

LEA Name:	City School District of Albany
LEA BEDS Code:	0101000001030
School Name:	W. S. Hackett Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Mr. Michael Paolino	Title	Principal
Phone	518-475-6475	Email	mpaolino@albany.k12.ny.us
Website for Published Plan	albanyschools.org		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

SIGNATURES

DIRECTIONS: The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Michael Paolino	Principal		
Lawrence Moultrie	Asst. Principal		
Sarah Wolfe	Literacy Coach		
Sue Tuminaro	Math Coach		

Craig Ascher	Science Teacher		
Meghan D'Alesandro	ELA Teacher		
Kathy Saso	ENL Teacher		
Shannon VanDyke	Social Studies Teacher		
Ruth Nova	Foreign Language Teacher		
Paul Manzo	Math Teacher / Math BCTL		
Dana Hetzel	ELA AIS Teacher		
Roger Rooney	RTI Consultant		
Peter Copeletti	CASDA Consultant		
Jolyn Gallagher	Parent		
Hannah Lamont	Student		

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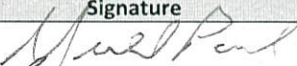
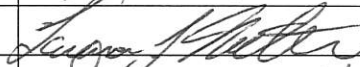
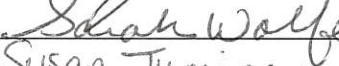
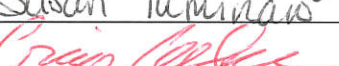



Implementation is required no later than the first day of regular student attendance.

SIGNATURES

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If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Michael Paolino	Principal		6/19/19
Lawrence Moultrie	Asst. Principal		6/19/19
Sarah Wolfe	Literacy Coach		6/18/19
Sue Tuminaro	Math Coach		7/21/19
Craig Ascher	Science Teacher		6/19/19
Meghan D'Alesandro	ELA Teacher		6/19/19
Kathy Saso	ENL Teacher		6/21/19

Shannon VanDyke	Social Studies Teacher	Shannon VanDyke	6/20/19
Ruth Nova	Foreign Language Teacher	Ruth Nova	6/18/19
Paul Manzo	Math Teacher / Math BCTL	Paul Manzo	6/19/19
Dana Hetzel	ELA AIS Teacher	Dana Hetzel	6/20/19
Roger Rooney	RTI Consultant	Roger Rooney	6/18/19
Peter Copeletti	CASDA Consultant	Peter Copeletti	6/18/19
Jolyn Gallagher	Parent	Jolyn Gallagher	6/18/19
Hannah Lamont	Student		

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and distribution through public agencies.
3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
4. The SCEP contains at least one evidence-based intervention.
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Evidence-Based Intervention

Evidence-Based Intervention: All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose one of three options for identifying their evidence-based intervention:

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

	State-Supported	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.
	Strategy the school will implement:	

	Clearinghouse-Identified	If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.
	Strategy the school will implement:	
	Clearinghouse	
	Rating from Clearinghouse	

School-Identified	
If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.	
Strategy the school will implement:	
ESSA Evidence-Based Tier (1, 2, 3)	
Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	

Additional Evidence-Based Interventions (Optional)
All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

Instructions: List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
Michael Paolino	Principal
Judith Collins	Assistant Principal
Lawrence Moultrie	Assistant Principal
Meghan D'Alessandro	ELA Teacher
Craig Ascher	Science Teacher
Kathryn Saso	ENL Teacher
Zackary Petker	AVID Teacher
Ruth Nova	Foreign Language Teacher
Paul Manzo	Math Teacher / BCTL
Shannon Vandyke	Social Studies Teacher
Sarah Wolfe	Literacy Coach
Roger Rooney	RTI Consultant
Peter Copeletti	CASDA Consultant
Susan Tuminaro	Math Coach
Gina Norton	Behavior Specialist
Maggie Russom	School Psychologist

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes.	May 8, 2019; May 22, 2019; June 5, 2019; June17, 2019; June 19, 2019.	MP, JC, LM, MD, CA, KS, ZP, PM, SV, PC	
Determining priorities and goals based on the needs identified.	May 8, 2019; May 22, 2019; June 5, 2019; June17, 2019; June 19, 2019.	MP, JC, LM, MD, CA, KS, ZP, PM, SV, PC	
Identifying an evidence-based intervention.			
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified.	May 8, 2019; May 22, 2019; June 5, 2019; June17, 2019; June 19, 2019.	SW, RR, GN, MR PM, ST MP, MD, ZP, SW, RN, PM, PC, CA, KS	

Identifying a plan to communicate the priorities to different stakeholders.	June 19, 2019	MP, JC, LM, MD, CA, KS, ZP, PM, SV, PC	
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TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

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

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	17-18 ELA Academic Achievement (Performance Index) and Median Growth Percentile: All students: 80.1; MGP: 55.2; Asian: 102.3/MGP: 62.6; Black: 58.3/MGP: 53.1; ED: 55.6/MGP: 54.8; ELL: 48.4/MGP: 58.5; Hispanic: 61.8/MGP: 54.5; Multiracial: 72.9/MGP: 54.7; SWD: 14.4/MGP: 53.5; White: 123.4/MGP: 56
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B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	By June 2020, Hackett Middle School will increase Median Growth Percentile (MGP) for all subgroups to the 60th percentile and the ELA Academic Achievement (Performance Index) from: All: 55.2 to 60; Black: 53.1 to 60; ED: 54.8 to 60; ELL: 58.5 to 60; Hispanic: 54.5 to 60; Multiracial: 54.7 to 60; SWD: 53.5 to 60; White: 56 to 60
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	<p>Based on qualitative and quantitative measures of stakeholder performance (student, teacher, leader), it was revealed that curriculum and instructional best practices are inconsistently aligned, implemented, and monitored. As a result, school and district leaders will provide ongoing, embedded professional development and timely, meaningful feedback to support teachers in delivering standards-based, grade-level, aligned curriculum and high-quality, research-based instructional practices to meet the needs of all learners.</p> <p>Based on qualitative and quantitative measures of stakeholder performance (student, teacher, leader), it was revealed that the structure for administering and analyzing classroom and district assessments does not fully support effective and efficient progress monitoring and ongoing formative assessment of student performance. As a result, leaders and teachers will modify, implement, and monitor assessment practices in order to accurately measure student progress/performance and adjust curriculum and instruction accordingly to meet the needs of all learners.</p> <p>Based on qualitative and quantitative measures of stakeholder performance (student, teacher, leader), it was revealed that data team cycles are inconsistently executed and monitored with fidelity. As a result, leaders and teachers will uphold the established norms, protocols, timelines, and responsibilities for engaging in data team cycles to meet the needs of all students.</p>
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 19, 2019	August 30, 2019	The MTSS team will create a Road Map Document outlining our plan for the graduated introduction of key vocabulary comprehension strategies across all content areas. This document will outline teacher progression and mastery of key strategies as well as the natural integration of these strategies into their daily planning. It will also include a research-based rationale for all recommending initiatives. This plan will be shared with all teachers during the first Superintendent Conference Day in September 2019. Follow-up to the plan will occur during weekly common planning time meetings.

September 5, 2019	September 5, 2019	Identified areas of need include the following: a deficit in student engagement with comprehension of text. The MTSS team and Hackett's Literacy Coach will provide an introductory school-wide PD to rollout a Literacy Across the Content Areas plan. This plan will be focused on the connection between reading comprehension, vocabulary development and increased amount of reading. The PD will focus on selecting "just right" text for students using school-wide data and resources as guides and setting clear goals for the direct instruction of Academic vocabulary. An important element of the PD will be reviewing and extending teachers' skills in using Newsela to find content area differentiated texts. At the end of this introductory PD teachers will enter their classrooms with a clear understanding of our overall plan for the year and their role in it.
October 1, 2019	October 11, 2019	Hackett administrators and coaches will ensure teachers are adequately trained in the use of eDoctrina, the district's new repository for student data on common assessments.
October 1, 2019	October 3, 2019	Data teams will begin their first data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments. Data teams will use e-Doctrina data to review Pre-test data at the start of each data cycle and create purposeful student groupings and differentiation plans per skill for each cohort of students. Data teams will review benchmark data and BLT recommendations and adjust differentiated plans for each student cohort.
October 1, 2019	October 3, 2019	Hackett's Literacy Coach will provide monthly embedded PD to all faculty during common planning content days by providing teachers with methods, strategies and resources. This support will enable teachers to implement an effective program of wide reading. Students will improve their comprehension of content area material through the empowerment of key vocabulary and cognitive comprehension strategies.
October 7, 2019	October 21, 2019	The MTSS team will review the Fall NWEA data to measure the impact of focus strategies on student comprehension and to adjust as needed.
October 11, 2019	October 11, 2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
October 15, 2019	November 8 2019	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
October 15, 2019	October 15, 2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
October 16, 2019	November 12, 2019	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
October 8, 2019	October 31, 2019	Hackett's Literacy Coach will provide monthly embedded PD to all faculty during common planning content days by providing teachers with methods, strategies and resources. This support will enable teachers to implement an effective program of wide reading. Students will improve their comprehension of content area material through the empowerment of key vocabulary and cognitive comprehension strategies.
October 8, 2019	October 31, 2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once monthly, to provide meaningful feedback and support to teacher teams, including review of data team minutes, using the CSDA team meeting feedback form.

October 8, 2019	October 31, 2019	Building Administrators will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs a month.
October 8, 2019	October 31, 2019	Building and district leaders will conduct two paired/group walkthroughs monthly using the CSDA walkthrough form to provide teachers with meaningful feedback and support.
October 8, 2019	October 31, 2019	The Directors of Special Education and ENL & Refugee Services will coordinate with Core-Area Instructional Supervisors and Building Leaders to coordinate professional development opportunities in the roles/responsibilities for co-teachers in order to implement the CSDA's co-teach model with fidelity.
October 28, 2019	November 1, 2019	Grades 6-8 ELA teachers will administer their first ELA benchmark exam.
November 5, 2019	November 5, 2019	The MTSS team will provide a PD session with the building faculty to share out their successful practices through displaying lesson plans and student work that showcase the implementation of the focus elements of our MTSS team content area/wide reading plan. This session will take the form of a carousel/gallery walk. All faculty will have an opportunity to view work from multiple peers and to leave affirmations on post-its celebrating teacher and student success. Time will be devoted to a work session where content area teams meet to identify at least one takeaway strategy that will be an effective fit for their classroom and students. Teachers will be encouraged to share their experience of implementing this strategy at the next faculty meeting to build off one another's' ideas for implementation in the classroom.
November 4, 2019	November 8, 2019	Teacher teams will complete their first data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
November 12, 2019	November 12, 2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
November 12, 2019	November 12, 2019	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
November 13, 2019	November 13, 2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
November 14, 2019	January 16, 2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
November 14, 2019	November 21, 2019	Teacher teams will begin their second data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments. Data teams will use e-Doctrina data to review Pre-test data at the start of each data cycle and create purposeful student groupings and differentiation plans per skill for each cohort of students. Data teams will review benchmark data and BLT recommendations and adjust differentiated plans for each student cohort.
November 7, 2019	November 26, 2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once monthly, to provide meaningful feedback and support to teacher teams, including review of data team minutes, using the CSDA team meeting feedback form.
November 7, 2019	November 26, 2019	Building Administrators will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs a month.

November 7, 2019	November 26, 2019	Hackett's Literacy Coach will provide monthly embedded PD to all faculty during common planning content days by providing teachers with methods, strategies and resources. This support will enable teachers to implement an effective program of wide reading. Students will improve their comprehension of content area material through the empowerment of key vocabulary and cognitive comprehension strategies.
November 7, 2019	November 26, 2019	Building and district leaders will conduct two paired/group walkthroughs monthly using the CSDA walkthrough form to provide teachers with meaningful feedback and support.
November 20, 2019	November 20, 2019	During the regularly scheduled faculty meeting, the MTSS team and Hackett's Literacy Coach will host a brief faculty share-out of their experience in implementing their selected strategy from the November 5th PD. The MTSS team and Hackett's Literacy Coach will then introduce a word-part vocabulary strategy to foster higher level fluency and comprehension across content areas.
September 2019	January 2020	Leaders will provide ongoing and embedded professional development in the CSDA's grades 6-8 ELA curriculum and Instructional Framework through ELA Studio Classroom (October, November), designated district professional development days (September 5th, November 5th), and coaching cycles.
November 7, 2019	November 26, 2019	The Directors of Special Education and ENL & Refugee Services will coordinate with Core-Area Instructional Supervisors and Building Leaders to coordinate professional development opportunities in the roles/responsibilities for co-teachers in order to implement the CSDA's co-teach model with fidelity.
November 20, 2019	November 20, 2019	The Building Leadership Team will progress monitor student performance on ELA benchmark assessments quarterly per student subgroup as outlined by ESSA indicators. The purpose of this review will be to monitor progress toward meeting the SCEP goal and to identify recommendations to address areas of need.
December 2, 2019	December 20, 2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once monthly, to provide meaningful feedback and support to teacher teams, including review of data team minutes, using the CSDA team meeting feedback form.
December 2, 2019	December 20, 2019	Building Administrators will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs a month.
December 2, 2019	December 20, 2019	Building and district leaders will conduct two paired/group walkthroughs monthly using the CSDA walkthrough form to provide teachers with meaningful feedback and support.
December 2, 2019	December 20, 2019	Hackett's Literacy Coach will provide monthly embedded PD to all faculty during common planning content days by providing teachers with methods, strategies and resources. This support will enable teachers to implement an effective program of wide reading. Students will improve their comprehension of content area material through the empowerment of key vocabulary and cognitive comprehension strategies.
December 9, 2019	December 12, 2019	Data teams will complete their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
December 16, 2019	December 27, 2019	Teacher teams will begin their third data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments. Data teams will use e-Doctrina data to review Pre-test data at the start of each data cycle and create purposeful student groupings and differentiation plans per skill for each cohort of students. Data teams will review benchmark data and BLT recommendations and adjust differentiated plans for each student cohort.
January 2, 2020	January 31, 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once monthly, to provide meaningful feedback and support to teacher teams, including review of data team minutes, using the CSDA team meeting feedback form.
January 2, 2020	January 31, 2020	Building Administrators will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs a month.

January 2, 2020	January 31, 2020	Building and district leaders will conduct two paired/group walkthroughs monthly using the CSDA walkthrough form to provide teachers with meaningful feedback and support.
January 2, 2020	January 31, 2020	Hackett's Literacy Coach will provide monthly embedded PD to all faculty during common planning content days by providing teachers with methods, strategies and resources. This support will enable teachers to implement an effective program of wide reading. Students will improve their comprehension of content area material through the empowerment of key vocabulary and cognitive comprehension strategies.
January 14, 2020	January 14, 2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
January 17, 2020	February 10, 2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
January 17, 2020	January 17, 2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
January 20, 2020	February 11, 2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
January 21, 2020	January 24, 2020	Grades 6-8 ELA teachers will administer their second ELA benchmark exam.
January 27, 2020	January 30, 2020	Teacher teams will complete their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
January 29, 2020	January 29, 2020	The Building Leadership Team will progress monitor student performance on ELA benchmark assessments quarterly per student subgroup as outlined by ESSA indicators. The purpose of this review will be to monitor progress toward meeting the SCEP goal and to identify recommendations to address areas of need.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		NWEA- Level 2 and above projections for each subgroup- Fall and Winter Conditional Growth Percentile Winter Fall to Winter Curriculum-Based Measures Data Teaming Short Cycle Data
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
February 3, 2020	February 6, 2020	Teacher teams will begin their fourth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.

February 3, 2020	February 28, 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once monthly, to provide meaningful feedback and support to teacher teams, including review of data team minutes, using the CSDA team meeting feedback form.
February 3, 2020	February 28, 2020	Building Administrators will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs a month.
February 3, 2020	February 28, 2020	Building and district leaders will conduct two paired/group walkthroughs monthly using the CSDA walkthrough form to provide teachers with meaningful feedback and support.
February 3, 2020	February 28, 2020	Hackett's Literacy Coach will provide monthly embedded PD to all faculty during common planning content days by providing teachers with methods, strategies and resources. This support will enable teachers to implement an effective program of wide reading. Students will improve their comprehension of content area material through the empowerment of key vocabulary and cognitive comprehension strategies.
February 11, 2020	February 11, 2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
February 12, 2020	March 13, 2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
February 12, 2020	February 12, 2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
February 13, 2020	March 16, 2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
March 16, 2020	March 19, 2020	Teacher teams will complete their fourth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
March 2, 2020	March 31, 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once monthly, to provide meaningful feedback and support to teacher teams, including review of data team minutes, using the CSDA team meeting feedback form.
March 2, 2020	March 31, 2020	Building Administrators will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs a month.
March 2, 2020	March 31, 2020	Building and district leaders will conduct two paired/group walkthroughs monthly using the CSDA walkthrough form to provide teachers with meaningful feedback and support.
March 2, 2020	March 31, 2020	Hackett's Literacy Coach will provide monthly embedded PD to all faculty during common planning content days by providing teachers with methods, strategies and resources. This support will enable teachers to implement an effective program of wide reading. Students will improve their comprehension of content area material through the empowerment of key vocabulary and cognitive comprehension strategies.
March 9, 2020	March 13, 2020	Grades 6-8 ELA teachers will administer their third ELA benchmark exam.

March 16, 2020	March 16, 2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
March 17, 2020	April 9, 2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
March 17, 2020	March 17, 2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
March 18, 2020	April 9, 2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
March 30, 2020	April 2, 2020	Teacher teams will begin their fifth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
April 1, 2020	April 30, 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once monthly, to provide meaningful feedback and support to teacher teams, including review of data team minutes, using the CSDA team meeting feedback form.
April 1, 2020	April 30, 2020	Building Administrators will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs a month.
April 1, 2020	April 30, 2020	Building and district leaders will conduct two paired/group walkthroughs monthly using the CSDA walkthrough form to provide teachers with meaningful feedback and support.
April 1, 2020	April 30, 2020	Hackett's Literacy Coach will provide monthly embedded PD to all faculty during common planning content days by providing teachers with methods, strategies and resources. This support will enable teachers to implement an effective program of wide reading. Students will improve their comprehension of content area material through the empowerment of key vocabulary and cognitive comprehension strategies.
April 8, 2020	April 8, 2020	The Building Leadership Team will progress monitor student performance on ELA benchmark assessments quarterly per student subgroup as outlined by ESSA indicators. The purpose of this review will be to monitor progress toward meeting the SCEP goal and to identify recommendations to address areas of need.
May 4, 2020	May 29, 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once monthly, to provide meaningful feedback and support to teacher teams, including review of data team minutes, using the CSDA team meeting feedback form.
May 4, 2020	May 29, 2020	Building Administrators will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs a month.
May 4, 2020	May 29, 2020	Building and district leaders will conduct two paired/group walkthroughs monthly using the CSDA walkthrough form to provide teachers with meaningful feedback and support.
May 4, 2020	May 29, 2020	Hackett's Literacy Coach will provide monthly embedded PD to all faculty during common planning content days by providing teachers with methods, strategies and resources. This support will enable teachers to implement an effective program of wide reading. Students will improve their comprehension of content area material through the empowerment of key vocabulary and cognitive comprehension strategies.

May 4, 2020	May 29, 2020	Data teams will analyze longitudinal student performance throughout the course of the year to inform curricular adjustments, instructional design, and assessment design for the 2020-2021 school year.
May 19, 2020	May 19, 2020	The MTSS team will conduct a professional development workshop to review strategies introduced throughout the school year, review their effectiveness, and develop a plan for continued practice for the 2020-2021 school year.
May 12, 2020	May 21, 2020	Teacher teams will complete their fifth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
June 3, 2020	June 3, 2020	The Building Leadership Team will analyze the degree to which SCEP goals in ELA were achieved in preparation for 2020-2021 SCEP development.

Mathematics

Mathematics		
A1. Mathematics Baseline Data: Provide the most recently available information.		
17-18 Math Academic Achievement (Performance Index) and Median Growth Percentile: All students: 58.4; MGP: 55.2; Asian: 77.6/MGP: 62.6; Black: 26.4/MGP: 53.1; ED: 29.1/MGP: 54.8; ELL: 26.8/MGP: 58.5; Hispanic: 37.7/MGP: 54.5; Multiracial: 60.6/MGP: 54.7; SWD: 7.7/MGP: 53.5; White: 120.8/MGP: 56		
B2. SCEP Goal for Mathematics		
TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.		
By June 2020, Hackett Middle School will increase Median Growth Percentile (MGP) for all subgroups to the 60th percentile and the Math Academic Achievement (Performance Index) from: All: 55.2 to 60; Black: 53.1 to 60; ED: 54.8 to 60; ELL: 58.5 to 60; Hispanic: 54.5 to 60; Multiracial: 54.7 to 60; SWD: 53.5 to 60; White: 56 to 60		
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.		
<p>Upon review of math data teaming, it was revealed that the math curriculum pacing is inconsistently modified based on student performance. As a result, math teachers will analyze data and modify curriculum and instruction so that every student receives standards-based, rigorous curriculum and instruction.</p> <p>Based on walkthrough trends, it was revealed that the math curriculum and instructional best practices is inconsistently monitored and implemented. As a result, administrators will provide professional development and frequent walkthrough feedback to support teachers implementation of standards-based, rigorous curriculum and instruction.</p> <p>Strategies that were discussed among math faculty at Hackett Middle School, we will administer in-class math sprints and spiral pre-requisite material to assist students who are performing one to three years below grade level. Pull out AIS model for tier-2 and tier-3 students performing one to five years below grade level. Facilitating a studio-style question that promotes critical thinking and student discourse. Using sentence stems to promote student discourse and collaboration. Teacher sentence stems for teachers and higher level questioning. Enlarge and post NYS Rubrics and reference sheets. Vocabulary word wall that students have access to. Consumable workbooks for students. Hands-on activities for students. Meaningful data cycles. Include pre-requisite test questions on data cycle. Modeling student to student discourse and student to teacher discourse based off of student interest.</p>		
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
October 1, 2019	October 11, 2019	Hackett administrators and coaches will ensure teachers are adequately trained in the use of e-Doctrina, the district's new repository for student data on common assessments.
October 1, 2019	October 3, 2019	Teacher teams will begin their first data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.
October 1, 2019	October 31, 2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
October 1, 2019	October 31, 2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
October 1, 2019	October 31, 2019	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
October 1, 2019	October 31, 2019	Teachers will be provided professional development during common planning time to increase mathematical discourse in all math classes. All math teachers will plan for and implement mathematical discourse and provide sentence stems that are easily accessible to students.
October 8, 2019	October 8, 2019	All 6th, 7th and 8th grade math teachers will participate in a half-day professional workshop in the CSDA's Math curriculum, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.

October 8, 2019	October 31, 2019	The Directors of Special Education and ENL & Refugee Services will coordinate with Core-Area Instructional Supervisors and Building Leaders to coordinate professional development opportunities in the roles/responsibilities for co-teachers in order to implement the CSDA's co-teach model with fidelity.
November 7, 2019	November 26, 2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
November 7, 2019	November 26, 2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
November 7, 2019	November 26, 2019	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
November 7, 2019	November 12, 2019	Teacher teams will complete their first data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
November 14, 2019	November 26, 2019	Teacher teams will capture curricular modifications in Rubicon at least at the conclusion of each data cycle, using the discussion feature in the district curriculum maps.
November 7, 2019	November 26, 2019	Teachers will be provided professional development during common planning time to increase mathematical discourse in all math classes. All math teachers will plan for and implement mathematical discourse and provide sentence stems that are easily accessible to students.
November 14, 2019	November 21, 2019	Teacher teams will begin their second data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.
November 8, 2019	November 8, 2019	All 6th, 7th and 8th grade math teachers will participate in a half-day professional workshop in the CSDA's Math curriculum, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
November 18, 2019	November 22, 2019	Grades 6 Math teachers will administer their first benchmark exam.
December 3, 2019	December 19, 2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
December 3, 2019	December 19, 2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
December 3, 2019	December 19, 2019	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
December 17, 2019	December 19, 2019	Teacher teams will complete their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
December 3, 2019	December 19, 2019	Teachers will be provided professional development during common planning time to increase mathematical discourse in all math classes. All math teachers will plan for and implement mathematical discourse and provide sentence stems that are easily accessible to students.
December 17, 2019	December 19, 2019	Grades 7 math teachers will administer their first benchmark exam.
January 3, 2020	January 3, 2020	All 6th, 7th and 8th grade math teachers will participate in a half-day professional workshop in the CSDA's Math curriculum, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
January 2, 2020	January 7, 2020	Teacher teams will begin their third data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.
January 2, 2020	January 30, 2020	Teacher teams will capture curricular modifications in Rubicon at least at the conclusion of each data cycle, using the discussion feature in the district curriculum maps.
January 2, 2020	January 30, 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
January 2, 2020	January 30, 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.

January 2, 2020	January 30, 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
January 2, 2020	January 30, 2020	Teachers will be provided professional development during common planning time to increase mathematical discourse in all math classes. All math teachers will plan for and implement mathematical discourse and provide sentence stems that are easily accessible to students.
January 27, 2020	January 31, 2020	Grades 8 Math teachers will administer their first benchmark exam.
January 27, 2020	January 31, 2020	Teacher teams will complete their third data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		NWEA- Level 2 and above projections for each subgroup- Fall and Winter Conditional Growth Percentile Winter Math Checkpoint Data Data Teaming Short Cycle Data
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
4-Feb-20	6-Feb-20	Teacher teams will begin their fourth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
February 4, 2020	February 27, 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
February 4, 2020	February 27, 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
February 4, 2020	February 27, 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
February 4, 2020	February 27, 2020	Teachers will be provided professional development during common planning time to increase mathematical discourse in all math classes. All math teachers will plan for and implement mathematical discourse and provide sentence stems that are easily accessible to students.
February 25, 2020	February 5, 2020	All 6th, 7th and 8th grade math teachers will participate in a half-day professional workshop in the CSDA's Math curriculum, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
February 27, 2020	March 3, 2020	Grades 6 Math teachers will administer their second benchmark exam.
March 5, 2020	March 10, 2020	Teacher teams will complete their fourth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
March 9, 2020	March 13, 2020	Grades 8 math teachers will administer their second benchmark exam.
March 12, 2020	March 31, 2020	Teacher teams will capture curricular modifications in Rubicon at least at the conclusion of each data cycle, using the discussion feature in the district curriculum maps.
March 12, 2020	March 17, 2020	Teacher teams will begin their fifth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
March 16, 2020	March 20, 2020	Grades 7 math teachers will administer their second benchmark exam.
March 3, 2020	March 31, 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
March 3, 2020	March 31, 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
March 3, 2020	March 31, 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.

March 3, 2020	March 31, 2020	Teachers will be provided professional development during common planning time to increase mathematical discourse in all math classes. All math teachers will plan for and implement mathematical discourse and provide sentence stems that are easily accessible to students.
March 19, 2020	March 19, 2020	All 6th, 7th and 8th grade math teachers will participate in a half-day professional workshop in the CSDA's Math curriculum, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
April 2, 2020	April 2, 2020	All 6th, 7th and 8th grade math teachers will participate in a half-day professional workshop in the CSDA's Math curriculum, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
April 2, 2020	April 30, 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
April 2, 2020	April 30, 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
April 2, 2020	April 30, 2020	Teachers will be provided professional development during common planning time to increase mathematical discourse in all math classes. All math teachers will plan for and implement mathematical discourse and provide sentence stems that are easily accessible to students.
April 2, 2020	April 30, 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
April 7, 2020	April 9, 2020	Teacher teams will complete their fifth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
April 21, 2020	April 30, 2020	Teacher teams will capture curricular modifications in Rubicon at least at the conclusion of each data cycle, using the discussion feature in the district curriculum maps.
May 5, 2020	May 28, 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
May 5, 2020	May 28, 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
May 5, 2020	May 28, 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
May 5, 2020	May 28, 2020	Teacher teams will analyze longitudinal student performance throughout the course of the year to inform curricular adjustments, instructional design, and assessment design for the 2020-2021 school year.
June 1, 2020	June 30, 2020	The Building Leadership Team will analyze the degree to which SCEP goals in Math were achieved in preparation for 2020-2021 SCEP development.
June 3, 2020	June 10, 2020	Grade 7 math teachers will administer their third benchmark exam.
June 4, 2020	June 11, 2020	Grades 6 math teachers will administer their third benchmark exam.
June 10, 2020	June 17, 2020	Grades 8 math teachers will administer their third benchmark exam.

Survey

Survey		
A1. Survey Question: Provide the survey question for which the school is looking to improve its results.	The statement that Hackett Middle School has identified to improve its results from the 2018-19 to the 2019-20 school year is: "I feel welcomed and a part of my school" (student voice).	
A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.	Based on the 2018-19 survey data, the baseline data for the question above is 58.4% of the student group strongly agreed or agreed with this statement.	
B1. SCEP Goal for Survey Question	By June 2020, Hackett Middle School will increase the percentage of students who strongly agree or agree with the statement to 75%.	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based upon a three year comparison of the student voice DTSDE survey, the percentage of students stating that "I fell welcomed and part of my school has decreased steadily from 66.7% to 58.4%. This data reveals that Hackett Middle School needs to implement strategies to build healthier, stronger relationships with our students.	
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September 3, 2019	September 3, 2019	During the first professional development day in September, the HMS BLT will share with all faculty and staff the goals, expectations and protocols of monthly advisory meetings.
September 1, 2019	September 26, 2019	Grade level teams will meet during common planning time to create advisory cohorts. Grade level teams will implement a student survey for students to select their advisors.
September 20, 2019	September 20, 2019	All HMS faculty, staff and students will participate in their first advisory meeting. Time will be allocated during the meeting for students to participate in a Second Step case study, as well as to review within SchoolTool their current academic standing, set individual learning goals to improve an area of need, as well as participate in grade conferencing with their teacher. The goal is for students to learn how to monitor their academic progress and identify steps for ensuring the academic success of all classes.
October 8, 2019	October 31, 2019	The Asst. Director of Pupil Personnel Services, in conjunction with the HMS Behavior Specialist, will meet with all teams and encore teachers, during common planning time, to provide professional development training for the purpose of communicating expectations relative to the Tier I Fidelity meetings, Tier II/III meetings as well as the MTSS referral process. The goal is to inform all teachers of the process of reviewing and analyzing student data relative to academics, behavior and attendance for the purpose of identifying appropriate supports and interventions.
October 18, 2019	October 18, 2019	All HMS faculty, staff and students will participate in their second advisory meeting. Time will be allocated during the meeting for students to participate in a Second Step case study, as well as to review within SchoolTool their current academic standing, set individual learning goals to improve an area of need, as well as participate in grade conferencing with their teacher. The goal is for students to learn how to monitor their academic progress and identify steps for ensuring the academic success of all classes.
November 5, 2019	November 5, 2019	HMS will offer professional development to faculty and staff relative to building positive relationships with students, engaging students in learning activities, and de-escalation strategies.
November 6, 2019	November 20, 2019	HMS BLT will review student attendance, discipline referrals, student suspension, and pass/fail rate data for first quarter.

November 7, 2019	November 26, 2019	The Asst. Director of Pupil Personnel Services, in conjunction with the HMS Behavior Specialist, will meet with all teams and encore teachers, during common planning time, to provide professional development training for the purpose of communicating expectations relative to the Tier I Fidelity meetings, Tier II/III meetings as well as the MTSS referral process. The goal is to inform all teachers of the process of reviewing and analyzing student data relative to academics, behavior and attendance for the purpose of identifying appropriate supports and interventions.
November 19, 2019	November 19, 2019	All HMS faculty, staff and students will participate in their third advisory meeting. Time will be allocated during the meeting for students to participate in a Second Step case study, as well as to review within SchoolTool their current academic standing, set individual learning goals to improve an area of need, as well as participate in grade conferencing with their teacher. The goal is for students to learn how to monitor their academic progress and identify steps for ensuring the academic success of all classes.
December 3, 2019	December 19, 2019	The Asst. Director of Pupil Personnel Services, in conjunction with the HMS Behavior Specialist, will meet with all teams and encore teachers, during common planning time, to provide professional development training for the purpose of communicating expectations relative to the Tier I Fidelity meetings, Tier II/III meetings as well as the MTSS referral process. The goal is to inform all teachers of the process of reviewing and analyzing student data relative to academics, behavior and attendance for the purpose of identifying appropriate supports and interventions.
December 18, 2019	December 18, 2019	During the contractual monthly professional development meeting, teachers will reflect on student teacher relationships by participating in a "Star Activity" in which teachers will place a sticker next to the name of each student they feel they have a strong, positive relationship with. Attendance, behavior and discipline data will be added to this activity for all four quarters. The goal is to identify struggling students and develop action plans (include interventions) for assisting the student in improving their performance.
December 19, 2019	December 19, 2019	All HMS faculty, staff and students will participate in their fourth advisory meeting. Time will be allocated during the meeting for students to participate in a Second Step case study, as well as to review within SchoolTool their current academic standing, set individual learning goals to improve an area of need, as well as participate in grade conferencing with their teacher. The goal is for students to learn how to monitor their academic progress and identify steps for ensuring the academic success of all classes.
January 10, 2020	January 10, 2020	All HMS faculty, staff and students will participate in their fifth advisory meeting. Time will be allocated during the meeting for students to participate in a Second Step case study, as well as to review within SchoolTool their current academic standing, set individual learning goals to improve an area of need, as well as participate in grade conferencing with their teacher. The goal is for students to learn how to monitor their academic progress and identify steps for ensuring the academic success of all classes.
January 16, 2020	January 30, 2020	First quarter student attendance, discipline, and pass/fail rate data will be added to the Star Activity Survey, and shared with grade level teams via Google Doc for analysis and reflection. During monthly team meetings, teachers and support staff will review the data, identify struggling students, assign a teacher mentor and implement an action plan for improving student performance.
January 7, 2020	January 30, 2020	Grade level teams will participate in biweekly Tier I fidelity meetings, Tier II/III meetings, and MTSS referral meetings, for the purpose of monitoring/implementing school-wide PBIS expectations, reviewing the academic impact of the behavior interventions and tracking/reviewing students for possible supports and movement between tiers.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	DTSDE Survey Data form 2018-19 to 2019-20 Monthly student attendance, discipline referrals, suspension rates, pass/fail rate
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
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February 14, 2020	February 14, 2020	All HMS faculty, staff and students will participate in their sixth advisory meeting. Time will be allocated during the meeting for students to participate in a Second Step case study, as well as to review within SchoolTool their current academic standing, set individual learning goals to improve an area of need, as well as participate in grade conferencing with their teacher. The goal is for students to learn how to monitor their academic progress and identify steps for ensuring the academic success of all classes.
February 3, 2020	January 10, 2020	Second quarter student attendance, discipline, and pass/fail rate data will be added to the Star Activity Survey, and shared with grade level teams via Google Doc for analysis and reflection. During monthly team meetings, teachers and support staff will review the data, identify struggling students, assign a teacher mentor and implement an action plan for improving student performance. Teams will reflect upon prior action plans and monitor their progress.
February 13, 2020	February 27, 2020	Grade level teams will participate in biweekly Tier I fidelity meetings, Tier II/III meetings, and MTSS referral meetings, for the purpose of monitoring/implementing school-wide PBIS expectations, reviewing the academic impact of the behavior interventions and tracking/reviewing students for possible supports and movement between tiers.
February 12, 2020	February 12, 2020	HMS BLT will review student attendance, discipline referrals, student suspension, and pass/fail rate data for second quarter.
March 16, 2020	March 16, 2020	All HMS faculty, staff and students will participate in their seventh advisory meeting. Time will be allocated during the meeting for students to participate in a Second Step case study, as well as to review within SchoolTool their current academic standing, set individual learning goals to improve an area of need, as well as participate in grade conferencing with their teacher.
March 12, 2020	March 26, 2020	Grade level teams will participate in biweekly Tier I fidelity meetings, Tier II/III meetings, and MTSS referral meetings, for the purpose of monitoring/implementing school-wide PBIS expectations, reviewing the academic impact of the behavior interventions and tracking/reviewing students for possible supports and movement between tiers.
April 27, 2020	April 27, 2020	All HMS faculty, staff and students will participate in their eighth advisory meeting. Time will be allocated during the meeting for students to participate in a Second Step case study, as well as to review within SchoolTool their current academic standing, set individual learning goals to improve an area of need, as well as participate in grade conferencing with their teacher. The goal is for students to learn how to monitor their academic progress and identify steps for ensuring the academic success of all classes.
April 13, 2020	April 17, 2020	Third quarter student attendance, discipline, and pass/fail rate data will be added to the Star Activity Survey, and shared with grade level teams via Google Doc for analysis and reflection. During monthly team meetings, teachers and support staff will review the data, identify struggling students, assign a teacher mentor and implement an action plan for improving student performance. Teams will reflect upon prior action plans and monitor their progress.
April 9, 2020	April 23, 2020	Grade level teams will participate in biweekly Tier I fidelity meetings, Tier II/III meetings, and MTSS referral meetings, for the purpose of monitoring/implementing school-wide PBIS expectations, reviewing the academic impact of the behavior interventions and tracking/reviewing students for possible supports and movement between tiers.
April 22, 2020	April 22, 2020	HMS BLT will review student attendance, discipline referrals, student suspension, and pass/fail rate data for third quarter.
May 29, 2020	May 29, 2020	All HMS faculty, staff and students will participate in their ninth advisory meeting. Time will be allocated during the meeting for students to participate in a Second Step case study, as well as to review within SchoolTool their current academic standing, set individual learning goals to improve an area of need, as well as participate in grade conferencing with their teacher. The goal is for students to learn how to monitor their academic progress and identify steps for ensuring the academic success of all classes.
May 14, 2020	May 28, 2020	Grade level teams will participate in biweekly Tier I fidelity meetings, Tier II/III meetings, and MTSS referral meetings, for the purpose of monitoring/implementing school-wide PBIS expectations, reviewing the academic impact of the behavior interventions and tracking/reviewing students for possible supports and movement between tiers.
May 19, 2020	May 19, 2020	HMS will offer professional development to faculty and staff relative to building positive relationships with students, engaging students in learning activities, and de-escalation strategies.
June 19, 2020	June 19, 2020	All HMS faculty, staff and students will participate in their tenth advisory meeting. The purpose of the meeting is to have all students reflect on their personal goals for the year and to celebrate their accomplishments.
June 17, 2020	June 17, 2020	HMS BLT will review student attendance, discipline referrals, student suspension, and pass/fail rate data for fourth quarter.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	18-19 Disproportionality data for Discipline Referrals (R) and Suspensions (S) (as of 5/8/2019) Economically disadvantaged: 81.40 (R) 87.3 (S); Students with Disabilities- 23.59% (R) 34.13% (S); Black subgroup: 54.15% (R) 61.90 (S)
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	By June 2020, Hackett Middle School will reduce discipline referrals and suspensions for each identified subgroup by 5%.
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based upon the review of student discipline data and suspension data for the 2018-2019 school year, it has become evident that black students, economically disadvantaged students and students with disabilities are referred and suspended disproportionately when compared to other student subgroups. Of the total student population, black students represent 38.2% of the student population. Of this number, 53.3% of black students were given a discipline referral, while 63.2% of black students were assigned an out of school suspension. Similarly, economically disadvantaged students represent 55.7% of the student population, with 81.9% being referred for disciplinary reasons and 86.7% being suspended. Finally, students with disabilities represent 16.7% of the student population, with 22.9% being referred for disciplinary reasons and 32.6% resulting in suspension. In looking specifically at gender, black males are referred at a greater rate when compared to all other subgroups. This category is followed closely by Hispanic males and black females. Regarding individual student suspensions, 37% were black males, 25% were black females and 17% were Hispanic males. Additionally, 36% of all unique suspensions were students with IEPs.

D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
3-Sep-19	September 3, 2019	The Hackett CET Committee will present to all faculty and staff on the expectations and protocols for implementing the district equity policy.
September 4, 2019	September 4, 2019	The Hackett PBIS Committee will share and review with all faculty and staff the PBIS Handbook. The Committee will review the PBIS matrix, behavior flowchart and classroom behavior management plans.
3-Sep-19	6-Sep-19	The PBIS Committee members and teachers will display 3B posters in each classroom and common area spaces.
September 9, 2019	September 13, 2019	The PBIS Committee will schedule "field trip" visits in order to teach and reinforce with all students expectations for the hallway, classroom, bathroom, and fire drills.
September 6, 2019	September 27, 2019	The Tier II/III Committee will review on a monthly basis student discipline data for the purpose of identifying the top 10 students being referred each month. The Tier II/III Committee will discuss each student individually and determine an appropriate intervention for improving the behavior.
September 9, 2019	September 30, 2019	Monthly PBIS committee meetings held and minutes shared with faculty.
September 11, 2019	September 25, 2019	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. Data will be shared with the Tier II/III to identify students in need of additional support and interventions.
September 16, 2019	September 30, 2019	Members of the Student Support Team (SST) will visit each team during common planning time to discuss Tier 1 and introduce at least one new preventative strategy.
October 7, 2019	October 31, 2019	Monthly PBIS committee meetings held and minutes shared with faculty.

October 7, 2019	October 31, 2019	The Asst. Director of Pupil Personnel Services, in conjunction with the HMS Behavior Specialist, will meet with all teams and encore teachers, during common planning time, to provide professional development training for the purpose of communicating expectations relative to the Tier I Fidelity meetings, Tier II/III meetings as well as the MTSS referral process. The goal is to inform all teachers of the process of reviewing and analyzing student data relative to academics, behavior and attendance for the purpose of identifying appropriate supports and interventions.
October 16, 2019	October 30, 2019	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. Data will be shared with the Tier II/III to identify students in need of additional support and interventions.
October 7, 2019	October 31, 2019	Members of the Student Support Team (SST) will visit each team during common planning time to discuss Tier 1 and introduce at least one new preventative strategy.
October 4, 2019	October 25, 2019	The Tier II/III Committee will review on a monthly basis student discipline data for the purpose of identifying the top 10 students being referred each month. The Tier II/III Committee will discuss each student individually and determine an appropriate intervention for improving the behavior.
October 4, 2019	October 25, 2019	The Tier II/III Committee will review student discipline data to identify faculty/staff initiating the most student discipline referrals. Where appropriate, the HMS Behavior Specialist will meet with individual teachers to provide support and offer preventative behavioral strategies.
November 5, 2019	November 5, 2019	HMS will offer professional development to faculty and staff relative to culturally responsive education, providing teachers with resources to support their instructional practices and strategies for effective classroom management.
November 4, 2019	November 29, 2019	Monthly PBIS committee meetings held and minutes shared with faculty.
November 7, 2019	November 26, 2019	The Asst. Director of Pupil Personnel Services, in conjunction with the HMS Behavior Specialist, will meet with all teams and encore teachers, during common planning time, to provide professional development training for the purpose of communicating expectations relative to the Tier I Fidelity meetings, Tier II/III meetings as well as the MTSS referral process. The goal is to inform all teachers of the process of reviewing and analyzing student data relative to academics, behavior and attendance for the purpose of identifying appropriate supports and interventions.
November 13, 2019	November 20, 2019	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. Data will be shared with the Tier II/III to identify students in need of additional support and interventions.
November 4, 2019	November 29, 2019	Members of the Student Support Team (SST) will visit each team during common planning time to discuss Tier 1 and introduce at least one new preventative strategy.
November 4, 2019	November 29, 2019	The Tier II/III Committee will review on a monthly basis student discipline data for the purpose of identifying the top 10 students being referred each month. The Tier II/III Committee will discuss each student individually and determine an appropriate intervention for improving the behavior.
November 4, 2019	November 29, 2019	The Tier II/III Committee will review student discipline data to identify faculty/staff initiating the most student discipline referrals. Where appropriate, the HMS Behavior Specialist will meet with individual teachers to provide support and offer preventative behavioral strategies.
November 4, 2019	November 29, 2019	Quarterly Town Hall meetings will be held with all grade level teams to review PBIS expectations and quarterly discipline data. Quarterly No-Referral Celebrations will be held to recognize students who have met the PBIS expectations.
November 4, 2019	November 29, 2019	At-Risk Student Advisory groups will meet monthly with their social worker and/or guidance counselor to review their individual student discipline report and discuss strategies for improving both their academic and behavioral performance.
December 2, 2019	December 20, 2019	Monthly PBIS committee meetings held and minutes shared with faculty.
December 3, 2019	December 20, 2019	The Asst. Director of Pupil Personnel Services, in conjunction with the HMS Behavior Specialist, will meet with all teams and encore teachers, during common planning time, to provide professional development training for the purpose of communicating expectations relative to the Tier I Fidelity meetings, Tier II/III meetings as well as the MTSS referral process. The goal is to inform all teachers of the process of reviewing and analyzing student data relative to academics, behavior and attendance for the purpose of identifying appropriate supports and interventions.

December 4, 2019	December 18, 2019	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. Data will be shared with the Tier II/III to identify students in need of additional support and interventions.
December 6, 2019	December 20, 2019	Members of the Student Support Team (SST) will visit each team during common planning time to discuss Tier 1 and introduce at least one new preventative strategy.
December 6, 2019	December 20, 2019	The Tier II/III Committee will review on a monthly basis student discipline data for the purpose of identifying the top 10 students being referred each month. The Tier II/III Committee will discuss each student individually and determine an appropriate intervention for improving the behavior.
December 6, 2019	December 20, 2019	The Tier II/III Committee will review student discipline data to identify faculty/staff initiating the most student discipline referrals. Where appropriate, the HMS Behavior Specialist will meet with individual teachers to provide support and offer preventative behavioral strategies.
December 6, 2019	December 20, 2019	At-Risk Student Advisory groups will meet monthly with their social worker and/or guidance counselor to review their individual student discipline report and discuss strategies for improving both their academic and behavioral performance.
January 6, 2020	January 31, 2020	Monthly PBIS committee meetings held and minutes shared with faculty.
January 8, 2020	January 22, 2020	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. Data will be shared with the Tier II/III to identify students in need of additional support and interventions.
January 7, 2020	January 30, 2020	Grade level teams will participate in biweekly Tier I fidelity meetings, Tier II/III meetings, and MTSS referral meetings, for the purpose of monitoring/implementing school-wide PBIS expectations, reviewing the academic impact of the behavior interventions and tracking/reviewing students for possible supports and movement between tiers.
January 6, 2020	January 31, 2020	The Tier II/III Committee will review on a monthly basis student discipline data for the purpose of identifying the top 10 students being referred each month. The Tier II/III Committee will discuss each student individually and determine an appropriate intervention for improving the behavior.
January 6, 2020	January 31, 2020	The Tier II/III Committee will review student discipline data to identify faculty/staff initiating the most student discipline referrals. Where appropriate, the HMS Behavior Specialist will meet with individual teachers to provide support and offer preventative behavioral strategies.
January 6, 2020	January 31, 2020	At-Risk Student Advisory groups will meet monthly with their social worker and/or guidance counselor to review their individual student discipline report and discuss strategies for improving both their academic and behavioral performance.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		Monthly Discipline and Suspension Data by subgroup form 2018-19 to 2019-20 Monthly Disproportionality by subgroup form 2018-19 to 2019-20

F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
February 3, 2020	February 28, 2020	Monthly PBIS committee meetings held and minutes shared with faculty.
February 12, 2020	February 26, 2020	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. Data will be shared with the Tier II/III to identify students in need of additional support and interventions.

February 3, 2020	February 28, 2020	Grade level teams will participate in biweekly Tier I fidelity meetings, Tier II/III meetings, and MTSS referral meetings, for the purpose of monitoring/implementing school-wide PBIS expectations, reviewing the academic impact of the behavior interventions and tracking/reviewing students for possible supports and movement between tiers.
February 7, 2020	February 28, 2020	The Tier II/III Committee will review on a monthly basis student discipline data for the purpose of identifying the top 10 students being referred each month. The Tier II/III Committee will discuss each student individually and determine an appropriate intervention for improving the behavior.
February 7, 2020	February 28, 2020	The Tier II/III Committee will review student discipline data to identify faculty/staff initiating the most student discipline referrals. Where appropriate, the HMS Behavior Specialist will meet with individual teachers to provide support and offer preventative behavioral strategies.
February 3, 2020	February 28, 2020	At-Risk Student Advisory groups will meet monthly with their social worker and/or guidance counselor to review their individual student discipline report and discuss strategies for improving both their academic and behavioral performance.
February 3, 2020	February 28, 2020	Quarterly Town Hall meeting will be held with all grade level teams to review PBIS expectations and quarterly discipline data. Quarterly No-Referral Celebrations will be held to recognize students who have met the PBIS expectations.
March 2, 2020	March 27, 2020	Monthly PBIS committee meetings held and minutes shared with faculty.
March 11, 2020	March 25, 2020	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. Data will be shared with the Tier II/III to identify students in need of additional support and interventions.
March 2, 2020	March 31, 2020	Grade level teams will participate in biweekly Tier I fidelity meetings, Tier II/III meetings, and MTSS referral meetings, for the purpose of monitoring/implementing school-wide PBIS expectations, reviewing the academic impact of the behavior interventions and tracking/reviewing students for possible supports and movement between tiers.
March 2, 2020	March 27, 2020	The Tier II/III Committee will review student discipline data to identify faculty/staff initiating the most student discipline referrals. Where appropriate, the HMS Behavior Specialist will meet with individual teachers to provide support and offer preventative behavioral strategies.
March 2, 2020	March 27, 2020	The Tier II/III Committee will review on a monthly basis student discipline data for the purpose of identifying the top 10 students being referred each month. The Tier II/III Committee will discuss each student individually and determine an appropriate intervention for improving the behavior.
March 2, 2020	March 31, 2020	At-Risk Student Advisory groups will meet monthly with their social worker and/or guidance counselor to review their individual student discipline report and discuss strategies for improving both their academic and behavioral performance.
April 1, 2020	April 30, 2020	Monthly PBIS committee meetings held and minutes shared with faculty.
April 8, 2020	April 22, 2020	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. Data will be shared with the Tier II/III to identify students in need of additional support and interventions.
April 6, 2020	April 30, 2020	Grade level teams will participate in biweekly Tier I fidelity meetings, Tier II/III meetings, and MTSS referral meetings, for the purpose of monitoring/implementing school-wide PBIS expectations, reviewing the academic impact of the behavior interventions and tracking/reviewing students for possible supports and movement between tiers.
April 3, 2020	April 24, 2020	The Tier II/III Committee will review student discipline data to identify faculty/staff initiating the most student discipline referrals. Where appropriate, the HMS Behavior Specialist will meet with individual teachers to provide support and offer preventative behavioral strategies.
April 3, 2020	April 24, 2020	The Tier II/III Committee will review on a monthly basis student discipline data for the purpose of identifying the top 10 students being referred each month. The Tier II/III Committee will discuss each student individually and determine an appropriate intervention for improving the behavior.
April 1, 2020	April 30, 2020	At-Risk Student Advisory groups will meet monthly with their social worker and/or guidance counselor to review their individual student discipline report and discuss strategies for improving both their academic and behavioral performance.
April 1, 2020	April 30, 2020	Quarterly Town Hall meeting will be held with all grade level teams to review PBIS expectations and quarterly discipline data. Quarterly No-Referral Celebrations will be held to recognize students who have met the PBIS expectations.
May 4, 2020	May 29, 2020	Monthly PBIS committee meetings held and minutes shared with faculty.

May 13, 2020	May 27, 2020	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. Data will be shared with the Tier II/III to identify students in need of additional support and interventions.
May 4, 2020	May 29, 2020	Grade level teams will participate in biweekly Tier I fidelity meetings, Tier II/III meetings, and MTSS referral meetings, for the purpose of monitoring/implementing school-wide PBIS expectations, reviewing the academic impact of the behavior interventions and tracking/reviewing students for possible supports and movement between tiers.
May 8, 2020	May 29, 2020	The Tier II/III Committee will review student discipline data to identify faculty/staff initiating the most student discipline referrals. Where appropriate, the HMS Behavior Specialist will meet with individual teachers to provide support and offer preventative behavioral strategies.
May 8, 2020	May 29, 2020	The Tier II/III Committee will review on a monthly basis student discipline data for the purpose of identifying the top 10 students being referred each month. The Tier II/III Committee will discuss each student individually and determine an appropriate intervention for improving the behavior.
May 4, 2020	May 29, 2020	At-Risk Student Advisory groups will meet monthly with their social worker and/or guidance counselor to review their individual student discipline report and discuss strategies for improving both their academic and behavioral performance.
June 3, 2020	June 17, 2020	The Hackett MS Building Leadership Team will convene monthly for the purpose of reviewing and monitoring the discipline referral and suspension data for each of the three identified subgroups. Data will be shared with the Tier II/III to identify students in need of additional support and interventions.
May 19, 2020	May 19, 2020	HMS will offer professional development to faculty and staff relative to culturally responsive education, providing teachers with resources to support their instructional practices and strategies for effective classroom management.
February 2020	June 2020	The Tier II/III Committee will review discipline data for the purpose of creating at-risk advisory groups. These at-risk groups will be supervised by school counselors and social workers and provided with strategies for improving classroom behavior.
February 2020	June 2020	The Tier II/III Committee will review student discipline data to identify faculty/staff initiating the most student discipline referrals. Where appropriate, the HMS Behavior Specialist will meet with individual teachers to provide support and offer preventative behavioral strategies.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.			17-18 Chronic Absenteeism- All: 27.8%; Asian: 14.9%; Black: 33.4%; ED: 33.4%; ELL: 22.8% (Did not meet lower MIP for 2017-18. Rated a Level 1)
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)			By June 2020, Hackett Middle School will have a chronic absenteeism rate not to exceed the following for the all student subgroup: All: 22.9%; Asian: 12.7%; Black: 22.6%; ED: 28.4%; ELL: 19.6%
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			Based upon a review of student attendance data for the 2018-2019 school year, it has become evident that approximately 28.3% of all Hackett Middle School students are chronically absent. In looking closer at this data point, students identified with a disability have the highest rate of chronic absenteeism (42.1%) followed closely by African American students (35.6%) and Economically Disadvantaged students (35.2%). The data reveals no specific difference in regards to gender (both groups represent 50% of the population). Students in grade 8 represent the greatest percentage of chronically absent students, with 51% of all chronic students enrolled in the 8th grade.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
August 1, 2019	August 30, 2019	The Hackett Middle School Attendance Committee will compile a list of current and incoming students who were deemed chronically absent for the 2018-2019 school year. The Attendance Committee will use this list to reach out to parents and provide them with information related to the importance of attending school on a regular basis.	
August 26, 2019	August 30, 2019	The Hackett Middle School Building Principal will send home a separate parent letter prior to the start of the school year discussing the importance of student attendance and strategies to support this goal.	
September 9, 2019	September 27, 2019	Hackett Middle School will implement a weekly robo call (Monday Only) reminding parents of the importance of student attendance. By having the robo call at the start of each new school week, the goal is for the call to serve as an additional communication vehicle to remind parents of the importance of good attendance.	
September 20, 2019	September 20, 2019	The Hackett Middle School Attendance Committee will meet on a monthly basis to review student attendance and tardies. The committee will identify students who are currently deemed chronically absent. Home visits will be made by the Attendance Officer and Hackett HSC. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.	
October 1, 2019	October 30, 2019	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.	
October 18, 2019	October 18, 2019	During the monthly advisory period, students deemed chronically absent will meet with their respective grade-level attendance committee representative to review their current attendance record, set goals for improving their attendance the following month and monitor their progress towards meeting this goal. The goal of this step is to have students take accountability for their attendance, thus improving the daily attendance in school.	

October 25, 2019	October 25, 2019	The Hackett Middle School Attendance Committee will meet on a monthly basis to review student attendance and tardies. The committee will identify students who are currently deemed chronically absent. Home visits will be made by the Attendance Officer and Hackett HSC. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.
November 1, 2019	November 26, 2019	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The Principal will emphasize the importance of regular school attendance in the quarterly parent newsletter.
November 19, 2019	November 19, 2019	During the monthly advisory period, students deemed chronically absent will meet with their respective grade-level attendance committee representative to review their current attendance record, set goals for improving their attendance the following month and monitor their progress towards meeting this goal. The goal of this step is to have students take accountability for their attendance, thus improving the daily attendance in school.
November 22, 2019	November 22, 2019	The Hackett Middle School Attendance Committee will meet on a monthly basis to review student attendance and tardies. The committee will identify students who are currently deemed chronically absent. Home visits will be made by the Attendance Officer and Hackett HSC. Parent conferences will be a schedule to identify the reasons for the absences and to discuss interventions for improved student attendance.
December 19, 2019	December 19, 2019	During the monthly advisory period, students deemed chronically absent will meet with their respective grade-level attendance committee representative to review their current attendance record, set goals for improving their attendance the following month and monitor their progress towards meeting this goal. The goal of this step is to have students take accountability for their attendance, thus improving the daily attendance in school.
December 20, 2019	December 20, 2019	The Hackett Middle School Attendance Committee will meet on a monthly basis to review student attendance and tardies. The committee will identify students who are currently deemed chronically absent. Home visits will be made by the Attendance Officer and Hackett HSC. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.
January 6, 2020	January 31, 2020	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.
January 6, 2020	January 9, 2020	First quarter student attendance will be added to the Star Activity Survey, and shared with grade level teams via Google Doc for analysis and reflection. Teams will be asked to identify students with high absenteeism, and to provide recommendations to improve attendance and overall academic status.
January 10, 2020	January 10, 2020	During the monthly advisory period, students deemed chronically absent will meet with their respective grade-level attendance committee representative to review their current attendance record, set goals for improving their attendance the following month and monitor their progress towards meeting this goal. The goal of this step is to have students take accountability for their attendance, thus improving the daily attendance in school.
January 24, 2020	January 24, 2020	The Hackett Middle School Attendance Committee will meet on a monthly basis to review student attendance and tardies. The committee will identify students who are currently deemed chronically absent. Home visits will be made by the Attendance Officer and Hackett HSC. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		
		Monthly Chronic Absenteeism Data by subgroup from 2018-19 to 2019-20

F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
February 3, 2020	February 28, 2020	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.
February 3, 2020	February 7, 2020	Second quarter student attendance will be added to the Star Activity Survey, and shared with grade level teams via Google Doc for analysis and reflection. Teams will be asked to identify students with high absenteeism, and to provide recommendations to improve attendance and overall academic status.
February 14, 2020	February 14, 2020	During the monthly advisory period, students deemed chronically absent will meet with their respective grade-level attendance committee representative to review their current attendance record, set goals for improving their attendance the following month and monitor their progress towards meeting this goal. The goal of this step is to have students take accountability for their attendance, thus improving the daily attendance in school.
February 28, 2020	February 28, 2020	The Hackett Middle School Attendance Committee will meet on a monthly basis to review student attendance and tardies. The committee will identify students who are currently deemed chronically absent. Home visits will be made by the Attendance Officer and Hackett HSC. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.
February 3, 2020	February 28, 2020	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
March 2, 2020	March 31, 2020	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.
March 16, 2020	March 16, 2020	During the monthly advisory period, students deemed chronically absent will meet with their respective grade-level attendance committee representative to review their current attendance record, set goals for improving their attendance the following month and monitor their progress towards meeting this goal. The goal of this step is to have students take accountability for their attendance, thus improving the daily attendance in school.
March 20, 2020	March 20, 2020	The Hackett Middle School Attendance Committee will meet on a monthly basis to review student attendance and tardies. The committee will identify students who are currently deemed chronically absent. Home visits will be made by the Attendance Officer and Hackett HSC. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.
March 2, 2020	March 31, 2020	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
April 1, 2020	April 30, 2020	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.
April 13, 2020	April 17, 2020	Third quarter student attendance will be added to the Star Activity Survey, and shared with grade level teams via Google Doc for analysis and reflection. Teams will be asked to identify students with high absenteeism, and to provide recommendations to improve attendance and overall academic status.

April 27, 2020	April 27, 2020	During the monthly advisory period, students deemed chronically absent will meet with their respective grade-level attendance committee representative to review their current attendance record, set goals for improving their attendance the following month and monitor their progress towards meeting this goal. The goal of this step is to have students take accountability for their attendance, thus improving the daily attendance in school.
April 24, 2020	April 24, 2020	The Hackett Middle School Attendance Committee will meet on a monthly basis to review student attendance and tardies. The committee will identify students who are currently deemed chronically absent. Home visits will be made by the Attendance Officer and Hackett HSC. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.
May 1, 2020	May 29, 2020	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.
May 1, 2020	May 29, 2020	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
May 29, 2020	May 29, 2020	During the monthly advisory period, students deemed chronically absent will meet with their respective grade-level attendance committee representative to review their current attendance record, set goals for improving their attendance the following month and monitor their progress towards meeting this goal. The goal of this step is to have students take accountability for their attendance, thus improving the daily attendance in school.
May 22, 2020	May 22, 2020	The Hackett Middle School Attendance Committee will meet on a monthly basis to review student attendance and tardies. The committee will identify students who are currently deemed chronically absent. Home visits will be made by the Attendance Officer and Hackett HSC. Parent conferences will be scheduled to identify the reasons for the absences and to discuss interventions for improved student attendance.
June 1, 2020	June 24, 2020	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold.
June 12, 2020	June 12, 2020	The attendance committee will review the success of its year-long initiatives to promote attendance and determine if additional strategies or different strategies are warranted for the next school year.