



Crockett Midtown
HIGH SCHOOL OF SCIENCE AND MEDICINE

[School Based Assets](#), including logos, can be found on the Hub, and dropped into this document.

Crockett Midtown High School Tactical Improvement Plan

2023-24 School Year

Contents

How to Use This Template..... 5

School Grades 7

Prioritized School Improvement Strategies for All Schools..... 8

 Academic Growth and Proficiency 8

 Attendance 8

 Loved, Challenged, Prepared 9

 Enrollment & Re-enrollment 10

 Graduation and Promotion 10

Leadership Teams 11

 Instructional Leadership Team (ILT)..... 11

 Climate & Culture Leadership Team (CLT)..... 11

 Engagement Leadership Team (ELT)..... 11

 School Based Evaluation Team..... 12

 Leader Schedule: Standing Time Block Checklist 13

 Leader Schedule: Sample 14

 Leader Schedule: Name 15

 Leader Schedule: Name 16

 Leadership Team Meeting Planner..... 17

 Grab and Go Playbook Templates 17

 Sprint 1..... 17

 Sprint 2..... 18

 Sprint 3..... 20

 Week Of..... 20

 ILT Topics 20

 CLT Topics..... 20

 ELT Topics..... 20

Academic Growth & Proficiency 23

 Data Reflection 23

 Literacy 23

 Math 31

 Science 36

 Social Studies 38

 AGP Goals..... 40

 Common Planning 45

 Grab and Go Common Planning Templates 45

 Common Planning Groups..... 46

 Common Planning: Sprint Planner 47

 Consistent Monitoring with Look Fors..... 52

 Purpose and Expectation Setting for Walkthroughs 52

 Prioritizing New Teachers for Coaching and Support 59

 Professional Development..... 61

 Teacher Academy 61

 PD Days..... 61

 PD Catalog..... 61

 Common Planning..... 61

School Level PD.....	62
Back to School Professional Development.....	62
Back to School PD Agenda Template.....	63
Academic Intervention Schedule and Monitoring.....	65
Data Conversations.....	66
Instructional Materials.....	68
Curriculum.....	68
Instructional Technology.....	70
Assessment Plan.....	72
Assessment Team.....	72
District Assessment Planning.....	72
State Assessment Planning.....	79
Climate & Culture.....	84
Data Reflection.....	84
Attendance.....	84
Loved, Challenged, Prepared.....	88
C&C Goals.....	91
Schoolwide Climate & Culture Plan.....	92
Schoolwide Rules.....	92
Schoolwide Consequences and Rewards.....	92
Schoolwide CHAMPS Expectations.....	92
Schoolwide Routines.....	94
Schoolwide Rules, CHAMPS, and Procedure Signage/Marking.....	96
Classroom and Office Behavior Responses.....	97
Behavioral Expectations Matrix.....	99
Behavioral Expectations Matrix Example.....	101
Schoolwide Climate & Culture Teaching Plan.....	102
Expectations & Procedures Lesson Plan Templates.....	102
Teacher Classroom Management Plan.....	104
Schoolwide Attendance and Behavior Displays, Incentives, and Events.....	105
Schoolwide Social Emotional Lesson Teaching Plan and Calendar.....	107
Student ID Distribution and Maintenance Plan.....	107
Crisis Management Plan.....	107
Clubs, Mentoring and Leadership Programs.....	109
Behavior Intervention Plan.....	110
Behavioral Health Referral Plan.....	110
Attendance Intervention Plan.....	111
Absence Follow Up Expectations.....	111
Monitoring Follow Up and Interventions.....	111
Engagement and Wellbeing Survey Plan.....	113
Survey Team.....	113
Universal Wellness Screener.....	113
Interim LCP.....	114
Panorama Student Survey.....	114
Panorama Family Survey.....	116
Attendance and Behavior Data Monitoring.....	117

Daily Attendance Monitoring	117
Daily Behavior Monitoring	117
Process for Preparing Data for the CLT	117
Home-School Collaboration.....	119
Mass Communication	120
Enrollment & Re-Enrollment	121
Data Reflection	121
Enrollment/Re-Enrollment Goals	124
Summer Re-enrollment Tactics Planning	125
Enrollment Season Checklist.....	126
Enrollment Feeder Pattern Strategy	127
Feeder Goal	127
Feeder Schools.....	127
Engagement Planning:.....	127
Activating the Plan	128
Main Office First Impressions Checklist.....	129
Monthly Main Office Review.....	130
Community Contact List.....	131
Web Content and Social Media Management	Error! Bookmark not defined.
Web and Social Team.....	132
First Week of School Enrollment Plan	134
Start of School Orientation Planning.....	135
Step 1: What is the information that students and families need to start the year off successfully?.....	135
Step 2: How do you want to engage your students and families?	136
Step 3: Who? What? When? Where?	137
Resources for Orientation Planning	138
College & Career Readiness.....	141
Data Reflection	141
CCR Goals	145

How to Use This Template

As a recent Wallace Foundation report points out, “Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal.”

And that is a very big job. Each summer, DPSCD principals collectively spend more than 20,000 hours planning and preparing for the upcoming school year, creating the conditions where all the different variables of school improvement combine in a powerful way.

In the past, this planning has included a required SIP template that was very helpful in organizing reflection and clarifying strategy, but that often felt rushed or incomplete when it came to tactical, school level planning. Principals were also left to their own devices to pull together their own templates or best practice tools from District teams or their own networks to get organized with their team. For the 2023-24 school year, we are introducing a new tool to replace the SIP: this Tactical Plan. The Tactical Plan template an effort to combine the most helpful reflective elements of past SIP materials with a one stop shop for other planning resources for school improvement, drawn from [the Playbook](#) and department resources.

Is this document required? When is this due?

Some sections of this document are required and will be reviewed by your Assistant Superintendent following the close of the School Improvement institute in August. These required sections are clearly marked and include all Data Reflection activities typically completed during the SIP Institute, plus select planning activities. The planning activities sometimes take the form of reflection questions for your ILT, CLT or ELT, and sometimes take the form of a planning template or organizer. Required sections are due by the end of the School Improvement Institute in August, and you have funds to pay staff to engage in planning activities between June 1 and July 15.

What are the “best practice” sections of this document?

These reflection questions and planning tools are not strictly required, but they may be a supportive tool for your planning. All the included best practice resources are based on the approaches codified in the Playbook last year or were shared by schools or Assistant Superintendents as the kind of thinking that has led to success in the past. Assistant Superintendents may engage Principals individually to require select best practice sections if there is a known need at the school.

For required sections do I need to use the template exactly as written?

When reflection questions are provided, schools should work through these questions together and capture thinking. However, when a planning template is provided, the requirement is for the school to do the planning, not for the school to do the planning in any one format. For example, if your school already has a format that works for you to assign teachers to common planning groups, simply paste in your existing work and use

it instead of the provided template or provide a link to an existing live document accessible by relevant staff.

Can I add or remove sections of this document?

Feel free to add new sections to this document or to replace sections if you have an existing planning tool that you are using instead. Do not delete unused sections because you may find them helpful in the future.

School Grades

Each component of this plan is designed to support school improvement on one or more of the school grade metrics. School grades can be viewed at <https://bit.ly/GradesDash> and will be released on the following timeline for 2023-23 results.

6/16	Superintendent leads Teams meeting on Preliminary (v1) School Grades results for principals; results are shared via Power BI
6/20-6/23	DataCom 3
7/17	Preliminary v2 School Grades results shared via Power BI and communicated over email (updated with preliminary P/SAT and preliminary graduation rates)
7/24-7/28	Principal Academy will include the release of the school grades calculator tool for goal setting.
8/1 – 8/4	Summer DataCom/ “DataCom 0”
10/6-10/11	Final School Grades package for Superintendent review
10/13	Final School Grades released to principals and communicated over email

Prioritized School Improvement Strategies for All Schools

Academic Growth and Proficiency

Facilitate strong Tier 1 instruction for all learners

- Ensure the Instructional Leadership Team (ILT) meets consistently to discuss, analyze, and outline action steps based on school level data
- Lead effective common planning from our core materials
- Consistently and regularly monitor pace, lesson structure, questions and tasks, and student voice protocols, using common Look Fors
- Implement coaching cycles to move targeted aspects of teacher practice in these areas of focus
- Align staff PD to trends in look for and student data

Use small group instruction to accelerate student learning

- Lead effective small group common planning from student data and in support of grade level expectations
- Consistently and regularly monitor small group structure and activity quality using common Look Fors
- Consistently monitor dosage and effectiveness of Tier 3 interventions
- Implement coaching cycles to move targeted aspects of teacher practice in areas of focus
- Conduct regular data conversations to analyze student progress and adjust practice

Attendance

Cultivate a school going culture with all students and staff

- Ensure the Culture & Climate Leadership Team (CLT) meets consistently to discuss, analyze, and outline action steps based on school level data
- Make current attendance data highly visible within the school, including daily attendance rate current vs. goal, public recognition of students making progress, and available incentives for high and most improved attendance
- Consistently and regularly monitor daily attendance and entry/exit completeness and accuracy in the SIS
- Partner with PTA, Parent Outreach Coordinator, and Attendance Agent to promote messages and expectations around strong attendance, identify the most common causes of absences, communicate the impact of chronic absenteeism on academic and future success, and provide resources/support across the school

Deploy targeted supports to students at risk for chronic absenteeism

- Consistently and regularly monitor attendance data in DataCom and the Attendance/Enrollment dashboard to prioritize interventions
- Implement 3-6-9 attendance interventions with fidelity and with documentation

- Use the resource navigator tool and/or FACE's Family Resource Distribution Center to address discovered needs that are impacting attendance
- Use data to intentionally include students in mentoring programs
- Convene small group informational, interactive sessions with Tier 2 and 3 students on topics related to the benefits of consistent school attendance as well as the long-term consequences of chronic absenteeism

Loved, Challenged, Prepared

Foster all students' sense of belonging and social emotional wellbeing at school

- Explicitly teach and practice schoolwide and classroom rules, expectations, procedures, consequences, and rewards
- Ensure the Culture & Climate Leadership Team (CLT) meets consistently to discuss, analyze, and outline action steps based on school level data
- Offer school clubs and activities both during and outside of the school day to appeal to the interests of students, promote positive adult-student relationships, and increase joy in the school experience
- Establish a system of celebration around positive progress as well as clearly defined expectations, accountability, and discipline
- Amplify student voice and authentic feedback on their sense of belonging and social emotional wellbeing at school
- Teach schoolwide and classroom-level social-emotional lessons and create learning opportunities to foster a sense of belonging
- Consistently and regularly monitor referral entry, accuracy, and closure in the SIS

Deploy targeted supports to students who need additional social, emotional, and/or behavioral assistance

- Align the Universal Wellness Screener results, referral process and delivery of services
- Use data discussed at the CLT meeting to identify students who should have an individual connection (i.e., new/transitioning students, prior year watchlist, etc.) and ensuring timely follow up
- Use and document Code of Conduct interventions following an incident of misconduct or a breach in community norms
- Use the re-admit hearing process to explain to promote the free behavioral health support available for students and secure required consents for participation
- Engage families in timely conferences and co-plan progress reports or restorative behavioral agreements

Enrollment & Re-enrollment

Build a strong community presence and relationships to attract prospective families all year long

- Incorporate consistent strategies for school promotion, with a focus on great first impressions and regular celebrations
- Ensure a regular community presence at neighborhood spots like parks, churches, and businesses
- Invite the community to take part in school activities, events, and volunteerism
- Develop meaningful relationships with feeder schools (District and non-District) with multiple annual touchpoints
- Activate every staff, family and community member as advocates and ambassadors for the school to educate and recruit prospective families
- Deploy a strategy to leverage every touchpoint with a family as an enrollment opportunity

Personalize the school experience for each current family to build loyalty and trust

- Develop an onboarding plan to welcome new families to your school and connect them with appropriate resources
- Establish consistent and clear communication channels to maintain connectivity with families across the whole year
- Empower every staff member and family leader to be part of re-enrolling families year after year
- Regularly solicit and respond to family feedback and ideas, including using Exit Surveys

Graduation and Promotion

Keep students on track by reducing failure rates

- Establish an individualized high school graduation plan for each student that outlines how they will accumulate credits to graduate in 4 years
- Consistently monitor gradebooks to ensure that all students are receiving real time feedback on their progress in each course
- Engage families and students with access to the Parent Portal, timely progress reports, retention risk notifications, and action plans to get back on track
- Identify and support teachers whose grade book practices create disproportionate credit deficits or promotion risks for students

Make up missing high school credits efficiently

- Enroll students in required credit recovery within a semester of receiving an F
- Maximize school day credit recovery options and increase monitoring of activities to ensure students are receiving adult support through online coursework
- Hold teachers of record accountable for consistent communication and support for students on their roster, including documented two-way interactions
- Consistently and regularly monitor course progress and completion to prioritize student supports

Leadership Teams

Required: Use this page to create your roster for each of your planned Leadership Teams. As always, you are encouraged to customize the configuration of each team to match the strengths of your staff and your allocations.

Instructional Leadership Team (ILT)

Meeting Day/Time:

Name	Role	Contact Information
Sean Lively	Principal	Sean.lively@detroitk12.org
Nolan Procter	AP	nolan.procter@detroitk12.org
Kristen Maher	Master Teacher	Kristen.maher@detroitk12.org
Michelle Groven-Nelson	Master Teacher	Michelle.groven-nels@detroitk12.org
Julie Herchock	ESE Lead Teacher	Julie.herchock@detroitk12.org

Climate & Culture Leadership Team (CLT)

Meeting Day/Time:

Name	Role	Contact Information
Nolan Procter	AP	nolan.procter@detroitk12.org
Marques Blanford	Counselor	Marques.blanford@detroitk12.org
Karen Tate	SSW	Karen.tate@detroitk12.org
Margaret Eboh	School Culture Facilitator	margaret.okotieboh@detroitk12.org
TBD	Security Guard	
N/A	Attendance Agent (Central or School-Based) *	
Chandra Mosely	Nurse	Chandra.mosely@detroitk12.org

*All Central Attendance Agents will make a good faith attempt to attend all CLT meetings for the schools they support; if this is not possible, they will be accountable for providing a report to the Principal, AP and or Dean for use in this meeting.

Engagement Leadership Team (ELT)

Meeting Day/Time: Thursday/9:30am

Name	Role	Contact Information
Nolan Procter	AP	Nolan.procter@detroitk12.org
Marques Blanford	Web Content Manager	Marques.blanford@detroitk12.org
Marques Blanford	Social Media Manager	Marques.blanford@detroitk12.org
Coretta Billy	Clerical	Coretta.billy@detroitk12.org
Shelia Udeozor	Clerical	Shelia.udeozor@detroitk12.org
Marva Walker	Parent Outreach Coordinator	marvawalker4@gmail.com

School Based Evaluation Team

Name	Role	Contact Information
Sean Lively	Principal	Sean.lively@detroitk12.org
Julie Herchock	ESE Lead Teacher	Julie.herchock@detroitk12.org
Marques Blanford	Counselor	Marques.blanford@detroitk12.org
Julie Herchock	Resource Teacher	Julie.herchock@detroitk12.org
Karen Tate	ESE Social Worker	Karen.tate@detroitk12.org
N/A	Attendance Agent	
Shikina Bodley	Speech Language Pathologist	Shikina.bodley@detroitk12.org

Leader Schedule: Standing Time Block Checklist

Best Practice: Time blocking is a leadership best practice to maximize productivity and stay focused on the most important work. This checklist and the calendar template are based on resources from *Leverage Leadership* and informed by suggestions in the Playbook for how leaders allocate time to school improvement activities. Consider using an Outlook calendar or the provided word templates to create leader schedules for the Principal, AP and/or Dean to visualize how you will spend your time in support of your goals and share responsibilities across your team.

Climate & Culture	Instructional Leadership	Engagement
<ul style="list-style-type: none"> <input type="checkbox"/> CLT Meeting <input type="checkbox"/> Greeting Students/Arrival Duty <input type="checkbox"/> Announcements/Morning Message <input type="checkbox"/> Lunch Duty <input type="checkbox"/> Daily Attendance and Behavior Referral Data Monitoring <input type="checkbox"/> Blocked time for Parent Conferences <input type="checkbox"/> Blocked time for Code Packet work <input type="checkbox"/> Check in with Dean/AP <input type="checkbox"/> Check in with Attendance Agent 	<ul style="list-style-type: none"> <input type="checkbox"/> ILT Meeting <input type="checkbox"/> Blocked Time for Observations/Walkthroughs <input type="checkbox"/> Blocked Time for Teacher Debrief/Coaching Sessions <input type="checkbox"/> Blocked Time to Visit Common Planning <input type="checkbox"/> Blocked Time for Student Data Review (intervention progress, student work, classroom assessment) <input type="checkbox"/> Check in with Counselor on graduation progress/grades (HS only) <input type="checkbox"/> Wednesday Staff Meetings/Wednesday Common Planning 	<ul style="list-style-type: none"> <input type="checkbox"/> ELT Meeting <input type="checkbox"/> Blocked Time to Draft/Send Weekly Family Message, Update social media/Website with Good News <input type="checkbox"/> Blocked Time for New Student/Family Onboarding <input type="checkbox"/> Check in with Clerical on Enrollment Processing (including PK tracker) <input type="checkbox"/> Blocked Time for Community, Partner, Feeder School Meetings/Touch Points

Leader Schedule: Sample

Yellow: Climate & Culture, Green: Instructional Leadership, Purple: Principal Work Time, Peach: Appointment Slots

	Monday	Tuesday	Wednesday	Thursday	Friday	
6:30						
7:00	Arrival/Coverage Plans	Arrival/Coverage Plans	Arrival/Coverage Plans	Arrival/Coverage Plans	Arrival/Coverage Plans	
7:30						
7:55	Morning Message	Morning Message	Morning Message	Morning Message	Morning Message	
8:00	Attendance Monitoring & Agent Check In	Attendance/Behavior Monitoring	Attendance/Behavior Monitoring	Attendance/Behavior Monitoring	Attendance/Behavior Monitoring	
8:30	Behavior Monitoring & Dean/AP Check in	Blocked Time: Observations & Walkthroughs	Debrief/Coaching block	Enrollment Monitoring	Parent Appointment Slots	
9:00	Enrollment Monitoring & Clerical Check In		Debrief/Coaching block	Code Packet Work		
9:30	Blocked Time: Observations & Walkthroughs			Debrief/Coaching block		
10:00	Common Planning Pop In			Debrief/Coaching block	Community/Partner Appointment Slots	
10:30				Debrief/Coaching block		
11:00	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	
11:30						
12:00	Blocked Time: Observations & Walkthroughs	Debrief/Coaching block	Staff Meeting Preparation Time	Blocked Time: Observations & Walkthroughs	Common Planning Pop In	
12:30		Debrief/Coaching block				
1:00		ILT Meeting Planning Time				Debrief/Coaching block
1:30						Debrief/Coaching block
2:00	Office/Email Work	Office/Email Work – Post on Social	Office/Email Work – Follow up on Website Stories	Office/Email Work – Send Family Message	Office/Email Work	
2:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	
3:00	Parent Appointment Slots	ILT Meeting	Wednesday Staff Meeting	CLT/ELT Meeting		
3:30						
4:00						
4:30						
5:00						
5:30						

Leader Schedule: Dr. Sean Lively – Principal

	Monday	Tuesday	Wednesday	Thursday	Friday
6:00					
6:30					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
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2:30					
3:00					
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4:00					
4:30					
5:00					
5:30					
6:00					

Leader Schedule: Nolan Procter – Assistant Principal

	Monday	Tuesday	Wednesday	Thursday	Friday
6:00					
6:30					
7:00					
7:30					
8:00					
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9:00					
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10:00					
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5:00					
5:30					
6:00					

Leadership Team Meeting Planner

Best Practice: Use this template to map out key topics or activities for your Leadership Team over the course of the school year. Though still tentative pending the adoption of the calendar, the Week Of dates should provide a good approximation of when each major activity will occur during the 2023-24 school year.

[Grab and Go Playbook Templates](#)

Sprint 1

Week Of	ILT Topics/Activities	CLT Topics/Activities	ELT Topics/Activities
August 21 <ul style="list-style-type: none"> Teachers Report 			
August 28 <ul style="list-style-type: none"> First Day of School Universal Wellness Screener 			
September 4 <ul style="list-style-type: none"> Labor Day Wednesday Common Planning Universal Wellness Screener Thrive Cycle 0 Open 			
September 11 <ul style="list-style-type: none"> Principal Meeting Universal Wellness Screener 			
September 18 <ul style="list-style-type: none"> Wednesday Common Planning 			
September 25 <ul style="list-style-type: none"> Learning Walks 			
October 2 <ul style="list-style-type: none"> Learning Walks Interim LCP open 			

Week Of	ILT Topics/Activities	CLT Topics/Activities	ELT Topics/Activities
<ul style="list-style-type: none"> Count Day 			
October 9			

Sprint 2

Week Of	ILT Topics	CLT Topics	ELT Topics
October 18 <ul style="list-style-type: none"> DataCom 			
October 23 <ul style="list-style-type: none"> Wednesday Common Planning Cycle 0 Due 			
October 30 <ul style="list-style-type: none"> Thrive Cycle 1 Opens End of Q1 			
November 6 <ul style="list-style-type: none"> District PD Day Principal Meeting Report Cards 			
November 13 <ul style="list-style-type: none"> Wednesday Common Planning PTC HS Principal's Operational Meeting 			
November 20 <ul style="list-style-type: none"> PTC K8 Thanksgiving, District Closed W-F 			
November 27			

Week Of	ILT Topics	CLT Topics	ELT Topics
<ul style="list-style-type: none"> • Wednesday Common Planning 			
December 4 <ul style="list-style-type: none"> • Wednesday Common Planning 			
December 11 <ul style="list-style-type: none"> • Principal's Meeting 			
December 18 <ul style="list-style-type: none"> • Wednesday Common Planning 			
December 25 <ul style="list-style-type: none"> • District Closed 			
January 1 <ul style="list-style-type: none"> • District Closed 			
January 8 <ul style="list-style-type: none"> • Learning Walks • Wednesday Common Planning 			
January 15 <ul style="list-style-type: none"> • Learning Walks • End of Thrive Cycle 1 • End of S1 			
January 22 <ul style="list-style-type: none"> • DataCom • Wednesday Common Planning • Report Cards 			

Sprint 3

Week Of	ILT Topics	CLT Topics	ELT Topics
January 29			
February 5 <ul style="list-style-type: none"> • Principal's Meeting 			
February 12 <ul style="list-style-type: none"> • Wednesday Common Planning 			
February 19 <ul style="list-style-type: none"> • District PD Day • Midwinter Break, District Closed 			
February 26 <ul style="list-style-type: none"> • Wednesday Common Planning • Staff/Student Survey Window Opens 			
March 4 <ul style="list-style-type: none"> • Wednesday Common Planning 			
March 11 <ul style="list-style-type: none"> • Principal's Meeting • PTC – H 			
March 18 <ul style="list-style-type: none"> • PTC – K8 • Staff/Student Survey Window Closes 			
March 25 <ul style="list-style-type: none"> • Spring Break, District Closed 			
April 1			

Week Of	ILT Topics	CLT Topics	ELT Topics
<ul style="list-style-type: none"> • Wednesday Common Planning • End of Q3 			
April 8 <ul style="list-style-type: none"> • Principal's EOY Operational Meeting • Report Cards 			
April 15			
April 22 <ul style="list-style-type: none"> • Wednesday Common Planning 			
April 29 <ul style="list-style-type: none"> • Wednesday Common Planning 			
May 6 <ul style="list-style-type: none"> • Learning Walks 			
May 13 <ul style="list-style-type: none"> • Wednesday Common Planning • Learning Walks 			
May 20			
May 27 <ul style="list-style-type: none"> • Memorial Day, District Closed 			
June 3 <ul style="list-style-type: none"> • Last Day of School • District PD Day 			
June 10 <ul style="list-style-type: none"> • Principal EOY Celebration 			
June 17			

Week Of	ILT Topics	CLT Topics	ELT Topics
<ul style="list-style-type: none">• DataCom			

Academic Growth & Proficiency

Data Reflection

Required

Literacy

M-STEP (School Grades dashboard, Student List Report) - N/A

- % Proficient/advanced
- % Partially proficient
- % Not proficient

iReady (DataCom, Student List Report) - N/A

- % Making typical growth
- % Making stretch growth
- % 3+ years behind
- % 2 years behind
- % 1 year behind
- % Early
- % Mid or above

P/SAT (DataCom)

Class of 2024 (Grade 11)

- Class average
 - Spring 2022: 404
 - Spring 2023: 432
- Proficiency
 - Spring 2022
 - Met: 31%
 - Approaching: 9%
 - Strengthen Skills: 60%
 - Spring 2023
 - Met: 28%
 - Approaching: 9%
 - Strengthen Skills: 63%

Class of 2025 (Grade 10)

- Class average
 - Spring 2022: 386
 - Spring 2023: 388
- Proficiency
 - Spring 2022
 - Met: 40%
 - Approaching: 4%
 - Strengthen Skills: 56%
 - Spring 2023
 - Met: 32%
 - Approaching: 0%
 - Strengthen Skills: 68%

Class of 2026 (Grade 9)

- Class average
 - Spring 2023: 375
- Proficiency
 - Spring 2023

- Met: 33%
- Approaching: 5%
- Strengthening Skills: 63%

iReady Intervention (DataCom) - N/A

Common or Curriculum Based Assessments (Performance Matters)

Class of 2024

- Class average (Grade 11)
 - Fall 2021: 362.5
 - Fall 2022: 404.0
 - Winter 2022: 443.3
- Proficiency
 - Fall 2022
 - Proficient: 30.6%
 - Nearing Proficiency: 2%
 - Not Proficient: 67.4%
 - Winter 2022
 - Proficient: 32.7%
 - Nearing Proficiency: 0%
 - Not Proficient: 32.7%
- % Meeting Growth Target: 44.7%

Class of 2025 (Grade 10)

- Class average
 - Fall 2021: 358.0
 - Fall 2022: 381.0
 - Winter 2022: 391.7
- Proficiency
 - Fall 2022
 - Proficient: 30.8%
 - Nearing Proficiency: 2.6%
 - Not Proficient: 66.7%
 - Winter 2022
 - Proficient: 30.6%
 - Nearing Proficiency: 11.1%
 - Not Proficient: 58.3%
- % Meeting Growth Target: 41.7%

Class of 2026 (Grade 9)

- Class average
 - Fall 2022: 317.9
 - Winter 2022: 327.5
- Proficiency
 - Fall 2022
 - Proficient: 4.8%
 - Nearing Proficiency: 4.8%
 - Not Proficient: 90.5%
 - Winter 2022
 - Proficient: 9.1%
 - Nearing Proficiency: 6.8%
 - Not Proficient: 84.7%
- % Meeting Growth Target: 60.4%

MT Support Summary Dashboard

- 256 logged interactions

Teacher Observation & Student Growth (DataCom)

Classroom Walkthrough Look Fors – Management, Culture & Climate

- Classroom Environment
 - Evident: 100%
 - Mostly Evident: 0%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
- Community Norms
 - Evident: 90%
 - Mostly Evident: 10%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
- Instructional Norms
 - Evident: 90%
 - Mostly Evident: 0%
 - Somewhat Evident: 10%
 - Not Yet Evident: 0%
- Transitions
 - Evident: 90%
 - Mostly Evident: 0%
 - Somewhat Evident: 10%
 - Not Yet Evident: 0%

Classroom Walkthrough Look Fors – Instructional Materials and a Year's Worth of Learning

- District-Adopted materials visible
 - Evident: 93%
 - Mostly Evident: 0%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 7%
- District-Adopted materials used
 - Evident: 87%
 - Mostly Evident: 7%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 7%
- Anchor charts
 - Evident: 67%
 - Mostly Evident: 0%
 - Somewhat Evident: 7%
 - Not Yet Evident: 27%
 - Not Applicable: 0%
- Student Work
 - Evident: 73%
 - Mostly Evident: 0%
 - Somewhat Evident: 7%
 - Not Yet Evident: 13%
 - Not Applicable: 7%

- Lesson On-Pace
 - Evident: 80%
 - Mostly Evident: 7%
 - Somewhat Evident: 7%
 - Not Yet Evident: 7%
 - Not Applicable: 0%
- Posted Learning Targets Aligned
 - Evident: 67%
 - Mostly Evident: 7%
 - Somewhat Evident: 0%
 - Not Yet Evident: 27%
 - Not Applicable: 0%

Classroom Walkthrough Look Fors – Lesson Structure

- Opening
 - Evident: 40%
 - Mostly Evident: 7%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 53%
- Work Time
 - Evident: 53%
 - Mostly Evident: 7%
 - Somewhat Evident: 7%
 - Not Yet Evident: 7%
 - Not Applicable: 27%
- Closing
 - Evident: 7%
 - Mostly Evident: 0%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 93%
- Assessment
 - Evident: 27%
 - Mostly Evident: 7%
 - Somewhat Evident: 7%
 - Not Yet Evident: 0%
 - Not Applicable: 60%
- Bell to Bell
 - Evident: 0%
 - Mostly Evident: 13%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 87%

Classroom Walkthrough Look Fors – Lesson Structure

- Range of strategies
 - Evident: 0%
 - Mostly Evident: 67%
 - Somewhat Evident: 33%
 - Not Yet Evident: 0%

- Not Applicable: 0%
- Use of curriculum resources
 - Evident: 33%
 - Mostly Evident: 67%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%
- Use of curriculum resource tasks
 - Evident: 33%
 - Mostly Evident: 67%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%
- Use of 4 reads approach
 - Evident: 0%
 - Mostly Evident: 67%
 - Somewhat Evident: 33%
 - Not Yet Evident: 0%
 - Not Applicable: 0%
- Text-centered lesson
 - Evident: 100%
 - Mostly Evident: 0%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%

Classroom Walkthrough Look Fors – Academic Ownership

- Celebration of learning
 - Evident: 100%
 - Mostly Evident: 0%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%
- Participation in structured protocols for discussion
 - Evident: 67%
 - Mostly Evident: 33%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%
- Providing textual evidence to support analysis
 - Evident: 100%
 - Mostly Evident: 0%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%
- Respectful analysis, questioning, and critiques of others' points
 - Evident: 33%
 - Mostly Evident: 67%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%

- Not Applicable: 0%
- Revision of thinking or work based on new learning
 - Evident: 0%
 - Mostly Evident: 67%
 - Somewhat Evident: 33%
 - Not Yet Evident: 0%
 - Not Applicable: 0%
- Use of all available resources
 - Evident: 33%
 - Mostly Evident: 67%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%
- Use of text to provide evidence and confirm ideas
 - Evident: 33%
 - Mostly Evident: 67%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%

Classroom Walkthrough Look Fors – Demonstration of Learning

- Student responses, work, and interactions demonstrate learning
 - Evident: 67%
 - Mostly Evident: 33%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%
- Teacher deliberately checks for understanding
 - Evident: 100%
 - Mostly Evident: 0%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%
- Teachers uses data to inform instruction
 - Evident: 100%
 - Mostly Evident: 0%
 - Somewhat Evident: 0%
 - Not Yet Evident: 0%
 - Not Applicable: 0%

Reflection Questions

1. **What did the data tell you? What patterns and trends did you see?** The data shows that our students demonstrated growth in ELA. We had more students demonstrating proficiency, and even for those students who are still not proficient, they showed growth and movement in a positive direction. The data also shows that the longer students are with us, the better they do, since with each grade level we see more students demonstrating proficiency and less students in the Not Proficient range.
2. **What have you already done to address the data? How well did it work?**

Select three of the highest leverage district-wide strategies and respond to them below. Who was involved? Did they work? How do you know? What does professional learning look like for the implemented strategies?

- **Academic Discourse:** This was a school-wide strategy with learning done whole school as well as in content area common planning sessions. Teachers also visited the MT's classroom as well as other teachers' classrooms to observe and reflect on the implementation of this practice. This strategy was observed in lessons plans, during walkthroughs and observations, and during MT visits to classrooms. Our ELA data shows positive results in part due to this strategy.
- **Student Feedback:** This was a school-wide strategy with learning done whole school as well as in content area common planning sessions. Teachers also visited the MT's classroom as well as other teachers' classrooms to observe and reflect on the implementation of this practice. This strategy was observed in lessons plans, during walkthroughs and observations, and during MT visits to classrooms. Our ELA data shows positive results in part due to this strategy.
- **Use of District Curriculum Materials:** All ELA staff utilized district curriculum materials daily in their classrooms and for planning their lessons. District curriculum materials were regularly used during content area common planning sessions and one-on-one coaching sessions with teachers. Teachers observed each other's classrooms as well as discussed their implementation and use of materials. Additional resource materials shared by SSTs were also shared with teachers to aid in planning and instruction.

3. Based on the work you have done so far to gather data and analyze the programs you already have in place, what do you know about this area of inquiry at your school? Use the prompts below to help you write a complete story of your current state.

- **What strengths have you uncovered?** Our teachers have strong relationships with our students and are knowledgeable about each student's strengths and weaknesses. Our ELA teachers have done a good job of incorporating our instructional strategies of academic discourse and student feedback into their daily lessons. Teachers also utilize the district curriculum and resources.
- **What weaknesses have you identified?** Teachers need to focus more on building student mastery of foundational English grammar and mechanic skills as well as plan more intentionally for students to closely and deeply analyze complex texts. Part of this will require professional learning around scaffolding and asking good questions.
- **What learner needs are going unmet, or are not being met adequately? How do you know? Are learners at the greatest risk of receiving prevention and intervention services and support?** Additional help from ESE professionals might be what our students at greatest risk need to improve ELA grades and test scores. We have adjusted our master schedule to tier students appropriately so that small group instruction is implemented with fidelity better supporting learner needs.
- **What programs are most effective at supporting learner needs? Why? What is your plan to maintain the integrity of these programs with new staffing levels at your school, if needed?** Our Academic Interventionist was our most effective ELA program. She arranged her schedule to provide support in the classrooms with the students identified as needing support. She met in advance with teachers to discuss

plans for upcoming lessons and progress made with students she worked with. She provided both push-in and pull-out services depending on the needs of the lesson and the students.

- **What programs are not effective, or as effective as you would like, at supporting learner needs? Why? Do these need to be adjusted or abandoned?** The OG program was not an effective program for our school, so we decided to abandon it. It was determined that the level of intervention was too low for what our students' needs were.
- **Is there any unnecessary duplication of services, programs or services that needs to be addressed so that the team can be more focused and coherent in their approach to supporting learners?** N/A

Math

P/SAT (DataCom)

Class of 2024 (Grade 11)

- Class average
 - Spring 2022: 379
 - Spring 2023: 398
- Proficiency
 - Spring 2022
 - Met: 3%
 - Approaching: 14%
 - Strengthening Skills: 83%
 - Spring 2023
 - Met: 4%
 - Approaching: 2%
 - Strengthening Skills: 93%

Class of 2025 (Grade 10)

- Class average
 - Spring 2022: 368
 - Spring 2023: 392
- Proficiency
 - Spring 2022
 - Met: 8%
 - Approaching: 0%
 - Strengthening Skills: 81%
 - Spring 2023
 - Met: 11%
 - Approaching: 11%
 - Strengthening Skills: 79%

Class of 2026 (Grade 9)

- Class average
 - Spring 2023: 352
- Proficiency
 - Spring 2023
 - Met: 2%
 - Approaching: 9%
 - Strengthening Skills: 88%

Common or Curriculum Based Assessments (Performance Matters)

Class of 2024

- Class average (Grade 11)

- Fall 2021: 382.2
- Fall 2022: 382.9
- Winter 2022: 411.4
- Proficiency
 - Fall 2022
 - Proficient: 6%
 - Nearing Proficiency: 2%
 - Not Proficient: 92%
 - Winter 2022
 - Proficient: 14%
 - Nearing Proficiency: 0%
 - Not Proficient: 86%
- % Meeting Growth Target: 47.9%

Class of 2025 (Grade 10)

- Class average
 - Fall 2021: 347
 - Fall 2022: 408.6
 - Winter 2022: 446.7
- Proficiency
 - Fall 2022
 - Proficient: 21%
 - Nearing Proficiency: 3%
 - Not Proficient: 77%
 - Winter 2022
 - Proficient: 36%
 - Nearing Proficiency: 8%
 - Not Proficient: 56%
- % Meeting Growth Target: 72.2%

Class of 2026 (Grade 9)

- Class average
 - Fall 2022: 354.3
 - Winter 2022: 341.4
- Proficiency
 - Fall 2022
 - Proficient: 2%
 - Nearing Proficiency: 2%
 - Not Proficient: 95%
 - Winter 2022
 - Proficient: 2%
 - Nearing Proficiency: 2%
 - Not Proficient: 96%
- % Meeting Growth Target: 26.3%

MT Support Summary Dashboard

- 157 logged interactions for math
- 89 logged interactions for science

Teacher Observation & Student Growth (DataCom)

Classroom Walkthrough Look Fors – Management, Culture & Climate

- No data available

Classroom Walkthrough Look Fors – Instructional Materials and a Year's Worth of Learning

- No data available

Classroom Walkthrough Look Fors – Lesson Structure

- Bell to Bell
 - Evident: 50%
 - Mostly Evident: 10%
 - Somewhat Evident: 10%
 - Not Yet Evident: 0%
 - No Applicable: 30%

Classroom Walkthrough Look Fors – Rigorous Content

- No data available

Classroom Walkthrough Look Fors – Academic Ownership

- No data available

Classroom Walkthrough Look Fors – Demonstration of Learning

- No data available

Reflection Questions

1. What did the data tell you? What patterns and trends did you see?

The data shows that our students grew in their knowledge of mathematics content over this school year. Generally, our 10th and 11th grade students showed the most growth with 72.2% and 47.9% respectively meeting their growth targets. With 26.3% of 9th grade students meeting their growth targets, we know we have work to do. But our data continues to demonstrate that the longer students stay in our school, the more they grow in math skills and knowledge.

2. What have you already done to address the data? How well did it work?

- **Select three of the highest leverage district-wide strategies and respond to them below. Who was involved? Did they work? How do you know? What does professional learning look like for the implemented strategies?**
- Academic Discourse: This was a school-wide strategy with learning done whole school as well as in content area common planning sessions. Teachers also visited the MT's classroom as well as other teachers' classrooms to observe and reflect on the implementation of this practice. This strategy was observed in lessons plans, during walkthroughs and observations, and during MT visits to classrooms. Our Math data shows positive results in part due to this strategy.
- Student Feedback: This was a school-wide strategy with learning done whole school as well as in content area common planning sessions. Teachers also visited the MT's

classroom as well as other teachers' classrooms to observe and reflect on the implementation of this practice. This strategy was observed in lessons plans, during walkthroughs and observations, and during MT visits to classrooms. Our Math data shows positive results in part due to this strategy.

- **Use of District Curriculum Materials:** All Math staff utilized district curriculum materials daily in their classrooms and for planning their lessons, through experience levels with CPM varied between veteran and new staff. District curriculum materials were regularly used during content area common planning sessions and one-on-one coaching sessions with teachers. Teachers observed each other's classrooms and discussed their implementation and use of materials. Additional resource materials shared by SSTs were also shared with teachers to aid in planning and instruction. The more we trust the CPM materials and implement them with fidelity, the more our students will succeed in math.

3. Based on the work you have done so far to gather data and analyze the programs you already have in place, what do you know about this area of inquiry at your school? Use the prompts below to help you write a complete story of your current state.

- **What strengths have you uncovered?** Our mathematics teachers enjoy working together to improve our teaching. We work together on ways to implement CPM and the district-wide strategies. We all show great love and care for our students, listening to their feedback to better meet their needs.
- **What weaknesses have you identified?** Teachers need to grow more comfortable adopting new STTS (CPM's Study Team and Teaching Strategies). These strategies get to the heart of academic ownership and student communication and feedback. We need to continue implementing CPM, and the structures (Launch, Explore, Summarize) within our classrooms that enable all students to grow.
- **What learner needs are going unmet, or are not being met adequately? How do you know? Are learners at the greatest risk of receiving prevention and intervention services and support?** A low percentage of 9th graders meeting their growth target supports the notion that most 9th grade learners would benefit from a double dose of math. Scheduling and staffing constraints do not allow for an algebra lab class. Our ESE and ELL students are fortunate to have dedicated professionals who support their growth with both push-in and pull-out services. Additional help from ESE professionals might be what our students at greatest risk need to improve science grades and test scores. We have adjusted our master schedule to tier students appropriately so that small group instruction is implemented with fidelity better supporting learner needs.
- **What programs are most effective at supporting learner needs? Why? What is your plan to maintain the integrity of these programs with new staffing levels at your school, if needed?** The "master teacher/district level coach/CPM mentor" model, after-school tutoring and supplementary math programs (Delta Math, Renaissance Star Math testing) were effective in supporting math learners' needs. The model of supporting the master teacher as they support all staff enabled our math teachers to grow deeper in implementing district curriculum and district-wide strategies. Both after-school tutoring and supplemental programs allowed our teachers to know their students better and meet their specific needs. Losing a math teacher, the dean of culture and our attendance agent all

make our work lives more challenging next year, however, one of our school strengths is collaboration, so we will continue student growth as we support each other.

- **What programs are not effective, or as effective as you would like, at supporting learner needs? Why? Do these need to be adjusted or abandoned?** There were no mathematics specific programs that were ineffective.
- **Is there any unnecessary duplication of services, programs or services that needs to be addressed so that the team can be more focused and coherent in their approach to supporting learners?** No.

Science

M-STEP (School Grades dashboard, Student List Report)

- % proficient/advanced: 4%
- % Partially proficient: 38%
- % Not proficient 58%

Reflection Questions

- 1. What did the data tell you? What patterns and trends did you see?** The data from this year's M-STEP shows that more than half our students struggled to make growth in science, however, the scores are much better than last year's M-STEP scores. While last year more than 80% of students were Not proficient, this year that percentage dropped to 58%, and increase of more that 20% of students falling into partially proficient/advanced in science. The 11th grade cohort's science Illuminate scores also demonstrate growth from fall to spring with fewer students in the red zone (fall, 23% to spring, 15%) and more students in the blue zone (fall, 6% to spring 13%).
- 2. What have you already done to address the data? How well did it work?**
 - **Select three of the highest leverage district-wide strategies and respond to them below. Who was involved? Did they work? How do you know? What does professional learning look like for the implemented strategies?**
 - Academic Discourse: This was a school-wide strategy with learning done whole school as well as in content area common planning sessions. Teachers also visited the MT's classroom as well as other teachers' classrooms to observe and reflect on the implementation of this practice. This strategy was observed in lessons plans, during walkthroughs and observations, and during MT visits to classrooms. Our science data shows positive results in part due to this strategy.
 - Student Feedback: This was a school-wide strategy with learning done whole school as well as in content area common planning sessions. Teachers also visited the MT's classroom as well as other teachers' classrooms to observe and reflect on the implementation of this practice. This strategy was observed in lessons plans, during walkthroughs and observations, and during MT visits to classrooms. Our science data shows positive results in part due to this strategy.
 - Use of District Curriculum Materials: All science staff utilized district curriculum materials daily in their classrooms and for planning their lessons. District curriculum materials were regularly used during content area common planning sessions and one-on-one coaching sessions with teachers. Teachers observed each other's classrooms and discussed their implementation and use of materials. Additional resource materials shared by SSTs were also shared with teachers to aid in planning and instruction. Our science teachers also tried some of the STTS (CPM's Study Team and Teaching Strategies) as they investigated grouping students.
- 3. Based on the work you have done so far to gather data and analyze the programs you already have in place, what do you know about this area of inquiry at your school? Use the prompts below to help you write a complete story of your current state.**

- **What strengths have you uncovered?** Our science teachers are flexible, teaching many different preps. They value student relationships, and they are interested in becoming better teachers every year (1 teacher completed his MS this past year, the other plans to attend an AP Summer Institute).
- **What weaknesses have you identified?** The classroom walkthrough data indicates that science teachers can do better in consistently using the lesson structures. Also, teachers can grow in engaging all students.
- **What learner needs are going unmet, or are not being met adequately? How do you know? Are learners at the greatest risk of receiving prevention and intervention services and support?** Additional help from ESE professionals might be what our students at greatest risk need to improve science grades and test scores. We have adjusted our master schedule to tier students appropriately so that small group instruction is implemented with fidelity better supporting learner needs.
- **What programs are most effective at supporting learner needs? Why? What is your plan to maintain the integrity of these programs with new staffing levels at your school, if needed?** The NAF courses of Anatomy and Physiology, and Work-based Learning/Internship classes give students great opportunities to experience work in hospital, and other healthcare-related settings. Underclassmen are motivated to work hard in order to qualify for these classes. Proposed staffing will allow these programs to continue and grow.
- **What programs are not effective, or as effective as you would like, at supporting learner needs? Why? Do these need to be adjusted or abandoned?** Our staff and administration question whether the current 9th (physical science) and 10th grade (earth and space) science classes are rigorous enough for a high school whose focus is science and medicine. In discussions with possible university partners, higher education professionals have suggested a return to biology, chemistry and physics classes for our students.
- **Is there any unnecessary duplication of services, programs or services that needs to be addressed so that the team can be more focused and coherent in their approach to supporting learners?** No.

Social Studies

M-STEP (School Grades dashboard, Student List Report)

- % proficient/advanced: 6.7%
- % Partially proficient: 69%
- % Not proficient: 24%

Reflection Questions

- 1. What did the data tell you? What patterns and trends did you see?** Our data shows significant improvement in our social studies data. We have more students demonstrating proficiency, significantly more students at partial proficiency, and much fewer students not proficient. The pattern over the school year shows a positive trend with each district benchmark assessment administration. The data from the spring administration of the district benchmark is a close representation of the students' performance on the spring M-STEP, although kids did slightly better on the M-STEP.
- 2. What have you already done to address the data? How well did it work?**
Select three of the highest leverage district-wide strategies and respond to them below. Who was involved? Did they work? How do you know? What does professional learning look like for the implemented strategies?
 - Academic Discourse: This was a school-wide strategy with learning done whole school as well as in content area common planning sessions. Teachers also visited the MT's classroom as well as other teachers' classrooms to observe and reflect on the implementation of this practice. This strategy was observed in lessons plans, during walkthroughs and observations, and during MT visits to classrooms. Our social studies data shows positive results in part due to this strategy.
 - Student Feedback: This was a school-wide strategy with learning done whole school as well as in content area common planning sessions. Teachers also visited the MT's classroom as well as other teachers' classrooms to observe and reflect on the implementation of this practice. This strategy was observed in lessons plans, during walkthroughs and observations, and during MT visits to classrooms. Our social studies data shows positive results in part due to this strategy.
 - Use of District Curriculum Materials: All social studies staff utilized district curriculum materials daily in their classrooms and for planning their lessons, although it can be done with more fidelity. District curriculum materials were regularly used during content area common planning sessions and one-on-one coaching sessions with teachers. Teachers observed each other's classrooms as well as discussed their implementation and use of materials. Additional resource materials shared by SSTs were also shared with teachers to aid in planning and instruction.
- 3. Based on the work you have done so far to gather data and analyze the programs you already have in place, what do you know about this area of inquiry at your school? Use the prompts below to help you write a complete story of your current state.**
 - **What strengths have you uncovered?** Our teachers have strong relationships with our students and are knowledgeable about each student's strengths and weaknesses. Our social studies teachers have done well incorporating our instructional strategies of academic discourse and student feedback into their daily lessons. Teachers also utilize

the district curriculum and resources and often attend additional professional development opportunities provided by the district social studies department.

- **What weaknesses have you identified?** Teachers need to use all curriculum materials with more fidelity and make use of the online curriculum materials. Additionally, teachers did a good job of incorporating academic discourse into their lessons, but they need more professional learning to more frequently incorporate student feedback into their lessons.
- **What learner needs are going unmet, or are not being met adequately?** While students demonstrated growth in 18th Century and beyond, students consistently performed lower in that area than Foundations through 18th Century. I think this data set will come with the review of EOY SAT/PSAT. We need EOY assessment data to answer this. Once we receive EOY data, we can drill down to see what content or skills of our students are going unmet or are not being met adequately. **How do you know?** We will know once we review and analyze the EOY assessment data. We can also compare BOY, MOY, and EOY. **What learners are at the greatest risk of receiving prevention and intervention services and support?** Our Tier 3 learners receive the most intensive prevention and intervention services and support. We look to schedule all Tier 1 students in an Honors/AP track throughout their high school career. All Tier 2 and Tier 3 students will remain in a traditional track of course offerings until they move up to Tier 1. We monitor progress by quarter and semester. We have reading and writing support along with ESL and ESE support services.
- **What programs are most effective at supporting learner needs? Why?** Our Academic Interventions, ESE, and ESL program support students with 1 on 1 and small group push-in and pull-out support. Students are given individual attention; they are also given differentiated instruction and support concerning content and skills by support teachers and staff. **What is your plan to maintain the integrity of these programs with new staffing levels at your school, if needed?** We are going to have a Beyond Basic reading tutor instead of an AI, and we will continue our intensive ESE and ESL support as needed using tiering and differentiated instruction for each individual student. Each program will be monitored and evaluated, along with needing to show proof of progress utilizing assessment data for proficiency and growth.
- **What programs are not effective, or as effective as you would like, at supporting learner needs?** I believe our AI was not as effective as needed, this is why we moved to a Beyond Basic reading tutor. We feel this will help improve student academic success. All other programs are showing progress and will continue to focus on improvements as needed. **Why?** Our AI did not have the necessary skills for secondary content knowledge and skills. **Do these need to be adjusted or abandoned?** We have made the adjustment to a Beyond Basic tutor.
- **Is there any unnecessary duplication of services, programs or services that needs to be addressed so that the team can be more focused and coherent in their approach to supporting learners?** N/A

P Goals

Access your calculator in the [School Improvement Institute Team](#), under Assignments. **The calculator is required**, but you may wish to paste in your goals into this document as a best practice.

Best Practice: *Paste in your goals once you have set them using the School Grades Calculator provided at Principal Academy.*

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School Name: Benjamin Carson High School of Science and Medicine

Cohort: Cohort 3
 Date:

**2021- 2022-23SY
 22SY Projection**

Monthly Check-ins

September 23 SY | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun

Add for 23 SY	Domain	Metric	Pos	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Pos	Target	Proj.
			22 SY	22 SY	22 SY	22 SY	22 SY	22 SY	22 SY	22 SY	22 SY	22 SY	22 SY	22 SY	22 SY
		Percent of Students Proficient on M-STEP Reading and PSAT 8 EBRW	100										100	+4.0%	+6.6%
		Percent of Students Proficient on M-STEP Math and PSAT 8 Math	100										100	+5.0%	+6.6%
Proficiency		Percent of Students College Ready on P/SAT EBRW	100	28	28	10	+4.0%	+6.6%	+10.6%	38	38		100	+8.8%	
		Percent of Students College Ready on P/SAT Math	100	5	4.5	10	+5.0%	+6.6%	+11.6%	16	16		100	+2.2%	
		Percent of Students Proficient on M-STEP Social Studies	100	4	3.5	10	+3.0%	+6.6%	+9.6%	13	13		100	+2.2%	
		Percent of Students Proficient on M-STEP Science	100	2	1.8	10	+4.0%	+6.6%	+10.6%	12	12		100	+5.5%	

	Percent of Students with Typical Growth on i-Ready Reading	10																						
	Percent of Students with Typical Growth on i-Ready Math	10																						
Growth	Percent of Students with Typical Growth on P/SAT EBREW	10	1051	50	10	+5.	+13	+18.	69.	69														
		0	0%	91	0	0%	.3%	3%	2%	.2														
Growth	Percent of Students with Typical Growth on P/SAT Math	10	1040	40	10	+7.	+13	+20.	60.	60														
		0	0%	00	0	0%	.3%	3%	3%	.3														
	Percent of Continuously Enrolled Students with Typical Growth on i-Ready Reading	10																						
	Percent of Continuously Enrolled Students with Typical Growth on i-Ready Math	10																						
	Percent of Bottom 30% Students with Typical Growth on i-Ready Reading	10																						
	Percent of Bottom 30% Students with Typical Growth on i-Ready Math	10																						
	Percent of ELL Students with Typical Growth on WIDA ACCESS	10	100	0.0	10	+4.		+4.0	4.0	4.														
		0	0%	0	0	0%	-	%	%	0														
Graduation	Four-Year Graduation Rate	20	2087	3.3	20	+4.		+4.0	90.	1.														
	n, (x2)	0	0%	4	0	0%	-	%	7%	3														
College & Career	Percent of Students Scheduled in College and Career Level Courses	10	1040	40	10	+2.		+2.0	42.	42														
		0	0%	35	0	0%	-	%	4%	.4														

er Percent of Students																							
Read iness	Passing College and Career Level Courses	100	1040	40.35	100	+2.0%	-	+2.0%	42.4	42.4													
Cultu re	Percent of Students Not Chronically Absent	100	1025	25.00	100	+20.0%	+6.6%	+26.6%	51.6	51.6													
	Student Love, Challenged, Prepared Index Score	100	1018	18.00	100	+5.0%	+6.6%	+11.6%	29.6	29.6													
	Percent Favorable in Annual Parent School Surveys	100	100	0.00	100	+6.0%	+6.6%	+12.6%	12.6	12.6													
	Student Re-enrollment Rate	100	1067	67.14	100	+2.0%	-	+2.0%	69.1	69.1													
Exce ption al Impr ovem ent Bonu s	Percent of Students with Stretch Growth on i-Ready Reading	35+																					
	Percent of Students with Stretch Growth on i-Ready Math	35+																					
	Percent of Students with Stretch Growth on P/SAT EBRW	30+																					
	Percent of Students with Stretch Growth on P/SAT Math	30+																					
	Percentage Point Reduction in Chronic Absenteeism	10+		0.00																			
	Percent of Students College Ready on P/SAT EBRW	20-		0.00																			

Common Planning

- Common planning sessions should be held each week aligned to content and grade bands.
 - In K-8, common planning periods must be in place for literacy and math in the Master Schedule. If common planning for science and social studies teachers is possible, it is strongly recommended.
 - In 6-12, Math should plan by subject area/grade level when possible.
 - Science and Social Studies should plan by subject area, at minimum by discipline, when possible.
- Master Teachers will facilitate common planning for literacy and math. While they may provide some resource support for science and social studies, their primary focus is math and literacy.
- In addition to Common Planning that occurs inside the Master Schedule, bi-monthly district PLC days will be reserved for mandatory common planning sessions to ensure teachers engage in this practice at least twice a month. Literacy and Math sessions will be led by the Master Teacher; materials will be provided for Science and Social Studies for administrator use.
- ESE resource teachers should plan with content area teachers.
- Academic Interventionists supporting Tier 2 intervention during the SGI block should attend common planning with the core teacher(s) they support.

[Grab and Go Common Planning Templates](#)

Common Planning Groups

Required: Use this template to outline how staff will be grouped for Common Planning inside the master schedule, and/or on PLC days in line with the example below. Delete the example once you complete your own groups.

ELA, 9-12	Math, 9-12	Social Studies, 9-12	Science, 9-12
<i>Sean Lively</i>	<i>Sean Lively</i>	<i>Sean Lively</i>	<i>Sean Lively</i>
<i>Facilitator: Kristen Maher</i>	<i>Facilitator: Michelle Groven- Nelson</i>	<i>Facilitator: Kristen Maher</i>	<i>Facilitator: Michelle Groven- Nelson</i>
<i>Participants: Oronde Coleman</i>	<i>Participants: Ngozi Okoro</i>	<i>Participants: Edwin Unaegbu</i>	<i>Participants: Kwesi Matthews Matthew Zafran</i>
Wednesdays, 7 th period	Wednesdays, 6 th period	Wednesdays, 1 st period	Wednesdays, 7 th period

Common Planning: Sprint Planner

Best Practice: Use this template to direct and track the expected focus and monitoring of Common Planning with your ILT each week. During ILT, consider having this open and recording what focus you expect in each CP session and/or which administrators will attend or support on a day-by-day basis. This chart also indicates when your Master Teacher will have a turnkey presentation for a Wednesday Common Planning session during staff meeting time.

Sprint 1

Week Of	Monday	Tuesday	Wednesday	Thursday	Friday
August 21					
August 28					
September 4			Wednesday Common Planning (District Provided MT Turnkey)		
September 11					
September 18			Wednesday Common Planning (District Provided MT Turnkey)		
September 25					
October 2					
October 9					

Sprint 2

Week Of	Monday	Tuesday	Wednesday	Thursday	Friday
October 18					
October 23			Wednesday Common Planning (District Provided MT Turnkey)		
October 30					
November 6		District PD Day			
November 13			Wednesday Common Planning (District Provided MT Turnkey)		
November 20					
November 27			Wednesday Common Planning (District Provided MT Turnkey)		
December 4			Wednesday Common Planning (District Provided MT Turnkey)		
December 11					
December 18			Wednesday Common Planning (District Provided MT Turnkey)		
December 25					
January 1 •					
January 8			Wednesday Common Planning		

			(District Provided MT Turnkey)		
January 15					
January 22					

Sprint 3

Week Of	Monday	Tuesday	Wednesday	Thursday	Friday
January 29					
February 5					
February 12			Wednesday Common Planning (District Provided MT Turnkey)		
February 19					
February 26 •					
March 4			Wednesday Common Planning (District Provided MT Turnkey)		
March 11					
March 18					
March 25					
April 1			Wednesday Common Planning (District Provided MT Turnkey)		
April 8					
April 15					
April 22			Wednesday Common Planning		

Week Of	Monday	Tuesday	Wednesday	Thursday	Friday
			(District Provided MT Turnkey)		
April 29			Wednesday Common Planning (District Provided MT Turnkey)		
May 6					
May 13			Wednesday Common Planning (District Provided MT Turnkey)		
May 20					
May 27					

Consistent Monitoring with Look Fors

Purpose and Expectation Setting for Walkthroughs

Required: Answer these guiding questions with your ILT to ensure you are aligned on purpose, protocols, and expectations. Then, plan for how you will communicate these expectations to your staff. Be sure to lead with the WHY!

What is the purpose of walkthroughs at your school? To measure teacher growth connected to the walkthrough protocol document, and our 8-pillar instructional foundation model of: Teacher DataCom, Curriculum Binders, Lesson Planning Review/Submission, Common Planning/Common PD, Instructional Walkthroughs and Debriefs, Teacher to Teacher Shadowing and MT led Debriefs, ILP's, and Academic Discourse and Providing Feedback Instructional Focus in Thrive. These 8 pillars are directly connected and correlated to our School Grade, SIP, and Budget.

What is the purpose of using a consistent look for tool? To measure whether a teacher is growing over time in their instructional and curricular practice and to conduct debriefs for reflection and adjustments. The purpose of walkthroughs is to monitor student engagement, find best teaching practices, and provide strategies for teachers to improve their teaching skills. Using the look for tool provides administrators and teachers with a quick guide to use while teaching.

How will you use the information you are gathering on the walk as an instructional leader? This information will be used to find and share best teaching practices and to provide teachers with feedback that will help them improve. We will submit the Look For's survey to track growth on PowerBI, our debrief sessions will allow teachers to reflect and talk through each lesson observed for growth.

How often should teachers expect members of the ILT in their classroom? At least once a week or biweekly. Who else may be on a walk? Our cohort assistant superintendent, any member of the SST, other building principals, other building master teachers, and anyone from Central Office connected to cabinet.

Will you use a paper or digital version of the Look Fors? We will use the digital version of the Look Fors. What should teachers expect in terms of visitors using devices during a walk? A paper version will be distributed to all staff by content area and the digital format will be completed after. During the walkthroughs, administrators will use a paper document that will be used to provide teachers with feedback during the debrief session.

How will teachers receive feedback following a walk? The administration will provide staff with a paper version of the feedback sheet and schedule a brief meeting with them to discuss feedback.

When and how will you clearly communicate these expectations to your staff? (e.g., Leader email, Back to School PD session, etc.) These expectations will be laid out in

one of our back-to-school PD sessions and reinforced throughout the school year and during debrief sessions.

Walkthrough Protocol

Required: Schools may add steps to their walkthrough protocol, such as leaving a thank you post it note in each classroom, or adjust the order of steps, such as discussing evidence and norming on ratings after each classroom rather than during the debrief session. However, all schools are required to walk with relevant instructional materials as a reference, take low inference notes, and use a paper or digital version of the Look For tool to focus walks and record instructional trends. Schools that use the paper form must have a mechanism for entering that data the day of the walk.

	Steps	Facilitator
Before the Walk	Identify focus classrooms	Principal
	Identify focus Look Fors	Principal
	Prepare Look For Forms <ul style="list-style-type: none"> Distribute copies of paper forms or open digital form 	Principal
	Open Clever & Curriculum Guides; open relevant lessons for reference if pacing is known	Teachers
During the Walk	Take low-inference notes	Principal/Assistant Principal
	Gather evidence (student work, photos of bulletin boards)	Principal/Assistant Principal
	Record initial placement on Look For Tool	Principal/Assistant Principal
	Reference CG and lesson resources	Principal/Assistant Principal
	Request a copy of the look for data to your email if using the digital form	N/A
After the Walk	Discuss evidence and norm on ratings	Principal/Assistant Principal
	Identify specific strengths, areas for growth and next steps for teachers/next steps for ILT	Principal/Assistant Principal
	Provide specific, written feedback to teachers who received a visit	Principal/Assistant Principal
	Ensure data is collected and aggregated if using paper Look For tools <ul style="list-style-type: none"> Develop a system where your Clerical logs your entries in the digital form by the end of each day if you use a paper-based version of the Look For tool 	Principal/Assistant Principal

	Incorporate Look For data collected in upcoming ILT sessions using the Look For dashboard to spot trends to address in PD/Common Planning	Principal/Assistant Principal
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Instructional Focus/Focus Look Fors Calendar

Best Practice: If you like to focus on specific Look Fors in your walks, use a calendar to map what you plan to walk for each week of the school year. During ILT, consider having this open and recording what Look Fors you are focused on across the school, or by subject area/grade band, each week as an instructional focus calendar.

Sprint 1

Week Of	Whole School	Literacy	Math	Science	Social Studies
August 21					
August 28					
September 4					
September 11	X				
September 18					
September 25	X				
October 2					
October 9	X				

Sprint 2

Week Of	Whole School	Literacy	Math	Science	Social Studies
October 18					
October 23	X				
October 30					
November 6	X				
November 13					
November 20	X				
November 27					
December 4	X				
December 11					
December 18	X				
December 25					
January 1					
January 8					
January 15	X				
January 22					

Sprint 3

Week Of	Whole School	Literacy	Math	Science	Social Studies
January 29	X				
February 5					
February 12	X				
February 19					
February 26	X				
March 4					
March 11	X				
March 18					
March 25					
April 1	X				
April 8					
April 15	X				
April 22					
April 29	X				
May 6					
May 13	X				
May 20					
May 27	X				

Prioritizing New Teachers for Coaching and Support

Required: Be sure that teachers new to teaching and to your school have a strong start. This checklist applies across the entire school year.

Before a new teacher receives students for the first time, complete the activities below.

Onboarding Action	Assigned Facilitator
Complete HR onboarding inclusive of employee handbook, work rules, policies, etc.	Principal
Provide a copy and review the school handbook outlining site-based procedures and policies	Principal
Promote attendance New Teacher Onboard Academy through HR department (summer hires)	Principal
Provide classroom assignment and instructional materials	Principal & Master Teacher
Give a school tour and introduce to key support staff (e.g., counselors, Dean, resource teacher)	Master Teacher
Assign a teacher “buddy” or mentor	Master Teacher
Review curriculum resources, common planning structures with Master Teacher/Lead Teacher, etc.	Master Teacher
Complete asynchronous training on PowerSchool for grades and attendance	Principal
Set up a gradebook in PowerTeacher Pro.	Master Teacher
Orient to Frontline Absent Management and Professional Learning catalog	Master Teacher
Observe a model or exemplar lesson implementation in their content area	Master Teacher
Introduce to SST team member assigned to the school for their content area	Master Teacher
Require the submission of a classroom management plan and reviewed with an administrator	Principal
Have set up time to create a warm, welcoming instructional environment	Principal

How many new teachers will you have? At least 2 potentially 3

How will you organize the activities above before the school year starts and after the school year starts? The principal will maintain contact with the new teacher to ensure the employee moves smoothly through the HR process. Once complete, the principal will provide a tour and share the new teacher’s room assignment and teaching schedule as well as put the new teacher in contact with their assigned Master Teacher. The MT will then provide support for planning, teaching and room set-up. As much as possible will be done prior to the start of the school year. Throughout the school year, the principal will conduct walkthroughs and plan check-ins. The MT will plan frequent

check-ins and 1-on-1 coaching sessions with the new teacher beyond the scheduled common planning sessions.

Professional Development

Best Practice: This section of the plan outlines available professional development experiences for staff. The guiding questions may help an ILT think strategically about how to maximize the impact of available professional development.

Teacher Academy

This summer, C&I will offer a 2-day in-person Teacher Academy for all core content teachers. This will be an opportunity for teachers to start the school year for a strong foundation for planning and implementing the first units/modules/chapters of instruction.

- Which teachers will you strategically encourage to attend Teacher Academy? [All content area teachers](#)
- How will you follow up to ensure that teachers have registered for Teacher Academy? [Via email and teams messaging](#)
- Do you have an opportunity to request that your MTs can attend and bring learning back to your school for opening of school PD? [Yes](#)

PD Days

The district PD days will build upon the learning in Teacher Academy and allow teachers to come together and learn from each other how to implement best practices in the classroom through planning, lesson delivery and data analysis.

- What worked about PD days at your school this year? [Giving teachers the freedom to sign up for the PD that they valued most.](#) What were areas of improvement? [Instructional strategies per content area](#)
- How do you want to strategically use school-led time next school year to move your instructional priorities? [We will utilize grade level and content area focused PD to drive our instructional focus throughout the building and have cross-curricular alignment](#)

PD Catalog

The PD catalog will chunk the learning modules introduced in Teacher Academy into bite-sized virtual learning sessions to support teachers with deeper learning and engagement strategies for students. Teachers and support staff will be able to select appropriate sessions aligned to our Yearlong Scope and Sequence.

- Who on your ILT will be responsible for knowing what sessions are available in the PD catalog so that you can refer teachers to specific sessions? [Master Teachers](#)
- Who on your ILT will be responsible for lifting specific trends in your Look For data to your Curriculum Leader for consideration for catalog offerings? [Data review during our ILT meetings. Master teachers.](#)

Common Planning

The district PLC days on every other Wednesday will now be district Common Planning Days. MTs for literacy and math will facilitate common planning sessions across all grade bands; Science and Social Studies materials will be provided to administrators for use in their buildings. This will be in addition to the time that you have been into your master schedule for common planning. During their monthly meetings, MTs will customize turn-key sessions to be used with teachers during the district common planning days.

- **How will MTs at your school report out to the ILT about the focus and plan for District Common Planning Days?** MTs will share the calendar invite and agenda with the designated administrator in advance of the common planning sessions. After the common planning sessions, the MTs will share out at the ILT meeting how their common planning meetings went.
- How will your school work with science and social studies teachers on District Common Planning days? [Master Teachers are adding science and social studies teachers separately similar to ELA and Math.](#)

School Level PD

As you identify instructional trends in your building or best instructional practices (i.e., engagement strategies for struggling learners, activating student voice), and you want to provide PD opportunities for your staff facilitated by you, your AP, Master Teachers, strong teachers, SST members, etc., Wednesday staff meetings, common preps, or workshops outside of the school day should be leveraged for these professional learning sessions.

- Considering the areas of focus for Sprint 1 and your school's performance last year, what are the topics you would want to prioritize for school level PD in the first month of school? [Review and revisit our two instructional foci of Academic Discourse and Providing Feedback.](#) Who are the right facilitators to activate? [Master Teachers.](#)

Back to School Professional Development

Best Practice: Consider using time with your ILT, CLT and ELT to craft a high quality back to school PD experience for teachers. As in past years, the District will have one day of PD, and the other day will be school led and directed.

The District-led back-to-school professional development day will integrate the learning from Teacher Academy and support all teachers as they open their classrooms for the new school year. The modules covered in Teacher Academy and the BTS PD day will deeply demonstrate how to effectively facilitate strong Tier 1 instruction and use SGI to extend learning as well as provide the appropriate interventions.

Guiding Questions for Planning School-Led PD

- How will you create a welcoming and celebratory environment as staff return? [We will review all positive data and successes from the previous year.](#) Who on your team will lead this aspect of the day? [Principal Lively.](#)

- How will you build team culture and community? [By conducting engaging breakout sessions focused on team building.](#) Who on your team will lead this aspect of the day? [Principal Lively.](#)
- How will you communicate, and invest others, in a clear and inspiring vision for your school? [In-person, by reviewing our previous years' successes and introducing our new goals and review the process of sense making and buy-in.](#)
- How will you communicate your school improvement progress last year? [In-person, whole group.](#) How will you communicate your goals and focus for the year ahead? [In-person, whole group.](#) How will you communicate what your “big rocks” are for Sprint 1? [In-person, whole group.](#)
- How will you communicate and invest staff in your schoolwide instructional improvement approach – with an emphasis on common areas of instructional focus, quality common planning and regular observation and feedback? [Review the data from the previous year and in-person, whole group and with breakout sessions.](#)
- How will you communicate and invest staff in your schoolwide climate and culture plan? [Review the data from the previous year and in-person, whole group and with breakout sessions.](#) How will you provide space and support for teachers to plan their classroom management plans? [In breakout sessions by content area with master teachers.](#) How will you promote positive first contact with families before the start of the school year? [Inform teachers of this policy and to track communication with families from the beginning of the year.](#)
- What important housekeeping needs to be addressed? [Discussing climate and culture, school rules and policy for student discipline.](#)

Back to School PD Agenda Template



Time	Session	Room Assignments
Title		

- Objectives

Title

- Objectives
-
-
-
-
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-
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-
-
-

Academic Intervention Schedule and Monitoring

Required: Intentionally plan to maximize the impact of interventionists on the most strategic students.

Action Steps	Due Date	Owner
Place AIs into the Master Schedule in assigned intervention periods so that they can take attendance	N/A	<i>No academic interventionist on staff</i>
Make a daily schedule for AIs to follow. Specifically call out when AIs should participate in Common Planning with teachers and when they should use their students' data to plan interventions.	N/A	
Use the Student List report to identify the most strategic students for OG and Mathematics Intervention. Use the rank order list and fill each available section. https://bit.ly/StudentListReport	N/A	
Ensure all AIs have completed appropriate training; direct AIs who have not completed training to attend paid summer PD if possible so that intervention can begin on the first day	N/A	
Review daily attendance and planning expectations with AIs, including what data sources they should have active and monitor regularly for their caseload of students.	N/A	
For returning AIs, review previous year data for their assigned students to discuss areas of strength and development	N/A	
Assign a point person for intervention monitoring if not the Principal	N/A	
Include Intervention on Walkthroughs and/or administrator observation and feedback; include Look For data in ILT discussions	N/A	
Set a weekly cadence to review <ul style="list-style-type: none"> - Intervention attendance - MaxScholar usage - Evidence of student progress (e.g., iReady monitoring) 	N/A	
Ensure all required assessments are completed (Performance Matters OG, iReady)	N/A	
Update families on student progress during the marking periods	N/A	

Data Conversations

Required: Principals should conduct regular data conversations with teachers to analyze student progress and support educators to adjust their practice. Data Conversations will be a new published section of the Playbook for Summer 2024, showcasing how administrators can structure BOY, MOY and EOY data conversations with teachers to address:

- Trends in walkthroughs
- Gradebook data
- District assessment results
- Curriculum-embedded/Common assessment results
- Usage (e.g., Zearn, iReady, ILC)
- Attendance and Behavior

Consider timing meeting dates such that the details discussed can inform Thrive conversations over the course of the year.

Annual Data Conversation Schedule		BOY Date/Time	MOY Date/Time	EOY Date/Time
Teacher Name	Assigned Administrator	Align with Cycle 0: Due 10/27	Align with End of Cycle 1 or early Cycle 2	Align with End of Year Debriefs: Due 6/7
Unaegbu	Lively	TBD	TBD	TBD
SS Vacancy	Lively	TBD	TBD	TBD
Matthews	Lively	TBD	TBD	TBD
Zafran	Lively	TBD	TBD	TBD
Maher	Lively	TBD	TBD	TBD
Coleman	Lively	TBD	TBD	TBD
Groven-Nelson	Lively	TBD	TBD	TBD

Okoro	Lively	TBD	TBD	TBD
Linkowski	Lively	TBD	TBD	TBD
Elective Teachers – Art, ROTC, WBL, Prep-Scholar	Lively	TBD	TBD	TBD
ESE/ESL Teachers	Lively	TBD	TBD	TBD

Instructional Materials

Required: You cannot lead common planning – or instruction – from materials you do not have! Ensure all students and teachers have access to the instructional materials, applications, and devices they need.

[IMM Guidance](#)

[General IM Questions](#)

[Types of Instructional Materials](#)

Curriculum

Materials [First Day of School Readiness](#)

Key Activities	Timeframe	Due Date	Owner
Confirm all bulk summer deliveries to the school	August 21-25	8/22/23	MTs
Distribute materials to classrooms and record distribution in the District's Instructional Materials Management System (TIPWeb-IM)	August 21-25	8/23/23	MTs
Communicate any discrepancies to Instructional Materials Program Supervisor	August 21-25	8/25/23	MTs
Request additional materials, as needed via TIPWeb-IM	August-June	As needed	MTs
Deadline to request additional materials to arrive by the 1 st day of school		8/4/23	Principal/MTs

Materials [Mid-Year Audits](#)

Key Activities	Timeframe	Due Date	Owner
Attend mid-year audit training session with district Instructional Materials Supervisor	November	As scheduled by Program Supervisor	MTs
Complete inventory of all non-consumable materials (novels, tradebooks, textbooks) in book room/storage	December	As scheduled by Program Supervisor	MTs
Communicate expectations for inventory of all non-consumable materials in classrooms to teachers	December	As scheduled by Program Supervisor	MTs
Collect inventory data from teachers for classroom inventory of non-consumables materials	December	As scheduled by Program Supervisor	MTs

Submit total inventory counts for school to the District via Instructional Materials Management System (TIPWeb-IM)	December	As scheduled by Program Supervisor	MTs
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Materials End-of-Year Audits

Key Activities	Timeframe	Due Date	Owner
Attend EOY audit training session with district Instructional Materials Supervisor	April	As scheduled by Program Supervisor	MTs
Complete inventory of all consumables materials (workbooks) in book room/storage	April-May	As scheduled by Program Supervisor	MTs
Communicate expectations for inventory of all consumable materials in classrooms to teachers	April-May	As scheduled by Program Supervisor	MTs
Collect inventory data from teachers for classroom inventory of consumables materials	April-May	As scheduled by Program Supervisor	MTs
Submit total inventory counts for school to the District via Instructional Materials Management System (TIPWeb-IM)	April-May	As scheduled by Program Supervisor	MTs
Coordinate pickup of excess or outdated curriculum, as needed	April-May	As scheduled by Program Supervisor	Principal

Instructional Technology

Learning Applications

Key Activities	Timeframe	Due Date	Owner
Opt-in your school for Schoology-PowerSchool grade passback / syncing (an opt-in survey link will be sent to Principals early August)	August	mid-August	Principal
Promote accurate Schoology grade passback setup	September	First week of school	Principal
Notify Technology Division of i-Ready exemptions	September	Mid-September	N/A
Notify the Technology Division of staff requiring school-wide access to Clever, i-Ready, etc.	September	Mid-September	Principal
Coordinate spring assessment readiness	March	April 1	Assistant Principal
Access and retrieve school year data needed for summer and beyond	June	Mid-June	Principal, Assistant Principal, Counselor

One-to-One Device Distribution

Key Activities	Timeframe	Due Date	Owner
Thoroughly review all program requirements and components for 1:1	Summer 2023	August 31, 2023	Principal
Complete Student Technology Initiative Training for IMM (All principals, APs and IMMs)	August 2023	August 31, 2023	Principal, AP, MTs
Update the School Implementation plan with current staff members, changes in protocols; secure Assistant Superintendent approval	Summer 2023	August 31, 2023	Principal
Assess barriers to device distribution during the 2023-24 school year and establish a plan for addressing these proactively in the implementation plan	Summer 2023	August 31, 2023	Principal, AP, MTs
Incorporate Student Technology Initiative Training for School Staff in back-to-school PD (20 minutes, asynchronous)	August 2023	September 8, 2023	Principal

Incorporate school-level device procedures outlined in the implementation plan in staff PD before devices are distributed	August 2023	September 8, 2023	Principal
Send out Parent/Guardian Orientation/Agreement to families	August 2023	August 31, 2023	Principal
Prepare student laptop bookbags for distribution	September 2023	September 8, 2023	MTs
Following completion of all program requirements, assign devices to students for in school use	Week of September 18th 2023	September 18, 2023	MTs

Assessment Plan

Required

Assessment Team

Name	Role	Contact Information
Nolan Procter	Building Assessment Coordinator (BAC)	Nolan.procter@detroitk12.org
Julie Herchock	Accommodations Coordinator (AC)	Julie.herchock@detroitk12.org
Anna Green	English Learner Accommodations Coordinator (ELAC)	Anna.green@detroitk12.org

District Assessment Planning - N/A

iReady

	Task	Owner	Due Date BOY	Due Date MOY	Due Date EOY
Pre-Administration Tasks	Verify which students need accommodations	AC	In Accordance with district assessment calendar	In Accordance with district assessment calendar	In Accordance with district assessment calendar
	Verify which students are exempt from i-Ready testing	AC	In Accordance with district assessment calendar	In Accordance with district assessment calendar	In Accordance with district assessment calendar
	Submit list of exempt students to it.training@detroitk12.org	Principal	TBD	TBD	TBD
	Assign accommodations in i-Ready	AC ELAC	TBD	TBD	TBD
	Develop plans for testing students in small groups/1:1 as needed	AC ELAC	TBD	TBD	TBD
	Print Clever badges (optional for K-6 grades)	BAC	TBD	TBD	TBD
	Verify that student rosters are correct by confirming withdrawals and new enrollments	BAC	TBD	TBD	TBD
	Communicate testing expectations to teachers <input type="checkbox"/> Verify that your rosters in Clever are accurate. Report any issues	BAC	TBD	TBD	TBD

	<p>with rosters to your building assessment coordinator.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare the classroom for testing (e.g., cover materials that contain academic information) <input type="checkbox"/> Determine which students will need accommodated testing and plan accordingly in consultation with your Building Assessment Coordinator and Accommodations Coordinator <input type="checkbox"/> Ask students to test their headphones and their devices before test day <input type="checkbox"/> Submit tickets before test day for laptops that are not working (be detailed in your ticket to expedite service) <input type="checkbox"/> Assign the diagnostic assessment to your students the afternoon before testing (after 4:00 p.m.) or the morning of testing <input type="checkbox"/> Review the proctor script and familiarize yourself with the directions you will provide to students on test day. <input type="checkbox"/> Establish a positive and supportive tone for students, and a distraction free-testing environment <input type="checkbox"/> Sign students into Clever using either a Clever badge (K-6) or their username and password. If using Clever badges, you will receive those from your building assessment team. 				
Test Day	Review the Diagnostic Status Report in Clever to track progress	BAC	TBD	TBD	TBD
	Follow up on attendance and execute make up testing	BAC	TBD	TBD	TBD
Closeout	Collect the names of students who did not test from each proctor/teacher	BAC	TBD	TBD	TBD
	Complete the Reasons Not Tested tracker	BAC	TBD	TBD	TBD

BOY/MOY Horizon Education

	Task	Owner	Due Date BOY	Due Date MOY
Pre-Administration Tasks	Verify which students need accommodations	AC ELAC	TBD	TBD
	Verify which EL students qualify for the state's ELA exemption	ELAC	TBD	TBD
	Develop plans for small group and 1:1 testing	AC ELAC	TBD	TBD
	Verify that student rosters are correct by confirming withdrawals and new enrollments	BAC	TBD	TBD
	<p>Communicate testing expectations to teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verify that your rosters in PowerSchool are accurate. Report any issues with rosters to your building assessment coordinator. <input type="checkbox"/> Prepare the classroom for testing (e.g., cover materials that contain academic information) <input type="checkbox"/> Submit tickets before test day for laptops that are not working (be detailed in your ticket to expedite service) <input type="checkbox"/> Determine which students will need accommodated testing and plan accordingly in consultation with your Building Assessment Coordinator and Accommodations Coordinator <input type="checkbox"/> Review the proctor script and familiarize yourself with the directions you will provide to students on test day. <input type="checkbox"/> Adhere to the time requirements for each section; the test must be administered in a single sitting to mirror the PSAT/SAT <input type="checkbox"/> Establish a positive and supportive tone for students, and a distraction free-testing environment <input type="checkbox"/> Verify that you have access to the OLA Student Admin portal in Performance Matters before test day <input type="checkbox"/> Sign students into Performance Matters through Clever using their username and password. 	BAC	TBD	TBD
Test Day	Assign the test section-by-section to students	BAC	TBD	TBD
	Monitor student progress in the OLA Student Admin portal and support teachers with technology issues	BAC	TBD	TBD
	Unassign or lock students' tests at the end of the test session as needed	BAC	TBD	TBD

	Verify that all tests have been unassigned or locked as needed	BAC	TBD	TBD
	Follow up on attendance and schedule make up testing	BAC	TBD	TBD

District Benchmarks: Science/Social Studies

	Task	Owner	Due Date BOY	Due Date MOY	Due Date EOY
Pre-Administration Tasks	Verify that student rosters are correct by confirming withdrawals and new enrollments	BAC	TBD	TBD	TBD
	Verify which students need accommodations	AC, ELAC	TBD	TBD	TBD
	Assign accommodations in Performance Matters	AC, ELAC	TBD	TBD	TBD
	Assign tests to students	BAC	TBD	TBD	TBD
	Communicate testing expectations to teachers <ul style="list-style-type: none"> <input type="checkbox"/> Prepare the classroom for testing (e.g., cover materials with academic information) <input type="checkbox"/> Submit tickets before test day for laptops that are not working (be detailed in your ticket to expedite service) <input type="checkbox"/> Communicate to parents when testing will occur <input type="checkbox"/> Determine which students will need accommodated testing and plan accordingly in consultation with your Building Assessment Coordinator and Accommodations Coordinator <input type="checkbox"/> For students who receive a Text-to-Speech support, ask students to test their headphones before test day. 	BAC	TBD	TBD	TBD
Test Day	Check in with teachers to ensure that they have released the correct assessment in Performance Matters	BAC	TBD	TBD	TBD
	Support teachers as issues arise with digital testing	BAC	TBD	TBD	TBD
	Monitor test completion in the OLA Admin on Performance Matters	BAC	TBD	TBD	TBD
Clos	Collect the names of students who did not test from each proctor/teacher	BAC	TBD	TBD	TBD

	Complete the Reasons Not Tested tracker	BAC	TBD	TBD	TBD
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State Assessment Planning

1. What process will be in place to ensure that the assessment coordinator is informed of newly enrolled and dropped students?	Building Assessment Coordinator will meet with enrollment clerical bi-weekly to monitor new student enrollees
2. What process will be in place to ensure that the assessment coordinator is informed when test materials are delivered?	The office clerical will notify the Building Assessment Coordinator when testing materials arrive in the office.
3. If the BAC is unavailable, who will receive, inventory, and store materials?	The Back-up Building Assessment Coordinator, Kristen Maher
4. Where will materials be stored? Who will have access to materials?	The testing materials will be stored in the main office vault. The BAC and the back-up BAC will have access to the materials.
5. For paper-pencil tests, how will materials be delivered to testing rooms? How will they be collected?	Testing proctors will collect their testing from the main office conference room, and they will return it to the conference room.
6. If materials are missing, how will the school manage the process of reporting missing materials?	The Building Assessment Coordinator will contact the district testing office and the College board to report missing materials.
7. Who will print testing tickets? When will they be printed?	The Building Assessment Coordinator will print testing as required by testing calendar.
8. Will the school use Text-to-Speech for test directions? (this would require that all students in the testing room have headphones)	Only for students who are approved to use it on the NAR report.
9. How will student accommodations be verified prior to testing? <<Who will be responsible for updating 10. <i>student plans, communicating accommodations, etc.? How will student accommodations be tracked?>> (Note: This includes accommodations for students with ESE, 504, and ELL designations.)</i>	The Accommodations Testing Coordinator will verify, update, track, and communicate all accommodated testing.
11. Who will identify which students are eligible for the text-to-speech Designated Support? Note: This DS does not require an IEP or 504 plan, but students must have participated in a Tier III Literacy intervention to be eligible. More information can be found here .	The Accommodated Testing Coordinator
12. Who will identify which students are eligible for the 1 st year ELL ELA exemption?	ESL Teacher
13. Are there any issues at your school that may impact assessment planning and administration?	None

Plan Your Space: State Assessments

14. Which rooms will be used for testing? Will they need any preparation (cleaning, lights, heat, desk movement, etc.) before students arrive for testing?	200B, 201, 202, 203, 205, 207, and 210.
15. What materials will you need to provide for students (for example, pencils, calculators)?	Pencils, calculators, testing materials
16. How many devices will be used for online tests? Where are those devices stored?	There will be a device available for every student that needs to test, approximately 150 students.
17. Who will verify that testing devices are working and have an updated DRC app prior to test day?	The Building Assessment Coordinator will make sure all devices are updated and in proper working order.
18. Where will device cleaning supplies be located?	Each testing room will be provided with alcohol wipes to clean testing devices.
19. Are there adequate headphones for student testing? (For online ELA tests, all students require headphones)	Yes, there are.

Plan For Your Staff: State Assessments

20. Will the building assessment coordinator contact staff directly or send information about assessments and training through the principal?	The BAC will contact staff directly via email and during staff meetings to provide information about assessments and training.
21. Which staff will proctor general assessments (M-STEP, PSAT, SAT, ACT WorkKeys)?	M-Step will be proctored by Science and Social Studies teachers.
22. Which staff will proctor alternate assessments (MI-Access FI, SI, and P)?	If applicable, the Accommodated Assessment Coordinator.
23. When will staff be trained to administer assessments?	Staff will be trained to administer assessments the week before the assessment date.
24. Who will prepare and deliver training?	The Building Assessment Coordinator
25. Who will serve as a backup proctor if a staff member is absent on test day?	Kristen Maher
26. How will staff breaks be handled during testing?	Each testing room will have two proctors. Proctors will alternate and take breaks as needed, ensuring that there is always a proctor in the testing room.

27. How will staff communicate with the BAC on test day?	There will be runners located in each hallway that can get messages to the BAC. Proctors can also contact the BAC via text.
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Plan for Your Students: State Assessments

<p>28. Which assessment team member is primarily responsible for drafting assessment communications to students and families? Who needs to review communication drafts before final approval is granted by the principal?</p>	<p>The BAC is responsible for drafting assessment communications and final approval will come from the principal.</p>
<p>29. How will testing requirements be communicated to students and families?</p>	<p>Robo calls will be sent to parents to inform them about testing. Students will be informed about testing through lunch advisory period.</p>
<p>30. What time will testing begin and end each day?</p>	<p>9am</p>
<p>31. How will students who arrive late and/or leave early be managed?</p>	<p>Students that arrive early will be seated in the forum until it is time to be dismissed to testing rooms. The late students will be directed to the late testing room. If they arrive too late, they will be held in the forum.</p>
<p>32. How will students be directed to testing rooms?</p>	<p>Students will be informed of their testing rooms days before the test. Room rosters will be posted around the school, and support staff will help students locate their testing rooms.</p>
<p>33. When students finish testing, what should they do?</p>	<p>They should sit quietly and wait for further instructions.</p>
<p>34. If students do not finish their test in one session, how will makeup testing be scheduled?</p>	<p>As outlined by the district assessment calendar, students that were not able to test, will complete their testing on district testing make-up days.</p>

State Assessment Task Checklist

Building Assessment Coordinators should use this task checklist to make sure that the school is ready for all aspects of testing.

General Planning

Optional—Proxy assessment coordinator has been identified to receive materials: Yes No

Materials have been received and verified. Initial Materials Verification Forms have been uploaded into the Assessment Reports folder: Yes No

Materials have been securely stored. Yes No

Test sessions have been created in the Secure Site or DRC INSIGHT. Yes No

Hard copies of your assessment plan and test schedule are available at your school. Yes No

Plan your space

Testing rooms have been identified: Yes No

Primary testing sessions have been scheduled: Yes No

Testing rooms have been cleaned: Yes No

Rooms have been checked to ensure that lighting and heat are working properly: Yes No

Instructional materials have been removed or covered in testing rooms: Yes No

Transition procedures are in place to minimize crowding in common areas: Yes No

Make-up sessions have been scheduled: Yes No

Devices that will be used for testing have been checked for proper functionality, including updating DRC Insight browsers when necessary: Yes No

Plan for your staff

Test administrators have been identified: Yes No

Backup administrators have been identified in the event of absence: Yes No

Staff have completed assessment security training: Yes No

Staff have signed the OEAA Assessment Security Compliance Form Yes No

Plan for your students

Testing schedules and procedures have been communicated to students and families: Yes No

Testing schedules and procedures have been communicated to families whose first language is not English: Yes No

A plan for distributing/assigning students to a testing device is in place: Yes No

Student accommodations and supports have been assigned in DRC Insight: Yes No

Test tickets have been printed and checked to ensure that the right supports/accommodations are listed for each student Yes No

Climate & Culture

Data Reflection

Required

Attendance

- Average Daily Attendance (DataCom)
 1. 82.7 percent is the average daily attendance for the 2022-2023 school year.
- Daily Attendance Rate (DataCom – only to notice trends in daily attendance during different periods of the school year)
 1. 69.6 percent is the Daily Attendance rate
- Chronic Absenteeism (DataCom and Attendance & Enrollment Dashboard)
 1. 61.8 Percent is the Chronic absenteeism
- Blank Attendance (DataCom)
 1. 0.5 percent
- FDP/LDP in the SIS for padded enrollments/exits (Attendance & Enrollment Dashboard)

Reflection Questions

1. What did the data tell you? The data shows that our school is trending in the right direction, this was made possible because of the work of our attendance agent. What patterns and trends did you see? The only pattern that I can see is that our daily attendance rate is a direct correlation to our chronic absenteeism rate.
2. What have you already done to address the data? How well did it work? We have implemented the 3, 6, 9 process in our school, where teachers reach out to parents to check for attendance. Our School Culture Facilitator makes phone calls home to check on students who have been absent for a long time. This worked well for the most part; however, we need to work on following the 3, 6, 9 reporting process with fidelity.
Select three of the highest leverage district-wide strategies and respond to them below.

Strategy 1: Implementation of the 3-6-9 and Home Visit Program

- Description of strategy: Home Visits
- Students involved: Chronically absent students (recovery possible and severe)
- Staff involved: SCF and Counselor
- Expected outcomes: Identification and resolution of barriers resulting in increased positive attendance

- Professional learning and support for staff on implementation: Any PD from the district office, this includes support from program supervisors to school-based support staff
- Fidelity of implementation: Tracking home visit data and reviewing any changes in individual student attendance. Following up with teachers, students, and parents. Running daily attendance reports. Home visits began in the 2nd quarter when we captured enough data to conduct home visits. Home visits took place through the end of the school year.
- Evidence actual outcomes: When we had an attendance agent, home visits improved student attendance according to the data. Attendance Agent transferred out by district in January. We will continue some version of this strategy with support staff and the school counselor. Evidence of outcomes TBD.

Strategy 2: Positive Attendance Incentive Program - Description of strategy:
Student incentives for positive attendance

- Students involved: All students
- Staff involved: All staff members
- Expected outcomes: To reward and increase student positive attendance
- Professional learning and support for staff on implementation: Any PD from the district office, this includes support from program supervisors to school-based support staff
- Fidelity of implementation: Tracking attendance data and rewarding students with positive and perfect attendance at end-of-month and quarterly student recognition assemblies; teachers could give Blue Jay bucks for positive attendance which could be spent at the PBIS. This was an effective strategy and encouraged some students to increase school attendance, however it did not work for every student with attendance issues.

Strategy 3: Monitoring and Tracking Teacher Attendance Submission and Student Entry and Exit Dates (padded entries/exits) - Description of strategy:
Tiering Students & Individual Interventions and Strategies

- Students involved: All students, tier them into tier 1 (low risk), tier 2 (at risk), and tier 3 (chronic – recovery possible and severe)
- Staff involved: PBIS Team, Attendance Team, and Counselor
- Expected outcomes: To increase student attendance in tier 2 and tier 3
- Professional learning and support for staff on implementation: Any PD from the district office, this includes support from program supervisors to school-based support staff

- **Fidelity of implementation:** Tracking attendance data and reviewing any changes in individual student attendance. Following up with teachers, students, and parents. Running daily attendance reports. We began tiering students after the first month of school. We started trends in attendance data that enabled us to tier students and begin creating interventions and strategies to minimize poor attendance. **Did they work?** This strategy is effective in that it allowed us to focus on the students who needed the most support. When implemented with fidelity, the program worked well.
3. Based on the work you have done so far to gather data and analyze the programs you already have in place, what do you know about this area of inquiry at your school? Use the prompts below to help you write a complete story of your current state.

We need to improve student attendance at Crocket Midtown High School. We have identified several barriers to student attendance that include transportation, employment, lack of motivation, family issues, lack of home support, etc. While we have reduced our chronic absenteeism from 68.8% during the 2021/2022 school year to 61.8% during the 2022/2023 school year, we did not meet our goal of 58.8%. For the upcoming school year Our realistic goal is to obtain less than 51.8% chronic absenteeism. We want to reduce chronic absenteeism by 10%. We need all students in tiers 2 and 3 to attend school 80% of the time. An important part of aggressively solving this problem is ensuring the appropriate staff and data are being utilized to create specific interventions. This includes continuing the PBIS and Attendance Teams within the Climate and Culture Team, targeting specific data points to review and analyze, reviewing daily attendance reports, reviewing teacher attendance submission, meeting monthly to discuss adjustments to our already developed Attendance Action Plan, tiering students, conducting home visits, and moving forward with grade level teams to bring instructional staff, support staff, students, and parents together to solve attendance issues and address barriers. We also implemented the I-Rise Plans (ILP's) for each student where they are going to create an attendance goal for themselves for the upcoming school year. This means students will be holding themselves accountable based on the attendance goal they set, which means coming to school every day. The strengths that CMHS has with implementing strategies to reduce poor attendance have been conducting home visits, tiering students, and meeting with parents and students to address any issues. Our communication has been advanced, and we have also noticed students have better attendance with in-person school. Chronic absenteeism is reduced when we have in-person learning. Within our strengths, we have weaknesses. We have identified our weaknesses as building relationships with students and communicating with parents. Learner needs are going unmet when they are not attending class. We know this by looking at our data involving attendance and student achievement. By

reviewing our attendance data and our ILP data, we can identify interventions needed for each student and provide them with wrap around services beyond academic and in-school support. The most effective programs at CMHS are home visits and grade level team meetings with parents. These coupled have produced better student outcomes by our school showing a unified support system and level of communication. The one program that needs to be improved is tiering students and diving deeper into attendance data. Once we analyze data at a deeper level, we will be able to target more specific strategies to problem solve. Moreover, additional incentives need to be implemented to not only reward those with good attendance but to encourage those with poor attendance to come to school more often. All staff need to be involved in implementing this attendance school improvement goal for it to be a central focus and for it to be successful. We will come together at staff/PLC's meetings to gain buy-in and track the progress of this goal.

Loved, Challenged, Prepared

Loved, Challenged, Prepared Survey (Panorama)

- Percent Loved
 1. 38.2 percent Loved
- Percent Challenged
 1. 73.5
- Percent Prepared
 1. 39.2
- Percent all three
 1. 45.73

TRAILS Universal Wellness Screener

- # identified for Tier 2/3 behavioral health services
 1. 17 students
- # served by Counselor/SSW
 1. 17 students served
- # served by Behavioral Health partner

Behavior (DataCom)

1. 0
- % who experienced a suspension
 1. 1
- Most common infractions
 1. Insubordination
- # of students with 2 or more suspensions
 1. 0
- # of unresolved referrals
 1. 0
- Perceptions of safety (Panorama)
 1. Data reflected seems to be accurate

Reflection Questions

1. What did the data tell you? **Our data indicates the students feel challenged but sometimes being challenged takes away from the empathy aspect of our work.** What patterns and trends did you see? **That students want to be pushed and challenged so they are prepared for a post-secondary education or opportunity to enter the workforce.**
2. What have you already done to address the data? **We spoke with all teachers and challenged all of them to incorporate increased rigor in each lesson.** How well did it work? **It developed as the year progressed.**

Select three of the highest leverage district-wide strategies and respond to them below. Who was involved? Did they work? How do you know? What does professional learning look like for the implemented strategies? **In response to our data, we have begun as a school to address these concerns restoratively. The school counselor and the culture facilitator conduct restorative circles to address these issues in a holistic manner. The data is now more qualitative, the students are responding positively.**

3. Based on the work you have done so far to gather data and analyze the programs you already have in place, what do you know about this area of inquiry at your school? Use the prompts below to help you write a complete story of your current state.

Initial Data Analysis Summary: What did the data tell you? What patterns and trends did you see across data objects? Summarize your thinking. **Our greatest strength is challenging our students, 73.5% felt they were challenged last year. We need to do a much better job of preparing our students as only 39.2% felt prepared, which is a 5% decrease from the 2021/2022 school year. We also need to do a much better job loving our students as only 39% felt that they were loved. Overall, 46% of our students felt they were loved, challenged, and prepared this past school year which is a 28% increase from the 2021/2022 school year. There was a 3% increase for challenged, a 5% decrease for prepared and a 11% increase for love. We are trending in a positive direction in the areas of loved and challenged, but we must focus on preparing our students.**

- What strengths have you uncovered? **Challenging students**
- What weaknesses have you identified? **Loving students more**
- What learner needs are going unmet, or are not being met adequately? **Teacher tiering and identification of differentiation.** How do you know? **By reviewing the assessment data.** Are learners at the greatest risk of receiving prevention and intervention services and support? **Yes, tier 3 students**
- What programs are most effective at supporting learner needs? **Any kind of ESE or ESL intervention and teacher tiering/differentiation.** Why? **Because it is individual or small group work.** What is your plan to maintain the integrity of these programs with new staffing levels at your school, if needed? **We will move forward with the staff that we have and make it work.**
- What programs are not effective, or as effective as you would like, at supporting learner needs? **Our AI was a weak link in our services offered.** Why? **This staff member was not highly motivated.** Do these need to be adjusted or abandoned? **Yes.**

- Is there any unnecessary duplication of services, programs or services that needs to be addressed so that the team can be more focused and coherent in their approach to supporting learners? **No.**

C&C Goals

Access your calculator in the [School Improvement Institute Team](#), under Assignments. **The calculator is required**, but you may wish to paste in your goals into this document as a best practice.

Best Practice: *Paste in your goals once you have set them using the School Grades*

Schoolwide Climate & Culture Plan

Schoolwide Rules:

1. No passes are to be issued during the first and last 15 minutes of class.
2. Students must be issued passes to leave the classroom.
3. If students arrive after 10am, they must be accompanied by a parent.
4. Students must report to class on time.
5. Students must be respectful in their interactions with teachers and peers.

Schoolwide Consequences and Rewards

Best Practice

Will all classrooms at your school use the same consequence ladder to redirect behavior? What will it be?

- Level 1: Non-verbal warning
- Level 2: Verbal warning
- Level 3: Teacher/Student Conference for Problem Solving
- Level 4: Phone Call Home by Teacher
- Level 5: Administrative Referral

Will all classrooms use the same rewards system or rewards ladder to incentivize positive behavior? [Yes, we can and want to for consistency purposes.](#) Will you use the same points system for rewards across the school? [Yes.](#) What can points be redeemed for at the classroom level? [Blue Jay Bucks in the school store.](#) At the school level? [Blue Jay Bucks in the school store.](#) Will you have a PBIS store? [Yes.](#)

If consequences and rewards *will not* be universal across classrooms, see the [Teacher Classroom Management](#) plan section.

Schoolwide CHAMPS Expectations

Best Practice

What are the shared CHAMPS expectations that you will set across your school so that students' have consistency in their experience from classroom to classroom?

C = Conversation = How will students engage with each other during the activity?

Will you use consistent voice level expectations across the school?

- Level 0 Voice= Silence
- Level 1 Voice= Whispering (library voice)
- Level 2 Voice= Small group voice
- Level 3 Voice= Read aloud (whole class) voice
- Level 4 Voice= Shouting (school spirit voice)

Will you use consistent "Attention Signals" across classrooms or grades for teachers to bring the class back to 0: Class, Class, Yes, Yes; Clap Once; Rhythmic Clapping/Pattern Clap; Call and Repeat or Call and Response

H = Help = What is the process for seeking assistance or support?

Will you use consistent vocabulary for clarifying how students should seek help during an activity?

- Nearby peer
- Help signs
- Group help
- Ask 3 before me
- Seek teacher

Will you use consistent "Attention Signals" across classrooms for students to ask for help:

- Specific hand signs with raised hands; Red, Yellow, Green cups for help

A = Activity = What type of learning structure or format is it?

Will you use a consistent vocabulary for defining the types of activities students will be expected to participate in?

- Small group
- Partners
- Independent
- Whole group
- Centers
- Transition

M = Movement = Are learners permitted to move about the classroom?

- Stay in seat
- Ask permission
- Light movement
- Get materials
- Emergency only

P = Participation = Which behaviors demonstrate active learning?

Will you use a consistent vocabulary for describing how students will demonstrate that they are actively engaged in the work of the lesson?

- Peer talking
- Listening
- Note-taking
- On-task
- Discussion
- Read/write

S = Success = Are students successful with their behavior for this task?

Yes/No

Schoolwide Routines

Required

Using the vocabulary of *Teach Like a Champion 3.0* is helpful in shaping thinking for how your CLT creates safe, efficient school wide routines.

Procedure: the design a teacher or school leader establishes for the way that adults and students will efficiently and productively execute a recurring task or action in the classroom or school.

System: a network of related procedures that help school staff accomplish end goals. An SGI rotation is a good example of a system because it combines procedures for the computer station, procedures for a teacher-led station, and procedures for the student-led station. Lunch is another good example of a system because it combines how students enter the lunchroom, how they pick up food, where they sit, how they manage trash and trays, and how they are dismissed.

Routine: a procedure or system that has become automatic, which students do either without much oversight, without intentional cognition, and/or of their own volition without teacher prompting. At a certain point in the year, ideally as quickly as possible, lunchtime procedures should be completely routine for students: they do not have to think about any of the steps, and they execute them as a matter of habit.

School and classroom routines can maximize their efficiency when they follow these principles:

- **Simple:** The simpler and clearer the steps in the procedure are, the quicker that they can become routines for students as they practice.
- **Quick is King:** Identify steps that represent the “fastest right way” to do something – and then teach and practice the routine to get to that pace. This will maximize instructional (or eating/socializing!).
- **Double Planned:** Plan what both the adults and the students are doing during each step in the procedure; writing this out sets clear expectations for all, and allows for more meaningful testing of the procedure by adults before it’s rolled out.
- **Minimally Narrated:** A well designed procedure does not require an adult to narrate exactly what to do next to students through the whole thing. Plan out short, verbal reminders you will use to cue students, with the goal of reducing your use of these cues over time.

Entry Systems

Adults	Students
Assistant Principal, Counselor, and support staff–Welcome students and check backpacks	Students enter door one and place phones, keys and backpacks on the table before passing through the metal detector.

Assistant Principal, Counselor, and support staff rotate monitoring students in the cafeteria.	Students then go to cafeteria or forum, have breakfast, and wait for the bell to report first hour class

Dismissal System

Adults	Students
Security guard conducts a walkthrough to ensure students have exited the building.	Students retrieve belongings from lockers and exit the building
Security guard conducts a walkthrough to ensure students have exited the building. The Principal, Assistant Principal, and support staff will supervise students as they leave the school grounds.	Students exit through designated dismissal door and wait for their transportation to arrive.

Transition Procedure

Adults	Students
Teachers and support staff monitor the halls as students move from class to class.	Students move in an orderly and timely fashion from class to class within a five-minute transition period.

Bathroom Procedure

Adults	Students
Teachers issue bathroom passes to students with the date, time, and teacher signature during class period.	Students are to go to restroom and return to class ASAP
Support Staff and security guard conduct periodic bathroom checks during the school day.	

Lunch System

Adults	Students
AP & support staff supervise students in the cafeteria during lunch periods	Students are to enter the cafeteria through the rear door and get in line to receive their lunches. After they receive their lunch, they are to sit at the lunch tables and dispose of their trash upon finishing their lunches. After lunch, students exit through the rear of the cafeteria and proceed to class.

Recess System

Adults	Students
N/A	

Schoolwide Rules, CHAMPS, and Procedure Signage/Marking
Best Practice

What is the current state of the signage and markings you use to communicate your expectations for behavior and procedures to students? [We have posters hung up throughout our school on almost every wall.](#)

Do you plan to distribute rules, consequences, rewards and/or CHAMPS signs to teachers for use in their classrooms? [Yes](#)

Is it time to update your signage with your school [colors and logos](#)? [Yes.](#)

Where do you need fresh/replaced signs? [Yes](#)

Where do you need to replace or add markings (e.g., tape arrows, directional signs, procedure step signs) to support students to execute procedures). [All over our school since we got a new school name.](#)

Classroom and Office Behavior Responses

Best Practice: How will you communicate and norm with teachers about the forms of misbehavior that must be addressed at the classroom level, and which forms of behavior escalate to the level of an office referral and/or removal of a student from the classroom?

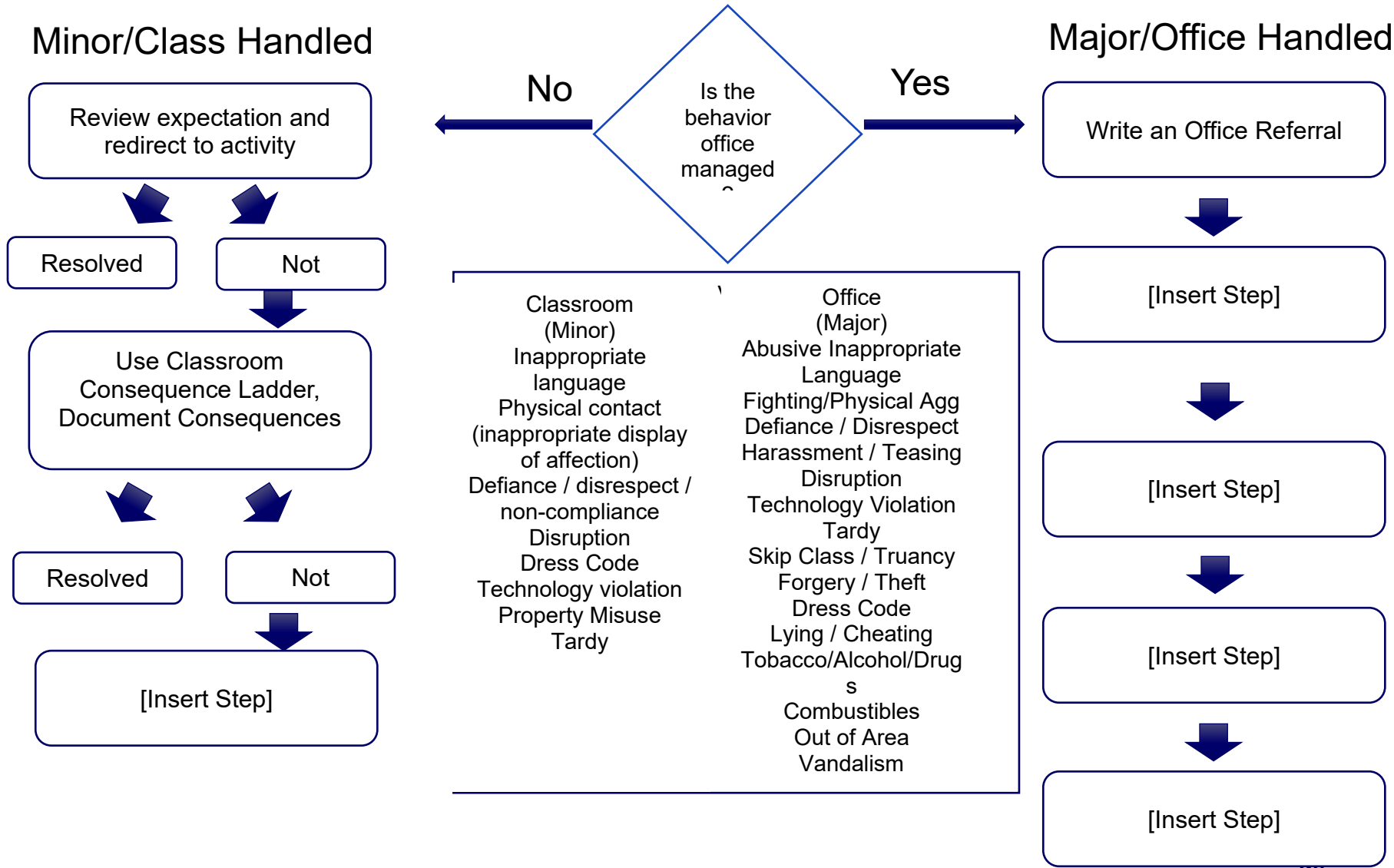
K-8 Example from AL Holmes Staff Handbook

Classroom Managed	Office Managed
<ul style="list-style-type: none"> • Disruption • Disrespect • Non-compliance • Property misuse • Physical contact • Inappropriate language • Lying • Cheating • Left supervised area • Trash/littering • Theft/possession of stolen property • Name-calling 	<ul style="list-style-type: none"> • Fighting • Assault • Reckless endangerment: engaging in conduct • Behavior that creates a grave risk of death or serious • Injury • Harassment • Chronic bullying, including intimidation • Committed obscene act • Weapon • Destruction of property • Left supervised area (missing student) • Repeated infractions of classroom level behaviors with documentation of a complete consequence ladder

High School Example from the Colorado Department of Education

<i>Minimal interference with instructional process; Teacher-managed</i>	<i>Interference with instructional process; Teacher-managed/documented</i>	<i>Severe disruption; Office-managed</i>	<i>Illegal and crisis situations; Office-managed</i>
Inappropriate displays of affection Off-task behavior (e.g., out of seat, socializing, grooming...) Lack of preparedness Inappropriate language (not directed at anyone) Throwing items	Repeated Level 1 disruptions Disruption Defiance Disrespect Inappropriate language (directed at someone) Property misuse Physical contact Tardiness (first three occurrences) Using electronic devices at non-designated time	Chronic Teacher-Managed Behaviors (4-6 times) Fighting Academic Integrity violation Harassment Bullying Truancy Property damage Forgery Theft Vandalism	Drug, alcohol, tobacco possession Weapons possessions Bomb threat/False alarm Assault

Student Behavior Procedural Flowchart



Behavioral Expectations Matrix

Required

Is your current PBIS behavior matrix current? Accurate? Are there any descriptions that need improvement? As with any other section of this document, if your existing Behavior matrix is current and fully reflects expectations, simply paste it in like the Pershing example below.

	Classroom	Hallways	Cafeteria	Restroom
Rule 1: Be on time and prepared for class	Students are to be where they are assigned to be at the designated time. Students are to gather supplies needed before class begins	Students are to move about the hallways in a timely fashion to ensure that they are in class on time.	Students must arrive in the lunchroom in a timely fashion, (within 10 minutes of the start of lunch), to be served lunch.	Students must use the restroom within a reasonable amount of time, (5 minutes)
Rule 2: Be respectful of staff, peers, and school property.	Students are to be respectful in their interactions with teachers and peers.	Students must move about the hallways in an orderly fashion,	Students will behave orderly in the cafeteria. They will respect cafeteria staff and	Students will use the bathroom without doing damage to the restroom.

		and not deface or destroy bulletin boards, etc.	clean up after themselves.	
Rule 3: Students will be responsible for their own work and operate with academic integrity.	Students will be present in the classroom and give their best effort. They will not engage in academic dishonesty.	Students' work will be displayed throughout the hallways.	Students should use extra time during lunch to complete assignments.	Students will make sure they are in when they should be, and reserve classroom restroom use for emergencies.

Behavioral Expectations Matrix Example



Pershing High School Behavior Expectations

	Classroom	Hallways	Cafeteria	Bathroom	Special Situations
 P Prepared, Present, and Prompt	<ul style="list-style-type: none"> Be in your assigned location at the correct time. 	<ul style="list-style-type: none"> Move when scheduled Go to lockers in the morning, before lunch & after school only 	<ul style="list-style-type: none"> Sit near those you'd like to speak with to avoid yelling Come with a pass if you need to leave for tutoring or detention 	<ul style="list-style-type: none"> Use the bathroom properly Clean up behind yourself. Wash your hands 	<ul style="list-style-type: none"> Professionally address/staff, other adults/visitors, and peers with respect
 R Respect, Reflective, and Responsible	<ul style="list-style-type: none"> Use appropriate language Follow directions Have needed supplies Reflect on your work 	<ul style="list-style-type: none"> Have a hall pass with you when not in class Only request to leave class for emergencies 	<ul style="list-style-type: none"> Use appropriate language. Profanity/Cursing is NEVER appropriate in school/work/ places of business. Follow directions Be polite please and thank you 	<ul style="list-style-type: none"> Use the bathroom for the intended purposes 	<ul style="list-style-type: none"> Listen, follow directions and use appropriate language
 I Integrity	<ul style="list-style-type: none"> Do your own work Seek assistance appropriately 	<ul style="list-style-type: none"> Be where you are supposed to be 	<ul style="list-style-type: none"> Ask before taking or touching someone else's food Bring appropriate food that does not require a microwave 	<ul style="list-style-type: none"> This is a smoke/drug/phone free environment 	<ul style="list-style-type: none"> Follow rules and procedures
 D Dependability	<ul style="list-style-type: none"> Be on task Electronic devices off and out of sight (unless permission has been granted) 	<ul style="list-style-type: none"> Arrive to school on time Get to class on time 	<ul style="list-style-type: none"> Clean up after yourself. We always leave a place better than we found it. Get permission or have a pass for meetings, tutoring or going to the bathroom. 	<ul style="list-style-type: none"> Leave the bathroom clean Return to class from the bathroom in a timely fashion 	<ul style="list-style-type: none"> Give your best effort Represent UYA with pride
 E Effort Towards College and Beyond	<ul style="list-style-type: none"> Turn in assignments Track progress to ensure a high GPA: be responsible for behavior and grades Try new things 	<ul style="list-style-type: none"> Attend all classes when you are on campus 	<ul style="list-style-type: none"> Use cafeteria time to eat. Do not use class time to eat. Scholars are encouraged to engage in working lunches. 	<ul style="list-style-type: none"> Reserve bathroom breaks for between classes 	<ul style="list-style-type: none"> Focus on learning and listening

Schoolwide Climate & Culture Teaching Plan

Required

How will you work with teachers to explicitly teach and practice schoolwide expectations and schoolwide routines? *We will work with teachers during the beginning of the year in-service and continue throughout the year, providing them with schoolwide expectations, disciplinary procedures, as well as*

What will teachers teach students each day in the first week of school in the classroom? *Teachers will acclimate students to their classroom procedures and academic policies. Teachers will use this time to develop activities that are geared towards relationship building.*

What will teachers or other staff teach in key locations (e.g., the cafeteria)? *Assistant principal and support staff will teach students how to move about the hallways in an orderly fashion. They will also teach students the procedures for entering/exiting the cafeteria and how they should dispose of their trash after eating lunch. During school assemblies/guest speakers, students will be taught the expectations for being a respectful audience.*

How will you use whole school engagements to set the tone and reinforce expectations? *We will hold monthly assemblies to celebrate student success and convey schoolwide expectations for student behavior.*

Expectations & Procedures Lesson Plan Templates

Best Practice

Schools may wish to provide required lesson plans to teachers, with a calendar, to explicitly teach schoolwide expectations and procedures. The structure of this is equally useful for teachers to roll out Academic (e.g., how to turn and talk, how to raise your hand to contribute), Procedural (e.g., how to enter the classroom, how to hand in work) and Cultural (e.g., how to celebrate the success of another student in class) routines and procedures in their classrooms.

Cooke STEM Academy

Positive Behavioral Interventions and Supports (PBIS)

Lesson Plan: Hallway Expectations

This lesson plan should be taught daily for 1 week and reinforced throughout the school year as needed. It will take approximately 15-20 minutes.

Materials: chart paper, marker, hallway expectations poster, paper, and pencil for students (or coloring sheets and crayons/colored pencils)

Expectations: Hallway Procedures
Voice Level = 0

Personal Best	Act Responsibly	Work and Play Safe	Show Respect
<ul style="list-style-type: none"> • Use your hugs and bubbles • Set a good example • Follow directions 	<ul style="list-style-type: none"> • Go directly to your destination • Stay with your class/line 	<ul style="list-style-type: none"> • Walk on the right side, by the blue tiles • Keep hands, feet, and objects to yourself • Walk facing forward 	<ul style="list-style-type: none"> • Use quiet and kind words and actions • Keep hands off other peoples' belongings • Honor personal space

Step 1: Introduce Hallway Expectations

Objective: By the end of the lesson, students will be able to follow school wide PBIS hallway procedures.

Teacher will introduce the lesson by stating "Today we are going to learn about using your PAWS at Cooke STEM Academy. Using your PAWS means always doing your Personal Best, Acting Responsibly, Working and Playing Safely, and Showing Respect." Teacher will check for understanding and give more examples to further understanding if necessary.

Step 2: Teach and Inform

Teacher encourages students to brainstorm ideas of what hallway procedures look and sound like. Students share with the class, and teacher writes students' responses onto T-chart on chart paper. (See example chart below.) Teacher highlights examples of behavior staff will be looking for at all times during the school day in the hallway. Discuss what appropriate behaviors look like and sound like and ensure that the discussion includes why this behavior is important (i.e., being silent in the hall prevents students in other classrooms from getting distracted from their learning).

Looks Like	Sounds Like
<ul style="list-style-type: none"> • <i>Students walking in a line</i> • <i>Students walking on third tile from the wall</i> • <i>Students' hands are at his/her side</i> • <i>Students stop at each Star Stop while in line with class</i> • <i>Students walk safely</i> 	<ul style="list-style-type: none"> • <i>Students are using zero level voices.</i>

Step 3: Model and Practice

Teacher models what walking in the hallway looks like and sounds like outside of the classroom. Teacher will have students form a line to practice the hallway procedures as they walk through the hall. Students practice hallway procedures with teacher giving immediate feedback and praise. Point out nearby Hallway Expectations poster.

Step 4: Activities and Assessment (Suggested Recommended Follow-up Activities)

- Have students write the T-Chart previously created in their journals.
- Have students model the hallway procedures whiles students give feedback on the behavior.
- Have students draw a picture and write about appropriate hallway procedures.
- Have students write out the rules on the Bulldog Activity Coloring Pages and then color it

Teacher Classroom Management Plan Best Practice

Consider having teachers submit an annual classroom management plan for principal review at the start of each school year. This approach is helpful in all contexts but is especially important if you are not adopting universal vocabulary for rules, consequences, rewards, and CHAMPS. This [free online module from Vanderbilt](#) can be a helpful scaffold for teachers who need support in this area. The same course also has [a Behavior Plan Tool](#) that walks through each component of the plan addressed in the module and will generate a plan to their specification; this requires a free account.

How will you roll out the expectations for submitting the plans? [In the beginning of the year PD](#)

Which administrator will review each plan? [Both principal and AP](#)

How will you conference with teachers whose plans do not meet expectations? [Schedule a meeting in person.](#)

How will you support teachers who have struggled with classroom management in the past to develop better plans this year? [Team them up with a master teacher or other teacher that can partner with them to improve their classroom management skills.](#)

Schoolwide Attendance and Behavior Displays, Incentives, and Events

Best Practice

Consider using this chart with your CLT to create a cohesive, yearlong plan for displays, incentives and events that align with Expect Respect themes and Loved, Challenged and Prepared questions.

Dates	Value/Character Trait	Displays	Incentives	Events	Townhalls
August & September	Tenacity/Responsibility <i>LCP Suggested Focus: Goal Setting and Perseverance</i>				
October	Integrity/Respect <i>LCP Suggested Topic: Self-Belief, Self-Efficacy</i>				
November	Students First/Kindness <i>LCP Suggested Focus: Understanding and Belonging</i>				
December	Service/Generosity <i>LCP Suggested Focus: Understanding and Belonging</i>				
January	Service/Citizenship <i>LCP Suggested Focus: Goal Setting, Self-Efficacy and Perseverance</i>				
February	Excellence/Self Control <i>LCP Suggested Focus: Proactivity/Self-Management</i>				

Dates	Value/Character Trait	Displays	Incentives	Events	Townhalls
March	Integrity/Honesty <i>LCP Suggested Topics: Self-Control, Self-Management</i>				
April	Students First/Compassion <i>LCP Suggested Focus: Understanding and Belonging</i>				
May & June	Equity/Acceptance <i>LCP Suggested Topic: Self-Belief, Self-Efficacy</i>				

Schoolwide Social Emotional Lesson Teaching Plan and Calendar

Required

Who will deliver the monthly social emotional lessons at your school?

Counselor

What will be the format and location of these lessons? The format will be open and involve presentations held weekly. The presentations will be part of expect respect district initiative and will take place in our school forum.

What is the schedule for the lessons?

Month	Lesson Topic/Title	Schedule
August & September	TBD	Monthly
October	TBD	Monthly
November	TBD	Monthly
December	TBD	Monthly
January	TBD	Monthly
February	TBD	Monthly
March	TBD	Monthly
April	TBD	Monthly
May & June	TBD	Monthly

Student ID Distribution and Maintenance Plan

Required

How will you distribute IDs at the start of the school year? [IDs will be taken by grade level during the first week of school.](#)

What are your expectations for student use of IDs? Are they required to wear their ID? How will you introduce this expectation? [Students should produce ID's when asked and at lunch. This expectation will be introduced at the first schoolwide assembly.](#)

What will be your procedure for replacing lost IDs? [Identified support staff will take issue replacement IDs twice a week at a designated time during the school day.](#)

Crisis Management Plan

Required

[Crisis Management Plans in Principal Collaboration](#)

Schools are required to update their Crisis Management Plans annually. Plans do not need to be updated in this document but should consider if their Crisis plans are still accurate with new staffing levels, locations, and entry points and make updates accordingly now.

Clubs, Mentoring and Leadership Programs

Best Practice

Consider using this resource with your CLT to apply a critical eye to your club offerings in the upcoming year. Fill out the template together and use it as an opportunity to discuss:

- What clubs, mentoring and leadership programs are you offering next year?
- What is the purpose of each club or program (e.g., responding to student interest, offering student leadership or voice, providing mentoring for Tier 2/3 students for attendance or behavior)? If student interest, what data indicates that this is the club that students want?
- What students are the target audience for each club or program? Why?
- Who is the best person to sponsor this club? When will it meet?

Club/Program Name	Purpose/Target Audience	Sponsor	Meeting Schedule
Ex: CMHS Key Club	Student Interest Grades, Demographics		
Ex: CMHS Student Council	Student Leadership/Voice Grades, Demographics		
Ex: CMHS NHS	Mentoring Grades, Demographics		

Behavior Intervention Plan

Required: Use this section to organize your teams work for proactive behavior intervention planning before the start of the school year.

Action Steps	Due Date	Owner
Use the Student List report to identify focus students for proactive behavioral intervention to start the school year	September 29th	Assistant Principal/Counselor
Create proactive behavior plans for focus students such as: <ul style="list-style-type: none"> • Inclusion in mentoring programs • Positive first home contact • Individualized reward/incentives • Planned response methods for teachers • Behavioral health referrals 	September 29th	Assistant Principal/Counselor
Use the Student List report to identify students for beginning of year behavioral health referrals; organize plan to collect consent forms	September 29th	Assistant Principal/Counselor
Update families on student progress during the marking periods	September 29th	Assistant Principal/Counselor/teachers

Behavioral Health Referral Plan Universal Wellness Screener

What will the process at your school be for acting on Universal Wellness Screener results? [Counselor will evaluate data and respond with appropriate interventions.](#)

Code of Conduct Response

What will the process at your school be for referring a child to behavioral health services based on a code of conduct intervention? [The school leadership team will evaluate the referral for appropriate interventions.](#)

Independent Referral

What will the process at your school be for referring a child to behavioral health services based on a staff person or parental referral? [The counselor will evaluate the referral and respond with the appropriate intervention.](#)

Attendance Intervention Plan

Required: Use this section to organize your teams work for proactive behavior intervention planning before the start of the school year.

Action Steps	Due Date	Owner
Use the Student List report to identify focus students for proactive attendance intervention to start the school year. Focus on students with attendance rates between 85% and 90% last year for proactive work.	TBD	Assistant Principal
Work with teachers and attendance agent to create proactive attendance plans for focus students such as: <ul style="list-style-type: none"> • Inclusion in mentoring programs • Positive first home contact • Individualized reward/incentives • Planned response methods for teachers • Attendance contracts 	TBD	Assistant Principal
Meet with Attendance Agent to review daily and weekly schedule before the start of the school year; communicate CLT expectations	Every Thursday throughout the school year	We no longer have an attendance agent. This work will be done collectively by the CLT team.
Assign a point person for attendance intervention monitoring if not the principal.	Beginning of the school year teacher PD	Principal
Establish reporting expectations for all 3, 6, 9 intervention activities conducted by the Attendance Agent	Beginning of the school year teacher PD	Principal/Assistant Principal.

Absence Follow Up Expectations

How will you set expectations with teachers/staff for home contact for the first and second absence? [Expectations will be established during the beginning of the year teacher PD.](#) How will you log and monitor these interactions? [Teachers will log interactions through a schoolwide Google Doc that will be monitored by designated support staff.](#)

How will you train staff on the Attendance Intervention approach, including the relationship between First/Second contact and the 3, 6, 9 process? [Staff will be trained on the 3, 6, 9 process during the beginning of the year teacher in-service.](#)

Monitoring Follow Up and Interventions

How will you monitor the effectiveness of 3, 6, 9 interventions? How will you evaluate and adjust focus student lists for Attendance Agents over the course of the year? We will monitor the effectiveness of 3, 6, 9 interventions, by monitoring attendance data weekly. We will adjust the student attendance list according to how student attendance is reported. As students improve or decline in attendance, we will update the focus list accordingly.

Engagement and Wellbeing Survey Plan

Required

Survey Team

Name	Role	Contact Information
Marques Blanford	Survey Coordinator	Marques.blanford@detroitk12.org

Universal Wellness Screener

First Three Weeks of School

Task	Owner	Due Date
Identify date to administer the Universal Wellness Screener across the school (20 minutes) <ul style="list-style-type: none"> Ideas: All students complete at one time, administer through the ELA block, or immediately following their BOY testing 	Nolan Procter/Marques Blanford	08/29/23
Distribute parent opt-out letter and send out robocall. Allow parents three days to opt-out.	Marques Blanford	9/06/23
Train relevant teachers on the purpose of the screener and its administration	Marques Blanford	9/06/23
Direct students to Clever to complete the survey on the administration date (Students will need to login with their DPSCD credentials)	Marques Blanford/ELA Teachers	TBD
Submit names of students who have opted out to Central Office	Marques Blanford	09/29/23
Pull down summary screener results to make appropriate Behavioral Health Services referrals	Marques Blanford	10/02/23

Interim LCP

October 1 - 15

Task	Owner	Due Date
Identify date to administer the interim LCP survey in grades 3-12 (~20 minutes) <ul style="list-style-type: none">Ideas: All students complete at one time, administer through the ELA block, or immediately following their BOY testing	Assistant Principal	TBD
Communicate with relevant teachers about the purpose of the screener and its administration at a staff meeting	Principal/Assistant Principal	TBD
Direct students to Clever to complete the survey on the administration date (Students will need to login with their DPSCD credentials)	English Teachers	TBD
Monitor completion rates and arrange make ups in your School Data & Assessment Folder	Counselor	TBD

Panorama Student Survey

February 26 – March 15

Panorama Administration Dates

What day(s) between February 26 – March 15 will your school administer student surveys? **TBD**, Choose the day(s) during the administration window when you will have your students take their surveys. Refer to your school calendar and choose the date(s) for your school's survey when there are no events (e.g., testing, assembly) that will interfere with administration.

When will you ask teachers to engage students in a vocabulary mini lesson before this window? **The week before the survey is administered.** [Proctor Student Survey Vocabulary Mini-Lesson.pptx](#)

Administration Schedule/Location

During which classes or periods will students take their surveys? How will you manage make ups? **Students will take surveys during ELA and Math classes. Counselor will monitor completion rates and schedule make-up sessions for students.**

The School Coordinator should review their school's master schedule to determine the best time for students to complete the surveys. Since students will be randomly assigned to take surveys about their teachers, you do not need to align dates with a particular class. Depending on your school type, we recommend the following:

- Elementary: Teachers should proctor the survey for their own homeroom class.
- Secondary: Choose one period (i.e., students take the survey in their Period 2 class) or one subject (i.e., students take the survey in their English class) to proctor the surveys.

Technology and Access

How will teachers confirm that their technology is ready?

To administer the survey in whole-class settings, teachers will need a working device for each student. Teachers will check their computer carts the week before testing to ensure they have working technology to administer surveys to students. The teacher will report any problems with adequate technology to the Survey Coordinator.

How will students know their Student ID to access their survey?

IDs are also available to teachers in PowerSchool. If you are concerned students will not know these IDs, consider the best way to support teachers so they can provide these to students.

Accommodations

What accommodations will you need to provide to students?

At a minimum, teachers should provide the same accommodations for students with disabilities or English Language Learners that they are eligible for when taking state or district assessments.

Response Rate Monitoring

How often will response rate updates be pulled from the platform? Who will receive updates on progress? Rate monitoring will be conducted daily during the survey window. The Survey Coordinator will receive these updates.

Panorama Family Survey

March 11 – April 14

Task	Owner	Due Date
Notify front desk to look for Family survey delivery to school	Marques Blanford	TBD
Open delivery and confirm contents of the box: <ul style="list-style-type: none"> - Welcome letter - Return label - Bundles of survey packets 	Marques Blanford	TBD
Determine if your school will emphasize online administration, paper administration or both	Marques Blanford	TBD
Create a family outreach plan with a point person for questions, consider robos, flyers, use of the parent outreach coordinator, and alignment with PTC activities	Marques Blanford	TBD
Select the location(s) where families can take their survey online or on paper. Consider easy access at entrances as well scheduling access to computer labs/carts or other locations that can accommodate a higher volume of parents during key events or pickup and drop-off.	Marques Blanford	TBD
Distribute survey packets. Surveys will arrive in shrink-wrapped bundles, grouped Grade Level and then by Student Last Names.	Marques Blanford	TBD
Set up a location that will be available throughout the survey window for students and families to return completed survey forms.	Marques Blanford	TBD
Schedule a FedEx pickup of completed surveys.	Marques Blanford	TBD

Attendance and Behavior Data Monitoring

Best Practice: Use these planning tools to create your monitoring plan for attendance and behavior data quality and accuracy.

Daily Attendance Monitoring

	Activity	Owner	Time
AM	Check attendance completion in the SIS using Teacher Attendance Submission		
	Complete attendance for classes with substitutes		
	Tardy updates made in the Office as student signs in		
PM	Check attendance completion in the SIS using Teacher Attendance Submission		
	Complete attendance for classes with substitutes		
	Tardy updates made in the Office as student signs in		
	Review evidence of teacher follow up for absence 1, 2		
	Review evidence of 3, 6, 9 implementation and follow up		

Process for Updating Tardies

What will be your school's procedures for ensuring that tardies are accurately recorded daily? [Teacher attendance PD and running hourly attendance reports.](#)

Process for Collecting Parent Notes for Absence Reasons

What will be your school's procedures for collecting guardian notes for absences? [Mrs. Udeozor will collect and track.](#) What will be your system for recording the reasons for absences so that your CLT can spot trends? [Review monthly attendance data with CLT.](#)

Daily Behavior Monitoring

	Activity	Owner	Time
	Check # of pending behavior referrals in the system		
	Assign consequences and interventions on all open referrals in the SIS		
	Deliver consequences and interventions to students		
	Complete Title IX, Code Packets		

Process for Preparing Data for the CLT

What metrics will your CLT discuss when it meets? [Attendance and behavior.](#) Who will be responsible for presenting each metrics and next steps? [Assistant Principal](#)

Metric	Owner	Required Information to Bring to Meeting

Home-School Collaboration

Best Practice: Use this planner to map out the activities you would like to complete with your PTA, SAC, through home visits or school events, to build a positive climate and culture and bolster enrollment/re-enrollment.

	PTA	SAC	Home Visits	School Events
August & September				8/5: Back to School Expo, Purpose: Re-enrolling families, building good energy for start of the SY
October				
November				
December				
January				
February				
March				
April				
May & June				

Mass Communication

Optional: Consider how you will prepare your staff to use the Mass Notification system strategically

Tasks	Due Date	Owner
Review the Mass Notification Guidelines Revised.docx		
Ensure all staff with Mass Notification rights have completed the Online Training		
Create a family engagement plan to promote families to opt back into robo calls		
Create a system to ensure all phone number and home language updates are collected in Back-to-School packets and entered into the SIS		
Develop an approval system for robo messages unique to your school		

Enrollment & Re-Enrollment

Data Reflection

Required

Enrollment (DataCom, PowerSchool)

Re-Enrollment (DataCom)

- # new to school: 60
- #new to district: 47
- # re-enrolled: 131
- Retention rate over the course of last year: 65%

Market Share

- Percentage of school aged children in boundary captured

Parent Survey (Panorama) No data was available at this time

- How welcome do you feel? No data was available at this time
- How respected is your voice? No data was available at this time
- How well is your child's school preparing them for the next grade level? No data was available at this time
- How often do you worry about violence? No data was available at this time
- How unsafe does your child feel at school? No data was available at this time
- Communications: preferred channels at your school. : Email, phone calls, website, social media, mail letters, robo cal
- Fall-to-fall enrollment/re-enrollment (DataCom, SIP Student List Report)

Reflection Questions

1. What did the data tell you? [Our retention rate has decreased by 26%, from 90% during the 2021/2022 school year to 65% during this past school year.](#) What patterns and trends did you see? [We had an influx of students, \(107\) who were new to the school and new to the district.](#)
2. What have you already done to address the data? How well did it work? [We increased our recruitment efforts and established an athletics program to address the data. We will determine if these things helped increase enrollment when the fall 2023 enrollment numbers are determined.](#)

Select three of the highest leverage district-wide strategies and respond to them below. Who was involved? Did they work? How do you know? What does professional learning look like for the implemented strategies?

Strategy 1: [Build a strong community presence and relationships to attract prospective families all year long](#)

• Description of program/activity: [Incorporate consistent strategies for school promotion with an emphasis on great first impressions.](#)

- Ensure a regular community presence at neighborhood spots like parks, churches, and businesses and invite the community to take part in school activities, events, and volunteerism.

- Develop meaningful relationships with feeder schools (District and non-District) with multiple annual touchpoints.
- Activate every staff, family and community member as advocates and ambassadors for the school to educate and recruit prospective families.
- Deploy a strategy to leverage every touchpoint with a family as an enrollment opportunity. • Students involved: 8th graders at DPSCD K-8 schools, private schools, charter schools, parochial schools, Metro Detroit public schools
- Accountable Staff Member: Principal
- Staff Members Involved: Marketing and Recruitment Team members
- Start and end date: 10/01/2023 and 06/01/2024
- Expected outcomes: To increase our enrollment by 48 new students and to retain all returning students
- Planned activities (be sure to include PD, Monitoring, Communication): Principal will ensure staff are developed professionally to complete all assigned tasks.

Strategy 2: [Personalize the school experience for each current family to build loyalty and trust](#)

Description of program/activity:

- Develop an onboarding plan to welcome new families to your school and connect them with appropriate resources.
- Establish consistent and clear communication channels to maintain connectivity with families across the entire year.
- Empower every staff member and family leader to be part of re-enrolling families year after year in your school community.
- Regularly solicit and respond to family feedback and ideas.
- Students involved: K-8 students and parents
- Accountable Staff Member: Principal
- Staff Members Involved: Marketing and Recruitment Team
- Start and end date: 9/1/23 to 6/1/24
- Expected outcomes: To increase our overall student enrollment
- Planned activities (be sure to include PD, Monitoring, Communication): Principal will ensure staff are developed professionally to complete all assigned tasks.

Strategy 3: [Work with the District's Enrollment Department to secure a list of and recruit students not admitted to other application schools.](#)

Description of program/activity:

- Principal/Assistant Principal will receive a list of students denied entrance to application high schools.
- Support staff will recruit students denied admittance to other application high schools.
- Expected outcomes: an increase in student enrollment at CMHS.

3. Based on the work you have done so far to gather data and analyze the programs you already have in place, what do you know about this area of inquiry at your school? Use the prompts below to help you write a complete story of your current state.

Our enrollment increased this past school year by 20 students from the Fall of 2021 to the Fall of 2022. It is also noted that for the past three years, the spring FTE claims are always lower than fall FTE claims. Middle School Articulation, in which our principal, assistant principal, former dean, and College Transition Officer meet, promote, and recruit middle school students from key and feeder middle schools, continued this year as did tours/recruitment fairs. Additionally, a Marketing and Recruitment Team was developed by administration to develop strategies, ideas, plans and courses of action to increase enrollment. We currently stand at 202 students (end of 2022-2023 school year); we want to be at 250, a 48-student difference. There are also significant differences in enrollment at the different grade levels. It is our hope that these programs and activities as well as the addition of an athletics program are successful in increasing student enrollment.

- What strengths have you uncovered? *We have a strong climate and culture*
 - What weaknesses have you identified? *We need to increase our enrollment*
 - What learner needs are going unmet, or are not being met adequately? *Not being present for school increases the difficulty for students to be successful. How do you know? By reviewing and analyzing our attendance and behavior data, along with our academic data through a compare/contrast PD. Are learners at the greatest risk of receiving prevention and intervention services and support? Yes*
 - What programs are most effective at supporting learner needs? *CLT meetings and staff meetings and debriefs. Why? To disseminate knowledge. What is your plan to maintain the integrity of these programs with new staffing levels at your school, if needed? We will move forward with all strategies that have been successful and build on them.*
 - What programs are not effective, or as effective as you would like, at supporting learner needs? *ILP's. Why? Student motivation. Do these need to be adjusted or abandoned? Yes, we will adjust.*
 - Is there any unnecessary duplication of services, programs or services that needs to be addressed so that the team can be more focused and coherent in their approach to supporting learners? *No*

Enrollment/Re-Enrollment Goals

Access your calculator in the [School Improvement Institute Team](#), under Assignments. **The calculator is required**, but you may wish to paste in your goals into this document as a best practice.

Best Practice: *Paste in your goals once you have set them using the School Grades Calculator provided at Principal Academy.*

- By midyear: • Enrollment will be 250. • Maintain a within year retention rate of 100%.
- By Spring Count: • Enrollment will be 250. • Capture 100% of possible FTE.
- By end of year: • Enrollment will be 250. • Maintain a within year retention rate of 100%.

Summer Re-enrollment Tactics Planning

Best Practice: Use this template to map out the specific strategies your school will focus on through the end of school and through the summer. [Resources](#) are available on the Hub.

Re-enrollment Strategy	30 days (through end of school)	60-90 days (through summer)	Key Team Members
Maintain Lines of Communication			
Celebrate this year and next			
Preparing students for next year			

Enrollment Season Checklist

Best Practice: Ensure that your school is well positioned to market and recruit new students over the summer – and well beyond.

Key Tasks	Due Date	Owner
Elevator Pitch – Write a polished set of talking points that sell your school; ensure a printable document is ready to share with anyone attending an event	End of September	Principal
Collateral Prep –Submit the School Profile Form	N/A	N/A
School Signage – Update the school marquee or any exterior signage with Enroll Now/First Day of School message	End of summer	Principal
Website Updated – Up-to-date website, including calendar updated with events that prospective families can participate in.	Monthly	Counselor
Active Social – Plan to maintain an active social media presence during the spring and summer recruitment seasons, including an identified social media manager. This might include advance drafting and scheduling posts for Facebook or Instagram .	Monthly	Counselor
Calendar of Recruitment Events – Create a calendar of dedicated events for prospective families – e.g., Open House, KinderRise nights, Level Up bus tours and Expo, school tours, etc.	Monthly	Counselor
Calendar of “Open” School Events – Review calendar of existing school events that prospective families can participate in at your school. E.g., parent meetings, school sports events, curriculum nights, etc. Identify which of these will be open to prospective families and community partners.	Montly	Counselor
Feeder Strategy – Plan to engage target District and non DPSCD schools that can serve as feeders into your school.	Monthly	Principal
Calendar of Community Events – Develop a list of events in the community that you will attend to promote your school	Monthly	Counselor
Canvassing Plan – Plan to go door to door in your community to meet neighbors and recruit prospective families.	Monthly	Counselor

Enrollment Feeder Pattern Strategy

Best Practice: Use this template to develop a strategy to engage your feeder schools for the 2023-24 school year.

Feeder Goal

What are your specific goals for recruiting from your feeder schools this year? [We currently have 7 unofficial feeder schools: Munger, Spain, Go Lightly, Holmes, Bunche, Burton, and Davison. We will partner with them to market our school and host open houses, 8th grade tours, and HYPE Days.](#) E.g., are there specific schools you want to target? [Yes, mentioned above.](#) Do you want to increase your PreK to K retention rate? [N/A](#) Do you want to build relationships with new charter school feeders or early childhood feeders? [N/A](#)

Goal #1 – [To increase our enrollment to 250 by 2025](#)

Goal #2 – [To increase our 8th grade tours in the Fall and Spring](#)

Goal #3 – [To increase our HYPE days in more K-8 Schools](#)

Feeder Schools

Who are your feeder schools? This includes both official District feeder schools and DPSCD and non DPSCD schools (charters, early childhood centers, etc.) you have a strong recruitment relationship with.

School	Lead Contact Information	How strong is your current relationship? Rank 1-5 (1 = weak; 5 = very strong)
See list above	Principals	All Strong

Engagement Planning:

How will you engage your feeders? Use this template below to map out your engagement tactics and to assign leads and next steps for each tactic.

Engagement Plan	Timeline	Team Leads
-----------------	----------	------------

<p style="text-align: center;">Strategies to consider:</p> <ul style="list-style-type: none"> • <i>Visit your feeders to meet students and staff</i> • <i>Invite staff from your feeders to tour your school</i> • <i>Invite families from your feeders to attend school events (e.g., sports games) or host feeder-specific event (e.g., Level Up Bus Tours!)</i> • <i>Drop school flyers/collateral at your feeders</i> 	<p>When you will use this tactic</p>	<p>Who from your team will lead on this strategy?</p>

Activating the Plan

What are the next steps you and the team need to take to begin engaging your feeders and implementing your tactics above?

Action Step	Owner	Deadline

Main Office First Impressions Checklist

Best Practice: A well-organized and welcoming front office is key to giving current and prospective families a great first impression of your school. Use this checklist to assign ownership and deadlines to office maintenance.

Key Tasks	Due Date	Owner
<p>School and District Signage, Collateral, Decorations: Show off what your School and our District are all about with up-to-date images, flyers, signs, banners, pictures and more. Do not forget about flowers, greenery, artwork, or seasonal decorations!</p> <p>Tip! Do a review of your collateral and signage at the start of every month to make sure that the dates and content are current. Consider using a digital display to make it easy to share up-to-date information.</p>	End of summer	BE = Building Engineer
<p>Prospective Family Sign-in Sheet: All schools have a guest sign-in sheet but schools can also put out a sign-in sheet especially for prospective families to ensure that their contact information does not get lost in the shuffle.</p>	End of summer	Mrs. U
<p>Staff Contact Information: Put out flyers or business cards that have contact information for school leaders and the school's front office.</p>	End of summer	Ms. Billy
<p>Enrollment Packets (and a space to fill them out!): If you have a prospective family that is ready to enroll, make sure you have packets readily available to capture them right on site. Offer them a space to fill out the packet before they leave to make sure that you capture that enrollment.</p>	End of summer	Mrs. U
<p>Student Contact Update Sheet: As a best practice, when a family comes into the office, ask them if their contact information has recently changed. If they have a new address or phone number, have them write it down (they can use the Student Contact update form from the Back-to-School packet) so that you can update their profile in PowerSchool.</p>	End of summer	Mrs. U
<p>Translation Services Card: The District offers over-the-phone translation services. Schools should have the Translation Services Card in the front office so that staff can support a family that does not speak English who visits the school.</p>	End of summer	ESL teacher

Clean, Comfortable Seating Area: Families or visitors may need to wait if the office is busy. Having a space where they can comfortably sit (and browse through your school collateral!) will help make the waiting more bearable.	End of summer	BE
Visible staff! Front office staff are perhaps the most critical part of making your front office feel welcoming! Make sure families and visitors can see you and that the desk is consistently staffed	End of summer	AP

Monthly Main Office Review

Use this checklist monthly to make sure your office is ready to welcome visitors, current families, and prospective families and to provide feedback to your team. Add your own checklist items to personalize this for your school and expectations.

- All collateral, signage and decorations are up to date.
- Decorations are high quality (and relevant – no Halloween decorations in Dec. 😊)
- Display racks or piles of flyers or other collateral are stocked and neatly organized.
- Resources in multiple languages are available (if relevant)
- Sign in sheets (for the school and for prospective families) have blank rows for families to enter new information.
- Enrollment packets and student contact update forms are available.
- Business cards for principal or other staff are re-stocked.
- Pens are available for families if needed.
- Office is neat and tidy (stacks of papers are organized, boxes are put away, etc.).
- Translation card is available for school staff to support non-English speaking families.
- _____
- _____
- _____
- _____
- _____

Community Contact List

Best Practice: Update your contact list for key community figures, including faith-based leaders, alumni, business leaders, feeder school principals/daycare leaders. This list can then be used to make strategic contact across the year and send out invitations to celebratory events, such as student performances or award ceremonies that bring the community into the good work happening at your school.

Name	Organization/Affiliation	Email	Phone

Web Content and Social Media First Impressions Checklist

Best Practice: Ensure that your website and social channels make a strong first impression for prospective families and encourages re-enrollment with up-to-date information, even in the summer months.

Web and Social Team

Name	Role	Contact Information
Marques Blanford	Web Content Manager	School Counselor
Marques Blanford	Social Media Manager	School Counselor

Tasks	Due Date	Owner
Review the Web Content Manager Program guidance and identify staff member(s) who would be a good fit to manage the website and social channels	End of Summer = EOS	Mr. Blanford
Ensure all staff with web access rights have completed the Online Training	EOS	Mr. Blanford
Post a homepage highlight link to your “About Us” page	EOS	Mr. Blanford
Post a homepage highlight to encourage families to attend upcoming open houses, tours, curriculum night, etc.	EOS	Mr. Blanford
Part 1: Post a Welcome Back to School note or newsletter that promotes what to look forward to on your site’s Administration page Part 2: Post a homepage highlight link to your Welcome Back to School note or newsletter	EOS	Mr. Blanford
Post a homepage highlight to encourage families to update contact information and opt in for robocalls/emails and texts	EOS	Mr. Blanford
Ensure all information under “Parents” (Dress Code, Bell Schedule, Transportation, Arrival/Dismissal Procedures) is accurate	EOS	Mr. Blanford
Ensure site calendar includes upcoming school-specific events	EOS	Mr. Blanford
Ensure Social Media calls-to-action reflect website	EOS	Mr. Blanford

Use Social Media to encourage families to visit the website	EOS	Mr. Blanford
Use Social Media to encourage families to meet you at summer events	EOS	Mr. Blanford

First Week of School Enrollment Plan

Best Practice: Consider how you will organize your team on the first week of school to ensure a welcoming and orderly approach to enrolling new students.

Tasks	Owner	Time
Identify waiting areas for families who arrive seeking to enroll	Mrs. U	8am
Equip family waiting area with enrollment supplies, including enrollment packets, and writing utensils, as well as parent information and welcome materials	Ms. Eboh	8am
Determine system for ensuring packets are complete before they are share for processing; separate new to DPSCD and new to District students to speed up processing	Mrs. U	8am
Identify roles in the SIS for completing full entry into the SIS and assigning schedules	Mrs. U	8am
Determine where students will report while their schedule is being completed	Mrs. U	8am

Start of School Orientation Planning

Best Practice: Starting off the school year on the right foot is critical to achieving our school improvement goals. Early bumps in the road (missed days of school, behavior issues, missed communications with families) can set us off track for the rest of the year.

Engaging students and parents at the start of the year gives you an opportunity to:

- Set a positive tone for the year ahead.
- Establish norms on behavior, attendance, academics, and communication.
- Equip parents and students with the information, tools, and resources they need to be successful.
- And more.

Use this exercise with your SIP team to plan a start of school orientation for your parents and/or students.

Step 1: What is the information that students and families need to start the year off successfully?

Define the most important topics you need to discuss with students and staff at the start of the year. For each, identify the key messages and resources or tools you want to share. See resource package below for ideas to incorporate.

Topic	Key Messages	Resources and tools

Step 2: How do you want to engage your students and families?

There is a lot of information students and parents need to start off the school year successfully. Getting students and families engaged in this information and really getting them to absorb it requires thoughtful planning. When we are teaching new material, we would never expect a teacher to stand in front of the classroom and lecture for an hour. What type of session or orientation could your team design to get students and families to really engage with the important messages and tools you listed above?

Use the space below to plan your session. At the bottom, you will find links to some tips and best practices to consider as you plan your start of school orientation.

Breakout Groups – Try breaking your families into small groups and having them rotate through different workshops where they learn about the different topics.

Experiential Learning – Incorporate activities into the orientation. For example, if you are talking about the communication platforms your school will use to send out important messages, have families practice accessing those platforms (send a test robocall, get them to follow your social media account, etc.).

Leverage Multiple Touchpoints – Find ways to work the key messages and resources across your communication channels and events:

- Post tips and links to important resources on social media and your website.
- Send out robocalls and robotexts with important reminders and messages.
- Hold workshops related to important topics at your Back-to-School Expo event.

Step 3: Who? What? When? Where?

Now that you have the vision for the orientation, it is time to dig into the logistics. Use the guided questions below to make sure you are thinking through all the details.

Meeting Basics:

- When is the orientation?
- Where?
- What time?
- Who is involved?

Planning:

- Who is leading the planning?
- What do we need to do to get ready?

Task	Owner	Deadline

Getting the word out:

- How will we inform students and families about the orientation?
- When will we send out invitations and reminders?
 - o Invitation:
 - o Reminder 1:
 - o Reminder 2:
 - o Reminder 3

Resources for Orientation Planning

Topic	Key Messages	Resources for Schools to Pull From
School Expectations		
Basic school operations (e.g., bell times, school uniform, supply lists, meals, transportation, building logistics)	<i>Messages will vary with school specific information</i>	<p><i>Most information available on About Us and Parent pages on school site.</i></p> <p>Meals</p>
Attendance expectations, why attendance matters, and supports for families	<ul style="list-style-type: none"> • One of the most important things you can do as a parent is to ensure your child is in school every day. • We have resources if you are struggling with attendance – transportation, health hubs, resources for displaced families, etc. • Everyday counts (not just Count days). 	<p>Bus stop locator</p> <p>Why attendance matters</p> <p>Checking your student's attendance</p>
Behavior expectations and supports for students	<ul style="list-style-type: none"> • We want to ensure a safe and orderly environment for every student. • Students have the responsibility to reasonably avoid any behavior that is harmful to achieving their own or other students' educational goals. • Students have the responsibility of showing respect for the rights and human dignity of fellow students and staff. 	<p>Code of Conduct (Also available in Student Hub)</p>
Academic expectations and supports for students	<ul style="list-style-type: none"> • DPSCD offers a Homework Hotline (Dial 1-833-466-3978, Monday – Thursday, 5 P.M. – 8 P.M.) if you need help with your work. • The Family Tech Help page on the website offers helpful tips about accessing learning applications your student will use throughout the year. 	<p>Homework Hotline</p> <p>Learning Applications - Family Tech Help</p>

	<ul style="list-style-type: none"> • Students will take a variety of assessments throughout the year. 	Assessments Checking Student Grades
Health expectations and resources	<ul style="list-style-type: none"> • Staying up to date on immunizations helps keep your student and our school community safe. • To make things easy for you, our school offers immunizations on site with parent consent. 	Vaccine Consent Form Whole Child Support
Family and Student Resources		
Resources available for families (family resource room/center, uniforms, school contact information, ELL and ESE supports, etc.)	<ul style="list-style-type: none"> • The District is offering Family Resource Centers at schools throughout the city – all families are welcome! Southeastern HS, EEVPA @Finney, Maybury Elementary, and Durfee, as well as our main center at 16164 Asbury Park. • We have supports for your family to meet many needs: <ul style="list-style-type: none"> • Utility Assistance: Help with utility bills • Housing Resources: Wraparound services that include rental and mortgage assistance • Food: Help finding food distribution and nutrition education • Vision: Access to vision screening services and glasses • COVID-19 Testing & Vaccination Information: Access to COVID-19 info and resources • Mental Health: Access to mental health info, hotline, and resources • Check out our Parent Academy catalog that has a wide range of FREE classes and workshops for parents and families. • If you need translation support, the District has interpreter services that can help you communicate with your child’s teacher or school. • Detroit Public Schools Community District (DPSCD) supports all learners and provides students with exceptional needs with the support, interventions, and enrichment activities needed to flourish. 	Family Resource Distribution Centers Family Resource Gateway Homeless Families Parent Academy Catalog Translations & Interpretations IEP Guidance Assistive Technologies
How to get involved with the	<ul style="list-style-type: none"> • There are many ways to get involved in our school and our District as volunteers! Parent participation is critical to our school’s success. 	Volunteering

<p>school (including volunteer sign up link)</p>	<ul style="list-style-type: none"> • The District has a streamlined clearance process for parents or community members interested in volunteering in our schools. Visit detroitk12.org/volunteer to start the process (volunteers must renew their clearance every year). • Parents can email laci.bosquez@detroitk12.org or call (313) 873-7490 to share their first and last name and to receive a status update on their application. 	<p>Volunteer Sign Up: dpacd.galaxydigital.com</p>
<p>Communication and Technology</p>		
<p>Communication norms and where to get information (robocall/text, PS Parent Portal, website, student email, Teams, Class Dojo, etc.), keeping your info (phone, email, address) with school</p>	<ul style="list-style-type: none"> • The Back to School Packet helps us collect important updates about your student for the year ahead (contact info, health info, annual consent forms). • The District and our school will send important messages via robocall and robotext – make sure to opt back into messages if you have stopped getting them. • Please drop in and tell the front office any time your phone, address, or email changes! We do not want you to miss any important messages. • The PowerSchool Parent Portal allows you to check on your student’s attendance and their grades. You can also view progress reports and report cards directly on the website. • The District SIS team offers monthly Parent Academy sessions on PowerSchool if you want 1:1 support on using the Parent Portal. 	<p>detroitk12.org/backtoschoolpacket</p> <p>PowerSchool Resources</p> <ul style="list-style-type: none"> - Parent Portal Login information: <p>Printable resources:</p> <ul style="list-style-type: none"> - Parent Portal View Student Reports V2021.12.08.pdf - Parent Portal Viewing Student Grades V2022.05.06.pdf <p>If you opted out of receiving text messages but would like to receive them, please text START to "60680" from the phone line that has been opted out for non-emergency messages. Reply START to "54968" for emergency message.</p>

College & Career Readiness

Data Reflection

Required

Graduation Rate

Cohort Summary (DataCom)

- % on track to graduate by 4th year (including dropouts)
 1. 67
- # of dropouts
 1. 0
- # missing expected record
 1. 3

Credit Attainment (DataCom)

- % on track (currently enrolled students)
 1. 64 %
- % on track by grade level (currently enrolled)
 1. 64%
- %Percent passing by credit type
 1. 64%

Mischooldata (Can provide an analysis of students that graduate, but still require remediation in college)

1. Class of 2023: 17/42 (40.5%) students in MI colleges enrolled in remedial courses 14/42 (33.3%) Math 3/42 (7.1%) Writing 6/42 (14.3%) Reading

GradTracker

- Graduation requirement failure rates (attend to specific teachers/courses with high failure rates)
 1. Class of 2022: No high failure rates Class of 2023: Eng 10 (63%), Geometry (69%), Bio (75%), Civics (75%), Econ (61%) Class of 2024: ELA 9 (72%), Geometry (78%), Civics (70%) Class of 2025: ELA 9 (74%), Algebra 1 (78%), US History (78%)

Reflection Questions

1. What did the data tell you? **A lot of students are off track to graduate on time.** What patterns and trends did you see? **Covid set a lot of students back and they needed to take Edgenuity to recover credit. Based upon the data students are continuing to improve post pandemic.**
2. What have you already done to address the data? How well did it work? **We continued all programing from the previous school year, and we have also increased opportunities for dual enrolment and CTE placement. It has benefited our school and students.**

Select three of the highest leverage district-wide strategies and respond to them below. Who was involved? Did they work? How do you know? What does professional learning look like for the implemented strategies?

3. Based on the work you have done so far to gather data and analyze the programs you already have in place, what do you know about this area of inquiry at your school? Use the prompts below to help you write a complete story of your current state.

- What strengths have you uncovered? [Staff preparedness has been a strength as well as programming.](#)
- What weaknesses have you identified? [Lack of resources as our AP offerings.](#)
- What learner needs are going unmet, or are not being met adequately? [Differentiated learning.](#) How do you know? [Tier 3 students have been struggling.](#) Are learners at the greatest risk of receiving prevention and intervention services and support? [Yes](#)
- What programs are most effective at supporting learner needs? Why? What is your plan to maintain the integrity of these programs with new staffing levels at your school, if needed? [Curriculum binders and teacher dataComm along with lesson planning.](#) Teachers are becoming more effective in the classroom based on the Thrive evaluation. We are going to build off of the instructional foundation of what has worked and continue to tweak what has not.
- What programs are not effective, or as effective as you would like, at supporting learner needs? [Our Academic Interventionist.](#) Why? [Motivation.](#) Do these need to be adjusted or abandoned? [Yes, we can adjust.](#)
- Is there any unnecessary duplication of services, programs or services that needs to be addressed so that the team can be more focused and coherent in their approach to supporting learners? [No](#)

We want 100% of our students to be on track for 4-year graduation. While we have made significant gains in the 2022-2023 school year, we have a lot of work still to do. Our graduation rate has always been very high. As a small school, we know our students well and address their barriers successfully by and large. The pandemic, however, created a distance and disconnect that made it difficult to maintain strong relationships and identify and address barriers effectively. With the return to in-person schooling and use of key strategies, we have been able to address our learners' needs more effectively and will continue to do so in the coming school year. Being able to continue to offer our credit recovery program before, during, and after school will allow us to continue to reach all our students, which will allow them to continue to gain ground that was lost during the pandemic.

Acceleration

Credit Attainment (DataCom)

- 68% Students scheduled in accelerated courses
- 68% Students passed scheduled courses

AP/IB

- # Enrolled: 53
- # Sitting for exam: 44
- # Passing exam: Scores released July 5

Dual Enrollment

- # Enrolled 0
- # Earning credit 0

CTE

- # Enrolled 25 students enrolled

JROTC

- # Enrolled 97 students enrolled

1. What did the data tell you? **We need to increase our enrollment and schedule more students in AP, Dual Enrollment, Honors, CTE, ROTC, to improve credit attainment.** What patterns and trends did you see? **More students are enrolled in the programs we are held accountable to on our school report card since the covid shutdowns.**
2. What have you already done to address the data? **We have increased student enrollment in all of these courses.** How well did it work? **It had a positive impact.** Select three of the highest leverage district-wide strategies and respond to them below. Who was involved? Did they work? How do you know? What does professional learning look like for the implemented strategies?
3. Based on the work you have done so far to gather data and analyze the programs you already have in place, what do you know about this area of inquiry at your school? Use the prompts below to help you write a complete story of your current state.
 - What strengths have you uncovered? **Increasing students in all areas of AP, Dual Enrollment, Honors, and ROTC and CTE.**
 - What weaknesses have you identified? **We need to purposefully enroll more.**
 - What learner needs are going unmet, or are not being met adequately? **Not being scheduled into more rigorous courses.** How do you know? **Low numbers enrolled.** Are learners at the greatest risk of receiving prevention and intervention services and support? **Yes.**

- What programs are most effective at supporting learner needs? **AP level courses.** Why? **The teachers uses differentiated learning strategies.** What is your plan to maintain the integrity of these programs with new staffing levels at your school, if needed? **We will continue to build on what has worked and adjust things that have not, but we will offer more rigorous courses.**
- What programs are not effective, or as effective as you would like, at supporting learner needs? **CTE CMA** Why? **Student interest and low enrollment.** Do these need to be adjusted or abandoned? **Yes, we will discontinue our CMA program.**
- Is there any unnecessary duplication of services, programs or services that needs to be addressed so that the team can be more focused and coherent in their approach to supporting learners? **No.**

CCR Goals

Access your calculator in the [School Improvement Institute Team](#), under Assignments. **The calculator is required**, but you may wish to paste in your goals into this document as a best practice.

Best Practice: *Paste in your goals once you have set them using the School Grades Calculator provided at Principal Academy.*

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School: Benjamin Carson High
 Name: School of Science and
 e: Medicine
 Cohort: Cohort 3
 Date: [Redacted]

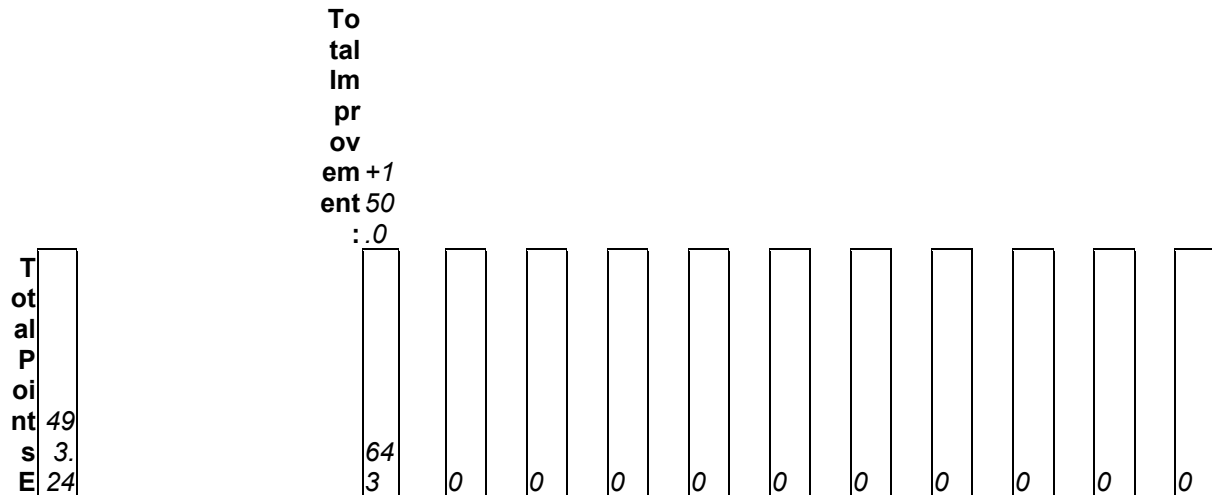
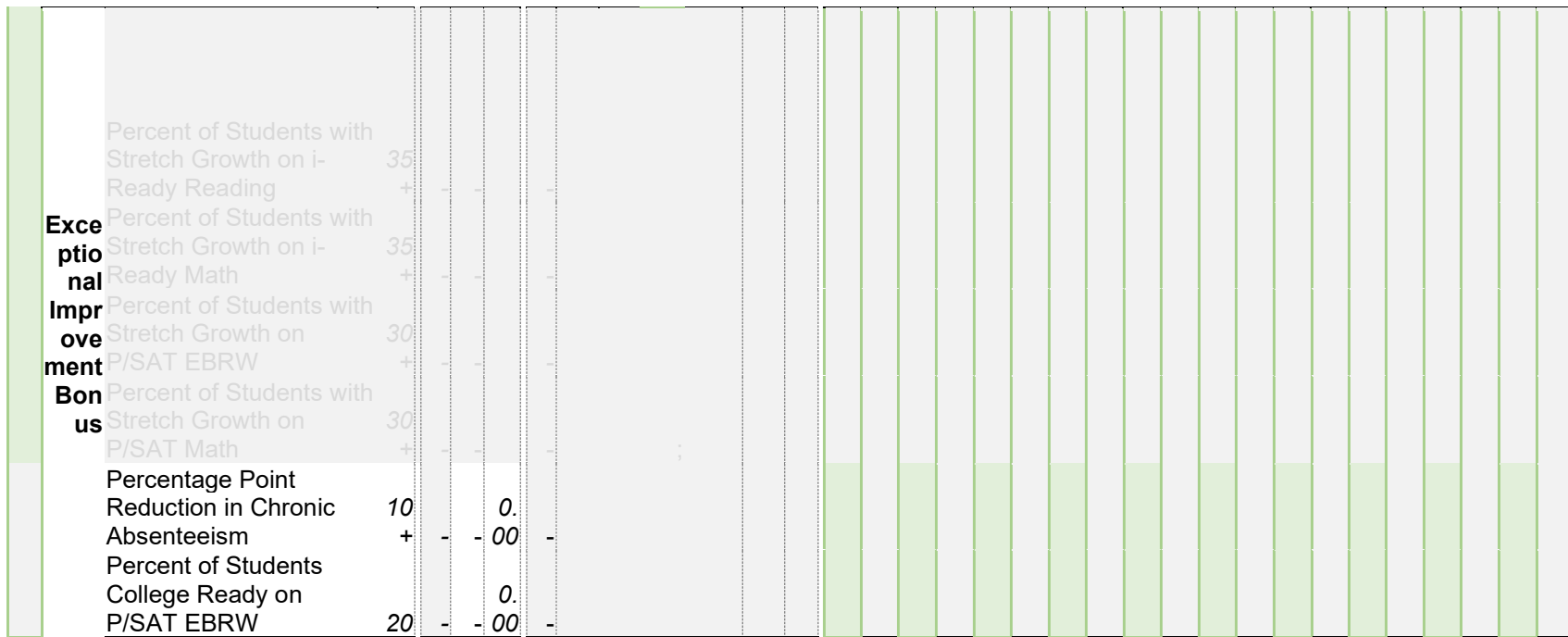
2021- 2022-23SY
 22SY Projection

Monthly Check-ins

Add for 23SY Domain Metric	Po 22 int S 22 s Y S Po R Y ss O es Po O ibl ut ul int ut e of t s of	Tota Fle xib % le Poin 23 nt Ov Impr Fler ove Ta Se xib wri men t le te t et .)	P oi nt s (P roj)	Se	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
				23										
				S	Es	Es	Es	Es	Es	Es	Es	Es	Es	Es
Proficiency	Percent of Students Proficient on M-STEP Reading and PSAT 8 EBRW													

	Percent of Students Proficient on M-STEP Math and PSAT 8 Math	10																			
	Percent of Students College Ready on P/SAT EBRW	10	0	28	1	0	+4.	+6.	+10.	38.	38										
		0	0%	8	0	0%	6%	6%	6%	8%	.8										
	Percent of Students College Ready on P/SAT Math	10	0	5	4.	0	+5.	+6.	+11.	16.	16										
		0	0%	55	0	0%	6%	6%	6%	2%	.2										
	Percent of Students Proficient on M-STEP Social Studies	10	0	4	3.	0	+3.	+6.	+9.	6	13.	13									
		0	0%	57	0	0%	6%	6%	%	2%	.2										
	Percent of Students Proficient on M-STEP Science	10	0	2	1.	0	+4.	+6.	+10.	12.	12										
		0	0%	85	0	0%	6%	6%	6%	5%	.5										
Growth	Percent of Students with Typical Growth on i-Ready Reading	10																			
	Percent of Students with Typical Growth on i-Ready Math	10																			
	Percent of Students with Typical Growth on P/SAT EBREW	10	0	50	1	+1			+18.	69.	69										
		0	0%	1	0	0%	%	%	3%	2%	.2										
	Percent of Students with Typical Growth on P/SAT Math	10	0	40	1	+1			+20.	60.	60										
		0	0%	0	0	0%	%	%	3%	3%	.3										
	Percent of Continuously Enrolled Students with Typical Growth on i-Ready Reading	10																			
		0																			

	Percent of Continuously Enrolled Students with Typical Growth on i-Ready Math	10																																						
	Percent of Bottom 30% Students with Typical Growth on i-Ready Reading	10																																						
	Percent of Bottom 30% Students with Typical Growth on i-Ready Math	10																																						
	Percent of ELL Students with Typical Growth on WIDA ACCESS	10	00	0	0	+4.																																		
		0	0%	00	00%	0	-																																	
Graduation, College & Career Readiness	Four-Year Graduation Rate (x2)	20	087	3	0	+4.																																		
		0	0%	34	00%	0	-																																	
	Percent of Students Scheduled in College and Career Level Courses	10	040	.3	0	+2.																																		
		0	0%	5	00%	0	-																																	
	Percent of Students Passing College and Career Level Courses	10	040	.3	0	+2.																																		
		0	0%	5	00%	0	-																																	
	Percent of Students Not Chronically Absent	10	025	.0	0	+6.																																		
		0	0%	0	0	6%																																		
	Student Love, Challenged, Prepared Index Score	10	018	.0	0	+5.	+6.																																	
		0	0%	0	00%	6%	6%																																	
	Percent Favorable in Annual Parent School Surveys	10	00	0	0	+6.	+6.																																	
		0	0%	00	00%	6%	6%																																	
	Student Re-enrollment Rate	10	067	.1	0	+2.																																		
		0	0%	4	00%	0	-																																	



School Grades Scale

Standard: Total Points Possible: 1500
 33%
D

Great! You're goals meet/exceed the minimum requirement.

1500
 43%
C

1500
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F

1500
 0%
F

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Points Needed

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A	60% or more
B	50% - 59%
C	40% - 49%
D	30% - 39%
F	Below 30%

Im pr ov e 10 % Pt s:	15 0
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