and complete MPR/OCR during this time
Jun 21	Jun 21	<p>Repeating 9th graders student support team will continue to conduct Ongoing biweekly cohort tracking meetings</p> <ul style="list-style-type: none"> ● Meeting frequency will increase to biweekly for students within the graduating cohort ● Review personal plans for progress (<i>updated every 5 weeks</i>) <ul style="list-style-type: none"> ○ Student Support Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process ○ Utilization of data tracking (attendance, behavior, academic, etc) ○ Check-in with mentors ● Make recommendations for each student for the following school year as needed
Jun 21	Jun 21	<p>Cohort level teams will conduct ongoing cohort tracking meetings every 5 weeks for grades 9 - 12.</p> <ul style="list-style-type: none"> ● Meeting frequency will increase to biweekly for students labeled as “at risk” within the graduating cohort ● Cohort Team will schedule student and parent meetings for students that are identified as needing additional supports through the cohort tracking process <ul style="list-style-type: none"> ○ Utilization of data tracking (attendance, behavior, academic, etc) ● Make recommendations for each student for the following school year as needed

Graduation Rate Goal

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
<p>Some students that we anticipated would need 5 or 6 years to graduate are now even more disconnected from school; some have found part-time work.</p>	<p>The school will do outreach to all students that it had anticipated would need five or six years to graduate. The school will explore flexible scheduling and remote learning as a means of allowing those that have found work the opportunity to continue with their education.</p>	<p>August</p>
<p>In-person summer school had been an opportunity for students behind with credit accumulation to complete missing coursework and has transitioned to remote learning.</p>	<p>School Counselors, Administration, and the Home-School Assistant will provide ongoing communication surrounding how to access virtual summer school opportunities.</p> <p>The Master Schedule will be adjusted to provide more opportunities and support for credit recovery.</p>	<p>Summer/August</p>

ELA Goal

Goal

Directions: The HS annual ELA goal will be to demonstrate improved performance on the annual ELA Regents examination. 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, add additional rows so that each identified subgroup has its own goal.

Subgroup	Levels	2017-18 Annual ELA Regents Results	2018-19 Annual ELA Regents Results	2020-21 Goal
All Students	1*	26.5%	20.2%	18%
	2*	15.1%	14.7%	13%
	3	30.9%	37.3%	39%
	4	9.6%	16.5%	15%
	5	17.9%	11.3%	15%

*For accountability purposes, on the five-level ELA Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school’s ELA performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for ELA?
Walkthrough data is not analyzed consistently to determine which teachers need additional support with implementation of data-wise action plans and/or priority instructional strategies.
School leaders did not conduct informal walkthroughs consistently.
The school did not have a system of targeted academic support for specific core classes when a student was unsuccessful after their first attempt with a course.
There is a lack of alignment of common language and strategies implemented across core content curriculum.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Aug 20	Sep 20	<p>Aug - Admin will create vertical department teams, including members from ILT, to create a Common Assessment for September. The team will utilize multiple data sources such as the priority standards for their content area, gap analysis, item analysis, etc.</p> <ul style="list-style-type: none"> ● Sept - Give 1st Common Formative Assessment ● Sept - Use of CPT to analyze benchmark data from department common assessments to inform instruction with support from members of the ILT.

ELA Goal

Aug 20	Sept 20	<p>RtI Coach will create curriculum outline and a schedule for Lab/Intervention classes in collaboration with the registrar</p> <ul style="list-style-type: none"> ● Integrate 9th- 12th grade students into lab/intervention courses ● Ongoing development of data-driven lab/intervention curriculum
Aug 20	Sept 20	<p>The registrar will strategically organize students into Math Lab/ELA Lab/AVID</p> <ul style="list-style-type: none"> ● RtI Coach will create a flow chart of requirements to aid in the determination of student placement into specified courses
Aug 20	Sept 20	<p>Administration, Instructional Leadership Team(ILT), and Instructional Council (IC) will collaborate in the development and implementation of instructional priorities and the Data Wise school improvement process, including a plan for professional learning focused on the RCSD's instructional framework and preparing for the Next Gen Standards shift.</p> <ul style="list-style-type: none"> ● Embed professional plans and delivery within weekly CPT
Aug 20	Sept 20	<p>Launch Strive for 85 Campaign. The Strive for 85 Campaign serves to create a common language surrounding goals for achievement within the Wilson Community.</p> <ul style="list-style-type: none"> ● August - ILT collaborates to create a plan (vision, common language, marketing materials, etc) for the rollout of the Strive for 85 Campaign ● September - Develop shared understanding and common language along with creating a "Strive for 85" Committee with Wilson Community (Adults) during the September Superintendent's Conference Day ● September - "Strive for 85" Committee will plan Strive for 85 Kickoff with Wilson Community (Students) to excite and encourage students to strive for mastery. ● Instructional Coach will work to ensure the Strive for 85 campaign is visible within hallways and classrooms ● "Strive for 85" Committee will collaborate every 5 weeks to coordinate ongoing school-wide and classroom celebrations aligned with common assessments, 5-week marking periods, and end of marking periods throughout school year to keep the campaign at the forefront of the Wilson Community
Aug 20	Sept 20	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> ● August/Sept. - Admin, Instructional Coach, and Instructional Council collaborate to clearly identify instructional priorities and strategies for the first half of the year ● Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT.

ELA Goal

		<ul style="list-style-type: none"> Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Sept 20	Sept 20	<p>Instructional Coach will develop and share after school tutoring plan for the first half of school year</p> <ul style="list-style-type: none"> School Webmaster and social media team will post tutoring schedule on school website and on Wilson social media Schedule will be visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc)
Sept 20	Sept 20	Administration will conduct biweekly informal walkthroughs to analyze implementation of instructional priorities and data-wise action plans, including recommendations of teachers for engagement with the SCEP Support Cycles facilitated by members of the ILT.
Sept 20	Sept 20	<p>Provide individualized interventions during .5 credit lab course (every other day)</p> <ul style="list-style-type: none"> ILT will co-develop and implement monthly common assessments with lab/intervention teacher team to monitor student progress Use of common planning time to assess benchmark data from common assessments to create individualized goals for students with support from members of the ILT.
Sept 20	Oct 20	<p>The Instructional Leadership Team (ILT) will develop a process for and facilitate 1st 6-week SCEP Support Cycles to assess implementation of the instructional framework, data-wise action plans, and provide feedback as needed.</p> <ul style="list-style-type: none"> Week 1 - Pre-cycle meeting with teacher to become familiar with SCEP Support Cycle process and begin conversation around goal setting. Classroom Visits to become familiar with teacher-student interactions and teaching styles Week 2 - Support for planning utilizing instructional priorities (Hallmarks #2/#3), data-wise action plans, and the RCSD instructional framework, and goal setting Week 3 - Classroom Visits for implementation/modeling of Week 2 plans and data collection surrounding the predetermined goal Week 4 - Meet for reflection, feedback, data analysis, and further planning Week 5 - Classroom Visits for implementation/modeling of Week 4 plans and final data collection Week 6 - Meet for reflection on process, feedback, data analysis, and goal setting for future plans
Oct 20	Oct 20	Administration will conduct biweekly informal walkthroughs to analyze implementation of instructional priorities and data-wise action plans, including recommendations of teachers for engagement with the SCEP Support Cycles facilitated by members of the ILT.

ELA Goal

Oct 20	Oct 20	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys • Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Oct 20	Oct 20	<p>Provide individualized interventions during .5 credit lab course (every other day)</p> <ul style="list-style-type: none"> • ILT will co-develop and implement monthly common assessments with lab/intervention teacher team to monitor student progress • Use of common planning time to assess benchmark data from common assessments to create individualized goals for students with support from members of the ILT.
Oct 20	Nov 20	<p>Department Teams create common assessments for mid-year benchmark data with support from members of the ILT utilizing aligned course priority standards, gap analysis, item analysis, and other relevant data sources.</p>
Oct 20	Nov 20	<p>“Strive for 85” Committee will collaborate to coordinate ongoing school-wide and classroom celebrations aligned with common assessments, 5-week marking periods, and end of marking periods throughout school year to keep the campaign at the forefront of the Wilson Community</p> <ul style="list-style-type: none"> • Instructional Coach will work to ensure the Strive for 85 campaign is visible within hallways and classrooms
Nov 20	Nov 20	<p>Lab Teachers will provide individualized interventions during .5 credit lab course (every other day)</p> <ul style="list-style-type: none"> • ILT will co-develop and implement monthly common assessments with lab/intervention teacher team to monitor student progress • Use of common planning time to assess benchmark data from common assessments to create individualized goals for students with support from members of the ILT.
Nov 20	Nov 20	<p>Administration will conduct biweekly informal walkthroughs to analyze implementation of instructional priorities and data-wise action plans, including recommendations of teachers for engagement with the SCEP Support Cycles facilitated by members of the ILT.</p>
Nov 20	Nov 20	<p>Instructional Coach will revise and share after school tutoring/regents review plan for the first half of school year as needed</p>

ELA Goal

		<ul style="list-style-type: none"> • School Webmaster and social media team will post tutoring schedule on school website and on Wilson social media • Schedule will be visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc)
Nov 20	Nov 20	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys • Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Nov 20	Dec 20	<p>Vertical department teams, including members from ILT, will develop 2nd Common Assessment, utilizing the framework of the 1st Common Assessment</p> <ul style="list-style-type: none"> • Early Dec - Give 2nd Common Assessment • Use of CPT to analyze benchmark data from department common assessments to inform instruction with support from members of the ILT.
Nov 20	Dec 20	Implement the 2nd iteration of the SCEP Support Cycle.
Dec 20	Dec 20	<p>Lab teachers will provide individualized interventions during .5 credit lab course (every other day)</p> <ul style="list-style-type: none"> • ILT will co-develop and implement monthly common assessments with lab/intervention teacher team to monitor student progress • Use of common planning time to assess benchmark data from common assessments to create individualized goals for students with support from members of the ILT.
Dec 20	Dec 20	Administration will conduct biweekly informal walkthroughs to analyze implementation of instructional priorities and data-wise action plans, including recommendations of teachers for engagement with the SCEP Support Cycles facilitated by members of the ILT.
Dec 20	Dec 20	Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.

ELA Goal

		<ul style="list-style-type: none"> • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys • Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Dec 20	Dec 20	<p>“Strive for 85” Committee will collaborate to coordinate ongoing school-wide and classroom celebrations aligned with common assessments, 5-week marking periods, and end of marking periods throughout school year to keep the campaign at the forefront of the Wilson Community</p> <ul style="list-style-type: none"> • Instructional Coach will work to ensure the Strive for 85 campaign is visible within hallways and classrooms

Mid-Year Benchmark

<p>Identify the specific assessments of ELA that the school will administer mid-year and what specifically you expect to see in the results of those assessments to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels. The assessment identified should be one administered to those that will be taking the ELA Regents exam at the end of the year.</p>		
Assessment	January 2020 Performance	January 2021 Target
ELA Dept. Common Assessments	September Baseline - TBD	5% increase of students on track as determined by the baseline data

Planning for January to June

<p>If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i></p>		
Start	End	Action
Jan 21	Jan 21	<p>Administration, Instructional Leadership Team(ILT), and Instructional Council (IC) will collaborate in the refinement and implementation of instructional priorities and the Data Wise school improvement process, including the plan for professional learning focused on the RCSD's instructional framework and preparing for the Next Gen Standards shift.</p> <ul style="list-style-type: none"> • Continue to embed professional plans and delivery within CPT
Jan 21	Jan 21	The Instructional Leadership Team (ILT) will collaboratively refine and make adjustments (as necessary) to the SCEP Support Cycle process
Jan 21	Jan 21	ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress

ELA Goal

Jan 21	Feb 21	<p>Administration, instructional council, departments and grade-level teams will continue and refine their collaborative work during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> ● Jan./Feb. - Admin, Instructional Coach, and Instructional Council collaborate to evaluate implementation of identified instructional priorities and strategies from the first half of the year and make adjustments as necessary. <ul style="list-style-type: none"> ○ Analyze benchmark data from mid-year common assessments to inform instruction with support from members of the ILT. ● Instructional Coach and Instructional Council will continue to co-develop plans for professional learning with ongoing implementation during weekly CPT. <ul style="list-style-type: none"> ○ Prepare for the sharing of mid-year assessment data with departments during Feb. CPT ● Ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys ● Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Jan 21	Feb 21	<p>Continue to provide individualized interventions that include .5 credit lab course (every other day).</p> <ul style="list-style-type: none"> ● ILT will refine the development and implementation of monthly common assessments with lab/intervention teacher teams to continue to monitor student progress
Jan 21	Feb 21	<p>Provide opportunities for marking period recovery (MPR), online credit recovery (OCR), as well as continuing to offer after school tutoring</p> <ul style="list-style-type: none"> ● Jan. - Develop and share after school tutoring plan for the second half of school year <ul style="list-style-type: none"> ○ School Webmaster and social media team will post tutoring schedule on school website and on Wilson social media ○ Schedule will be visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc) ● Feb. - Identify and register students in need of MPR and OCR during cohort reviews
Feb 21	Feb 21	<p>With support from members of ILT, Department Teams will use common planning time to assess intervention/lab benchmark data to create individualized goals for students.</p>
Feb 21	Feb 21	<p>ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress</p>

ELA Goal

Feb 21	Feb 21	<p>Celebrate students who earned 85+ on Jan Regents exams in alignment with the Strive for 85 Campaign.</p> <ul style="list-style-type: none"> • “Strive for 85” Committee will plan for an opportunity to celebrate students who demonstrated Mastery & Progress towards Mastery on Jan. Regents exams • Instructional Coach will work to ensure the Strive for 85 campaign is visible within hallways and classrooms
Feb 21	March 21	Implement the 3rd iteration of the SCEP Support Cycle.
Mar 21	Mar 21	ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress
Mar 21	Mar 21	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys • Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Apr 21	Apr 21	ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress
Apr 21	Apr 21	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys

ELA Goal

		<ul style="list-style-type: none"> Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Apr 21	Apr 21	Identify additional students in need of MPR and OCR during cohort reviews
Apr 21	May 21	<p>Vertical department teams, including members from ILT, will develop 3rd Common Assessment, utilizing the framework of the 1st Common Assessment</p> <ul style="list-style-type: none"> Early Apr - Develop 3rd Common Assessment Late Apr - Give 3rd Common Assessment May - Use of CPT to analyze benchmark data from department common assessments to inform end-of-year instruction with support from members of the ILT.
Apr 21	May 21	Implement the 4th iteration of the SCEP Support Cycle.
Apr 21	May 21	<p>“Strive for 85” Committee will collaborate to coordinate ongoing school-wide and classroom celebrations aligned with common assessments, 5-week marking periods, and end of marking periods throughout school year to keep the campaign at the forefront of the Wilson Community</p> <ul style="list-style-type: none"> Instructional Coach will work to ensure the Strive for 85 campaign is visible within hallways and classrooms
May 21	May 21	ILT and content area teachers will collaborate to identify students that should continue or begin receiving lab/intervention services in Math and ELA. Add Math and ELA lab/intervention course to students' schedules for 2021-2022 school year
May 21	May 21	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
May 21	May 21	ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress
May 21	May 21	Use of common planning time to assess intervention/lab benchmark data to create individualized goals for students.
May 21	Jun 21	Implement the 5th iteration of the SCEP Support Cycle.

ELA Goal

Jun 21	Jun 21	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys • Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Jun 21	Jun 21	<p>ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress</p> <ul style="list-style-type: none"> • Make recommendations for students for the following school year utilizing progress monitoring and yearly growth

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
The increased prevalence of learning-loss from Covid-19 will impact student success in future coursework	Develop master schedule to support the Implementation of targeted academic support for core coursework both for virtual and traditional learning.	August
Teacher professional development surrounding instructional design to support both virtual and traditional learning	Weekly Common Planning Time (CPT) developed to include the instructional coaching model. (see EBI)	August - Plan developed PD - Ongoing

Math Goal

Math Goal

Goal

Directions: The HS annual Math goal will be to demonstrate improved performance on the annual Regents examinations. All schools must identify goals for Algebra. Schools may also identify a goal for Geometry, though this is not required. Schools only identifying goals for Algebra should focus their strategies on supporting improved performance in Algebra.

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, add additional rows so that each identified subgroup has its own goal.

Algebra (required)

Subgroup	Levels	2017-18 Annual Algebra Regents Results	2018-19 Annual Algebra Regents Results	2020-21 Goal
	1*	35.2%	33.7%	32%
	2*	30%	27.1%	25%
	3	29%	35.7%	37%
	4	4.1%	2.7%	4%
	5	1.7%	0.7%	2%

Geometry (optional)

Subgroup	Levels	2017-18 Annual Geometry Regents Results	2018-19 Annual Geometry Regents Results	2020-21 Goal
	1*	%	%	%
	2*	%	%	%
	3	%	%	%
	4	%	%	%
	5	%	%	%

**For accountability purposes, on the five-level Algebra and Geometry Regents Exam, the students that receive a 1 (0-54) are counted the same as the students that receive a 2 (55-64). To increase the school's math performance for accountability, the school should look to increase the number of students receiving a 3, 4, or 5.*

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for Algebra (<i>and Geometry, if applicable</i>)?	Is this specific to certain sections of the school (grade/content area?)
Walkthrough data is not analyzed consistently to determine which teachers need additional support with implementation of data-wise action plans and/or priority instructional strategies.	No
School leaders did not conduct informal walkthroughs consistently.	No
The school did not have a system of targeted academic support for specific core classes when a student was unsuccessful after their first attempt with a course.	No
There is a lack of alignment of common language and strategies implemented across core content curriculum.	No

Math Goal

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug 20	Sep 20	<p>Aug - Admin will create vertical department teams, including members from ILT, to create a Common Assessment for September. The team will utilize multiple data sources such as the priority standards for their content area, gap analysis, item analysis, etc.</p> <ul style="list-style-type: none"> ● Sept - Give 1st Common Formative Assessment ● Sept - Use of CPT to analyze benchmark data from department common assessments to inform instruction with support from members of the ILT.
Aug 20	Sept 20	<p>RtI Coach will create curriculum outline and a schedule for Lab/Intervention classes in collaboration with the registrar</p> <ul style="list-style-type: none"> ● Integrate 9th- 12th grade students into lab/intervention courses ● Ongoing development of data-driven lab/intervention curriculum
Aug 20	Sept 20	<p>The registrar will strategically organize students into Math Lab/ELA Lab/AVID</p> <ul style="list-style-type: none"> ● RtI Coach will create a flow chart of requirements to aid in the determination of student placement into specified courses
Aug 20	Sept 20	<p>Administration, Instructional Leadership Team(ILT), and Instructional Council (IC) will collaborate in the development and implementation of instructional priorities and the Data Wise school improvement process, including a plan for professional learning focused on the RCSD's instructional framework and preparing for the Next Gen Standards shift.</p> <ul style="list-style-type: none"> ● Embed professional plans and delivery within weekly CPT
Aug 20	Sept 20	<p>Launch Strive for 85 Campaign. The Strive for 85 Campaign serves to create a common language surrounding goals for achievement within the Wilson Community.</p> <ul style="list-style-type: none"> ● August - ILT collaborates to create a plan (vision, common language, marketing materials, etc) for the rollout of the Strive for 85 Campaign ● September - Develop shared understanding and common language along with creating a "Strive for 85" Committee with Wilson Community (Adults) during the September Superintendent's Conference Day ● September - "Strive for 85" Committee will plan Strive for 85 Kickoff with Wilson Community (Students) to excite and encourage students to strive for mastery. ● Instructional Coach will work to ensure the Strive for 85 campaign is visible within hallways and classrooms ● "Strive for 85" Committee will collaborate every 5 weeks to coordinate ongoing school-wide and classroom celebrations aligned with common assessments, 5-week marking periods, and end of marking periods throughout school year to keep the campaign at the forefront of the Wilson Community

Math Goal

Aug 20	Sept 20	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> • August/Sept. - Admin, Instructional Coach, and Instructional Council collaborate to clearly identify instructional priorities and strategies for the first half of the year • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys • Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Sept 20	Sept 20	<p>Instructional Coach will develop and share after school tutoring plan for the first half of school year</p> <ul style="list-style-type: none"> • School Webmaster and social media team will post tutoring schedule on school website and on Wilson social media • Schedule will be visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc)
Sept 20	Sept 20	<ul style="list-style-type: none"> • Administration will conduct biweekly informal walkthroughs to analyze implementation of instructional priorities and data-wise action plans, including recommendations of teachers for engagement with the SCEP Support Cycles facilitated by members of the ILT.
Sept 20	Sept 20	<p>Provide individualized interventions during .5 credit lab course (every other day)</p> <ul style="list-style-type: none"> • ILT will co-develop and implement monthly common assessments with lab/intervention teacher team to monitor student progress • Use of common planning time to assess benchmark data from common assessments to create individualized goals for students with support from members of the ILT.
Sept 20	Oct 20	<p>The Instructional Leadership Team (ILT) will develop a process for and facilitate 1st 6-week SCEP Support Cycles to assess implementation of the instructional framework, data-wise action plans, and provide feedback as needed.</p> <ul style="list-style-type: none"> • Week 1 - Pre-cycle meeting with teacher to become familiar with SCEP Support Cycle process and begin conversation around goal setting. Classroom Visits to become familiar with teacher-student interactions and teaching styles

Math Goal

		<ul style="list-style-type: none"> • Week 2 - Support for planning utilizing instructional priorities (Hallmarks #2/#3), data-wise action plans, and the RCSD instructional framework, and goal setting • Week 3 - Classroom Visits for implementation/modeling of Week 2 plans and data collection surrounding the predetermined goal • Week 4 - Meet for reflection, feedback, data analysis, and further planning • Week 5 - Classroom Visits for implementation/modeling of Week 4 plans and final data collection • Week 6 - Meet for reflection on process, feedback, data analysis, and goal setting for future plans
Oct 20	Oct 20	Administration will conduct biweekly informal walkthroughs to analyze implementation of instructional priorities and data-wise action plans, including recommendations of teachers for engagement with the SCEP Support Cycles facilitated by members of the ILT.
Oct 20	Oct 20	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys • Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Oct 20	Oct 20	<p>Provide individualized interventions during .5 credit lab course (every other day)</p> <ul style="list-style-type: none"> • ILT will co-develop and implement monthly common assessments with lab/intervention teacher team to monitor student progress • Use of common planning time to assess benchmark data from common assessments to create individualized goals for students with support from members of the ILT.
Oct 20	Nov 20	Department Teams create common assessments for mid-year benchmark data with support from members of the ILT utilizing aligned course priority standards, gap analysis, item analysis, and other relevant data sources.
Oct 20	Nov 20	“Strive for 85” Committee will collaborate to coordinate ongoing school-wide and classroom celebrations aligned with common assessments, 5-week marking periods, and end of marking periods throughout school year to keep the campaign at the forefront of the Wilson Community

Math Goal

		<ul style="list-style-type: none"> Instructional Coach will work to ensure the Strive for 85 campaign is visible within hallways and classrooms
Nov 20	Nov 20	<p>Lab Teachers will provide individualized interventions during .5 credit lab course (every other day)</p> <ul style="list-style-type: none"> ILT will co-develop and implement monthly common assessments with lab/intervention teacher team to monitor student progress Use of common planning time to assess benchmark data from common assessments to create individualized goals for students with support from members of the ILT.
Nov 20	Nov 20	Administration will conduct biweekly informal walkthroughs to analyze implementation of instructional priorities and data-wise action plans, including recommendations of teachers for engagement with the SCEP Support Cycles facilitated by members of the ILT.
Nov 20	Nov 20	<p>Instructional Coach will revise and share after school tutoring/regents review plan for the first half of school year as needed</p> <ul style="list-style-type: none"> School Webmaster and social media team will post tutoring schedule on school website and on Wilson social media Schedule will be visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc)
Nov 20	Nov 20	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Nov 20	Dec 20	<p>Vertical department teams, including members from ILT, will develop 2nd Common Assessment, utilizing the framework of the 1st Common Assessment</p> <ul style="list-style-type: none"> Early Dec - Give 2nd Common Assessment Use of CPT to analyze benchmark data from department common assessments to inform instruction with support from members of the ILT.
Nov 20	Dec 20	Implement the 2nd iteration of the SCEP Support Cycle.
Dec 20	Dec 20	Lab teachers will provide individualized interventions during .5 credit lab course (every other day)

Math Goal

		<ul style="list-style-type: none"> • ILT will co-develop and implement monthly common assessments with lab/intervention teacher team to monitor student progress • Use of common planning time to assess benchmark data from common assessments to create individualized goals for students with support from members of the ILT.
Dec 20	Dec 20	Administration will conduct biweekly informal walkthroughs to analyze implementation of instructional priorities and data-wise action plans, including recommendations of teachers for engagement with the SCEP Support Cycles facilitated by members of the ILT.
Dec 20	Dec 20	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys • Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Dec 20	Dec 20	<p>“Strive for 85” Committee will collaborate to coordinate ongoing school-wide and classroom celebrations aligned with common assessments, 5-week marking periods, and end of marking periods throughout school year to keep the campaign at the forefront of the Wilson Community</p> <ul style="list-style-type: none"> • Instructional Coach will work to ensure the Strive for 85 campaign is visible within hallways and classrooms

Mid-Year Benchmark

<p>Identify the specific assessments of math performance that the school will administer mid-year and what specifically you expect to see in the results of those assessments to know that you are on track to achieve the goal. This should represent an improvement over January 2020 performance.</p> <p>Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels. The assessment identified should be one administered to those that will be taking the Algebra (and Geometry, if applicable) Regents exam at the end of the year.</p>		
Assessment	January 2020 Performance	January 2021 Target
Math Dept. Common Assessments	September Baseline - TBD	5% increase of students on track as determined by the baseline data

Math Goal

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmarks, what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan 21	Jan 21	Administration, Instructional Leadership Team(ILT), and Instructional Council (IC) will collaborate in the refinement and implementation of instructional priorities and the Data Wise school improvement process, including the plan for professional learning focused on the RCSD's instructional framework and preparing for the Next Gen Standards shift. <ul style="list-style-type: none"> ● Continue to embed professional plans and delivery within CPT
Jan 21	Jan 21	The Instructional Leadership Team (ILT) will collaboratively refine and make adjustments (as necessary) to the SCEP Support Cycle process
Jan 21	Jan 21	<ul style="list-style-type: none"> ● ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress
Jan 21	Feb 21	Administration, instructional council, departments and grade-level teams will continue and refine their collaborative work during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach. <ul style="list-style-type: none"> ● Jan./Feb. - Admin, Instructional Coach, and Instructional Council collaborate to evaluate implementation of identified instructional priorities and strategies from the first half of the year and make adjustments as necessary. <ul style="list-style-type: none"> ○ Analyze benchmark data from mid-year common assessments to inform instruction with support from members of the ILT. ● Instructional Coach and Instructional Council will continue to co-develop plans for professional learning with ongoing implementation during weekly CPT. <ul style="list-style-type: none"> ○ Prepare for the sharing of mid-year assessment data with departments during Feb. CPT ● Ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys ● Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Jan 21	Feb 21	Continue to provide individualized interventions that include .5 credit lab course (every other day). <ul style="list-style-type: none"> ● ILT will refine the development and implementation of monthly common assessments with lab/intervention teacher teams to continue to monitor student progress
Jan 21	Feb 21	Provide opportunities for marking period recovery (MPR), online credit recovery (OCR), as well as continuing to offer after school tutoring

Math Goal

		<ul style="list-style-type: none"> ● Jan. - Develop and share after school tutoring plan for the second half of school year <ul style="list-style-type: none"> ○ School Webmaster and social media team will post tutoring schedule on school website and on Wilson social media ○ Schedule will be visible and advertised throughout hallways, classrooms, and electronically (ex. virtual classrooms, email, etc) ● Feb. - Identify and register students in need of MPR and OCR during cohort reviews
Feb 21	Feb 21	With support from members of ILT, Department Teams will use common planning time to assess intervention/lab benchmark data to create individualized goals for students.
Feb 21	Feb 21	<ul style="list-style-type: none"> ● ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress
Feb 21	Feb 21	<p>Celebrate students who earned 85+ on Jan Regents exams in alignment with the Strive for 85 Campaign.</p> <ul style="list-style-type: none"> ● “Strive for 85” Committee will plan for an opportunity to celebrate students who demonstrated Mastery & Progress towards Mastery on Jan. Regents exams ● Instructional Coach will work to ensure the Strive for 85 campaign is visible within hallways and classrooms
Feb 21	March 21	Implement the 3rd iteration of the SCEP Support Cycle.
Mar 21	Mar 21	ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress
Mar 21	Mar 21	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> ● Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. ● Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys ● Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Apr 21	Apr 21	ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress

Math Goal

Apr 21	Apr 21	<p>Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.</p> <ul style="list-style-type: none"> • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys • Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Apr 21	Apr 21	Identify additional students in need of MPR and OCR during cohort reviews
Apr 21	May 21	<p>Vertical department teams, including members from ILT, will develop 3rd Common Assessment, utilizing the framework of the 1st Common Assessment</p> <ul style="list-style-type: none"> • Early Apr - Develop 3rd Common Assessment • Late Apr - Give 3rd Common Assessment • May - Use of CPT to analyze benchmark data from department common assessments to inform end-of-year instruction with support from members of the ILT.
Apr 21	May 21	Implement the 4th iteration of the SCEP Support Cycle.
Apr 21	May 21	<p>“Strive for 85” Committee will collaborate to coordinate ongoing school-wide and classroom celebrations aligned with common assessments, 5-week marking periods, and end of marking periods throughout school year to keep the campaign at the forefront of the Wilson Community</p> <ul style="list-style-type: none"> • Instructional Coach will work to ensure the Strive for 85 campaign is visible within hallways and classrooms
May 21	May 21	ILT and content area teachers will collaborate to identify students that should continue or begin receiving lab/intervention services in Math and ELA. Add Math and ELA lab/intervention course to students' schedules for 2021-2022 school year
May 21	May 21	Administration, instructional council, departments and grade-level teams will work collaboratively during weekly CPT as well as additional opportunities (ie. after school, alternate times throughout day, SICD) to create course coherence, horizontal, and vertical alignment with the use of instructional strategies (with a focus on Hallmark #2: Discussion Protocols and Hallmark #3: Frequent Writing) utilizing the support of the instructional coach.

Math Goal

		<ul style="list-style-type: none"> • Instructional Coach and Instructional Council will co-develop plans for professional learning with ongoing implementation during weekly CPT. • Members of the ILT and admin will conduct ongoing monitoring of implementation of instructional priorities and strategies will occur through SCEP Support Cycles, informal walkthroughs, individual coaching plans, and surveys • Monthly collaborative planning sessions with the instructional coach, AVID and Intervention/Lab teaching teams to incorporate the work from CPT into lesson plans.
Jun 21	Jun 21	<p>ILT will continue to co-develop and implement monthly common assessments with lab/intervention teacher teams to monitor student progress</p> <ul style="list-style-type: none"> • Make recommendations for students for the following school year utilizing progress monitoring and yearly growth

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
The increased prevalence of learning-loss from Covid-19 will impact student success in future coursework	Develop master schedule to support the Implementation of targeted academic support for core coursework both for virtual and traditional learning.	August
	Increased focus on the suggested course pacings provided by the district	Ongoing
Teacher professional development surrounding instructional design to support both virtual and traditional learning	Weekly Common Planning Time (CPT) developed to include the instructional coaching model. (see EBI)	August - Plan developed PD - Ongoing

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results
All students	I feel that Restorative Practices help me to build relationships within the Wilson Community.	70% Agree or Strongly Agree	N/A

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
The school has identified a need to collect more information about ways in which students and staff build positive relationships in order to best create and implement a plan to increase the numbers of students who utilize restorative practices to resolve conflict and foster relationships

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
Aug 20	Sept 20	School-based restorative leaders will collaborate with the Home-School Assistant, administration, and ROC Responders (student leaders) as needed to host re-entry meetings from suspensions <ul style="list-style-type: none"> ● Aug - Administration and ILT will assign school-based restorative leaders to the role of re-entry meetings as a part of their administrative assignment ● Sept - Restorative Leaders will plan for and hold a training and create protocols surrounding re-entry process and meetings ● Sept - Create a schedule of availability of school-based restorative leaders
Sept 20	Sept 20	RtI Coach will create and conduct survey of students to determine the ways in which students and staff build positive relationships <ul style="list-style-type: none"> ● Collaborate with IMT to create starter page on student chromebooks
Sept 20	Sept 20	RtI Coach will create ROC Responder (students) schedules for support within HelpZones
Sept 20	Oct 20	Have School-Based Restorative Leaders and ROC Responders develop PD for support staff and SSOs in order to educate adults as to how to utilize restorative practices with students
Sept 20	Oct 20	Faculty and Staff utilize restorative practices and culturally responsive approaches in their interactions with students and families (as demonstrated through observed daily interactions, decrease in Helpzone

Survey Goal

		<p>and Discipline Referrals and participation in restorative conversations)</p> <ul style="list-style-type: none"> ● Hold professional learning on restorative practices and culturally responsiveness (targeted sessions, embedded in CPT, etc.) ● Embedding restorative practices into open house and student orientation utilizing School-Based leaders and/or ROC Responders
Sept 20	Sept 20	School-Based Leaders will collaborate to develop and hold ongoing monthly meetings and celebrations to highlight the work of the ROC Responders Team in order to heighten student and staff awareness
Oct 20	Oct 20	School-Based Leaders will collaborate to develop and hold ongoing monthly meetings and celebrations to highlight the work of the ROC Responders Team in order to heighten student and staff awareness
Nov 20	Nov 20	School-Based Leaders will collaborate to develop and hold ongoing monthly meetings and celebrations to highlight the work of the ROC Responders Team in order to heighten student and staff awareness
Oct 20	Nov 20	<p>Admins, ILT, Restorative Leaders, and a ROC Responder (Restorative Team) will collaborate to gain more insight into the ways in which students and staff build positive relationships.</p> <ul style="list-style-type: none"> ● Oct - Rtl coach will create a more detailed survey to further gather information around relationship building and restorative practice utilization within building ● Nov - Collaborate with IMT to create starter page on student chromebooks ● Nov - Hold Focus groups of students to hear student voice ● Nov - Restorative Team will analyze data from survey and focus groups and develop a responsive plan in alignment with results
Nov 20	Dec 20	<p>Faculty and Staff utilize restorative practices and culturally responsive approaches in their interactions with students and families (as demonstrated through observed daily interactions, decrease in Helpzone and Discipline Referrals and participation in restorative conversations)</p> <ul style="list-style-type: none"> ● Nov - Restorative Leaders and ROC Responders plan for professional development on restorative practices and culturally responsiveness ● Dec (half day) - Hold professional learning
Dec 20	Dec 20	School-Based Leaders will collaborate to develop and hold ongoing monthly meetings and celebrations to highlight the work of the ROC Responders Team in order to heighten student and staff awareness
Dec 20	Dec 20	School-based restorative leaders, Home-School Assistant, administration, and ROC Responders (student leaders) will meet to revisit, refine, and adjust re-entry meeting process and protocols as needed

Survey Goal

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 2021 Target
Mid-Year Survey	50% of students agree to strongly 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? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan 21	Jan 21	Conduct mid-year survey of students to determine the ways in which students and staff build positive relationships.
Jan 21	Jan 21	School-Based Leaders will collaborate to develop and hold ongoing monthly meetings and celebrations to highlight the work of the ROC Responders Team in order to heighten student and staff awareness
Jan 21	Feb 21	Faculty and Staff continue to utilize restorative practices and culturally responsive approaches in their interactions with students and families (as demonstrated through observed daily interactions, decrease in Helpzone and Discipline Referrals and participation in restorative conversations) <ul style="list-style-type: none"> ● Continue to incorporate professional learning on restorative practices and culturally responsiveness into CPT as well as holding targeted professional learning sessions ● Embedding restorative practices into evening events hosted by the PTSO utilizing School-Based leaders and/or ROC Responders
Feb 21	Feb 21	Restorative Team will review results of survey to determine student perception of the effectiveness and use of Restorative Practices within the building and develop a responsive plan in alignment with results
Feb 21	Feb 21	School-Based Leaders will collaborate to develop and hold ongoing monthly meetings and celebrations to highlight the work of the ROC Responders Team in order to heighten student and staff awareness
Feb 21	Mar 21	Faculty and Staff continue to utilize restorative practices and culturally responsive approaches in their interactions with students and families (as demonstrated through observed daily interactions, decrease in Helpzone and Discipline Referrals and participation in restorative conversations) <ul style="list-style-type: none"> ● Feb - Restorative Leaders and ROC Responders plan for professional development on restorative practices and culturally responsiveness ● Mar (half day) - Hold professional learning
Mar 21	Mar 21	School-based restorative leaders, Home-School Assistant, administration, and ROC Responders (student leaders) will meet to revisit, refine, and

Survey Goal

		adjust re-entry meeting process and protocols as needed
Mar 21	Apr 21	Restorative Team will collaborate to create a more detailed survey to further gather information around relationship building and restorative practice utilization within building <ul style="list-style-type: none"> • Mar - Collaborate with IMT to create starter page on student chromebooks for the modified safety survey • Apr - Hold Focus groups of students to hear student voice regarding areas of the building that they feel safe in • Apr - Restorative Team will analyze data from survey and focus groups and develop a responsive plan in alignment with results
Apr 21	Apr 21	School-Based Leaders will collaborate to develop and hold ongoing monthly meetings and celebrations to highlight the work of the ROC Responders Team in order to heighten student and staff awareness
May 21	May 21	School-based restorative leaders, Home-School Assistant, administration, and ROC Responders (student leaders) will meet to revisit, refine, and adjust re-entry meeting process and protocols as needed
May 21	June 21	Conduct end of year survey of students to determine the ways in which students and staff build positive relationships. <ul style="list-style-type: none"> • May - Distribute Survey • June - Restorative Team will review results of survey to determine student perception of the effectiveness and use of Restorative Practices within the building and develop a responsive plan in alignment with results for the following school year
Jun 21	Jun 21	School-Based Leaders will collaborate to develop and hold ongoing monthly meetings and celebrations to highlight the work of the ROC Responders Team in order to heighten student and staff awareness <ul style="list-style-type: none"> • Restorative Team will review results of survey as well as reflect upon their work during the school year to determine student perception of the effectiveness and use of Restorative Practices within the building and develop a responsive plan in alignment with results for the following school year

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Some students may feel anxious about returning to school	Utilizing CDC guidelines and district protocols to address student health and safety concerns	Ongoing

Survey Goal

	<p>Post Cleaning/disinfection routine throughout bathrooms and hallways</p> <p>Safety Team will develop a system for students to report health and safety concerns</p> <p>Collaborate with custodians and nurse to ensure safety measures are in place and implemented appropriately</p>	
<p>Management of required documentation and procedures</p>	<p>Head Secretary, nurse, and Safety Team will meet weekly to evaluate implementation of current CDC Guidelines and District Protocols</p>	<p>Ongoing</p>

ELP Goal

ELP

Note: This goal is required for all schools that received a Level 1 for ELP. Because scoring a 3 or 4 in English Language Proficiency can allow schools to avoid CSI identification, schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

June 2021 Goal	2018-19 ELP Success Ratio
<p>New Bilingual Strand of Students: Approximately 50 students entering 9th and 11th grade 50% of students will advance to the next proficiency level (We do not yet know who these students are or what their current proficiency levels are.)</p>	<p><i>We achieved a 4 for overall ENL population in 19-20, so we are setting a goal for new incoming bilingual students.</i></p>

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for performance in English Language Proficiency?	Is this specific to certain sections of the school (grade/content area?)
The school does not have a specialized opportunity for targeted academic support for bilingual students.	No
There is a need for increased understanding and implementation of the co-teaching model for classrooms with ELL students and ENL teachers.	No
With a new influx of bilingual students, there is a need to create both academic and social-emotional support for these students as well as incorporating better representation and celebration of the diversity at Wilson.	No
There is a need for the creation of a mid-year benchmark portfolio for ENL students in order to monitor progress towards showing growth on the NYSESLAT.	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? (add additional rows as needed)		
Start	End	Action
Aug 20	Aug 20	The registrar and counselors will review ENL student schedules along with ENL teachers to ensure students' schedules represent their needs. <ul style="list-style-type: none"> ● Priority scheduling of ELL students into the ENL AVID course
Aug 20	Aug 20	Administration and registrar will work to create priority scheduling of classes for multilingual students in a similar location
Aug 20	Aug 20	The AVID and ENL Teams will create an AVID course curriculum designed to excel ENL students, in particular the bilingual students, with a focus on developing reading and writing skills, academic vocabulary, and college and career readiness

ELP Goal

		<ul style="list-style-type: none"> ● Aug - The registrar will strategically schedule ELL students into the ENL AVID course ● Ongoing development of evidence-based curriculum for ENL course <ul style="list-style-type: none"> ○ Bi-weekly co-planning with AVID Team and ENL Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols)
Aug 20	Aug 20	Administration and the Multilingual Team will contact Bilingual Ed and Department of School Innovation to request and obtain curriculum and resources for bilingual students. Multilingual Team and appropriate content area teachers will review materials to ensure quality
Aug 20	Sept 20	<p>The Head of the Cultural Infusion Committee will recruit members for the committee (including staff, students, and community partners), which will be in charge of multicultural and student group celebrations as well as increasing the infusion of diverse cultures into the Wilson community to support student diversity</p> <ul style="list-style-type: none"> ● Staff on committee will connect with community partners to join the committee ● Staff on committee will identify students that would be ideal members for the Culture Infusion Committee (CIC), in particular ROC Restorative Students
Aug 20	Sept 20	<p>Administration and Multilingual Team will plan and host a visit from Director of Bilingual Education to assess and determine needs in order to create an inclusive multilingual culture at Wilson</p> <ul style="list-style-type: none"> ● Aug - Invite Director of Bilingual Education to Wilson ● Sept - Host visit from Director of Bilingual Education ● Sept - Administration, Instructional Coach and ENL Team will reflect on feedback and create a plan to attend to the visit's feedback.
Aug 20	Sept 20	<p>Instructional Coach, members of ILT, and ENL Teachers will offer targeted professional learning for co-teaching with content area and ENL teachers</p> <ul style="list-style-type: none"> ● Aug - Admin and registrar will strategically schedule successful ENL co-teaching relationships ● Sept - Instructional Coach, ENL Team, and members of Instructional Council will create a plan for professional learning surrounding: <ul style="list-style-type: none"> ○ what an ESOL classroom looks like ○ what an ESOL co-teaching relationship looks like ○ Develop staff survey that will identify if staff would like ongoing support with the ENL co-teaching model ● Via ongoing walkthroughs, admin will identify teachers for engagement in the SCEP Support Cycle (#1) with targeted coaching

ELP Goal

		<p>for ENL and co-teaching best practices</p> <ul style="list-style-type: none"> ● Instructional Coach and Multilingual Team will highlight specific ENL Professional Developments offered throughout the year on True North for Wilson Staff to take
Sept 20	Sept 20	CIC will hold ongoing monthly meetings to plan for future events and activities, evaluate infusion of the committee into the School culture, etc.
Sept 20	Sept. 20	<p>The AVID and ENL Teams will create an AVID course curriculum designed to excel ENL students, in particular the bilingual students, with a focus on developing reading and writing skills, academic vocabulary, and college and career readiness</p> <ul style="list-style-type: none"> ● Ongoing development of evidence-based curriculum for ENL course <ul style="list-style-type: none"> ○ Bi-weekly co-planning with AVID Team and ENL Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols)
Sept 20	Oct 20	<p>CIC will work to increase the infusion of diverse cultures into the Wilson community to support student diversity</p> <ul style="list-style-type: none"> ● Initiate clubs and hold school-wide activities that represent diverse student interests and support social emotional well-being ● Develop a professional learning plan to hold conversations around sensitive topics, resources and curriculum for the classroom, etc.
Sept 20	Oct 20	<p>Instructional Coach, members of ILT, and ENL Teachers will offer targeted professional learning for co-teaching with content area and ENL teachers</p> <ul style="list-style-type: none"> ● Sept/Oct - Implementation of professional learning plan embedded into CPT <ul style="list-style-type: none"> ○ Sept - Staff will complete a survey to identify if they would like ongoing support with the ENL co-teaching model ○ Ongoing assessment of needed professional learning surrounding the ENL co-teaching model and/or ENL best practices which will occur during informal walkthroughs by admin and the SCEP Support Cycles ● Via ongoing walkthroughs, admin will identify teachers for engagement in the SCEP Support Cycle (#1) with targeted coaching for ENL and co-teaching best practices ● Instructional Coach and Multilingual Team will highlight specific ENL Professional Developments offered throughout the year on True North for Wilson Staff to take
Sept 20	Oct 20	The CIC will create a calendar of events and activities for celebrations throughout the year to incorporate student voice and to support all students in feeling a part of the community

ELP Goal

		<ul style="list-style-type: none"> • School Webmaster will post to school website and social media • Communicate with Head Secretary to ensure that events and activities are posted on the school calendar • Communication with administration and other stakeholders to create a common vision of the CIC’s events and activities • Head of CIC will document events and activities
Oct 20	Oct 20	<p>The AVID and Multilingual Teams will create an AVID course curriculum designed to excel ENL students, in particular the bilingual students, with a focus on developing reading and writing skills, academic vocabulary, and college and career readiness</p> <ul style="list-style-type: none"> • Ongoing development of evidence-based curriculum for ENL course <ul style="list-style-type: none"> ○ Bi-weekly co-planning with AVID Team and Multilingual Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols)
Oct 20	Oct 20	CIC will hold ongoing monthly meetings to plan for future events and activities, evaluate infusion of the committee into the School culture, etc.
Oct 20	Nov 20	<p>ENL Team in collaboration with members from ILT, will create a benchmark assessment that serves as an opportunity to monitor progress towards showing growth on the NYSESLAT</p> <ul style="list-style-type: none"> • ENL Team will develop requirements for a student portfolio that aligns and can be assessed with NYSESLAT Rubrics
Nov 20	Nov 20	<p>The AVID and ENL Teams will create an AVID course curriculum designed to excel ENL students, in particular the bilingual students, with a focus on developing reading and writing skills, academic vocabulary, and college and career readiness</p> <ul style="list-style-type: none"> • Ongoing development of evidence-based curriculum for ENL course <ul style="list-style-type: none"> ○ Bi-weekly co-planning with AVID Team and ENL Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols)
Nov 20	Nov 20	<p>Instructional Coach, members of ILT, and ENL Teachers will offer targeted professional learning for co-teaching with content area and ENL teachers</p> <ul style="list-style-type: none"> • Via ongoing walkthroughs, admin will identify teachers for engagement in the SCEP Support Cycle (#2) with targeted coaching for ENL and co-teaching best practices • Instructional Coach and Multilingual Team will highlight specific ENL Professional Developments offered throughout the year on True North for Wilson Staff to take

ELP Goal

Nov 20	Nov 20	CIC will hold ongoing monthly meetings to plan for future events and activities, evaluate infusion of the committee into the School culture, etc. <ul style="list-style-type: none"> ● CIC will develop a survey and/or focus group, suggestion box, etc to collect feedback about the effectiveness of the CIC
Dec 20	Dec 20	CIC will hold ongoing monthly meetings to plan for future events and activities, evaluate infusion of the committee into the School culture, etc.
Dec 20	Dec 20	The AVID and ENL Teams will create an AVID course curriculum designed to excel ENL students, in particular the bilingual students, with a focus on developing reading and writing skills, academic vocabulary, and college and career readiness <ul style="list-style-type: none"> ● Ongoing development of evidence-based curriculum for ENL course <ul style="list-style-type: none"> ○ Bi-weekly co-planning with AVID Team and ENL Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols)

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 2020.		
Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
Data Source	January 2020 Results	January 2021 Target
	N/A The bilingual strand of students is new to the Wilson community. Due to shifts in the RCSD, Wilson has accepted this as a new program.	50% of students will show progress towards advancing to the next proficiency level

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? <i>(add additional rows as needed)</i>		
Start	End	Action
Jan 21	Jan 21	ENL Team and content area teachers will collaborate to review benchmark portfolio data to inform future instruction
Jan 21	Jan 21	CIC will revisit, revise, and adjust calendar of events and activities for celebrations throughout the year as needed <ul style="list-style-type: none"> ● School Webmaster will post to school website and social media ● Communicate with Head Secretary to ensure that events and activities are posted on the school calendar

ELP Goal

		<ul style="list-style-type: none"> • Communication with administration and other stakeholders to create a common vision of the CIC’s events and activities • Head of Cultural Infusion committee will document events and activities
Jan 21	Jan 21	<p>Ongoing development of evidence-based curriculum for ENL course</p> <ul style="list-style-type: none"> • Bi-weekly co-planning with AVID Team and Multilingual Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols)
Feb 21	Feb 21	<p>CIC will continue to hold ongoing monthly meetings to plan for future events and activities, evaluate infusion of the committee into the School culture, etc.</p>
Feb 21	Feb 21	<p>Ongoing development of evidence-based curriculum for ENL course</p> <ul style="list-style-type: none"> • Bi-weekly co-planning with AVID Team and Multilingual Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols)
Feb 21	Feb 21	<p>Instructional Coach, members of ILT, and ENL Teachers will offer targeted professional learning for co-teaching with content area and ESOL teachers</p> <ul style="list-style-type: none"> • Feb - Instructional Coach, Multilingual Team, and members of Instructional Council will revisit and revise the plan for professional learning surrounding: <ul style="list-style-type: none"> ○ What an ESOL classroom looks like ○ What an ESOL co-teaching relationship looks like ○ Develop staff survey that will identify if staff would like ongoing support with the ENL co-teaching model • Via ongoing walkthroughs, admin will identify teachers for engagement in the SCEP Support Cycle (#3) with targeted coaching for ENL and co-teaching best practices • Instructional Coach and Multilingual Team will highlight specific ENL Professional Developments offered throughout the year on True North for Wilson Staff to take
Feb 21	Mar 21	<p>Administration and Multilingual Team will plan and host a second visit from Director of Bilingual Education to assess and determine additional needs in order to create an inclusive multilingual culture at Wilson</p> <ul style="list-style-type: none"> • Feb - Invite Director of Bilingual Education to Wilson • Mar - Host visit from Director of Bilingual Education • Mar - Administration, Instructional Coach and ENL Team will reflect on feedback and create a plan to attend to the visit’s feedback.

ELP Goal

Mar 21	Mar 21	<p>Ongoing development of evidence-based curriculum for ENL course</p> <ul style="list-style-type: none"> ● Bi-weekly co-planning with AVID Team and Multilingual Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols)
Mar 21	Mar 21	<p>Instructional Coach, members of ILT, and ENL Teachers will offer targeted professional learning for co-teaching with content area and ESOL teachers</p> <ul style="list-style-type: none"> ● Implementation of professional learning plan embedded into CPT <ul style="list-style-type: none"> ○ Staff will complete a survey to identify if they would like ongoing support with the ENL co-teaching model ○ Ongoing assessment of needed professional learning surrounding the ENL co-teaching model and/or ENL best practices will occur during informal walkthroughs by admin and the SCEP Support Cycles
Mar 21	Mar 21	<p>CIC will continue to hold ongoing monthly meetings to plan for future events and activities, evaluate infusion of the committee into the School culture, etc.</p>
Mar 21	Apr 21	<p>The CIC will revisit, revise, and adjust calendar of events and activities for celebrations throughout the year as needed</p> <ul style="list-style-type: none"> ● School Webmaster will post to school website and social media ● Communicate with Head Secretary to ensure that events and activities are posted on the school calendar ● Communication with administration and other stakeholders to create a common vision of the CIC's events and activities ● Head of Cultural Infusion committee will document events and activities
Apr 21	Apr 21	<p>Instructional Coach, members of ILT, and ENL Teachers will offer targeted professional learning for co-teaching with content area and ENL teachers</p> <ul style="list-style-type: none"> ● Via ongoing walkthroughs, admin will identify teachers for engagement in the SCEP Support Cycle (#4) with targeted coaching for ENL and co-teaching best practices ● Instructional Coach and ENL Team will highlight specific ENL Professional Developments offered throughout the year on True North for Wilson Staff to take
Apr 21	Apr 21	<p>Ongoing development of evidence-based curriculum for ENL course</p> <ul style="list-style-type: none"> ● Bi-weekly co-planning with AVID Team and Multilingual Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols)

ELP Goal

Apr 21	Apr 21	CIC will continue to hold ongoing monthly meetings to plan for future events and activities, evaluate infusion of the committee into the School culture, etc. <ul style="list-style-type: none"> CIC will develop a survey and/or focus group, suggestion box, etc to collect feedback about the effectiveness of the CIC
May 21	May 21	Ongoing development of evidence-based curriculum for ENL course <ul style="list-style-type: none"> Bi-weekly co-planning with AVID Team and Multilingual Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols)
May 21	May 21	CIC will continue to hold ongoing monthly meetings to plan for future events and activities, evaluate infusion of the committee into the School culture, etc.
Jun 21	Jun 21	Ongoing development of evidence-based curriculum for ENL course <ul style="list-style-type: none"> Bi-weekly co-planning with AVID Team and Multilingual Team to develop lesson plans that support targeted opportunities for reading and writing skills (Hallmark #3: Frequent Writing) and academic vocabulary/speaking opportunities (Hallmark #2: Discussion Protocols) Make recommendations for the following school year (students, curriculum, professional learning, etc.)
Jun 21	Jun 21	CIC will develop a plan for continued leadership for the 21-22 school year to ensure committee continues to thrive

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Learning Loss/Small Group Learning Opportunities to address Learning Loss	Strategic planning and grouping during ENL AVID Classes Increased use of AVID Protocols during core content classes	Ongoing
Development of technology skills and related vocabulary	Explicit language and instruction utilized and planned for during core content and ENL AVID Classes	Ongoing
Increased Social/Emotional Anxiety surrounding returning to school	A Bilingual Social Worker will be a part of the Wilson Staff	August

Chronic Absenteeism Goal

Chronic Absenteeism

Note: This goal is required for all schools that received a Level 1 for Chronic Absenteeism. Schools that received a Level 2, 3 or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 Chronic Absenteeism Rate
All Students	38.1	53.3

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Based on an average daily attendance rate of 85.4% and a chronic absenteeism rate of 53.3%, it has been identified that there is a need for stronger early warning intervention systems in order to support improved student attendance and can also be utilized by all stakeholders.	No
There is a need for increased utilization of the Student Support Team (SST) and Cohort Reviews to identify and create plans for students that raise attendance concerns	No
There is a need for consistently accurate attendance records in order to address student attendance concerns and students that are in school but not in class.	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? (add additional rows as needed)		
Start	End	Action
Aug 20	Aug 20	The Attendance Team will collaborate to identify students who have a history of chronic absenteeism by reviewing previous attendance data.
Aug 20	Aug 20	Home School Assistant will visit homes and summer school programs to encourage student attendance and open communication between parents and school community and provide resources as necessary. <ul style="list-style-type: none"> ● Reaching students may include virtual options as necessary (ex. zoom, phone calls, texts, emails, etc.)
Aug 20	Aug 20	Share information to Wilson Community regarding expectations for attendance through multiple methods such as: <ul style="list-style-type: none"> ● Robocalls (<i>including importance of changing addresses and phone numbers</i>) ● Posting of expectations on the school website and social media

Chronic Absenteeism Goal

		platforms with links and references to the expectations outlined in the student/parent handbook
Aug 20	Aug 20	Attendance Team will create a formal early warning communication system by utilizing a google form, to increase communication of and support early intervention of student attendance concerns from and to teachers, counselors, admin, SST, and/or HSA
Aug 20	Sept 20	<p>Conduct Monthly Hall Sweeps</p> <ul style="list-style-type: none"> • Aug/Sept - Administration will create a calendar for hall sweeps and review protocol with all Wilson Staff and students • Sept- Conduct 1st round of monthly hall sweeps (<i>vary by period</i>) • Hall Sweep Team will refer chronic hall sweep students to the SST and/or a meeting with their counselor
Sept 20	Sept 20	<p>Home-School Assistant will make daily home visits to encourage student attendance and open communication between parents and the school community and provide resources as necessary. Communication regarding attendance concerns may arise from:</p> <ul style="list-style-type: none"> • After attempts are made to reach the home by teachers of students that are raising attendance concerns (ex. 3 days absent in a row) the google form will be completed in order to notify the Attendance Team/HSA. • Cohort Reviews • Tardy Room data • Admin, Counselor, or SST recommendations
Sept 20	Sept 20	Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. The Cohort Reviews serve as an opportunity to identify students exhibiting chronic absenteeism. These students will then be recommended to the Attendance Team.
Sept 20	Sept 20	Attendance Team will share the early warning system for attendance concerns with all stakeholders. Attendance Team will provide support for the use of the system as needed.
Sept 20	Sept 20	Registrar or Secretary will run daily attendance reports at the end of the school day to ensure all attendance has been entered
Sept 20	Sept 20	Bi-weekly attendance meetings with HSA, administration, counselors, social workers, etc. with the goal to discuss chronic absenteeism, other attendance issues, and develop plans to address concerns and students
Sept 20	Sept 20	<p>Weekly Student Support Team meetings will analyze data and assign interventions for students and monitor progress.</p> <ul style="list-style-type: none"> • Sept- Identify students with a history of chronic absenteeism and determine a plan for each student (ex. plan to come to school, placement options, etc.)
Oct 20	Oct 20	Cohort level teams will conduct cohort tracking meetings every 5 weeks

Chronic Absenteeism Goal

		for grades 9 - 12. The Cohort Reviews serve as an opportunity to identify students exhibiting chronic absenteeism. These students will then be recommended to the Attendance Team.
Oct 20	Oct 20	Bi-weekly attendance meetings with HSA, administration, counselors, social workers, etc. with the goal to discuss chronic absenteeism, other attendance issues, and develop plans to address concerns and students
Oct 20	Oct 20	Registrar or Secretary will run daily attendance reports at the end of the school day to ensure all attendance has been entered
Oct 20	Oct 20	Home-School Assistant will make daily home visits to encourage student attendance and open communication between parents and the school community and provide resources as necessary. Communication regarding attendance concerns may arise from: <ul style="list-style-type: none"> • After attempts are made to reach the home by teachers of students that are raising attendance concerns (ex. 3 days absent in a row) the google form will be completed in order to notify the Attendance Team/HSA. • Cohort Reviews • Tardy Room data • Admin, Counselor, or SST recommendations
Oct 20	Oct 20	Weekly Student Support Team meetings will analyze data and assign interventions for students and monitor progress. <ul style="list-style-type: none"> • Bi-weekly identification of students that don't follow through with the pre-identified plan or are identified from the google form, are then recommended to SST
Oct 20	Oct 20	Conduct ongoing monthly Hall Sweeps <ul style="list-style-type: none"> • Administration will create a calendar each month for hall sweeps and review protocol with all Wilson Staff and students • Conduct monthly hall sweeps with increased frequency (<i>by period</i>) • Hall Sweep Team will refer chronic hall sweep students to the SST and/or a meeting with their counselor
Nov 20	Nov 20	Bi-weekly attendance meetings with HSA, administration, counselors, social workers, etc. with the goal to discuss chronic absenteeism, other attendance issues, and develop plans to address concerns and students
Nov 20	Nov 20	Registrar or Secretary will run daily attendance reports at the end of the school day to ensure all attendance has been entered
Nov 20	Nov 20	Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. The Cohort Reviews serve as an opportunity to identify students exhibiting chronic absenteeism. These students will then be recommended to the Attendance Team.
Nov 20	Nov 20	Weekly Student Support Team meetings will analyze data and assign interventions for students and monitor progress.

Chronic Absenteeism Goal

		<ul style="list-style-type: none"> • Bi-weekly identification of students that don't follow through with the pre-identified plan or are identified from the google form, are then recommended to SST
Nov 20	Nov 20	<p>Conduct ongoing monthly Hall Sweeps</p> <ul style="list-style-type: none"> • Administration will create a calendar each month for hall sweeps and review protocol with all Wilson Staff and students • Conduct monthly hall sweeps with increased frequency (<i>by period</i>) • Hall Sweep Team will refer chronic hall sweep students to the SST and/or a meeting with their counselor
Nov 20	Nov 20	<p>Home-School Assistant will make daily home visits to encourage student attendance and open communication between parents and the school community and provide resources as necessary. Communication regarding attendance concerns may arise from:</p> <ul style="list-style-type: none"> • After attempts are made to reach the home by teachers of students that are raising attendance concerns (ex. 3 days absent in a row) the google form will be completed in order to notify the Attendance Team/HSA. • Cohort Reviews • Tardy Room data • Admin, Counselor, or SST recommendations
Dec 20	Dec 20	<p>Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. The Cohort Reviews serve as an opportunity to identify students exhibiting chronic absenteeism. These students will then be recommended to the Attendance Team.</p>
Dec 20	Dec 20	<p>Bi-weekly attendance meetings with HSA, administration, counselors, social workers, etc. with the goal to discuss chronic absenteeism, other attendance issues, and develop plans to address concerns and students</p>
Dec 20	Dec 20	<p>Registrar or Secretary will run daily attendance reports at the end of the school day to ensure all attendance has been entered</p>
Dec 20	Dec 20	<p>Weekly Student Support Team meetings will analyze data and assign interventions for students and monitor progress.</p> <ul style="list-style-type: none"> • Bi-weekly identification of students that don't follow through with the pre-identified plan or are identified from the google form, are then recommended to SST
Dec 20	Dec 20	<p>Conduct ongoing monthly Hall Sweeps</p> <ul style="list-style-type: none"> • Administration will create a calendar each month for hall sweeps and review protocol with all Wilson Staff and students • Conduct monthly hall sweeps with increased frequency (<i>by period</i>) • Hall Sweep Team will refer chronic hall sweep students to the SST and/or a meeting with their counselor
Dec 20	Dec 20	<p>Home-School Assistant will make daily home visits to encourage student</p>

Chronic Absenteeism Goal

		<p>attendance and open communication between parents and the school community and provide resources as necessary. Communication regarding attendance concerns may arise from:</p> <ul style="list-style-type: none"> ● After attempts are made to reach the home by teachers of students that are raising attendance concerns (ex. 3 days absent in a row) the google form will be completed in order to notify the Attendance Team/HSA. ● Cohort Reviews ● Tardy Room data ● Admin, Counselor, or SST recommendations
--	--	--

Mid-Year Benchmark

<p>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 2020.</p> <p>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.</p>			
Data Source	Subgroup (CSI use "All Students")	January 2020 Results	January 2021 Target
Number of students with 9 or more absences	All students	19.2% (approx 150 students)	16% (approximately 125 students)

Planning for January to June

<p>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? <i>(add additional rows as needed)</i></p>		
Start	End	Action
Jan 21	Jan 21	Administration, HSA, and Counselors will meet with Central Attendance Office to collect mid-year attendance data
Jan 21	Jan 21	The Attendance Team, SST, administration, and other relevant stakeholders will collaborate in the refinement and implementation of the formal early warning system.
Jan 21	Feb 21	<p>Conduct Monthly Hall Sweeps</p> <ul style="list-style-type: none"> ● Jan/Feb - Administration will review and make adjustments to Hall Sweep protocol as needed. Review Protocol with all Wilson Staff and students ● Conduct monthly hall sweeps <i>(vary by period)</i> ● Hall Sweep Team will refer chronic hall sweep students to the SST

Chronic Absenteeism Goal

		and/or a meeting with their counselor
Jan 21	Jan 21	Weekly Student Support Team meetings will analyze data and assign interventions for students and monitor progress. <ul style="list-style-type: none"> ● Bi-weekly identification of students that don't follow through with the pre-identified plan or are identified from the google form, are then recommended to SST
Jan 21	Jan 21	Registrar or Secretary will run daily attendance reports at the end of the school day to ensure all attendance has been entered
Jan 21	Jan 21	Home-School Assistant will make daily home visits to encourage student attendance and open communication between parents and the school community and provide resources as necessary. Communication regarding attendance concerns may arise from: <ul style="list-style-type: none"> ● After attempts are made to reach the home by teachers of students that are raising attendance concerns (ex. 3 days absent in a row) the google form will be completed in order to notify the Attendance Team/HSA ● Cohort Reviews ● Tardy Room Data ● Admin, Counselor, or SST recommendations
Jan 21	Jan 21	Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. The Cohort Reviews serve as an opportunity to identify students exhibiting chronic absenteeism. These students will then be recommended to the Attendance Team.
Feb 21	Feb 21	Weekly Student Support Team meetings will analyze data and assign interventions for students and monitor progress. <ul style="list-style-type: none"> ● SST will meet to refine, review, and make adjustments to SST meetings as necessary ● Bi-weekly identification of students that don't follow through with the pre-identified plan or are identified from the google form, are then recommended to SST
Feb 21	Feb 21	Registrar or Secretary will run daily attendance reports at the end of the school day to ensure all attendance has been entered
Feb 21	Feb 21	Home-School Assistant will make daily home visits to encourage student attendance and open communication between parents and the school community and provide resources as necessary. Communication regarding attendance concerns may arise from: <ul style="list-style-type: none"> ● After attempts are made to reach the home by teachers of students that are raising attendance concerns (ex. 3 days absent in a row) the google form will be completed in order to notify the Attendance Team/HSA ● Cohort Reviews

Chronic Absenteeism Goal

		<ul style="list-style-type: none"> • Tardy Room Data • Admin, Counselor, or SST recommendations
Feb 21	Feb 21	Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. The Cohort Reviews serve as an opportunity to identify students exhibiting chronic absenteeism. These students will then be recommended to the Attendance Team.
Mar 21	Mar 21	<p>Weekly Student Support Team meetings will analyze data and assign interventions for students and monitor progress.</p> <ul style="list-style-type: none"> • Bi-weekly identification of students that don't follow through with the pre-identified plan or are identified from the google form, are then recommended to SST
Mar 21	Mar 21	Registrar or Secretary will run daily attendance reports at the end of the school day to ensure all attendance has been entered
Mar 21	Mar 21	<p>Home-School Assistant will make daily home visits to encourage student attendance and open communication between parents and the school community and provide resources as necessary. Communication regarding attendance concerns may arise from:</p> <ul style="list-style-type: none"> • After attempts are made to reach the home by teachers of students that are raising attendance concerns (ex. 3 days absent in a row) the google form will be completed in order to notify the Attendance Team/HSA • Cohort Reviews • Tardy Room Data • Admin, Counselor, or SST recommendations
Mar 21	Mar 21	Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. The Cohort Reviews serve as an opportunity to identify students exhibiting chronic absenteeism. These students will then be recommended to the Attendance Team.
Mar 21	Mar 21	<p>Conduct ongoing monthly Hall Sweeps</p> <ul style="list-style-type: none"> • Administration will create a calendar each month for hall sweeps and review protocol with all Wilson Staff and students • Conduct monthly hall sweeps with increased frequency (<i>by period</i>) • Hall Sweep Team will refer chronic hall sweep students to the SST and/or a meeting with their counselor
Apr 21	Apr 21	<p>Weekly Student Support Team meetings will analyze data and assign interventions for students and monitor progress.</p> <ul style="list-style-type: none"> • Bi-weekly identification of students that don't follow through with the pre-identified plan or are identified from the google form, are then recommended to SST
Apr 21	Apr 21	Registrar or Secretary will run daily attendance reports at the end of the school day to ensure all attendance has been entered

Chronic Absenteeism Goal

Apr 21	Apr 21	<p>Home-School Assistant will make daily home visits to encourage student attendance and open communication between parents and the school community and provide resources as necessary. Communication regarding attendance concerns may arise from:</p> <ul style="list-style-type: none"> • After attempts are made to reach the home by teachers of students that are raising attendance concerns (ex. 3 days absent in a row) the google form will be completed in order to notify the Attendance Team/HSA • Cohort Reviews • Tardy Room Data • Admin, Counselor, or SST recommendations
Apr 21	Apr 21	<p>Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. The Cohort Reviews serve as an opportunity to identify students exhibiting chronic absenteeism. These students will then be recommended to the Attendance Team.</p>
Apr 21	Apr 21	<p>Conduct ongoing monthly Hall Sweeps</p> <ul style="list-style-type: none"> • Create a calendar each month for hall sweeps and review protocol with all Wilson Staff and students • Conduct monthly hall sweeps with increased frequency (<i>by period</i>) • Refer chronic hall sweep students to the SST and/or a meeting with their counselor
May 21	May 21	<p>Weekly Student Support Team meetings will analyze data and assign interventions for students and monitor progress.</p> <ul style="list-style-type: none"> • Bi-weekly identification of students that don't follow through with the pre-identified plan or are identified from the google form, are then recommended to SST
May 21	May 21	<p>Registrar or Secretary will run daily attendance reports at the end of the school day to ensure all attendance has been entered</p>
May 21	May 21	<p>Home-School Assistant will make daily home visits to encourage student attendance and open communication between parents and the school community and provide resources as necessary. Communication regarding attendance concerns may arise from:</p> <ul style="list-style-type: none"> • After attempts are made to reach the home by teachers of students that are raising attendance concerns (ex. 3 days absent in a row) the google form will be completed in order to notify the Attendance Team/HSA • Cohort Reviews • Tardy Room Data • Admin, Counselor, or SST recommendations
May 21	May 21	<p>Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. The Cohort Reviews serve as an opportunity to identify</p>

Chronic Absenteeism Goal

		students exhibiting chronic absenteeism. These students will then be recommended to the Attendance Team.
May 21	May 21	<p>Conduct ongoing monthly Hall Sweeps</p> <ul style="list-style-type: none"> Administration will create a calendar each month for hall sweeps and review protocol with all Wilson Staff and students Conduct monthly hall sweeps with increased frequency (<i>by period</i>) Hall Sweep Team will refer chronic hall sweep students to the SST and/or a meeting with their counselor
Jun 21	Jun 21	<p>Weekly Student Support Team meetings will analyze data and assign interventions for students and monitor progress.</p> <ul style="list-style-type: none"> Bi-weekly identification of students that don't follow through with the pre-identified plan or are identified from the google form, are then recommended to SST SST will reflect on process and make adjustments for the following school year SST will make recommendations of students to monitor over the summer and check in with at the beginning of the following school year
Jun 21	Jun 21	Registrar or Secretary will run daily attendance reports at the end of the school day to ensure all attendance has been entered
Jun 21	Jun 21	<p>Home-School Assistant will make daily home visits to encourage student attendance and open communication between parents and the school community and provide resources as necessary. Communication regarding attendance concerns may arise from:</p> <ul style="list-style-type: none"> After attempts are made to reach the home by teachers of students that are raising attendance concerns (ex. 3 days absent in a row) the google form will be completed in order to notify the Attendance Team/HSA Cohort Reviews Tardy Room Data Admin, Counselor, or SST recommendations
Jun 21	Jun 21	Cohort level teams will conduct cohort tracking meetings every 5 weeks for grades 9 - 12. The Cohort Reviews serve as an opportunity to identify students exhibiting chronic absenteeism. These students will then be recommended to the Attendance Team.
Jun 21	Jun 21	<p>Conduct ongoing monthly Hall Sweeps</p> <ul style="list-style-type: none"> Administration will create a calendar each month for hall sweeps and review protocol with all Wilson Staff and students Conduct monthly hall sweeps with increased frequency (<i>by period</i>) Hall Sweep Team will refer chronic hall sweep students to the SST and/or a meeting with their counselor

Chronic Absenteeism Goal

Jun 21	Jun 21	End of Year Benchmark Meeting with Attendance Team to review process and identify students to target in 2021-2022 school year
--------	--------	---

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Some students may feel anxious about returning to school	<p>Social workers and the Attendance Team will contact each family by phone to discuss their child’s readiness to return to school. For students who may be anxious about returning, the social worker will work with the family to develop an individualized support plan for that student.</p> <p>Send out a Robocall that highlights opportunities for students and families to get support for the return to school.</p>	August
Develop a plan to support communication surrounding both virtual and traditional attendance measures	Create a formal early warning communication system by utilizing a google form, to increase communication of and support early intervention of student attendance concerns from and to teachers, counselors, admin, SST, and/or HSA.	August
Some students that we anticipated would need 5 or 6 years to graduate are now even more disconnected from school; some have found part-time work.	The school will do outreach to all students that it had anticipated would need five or six years to graduate. The school will explore flexible scheduling and remote learning as a means of allowing those that have found work the opportunity to continue with their education.	August

College, Career, and Civic Readiness

Goal

Note: This goal is required for all schools that received a Level 1 for CCCR. Schools that received a Level 2, 3, or 4 may find value in developing a goal for this indicator, though it is not required.

Subgroup (CSI Schools use "All Students")	June 2021 Goal	2018-19 CCCR Index
All	94.7 *21-22 School MIP	93.2

Root Causes

What theories or hypotheses does the school have as to why the school received the College, Career, and Civic Readiness results that it did in 2018-19? Review the measures identified in the ESSA Indicator Worksheet used for this calculation prior to answering.
Based on teacher recommendation and student interest, it was determined that there was a need for increased access to and communication surrounding multiple pathways to graduation, including the Seal of Biliteracy, Advanced Regents, IB Diploma and CDOS options.
There is an increased need for college and career readiness support in 9th and 10th grades that can be supported through systemic embedding of the Naviance Scope and Sequence into classes at each grade level and in better alignment with the AVID WAGS.
There is a need for an early identification system of students that qualify for the Seal of Biliteracy as well as creating a pathway for students in grades 9 through 12 to earn the Seal of Biliteracy.
Based on student course requests for CTE courses, there is a need to create a NYS approved CTE program, pathway, and curriculum.
There is a need for further implementation of the AVID Program to continue to develop college and career readiness at earlier grade levels.

Targeted Monitoring

Prior to the start of the school year, all schools completing this goal should complete the ESSA Indicators Worksheet to determine the anticipated CCCR index of its 2017 cohort based what the school sees as the likely results at the end of the 2020-21 school year.
Initial Anticipated Score of 2017 cohort
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 identified in the ESSA Indicators Worksheet that the school will promote, support and monitor so that the CCCR index for the 2017 cohort improves.
Readiness Measure to receive additional support and monitoring

College, Career, and Civic Readiness Goal

Seal of Biliteracy - 3 years of LOTE Credit in addition to passing Checkpoint A and B
CTE - Passed a technology course in both 9th and 10th grade
IB - Passed at least one honors and/or AP class in 9th and 10th grade
CDOS - Students pass the Skills USA Exam

Action Plan: August to January

What will the school do in the first half of the year to address root causes and support the readiness measures identified above? (add additional rows as needed)		
Start	End	Action
Aug 20	Aug 20	Registrar will incorporate additional CTE courses delivered by CTE teachers in both technology and design to the Master Schedule <ul style="list-style-type: none"> CTE Team will create a program of study for CTE courses at Wilson for counselors and registrar to utilize when making student schedules
Aug 20	Sept 20	Head of the Seal of Biliteracy Committee will recruit and establish a full committee with identified member roles (mentors, evaluator, etc.) <ul style="list-style-type: none"> Aug - Create an organizational chart that outlines member roles within the Seal of Biliteracy Committee to share with Wilson Community to recruit committee members Aug - Seal of Biliteracy Committee will create a student-friendly timeline/pathway towards meeting requirements to earn the Seal of Biliteracy by graduation Sept - Plan info session as a committee to highlight the benefits and process of earning the Seal of Biliteracy to students
Aug 20	Sept 20	Counselors and SoB Committee collaborate to target and select students that would be good candidates (9th - 11th) for and/or meet the requirements (12th) to earn the SoB
Aug 20	Sept 20	Administration will collaborate with appropriate teams to utilize Open House as an opportunity to highlight Wilson Programs and increase parent knowledge and engagement in order to increase enrollment and participation in the various programs by students. <ul style="list-style-type: none"> Aug - Plan various breakout sessions for Sept. Open House Early Sept - Identify students for specific Wilson programs. Create and send home flyers/letters/invitations to Open House and Program Breakout sessions. Late Sept - Hold Open House <ul style="list-style-type: none"> Seal of Biliteracy ENL AVID CDOS

College, Career, and Civic Readiness Goal

Aug 20	Sept 20	<p>The AVID team will identify and enroll students, based on specific indicators, into AVID classes at each grade level.</p> <ul style="list-style-type: none"> ● Aug - AVID Team will reach out for teacher input and utilize the AVID flowchart to identify students to begin the interview process ● Sept - Schedule and conduct student interviews ● Sept - Enroll selected students into the AVID program
Aug 20	Sept 20	<p>Creation of work-based learning hour experiences</p> <ul style="list-style-type: none"> ● Aug - Registrar will strategically schedule students to allow time for work-based learning hour experiences ● Aug/Sept - CDOS Team will connect with staff to identify possible student supervisors for work-based learning experiences ● Aug/Sept - CDOS Team will invite Work-Based Learning Coordinator from Career Pathways to host a GEWEP Presentation <ul style="list-style-type: none"> ○ Find Wilson mentors to volunteer to support students through the GEWEP Process ○ Target employed students that would benefit from GEWEP and assign a mentor for these students
Aug 20	Oct 20	<p>AVID tutoring</p> <ul style="list-style-type: none"> ● Aug - AVID Coordinator will reach out to local college contacts for AVID tutoring Recruits ● Sept - AVID Team will train peer tutors ● Oct - AVID Coordinator will plan for and implement AVID tutoring sessions
Aug 20	Sept 20	<p>CTE Team will develop curriculum for CTE courses</p> <ul style="list-style-type: none"> ● Collaborate weekly to develop, refine, and revisit curriculum ● Create an employability profile template to utilize throughout student's progression through the course pathway <ul style="list-style-type: none"> ○ Sept- Review employability profile with students
Sept 20	Oct 20	<p>CTE Team will develop curriculum for CTE courses</p> <ul style="list-style-type: none"> ● Collaborate weekly to develop, refine, and revisit curriculum ● Oct - Find and incorporate work-based learning opportunities for students
Sept 20	Oct 20	<p>CTE Team will establish a Self-Study Team (admin, counselors, teachers, business partners, colleges, etc.)</p> <ul style="list-style-type: none"> ● Sept - Secure relationships with business partners and colleges, this includes appropriate articulation agreements ● Sept - Review CTE pathway with Self-Study Team to obtain feedback and adjust proposed CTE pathway ● Oct - Collaborating in the choice of the state-approved assessment
Sept 20	Oct 20	<p>Counselors lead informational sessions with students on graduation requirements (focus on Advanced Regents Diploma) and credit progression</p>

College, Career, and Civic Readiness Goal

		through high school.
Sept 20	Oct 20	<p>Creation and implementation of a timeline for College and Career workshops through Naviance</p> <ul style="list-style-type: none"> Sept - Counselors meet with the Instructional Council and AVID Team to collaborate in the development of a timeline for implementation of the Naviance program into classes. Oct - Counselors will attend pre-determined classes in accordance with the developed timeline to present the grade specific topics outlined in the Naviance Scope and Sequence in order to meet the 1st Naviance Deadline
Sept 20	Oct 20	<p>Multilingual Open House</p> <ul style="list-style-type: none"> Sept - Multilingual Team collaborates to plan for the Open House <ul style="list-style-type: none"> Sept - Send invitations home and post flyers to advertise for the Open House Oct - Host Open House
Sept 20	Oct 20	<p>Plan for Career Fair (<i>grades 10th-12th</i>)</p> <ul style="list-style-type: none"> Sept - Establish Career Fair Committee Sept/Oct - Connect with local business and establishments (unions, military, trades, CPS etc.) Sept - Connect with Work-Based Learning Experiences for CPPS Oct - Schedule date for career fair in Spring
Sept 20	Oct 20	<p>Counselors will develop and implement a plan for College Application Planning (CAP), which serves as an opportunity to help students research college options, begin the application process, complete the financial aid application process, conduct scholarship research, and attend workshops.</p> <ul style="list-style-type: none"> Sept - Counselors will create a tentative plan/timeline for CAP opportunities throughout school year Oct - Counselors will begin the planning for multiple College Application Weeks throughout school year
Sept 20	Jan 21	<p>The AVID team will meet monthly to assess overall program needs and student progress based on clearly identified expectations. The AVID Team will utilize their contract and AVID checklist of expectations.</p>
Oct 20	Oct 20	<p>CAP</p> <ul style="list-style-type: none"> Hold 1st College Application Week
Oct 20	Nov 20	<p>College Planning</p> <ul style="list-style-type: none"> Counselors will collaborate with local colleges to plan instant-admit Day from local colleges Counselors plan for college visits in the spring (<i>all grades</i>) <ul style="list-style-type: none"> Connecting with colleges both within and outside Rochester area who are willing to host Wilson students Completing paperwork for bussing/field trips

College, Career, and Civic Readiness Goal

		<ul style="list-style-type: none"> • Creating a calendar of scheduled visits
Oct 20	Nov 20	<p>SoB Committee will meet with identified student candidates (9-12th grade) for the Seal of Biliteracy (SoB) to outline the pathway with their mentor</p> <ul style="list-style-type: none"> • Oct - At the Multilingual Open House, SoB Team will meet with identified students' parents to outline the pathway and encourage a strong home-school connection; schedule additional SoB Candidate Parent Meeting as needed (Nov 20) • Members of the SoB Committee will collaborate to find supports (ex. translators, tutors, etc.) for student testing in native languages
Oct 20	Oct 20	<p>Counselors will collaborate with Work-Based Learning Coordinator to create a schedule for school visits to check-in with GEWEP students</p> <ul style="list-style-type: none"> • Ongoing biweekly visits from Work-Based Learning Coordinator
Nov 20	Nov 20	<p>CTE Team will develop curriculum for CTE courses</p> <ul style="list-style-type: none"> • Collaborate weekly to develop, refine, and revisit curriculum • Find and incorporate work-based learning opportunities for students
Nov 20	Nov 20	<p>Counselors will attend pre-determined classes in accordance with the developed timeline to present the grade specific topics sn outlined in the Naviance Scope and Sequence in order to meet the 2nd Naviance Deadline</p>
Nov 20	Nov 20	<p>Counselors will collaborate with Work-Based Learning Coordinator to create a schedule for school visits to check-in with GEWEP students</p> <ul style="list-style-type: none"> • Ongoing biweekly visits from Work-Based Learning Coordinator
Dec 20	Dec 20	<p>CTE Team will develop curriculum for CTE courses</p> <ul style="list-style-type: none"> • Collaborate weekly to develop, refine, and revisit curriculum • Find and incorporate work-based learning opportunities for students
Dec 20	Dec 20	<p>Counselors will attend pre-determined classes in accordance with the developed timeline to present the grade specific topics sn outlined in the Naviance Scope and Sequence in order to meet the 3rd Naviance Deadline</p>
Dec 20	Dec 20	<p>CAP</p> <ul style="list-style-type: none"> • Host 2nd College Application Week • Host 1st Instant-Admit Day from local colleges
Dec 20	Dec 20	<p>Counselors will collaborate with Work-Based Learning Coordinator to create a schedule for school visits to check-in with GEWEP students</p> <ul style="list-style-type: none"> • Ongoing biweekly visits from Work-Based Learning Coordinator
Dec 20	Jan 21	<p>AVID Team and Counselors will plan for AVID college visits in the Spring</p> <ul style="list-style-type: none"> • Connecting with colleges within Rochester area who are willing to host Wilson students • Completing paperwork for bussing/field trips • Creating a calendar of scheduled visits

Mid-Year Benchmark

For the mid-year benchmark for CCCR, the school should once again complete the anticipated score projection performed using the ESSA Indicators worksheet by assigning the highest value to each student in the 2017 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
90	101	140

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 root causes and support the readiness measures identified previously ? *(add additional rows as needed)*

Start	End	Action
Jan 21	Feb 21	Counselors complete course selection for 2020-2021 school year individually with each student
Jan 21	Feb 21	Self-Study Team will review employability profile with students
Jan 21	Feb 21	Counselors collaborate with local college to schedule Junior Exit Interviews
Jan 21	Jan 21	Seal of Biliteracy candidates meet with their advisors bi-weekly to check progress on Final Project as monitored by the Head of the SoB Committee <ul style="list-style-type: none"> Each candidate and mentor create a calendar of meeting times and checkpoints
Feb 21	Feb 21	CAP <ul style="list-style-type: none"> Hold 2nd College Application Week
Feb 21	Feb 21	Seal of Biliteracy candidates meet with their advisors bi-weekly to check progress on Final Project as monitored by the Head of the SoB Committee <ul style="list-style-type: none"> Each candidate and mentor create a calendar of meeting times and checkpoints
Feb 21	Mar 21	Career Fair Committee hosts Career Fair <ul style="list-style-type: none"> Feb - Refine final plans for career fair (refine location, set up tables, etc) March - Host Career Fair
Feb 21	Mar 21	Seal of Biliteracy candidates will participate in an expo to practice their final project presentations <ul style="list-style-type: none"> Feb - SoB Committee will begin planning for the SoB expo (secure location, panel, etc.) Feb - Candidates will meet with mentor to prepare and practice for the expo (ex. presentation requirements) Mar - Hold SoB Final Project Expo

College, Career, and Civic Readiness Goal

Mar 21	Mar 21	Counselors will attend pre-determined classes in accordance with the developed timeline to present the grade specific topics sn outlined in the Naviance Scope and Sequence in order to meet the 4th Naviance Deadline
Mar 21	Mar 21	CAP <ul style="list-style-type: none"> • Host 2nd Instant-Admit Day from local colleges
Mar 21	Mar 21	Seal of Biliteracy candidates meet with their advisors bi-weekly to check progress on Final Project as monitored by the Head of the SoB Committee <ul style="list-style-type: none"> • Each candidate and mentor create a calendar of meeting times and checkpoints
Mar 21	Apr 21	CTE Program External Review is conducted with college and business partners, counselors, administrators, etc. to review program for submittal to the state
Mar 21	Apr 21	Seal of Biliteracy candidates present their final projects to the committee
Apr 21	May 21	Counselors monitor Junior Exit Interviews to be conducted at a local college <ul style="list-style-type: none"> • Workshops and breakout sessions (college experience, financial aid, etc.) • Resume, Cover letter, and 5 minute interview conducted with members from the college
Apr 21	May 21	Administration will collaborate with appropriate teams to utilize Orientation as an opportunity to highlight Wilson Programs and increase parent knowledge and engagement in order to increase enrollment and participation in the various programs by students. <ul style="list-style-type: none"> • April - Plan various breakout sessions for Sept. Open House • Early May - Identify students for specific Wilson programs. Create and send home flyers/letters/invitations to Open House and Program Breakout sessions. • May - Hold Orientation <ul style="list-style-type: none"> ○ Seal of Biliteracy ○ ENL ○ AVID ○ CDOS
May 21	May 21	Counselors will attend pre-determined classes in accordance with the developed timeline to present the grade specific topics sn outlined in the Naviance Scope and Sequence in order to meet the 5th Naviance Deadline
May 21	May 21	Self-Study Team completes application for the CTE Program Approval is completed, approved by the Superintendent, and sent to the State
May 21	Jun 21	Self-Study Team will collaborate with the Executive Director of Career Pathways & College and Business Partnerships to establish more college and business partnerships for the following year
May 21	Jun 21	Counselors and administrators conduct 5 year plan meetings with 9th graders

College, Career, and Civic Readiness Goal

May 21	Jun 21	Self-Study Team will review employability profile with students
Jun 21	Jun 21	Counselors will attend pre-determined classes in accordance with the developed timeline to present the grade specific topics sn outlined in the Naviance Scope and Sequence in order to meet the 6th Naviance Deadline

Addressing COVID-19 Related Challenges

<p>It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
<p>Students who were not able to complete SAT/ACT Testing in the Spring</p>	<p>hold more registration opportunities for students to register for SAT/ACT; increased testing dates</p>	<p>Ongoing in Fall</p>
	<p>Develop a list of colleges that are transitioning to SAT/ACT Test Optional</p>	<p>August/September</p>
	<p>Host college representatives to speak on what students need to do to strongly develop their application in other areas</p>	<p>Ongoing in Fall</p>
<p>Students were not able to visit colleges during Spring 20</p>	<p>Counselors and Wilson Alumni host presentations/virtual tours of college campuses</p>	<p>Ongoing</p>
<p>Economical impact on the job outlook for students; students may have anxiety surrounding having a job due to increased safety requirements</p>	<p>Development of authentic in house work-based learning experiences</p>	<p>September/October</p>

Submission Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) 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. As part of the root cause analysis process, the school investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the school and promote improved student outcomes.
3. The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written "Addendum Attached" and supplied supplemental documentation to explain why the school was unable to obtain the individual's signature.
4. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: Submit to SCEP@nysed.gov the following documents:

1. SCEP
2. A scanned copy of the Stakeholder Involvement Signature Page.
 - If the school was unable to obtain a signature, an additional document has been provided as outlined in Item #3 in the Submission Checklist above.
 - This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.

TSI Schools: The items noted above should be provided to your District, which will approve the plan.

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).