Putnam Avenue Upper School Improvement Plan

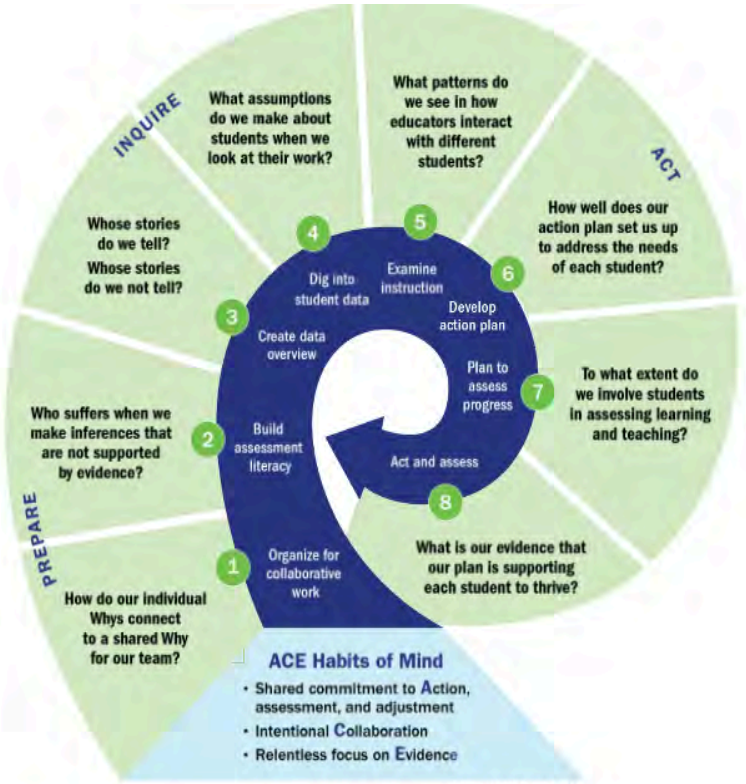
SY23-24 to SY24-25

CAMBRIDGE PUBLIC SCHOOLS

Establishing SMARTIE Goals:

- **Strategic and Specific:**
  Goals describe specific targets for improvement that reflect an important dimension of organizational priorities.
- **Measurable:**
  Goals are assessed with multiple measures, including both formative and summative measures to support benchmarks and progress monitoring.
- **Attainable and Ambitious:**
  Goals are ambitious but attainable to motivate community members and signify progress.
- **Relevant:**
  Goals are relevant to the needs of the broader population of students as well as the needs of historically disadvantaged groups.
- **Time-Bound:**
  Goals include specific time frames and checkpoints to support commitment, accountability, and transparency.
- **Inclusive:**
  Goals are inclusive of all school community members, particularly those impacted by inequities.
- **Equitable and Explicit:**
  Goals are equitable and have explicit language that addresses systemic injustice, inequity, bias, and oppression.

Data Wise Improvement Cycle



Putnam Avenue Upper School Improvement Plan

SY23-24 to SY24-25

School Name: **Putnam Avenue Upper School**
School Principal: **Phanenca Babio-James**

LITERACY/ELA GOAL

Based on our initial data review at the end of the 22-23 school year, Putnam Ave ILT identified an alarming difference in achievement in school-wide growth and achievement and the growth and achievement of African American students and students on IEPs.

Our plan for intentional focus on and support of these groups of learners includes two priorities

1. Centering holistic, high-quality pedagogical practices and high expectations to engage and motivate students for equitable success
2. Build a community of actively antiracist educators that fosters belonging for all students while holding them to high standards

Describe the current state of literacy instruction, growth, and achievement. Cite data and describe the strategies employed in the previous SIP.

Data Overview:

On the 2023 ELA MCAS 54% of students are meeting or exceeding expectations.

- **32% of African-American students scored meeting or exceeding expectations.**
- **15% of students with disabilities scored meeting or exceeding expectations.**
- **39% of low income students scored meeting or exceeding expectations.**

On the Fall iReady reading screener 60% of students scored on or above grade level.

- **35% of African American students scored on or above grade level.**
- **26% of students with disabilities scored on or above grade level.**
- **57% of economically disadvantaged students scored on or above grade level.**

Key Successes to Build Upon:

The percentage of students scoring in meeting or exceeding expectations has increased from 51% to 54% from 2022 to 2023.

- **The percentage of students with disabilities scoring in meeting or exceeding expectations has increased from 13% to 15% from 2022 to 2023.**
- **The percentage of low income students scoring in meeting or exceeding expectations has increased from 35% to 39% from 2022 to 2023.**

In the reading domain of ELA MCAS Putnam Ave, students scored below the district and above the state by 6 or fewer points.

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Key Areas of Need to Address:

The percentage of African American students scoring in meeting or exceeding expectations has decreased from 37% to 32% from 2022 to 2023.

35% of African American students scored on or above grade level on the Fall iReady screener, compared to 60% of all students.

26% of students with disabilities scored on or above grade level on the Fall iReady screener, compared to 60% of all students.

On the Fall iReady ELA screener 43% of students scored below grade level on vocabulary and 42% on comprehension.

By 2025/Year 2 SMARTIE Goal:	
90-day Milestone September '23-January '24	**On the Winter iReady diagnostic,** • **students will make at least 25% growth** • **African American students and students with disabilities scoring on or above grade level will increase by at least 10%** • **the percentage of students scoring below grade level on vocabulary and comprehension will decrease by at least 10%**
90-day Milestone January '24-June '24 TBD	**On the Spring iReady diagnostic,** • **students will make at least 50% growth** • **African American students and students with disabilities scoring on or above grade level will increase by at least another 10%** • **the percentage of student scoring below grade level on vocabulary and comprehension will decrease by at least another 10%** **On the spring 2024 MCAS:** • **African American students' scores will increase from 32% meeting or exceeding to 40%** • **Students with disabilities scores will increase from 15% to 20%**

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	meeting or exceeding
90-day Milestone September '24-January '25 TBD	**TBD**
90-day Milestone January '25-June '25 TBD	**TBD**

ACTION PLAN

Increased Academic Achievement & Growth – Literacy/Language Arts: *Create an environment that promotes active student engagement and consistent improvement in academic achievement in Literacy/Language Arts among preK-12 students from all backgrounds and programs.*

District Objective	What is the plan of action to achieve this goal?	In what way does this strategy advance equitable outcomes for all students and staff?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team's work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports - *What is your instructional improvement strategy to achieve your outcome?*	Teachers will: • support students to become independent learners and critical thinkers • continue to implement conferencing and student surveys to learn about student interests • Continue to implement close reading strategies	As students become independent learners, they will become more deeply invested in their own learning and more confident in their reasoning and thinking abilities. Data conferencing will allow teachers to capture data on student interest in order to create culturally relevant learning opportunities. Data conferencing will help students set goals	Using team data meetings to look at formative assessment results to determine implications for instruction Progress monitoring once per month to track student progress for students receiving Tiers 2 and 3 literacy intervention Facilitating staff meetings 12 times per year to lead staff in collaborative work	Literacy Coach, Instructional Coach, Literacy Interventionists, and Grade Level Teachers Principal

		and monitor their progress toward these goals by meeting individually with their teacher. Teachers will create activities that promote student-to-student and teacher-to-student discourse to activate critical thinking and verbal reasoning skills. Students will have a voice in their education. Data conferences will also help students know where they are academically and set goals to challenge themselves and increase their performance. Close reading is a scaffold that helps to make rigorous texts accessible to all students.	aimed at improving student outcomes Using formative assessments to monitor all student growth Using diagnostic screeners (example: iReady) to make instructional decisions related to tiered instruction	
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	Training and Support: • ELA department meetings • Putnam Avenue Vertical Team Meetings • 1:1 Coaching meetings	Ensuring that staff is properly trained and prepared to deliver instruction will maximize student outcomes. Teachers will improve their close reading strategies and follow the Fish Tank curriculum as written.	-3 target tasks/close reads per week per ELA class End of unit assessments after every unit delivered by ELA teacher; iReady administered at least 2x a year	Literacy Coach, Instructional Coach, Literacy Interventionists, and Grade Level Teachers Principal

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Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, communitiy partners, out-of-school time partners, and/or business partners in this plan?*	Family and Caregiver Engagement: • Listening Conferences • Curriculum Updates on Take Home Tuesdays • Phone calls and letters home about intervention services	By involving families and caregivers in their child's learning, we can support the whole child and positively impact the student's sense of belonging.	Family surveys, listening conference feedback	Literacy Coach, Instructional Coach, Literacy Interventionists, and Grade Level Teachers Principal

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MATHEMATICS GOAL

*Guidance: Review your Math MCAS, i-Ready, curriculum-embedded assessments, and Number Sense data at domain, standard and demographic level to identify an area of focus; in response, identify targeted, **equity-centered**, high-leverage, **research-based strategies** to address your improvement strategy. Be intentional about how you plan to address the range of all learners in your school, with a particular focus on those students furthest from proficiency (especially those student groups identified as" Recovery" in the state's accountability system) and making the least amount of growth.*

Describe the current state of math instruction, growth and achievement. Cite data and describe the strategies employed in the previous SIP.

Data Overview:

On the 2023 Math MCAS 44% of students are meeting or exceeding expectations.

- **21% of African-American students scored meeting or exceeding expectations.**
- **10% of students with disabilities scored meeting or exceeding expectations.**
- **21% of low income students scored meeting or exceeding expectations**

On the Fall iReady math screener 45% of students scored on or above grade level.

- **22% of African American students scored on or above grade level.**
- **22% of students with disabilities scored on or above grade level.**
- **41% of economically disadvantaged students scored on or above grade level.**

Key Successes to Build Upon:

The percentage of students scoring in meeting or exceeding expectations has increased from 33% to 44% from 2022 to 2023.

- **The percentage of African American students scoring in meeting or exceeding expectations has increased from 18% to 21% from 2022 to 2023.**
- **The percentage of students with disabilities scoring in meeting or exceeding expectations has increased from 2% to 10% from 2022 to 2023.**
- **The percentage of low income students scoring in meeting or exceeding expectations has increased from 14% to 21% from 2022 to 2023.**

Key Areas of Need to Address:

21% of African American students scored in meeting or exceeding expectations compared to 44% of all students.

10% of students with disabilities scored meeting or exceeding expectations, compared to 44% of all students.

22% of African American students scored on or above grade level on the Fall iReady screener, compared to 45% of all students.

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10% of students with disabilities scored on or above grade level on the Fall iReady screener, compared to 45% of all students.

On the Fall iReady math screener, 56% of students scored below grade level on algebra and algebraic thinking and 58% on geometry.

By 2025/Year 2 SMARTIE Goal:	
90-day Milestone September '23-January '24	On the Winter iReady diagnostic, • students will make at least 25% growth • African American students and students with disabilities scoring on or above grade level will increase by at least 10% • the percent of student scoring below grade level on algebra and algebraic thinking and geometry will decrease by at least 10%
90-day Milestone January '24-June '24 TBD	On the Spring iReady diagnostic, • students will make at least 50% growth • African American students and students with disabilities scoring on or above grade level will increase by at least 10% • the percent of student scoring below grade level on algebra and algebraic thinking and geometry will decrease by at least another 10%
90-day Milestone September '24-January '25 TBD	On the spring 2024 MCAS: • African American students' scores will increase from 21% meeting or exceeding to 29% • Students with disabilities scores will increase from 10% to 15% meeting or exceeding
90-day Milestone January '25-June '25 TBD	TBD

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CAMBRIDGE PUBLIC SCHOOLS

ACTION PLAN				
Increased Academic Achievement & Growth – Math: *Create an environment that promotes active student engagement and consistent improvement in academic achievement in math among preK-12 students from all backgrounds and programs.*				
District Objective	**What is the plan of action to achieve this goal?**	**In what way does this strategy advance equitable outcomes for all students and staff?**	**How will you leverage the Data Wise Improvement process to monitor your progress?** (How, how often, and by whom?)	**Who is responsible for leading the team's work on this strategy?** (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports -*What is your instructional improvement strategy to achieve your outcome?*	Math teachers will: • deliver lessons with complex instruction approaches. • conference with individual students around data and goals at least 3x/year. • create learning objectives with Math Practice Standards at the forefront.	Complex instruction is an approach grounded in equitable learning and strategies. Teachers will facilitate and adapt lessons to incorporate aspects of complex learning, including group roles, "smartnesses", and routines. This approach allows teachers to make learning fun and practical and also encourages students to take ownership in their education.	Team data meetings to determine implications for instruction at least twice per year. Staff meetings to collaborate towards improved instruction 12 times per SY. Using formative assessments to monitor student growth.	Math Coach, Math Interventionists, and Grade Level teachers

		Data conferencing will allow students to create goals and monitor their progress toward these goals by meeting individually with their teacher. Students will have a voice in their education. Objectives with Math Practice Standards will allow students to understand the expected learning outcome.		
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	Training and Support: • District Math Department Meetings • Putnam Ave Vertical Math Department Meetings • Staff Meetings to Model Problem Solving Instruction	Staff will attend monthly staff PDs and meet with coaches during vertical meetings so that they have equitable access to data, and learn to use data to create instructional approaches that are aligned with the district's teaching and learning initiatives. Staff growth of knowledge will extend to students'	As teachers become well versed in the curriculum their effectiveness increases, and so will student outcomes.	Math Coach, Math Interventionists, and Grade Level Teachers

		equitable experience.		
Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?*	Family and Caregiver Engagement • Conduct Listening Conferences • Work with PAFA and School Council to provide parent and caregiver workshops. • Host international potluck to bring families and staff together • Invite parents to our student Story of Self-performance • Host 8th Social Justice Symposium • Host 7th grade Mock trial for their criminal justice unit of study • Hold monthly School Council/ equity Team meetings Community Partners • YPP - Flagway Program	Share IM Family resources with families Communicate regularly with families about students' progress in IM curriculum in monthly communications and semester family conferences		Math Coach, Math Interventionists, and Grade Level teachers

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CHRONIC ABSENTEEISM GOAL

*Guidance: Review your historical and year-to-date chronic absenteeism data at the demographic level to identify an area of focus and identify targeted, **equity-centered**, high-leverage, **research-based strategies** to address your improvement strategy. Be intentional about how you plan to address a tiered approach to attendance, specifically addressing unexcused absences.*

Describe the current state of chronic absenteeism data and efforts. Cite data and describe the strategies employed in the previous SIP.

Data Overview:
2022-2023 data show that 24.5% of students were absent 18 or more days.

Key Successes to Build Upon:
The percentage of students who were absent 18 or more days decreased from 27.2% to 24.5% from 2021-2022 to 2022-2023.

Key Areas of Need to Address: Decrease the number of absences for students with more than 18 or more days absent from 27 to 23%. To achieve this goal, our guidance counselor and Admin will implement a system for reporting when students are absent so that we can get a clearer understanding of why students are chronically absent, which barriers are preventing them from having better attendance, and strive to support these students and families through timely, positive, and direct communication regarding attendance expectations. This communication will emphasize to families the direct connection between how attendance correlates to school performance. This goal will be implemented daily by the guidance counselor through phone calls and emails to parents, meetings with students, and consultation with other staff members.

By 2025/Year 2 SMARTIE Goal:	
90-day Milestone September '23-January '24	**Develop an attendance team to meet weekly (counselor, clerk, assistant principal, principal)** **Create and leverage student data tracker to respond to chronic absenteeism flags.**
90-day Milestone January '24-June '24 TBD	**Identify students who are chronically absent (10+ days) and at risk (7+ days) and coordinate appropriate interventions and responses.** **In June, identify rising seventh and eighth graders who were chronically absent and coordinate beginning of year efforts. Ideal:**

	2% decrease from SY22-23
90-day Milestone September '24-January '25 TBD	**Jan-June '25 Attendance goals TBD based on Spring and Winter 24 data**
90-day Milestone January '25-June '25 TBD	**TBD**

ACTION PLAN

Increased Student Attendance: *Maximize partnerships with internal and external stakeholders (student, families, staff and the community) to implement a multi-tiered approach to reducing barriers to student attendance.*

District Objective	What is the plan of action to achieve this goal?	In what way does this strategy advance equitable outcomes for all students and staff?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, and by whom?)	Who is responsible for leading the team's work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports - *What is your instructional improvement strategy to achieve your outcome?*	PAUS Bucks: Attendance incentives will be given to students with no absences at an award ceremony, advisory attendance challenge, and a celebration at the end of the year.	Our data indicates that a disproportionate number of low-income students, SWD, are displaced, and are chronically absent.	Attendance data will be more public, reviewed weekly by scholars and staff, and successes	The Principal, Assistant principal, Guidance Counselor, Family Liaison, Admin Para, & Student Support Team (SST)

		Efforts to engage these families will support equity by reconnecting underrepresented groups to the school. Since there is a strong correlation between absenteeism and student performance in school, the students most disconnected from school are the ones we most want to reach. This will accomplish that goal.	publicly celebrated (launched during our January attendance challenge)	
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	Action?		School-level absence data will be reviewed every week. The attendance team will review attendance data quarterly to measure progress toward goals.	Principal, Assistant Principal, Guidance Counselor, Family Liaison, Admin Para, & Student Support Team (SST)

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Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, communitiy partners, out-of-school time partners, and/or business partners in this plan?*	The guidance counselor will communicate with families regarding attendance regularly through phone calls, emails, and in-person meetings. The guidance counselor will reach out through interpreters, the family liaison, and other community resources regularly. The guidance counselor will send out an outline of PAUS attendance policies and expectations. Attendance incentives will be given to students with no absences at an award ceremony, advisory attendance challenge, and a celebration at the end of the year. The guidance counselor also promotes positive attendance by phoning students early in the morning to encourage them to come to school, she shares her cell number with parents to be able to connect with her directly regarding their child's attendance, and she uses translators as needed to communicate with parents.	Since disproportionate numbers of students who are low-income, SPED, and unhoused are chronically absent, efforts to engage these families will support equity by reconnecting underrepresented groups to the school. Absenteeism is highly correlated with performance in school. The students most disconnected from school are the ones we most want to reach. This will accomplish that goal.	Absence data will be reviewed daily– PAUS Y... and CPS Ab... . An attendance team will review attendance data quarterly to measure progress toward goals.	Guidance Counselor & ILT

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SCHOOL CLIMATE & CULTURE GOAL

*Guidance: Review your SEL DESSA data, YRBS (if applicable) and behavior data, including any school climate and equity data (MAEC Equity Self Assessment) you have at the demographic-level to identify targeted, **equity-centered**, high-leverage, **research-based strategies** to address your improvement strategy. Be intentional about how you plan to address the range of all scholars.*

Describe the current state of school climate data and related efforts. Cite data and describe the strategies employed in the previous SIP.

Data Overview:

According to the DESSA, of the 229 students who took the survey (which is 87% of our student population):

- 71% of our students fall in the Typical
- 16% fall in the strength
- 16% of students fall in the Need for Instruction category.

Key Successes to Build Upon:

Based on the survey results:

- Students in the need for instruction category was 3% below the "expected outcome" as determined by the state
- Students in the typical category was 3% above the "expected outcome" as determined by the state
- Students in the strength category was at the "expected outcome" as determined by the state

Key Areas of Need to Address:

Based on the survey results:

- 33% students with IEP show a need for instruction
- 11% students with IEP show strength
- 23% of African American/Black students show need for instruction
- 9% of African American/Black students show strength

By 2025/Year 2 SMARTIE Goal:	
90-day Milestone September '23-January '24	• PAUS team will meet to align on a culture/climate "belonging" goal, and will begin to plan PD to support this goal. • PAUS will partner with OEIB for school-based PD focused on belonging

	and scholar experiences for Spring 2024.
90-day Milestone January '24-June '24 TBD	• PAUS team will provide opportunities to book studies that have select practices that the team will choose to support cultural proficiency practices. • PAUS Admin will begin to identify staff and student leaders to serve on PAUS school climate team.
90-day Milestone September '24-January '25 TBD	• PAUS team will launch 24-25 school year with a clear plan for continuing to improve student, staff, and families' sense of belonging in our Putnam Avenue Community.
90-day Milestone January '25-June '25 TBD	TBD based on above

ACTION PLAN

Build Welcoming & Supportive Schools - cultivate diverse and supportive school culture and climate for improved behavior: *Create strong partnerships with our students, family members, guardians and the community to establish a positive school culture and climate to respond to preK-12 students' physical, social and emotional needs. Improve families' access to resources within and beyond CPS. Promote positive school cultures and climate through district-wide vision of inclusive and restorative discipline policies and practices.*

District Objective	What is the plan of action to achieve this goal?	In what way does this strategy advance equitable outcomes for all students and staff?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, and by who?)	Who is responsible for leading the team's work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports - *What is your instructional improvement strategy to achieve your outcome?*	Putnam partners with the district SEL coordinator to continue to train staff on how to successfully implement Restorative Justice circles.	Data conferencing allows students to learn self-advocacy skills so that they	We will use Educator Handbook data to determine success based	Principal Asst. Principal Guidance counselor Adjustment counselors Admin Para Grade level teams

	Continue to work with the Center Community Dispute Settlement to train students and staff on Peer Mediation Data Conferencing Complex Instruction in Math	can take ownership of their learning. Restorative Justice (RJ) circles practices will help shift behaviors in a more positive way.	on how many referrals we receive per grade. Peer Mediation will help students build their conflict resolution skills to promote more positive self-directed behaviors.	Grade level teams
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	Work with the Instructional Leadership Team on how to best incorporate behavior management techniques to support staff in maintaining positive classroom school norms.	?	?	Grade level teams
Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?*	The following activities will be held: School Council Meetings Back to School Night	Work with parents and caregivers	?	Principal, Assistant Principal, Guidance Counselor, RJ Coach Grade level teams

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~For Upper Schools & High School Only~

ACCESSIBLE COLLEGE & CAREER PATHWAYS GOAL

*Guidance: For the high school, review your data on over-age and under-credited, individual student success planning, advanced coursework completion, earned credits and graduation data at the group and demographic-level when available to identify an area of focus and identify targeted, **equity-centered**, high-leverage, **research-based strategies** to address your improvement strategy. Be intentional about how you plan to address the range of all scholars.*

For upper schools: focus on efforts to prepare scholars for high school and beyond, and the individual success planning efforts that are underway. Be specific about your plans for transition from 5th/6th and 8th/9th grade.

Describe the current state of college and career pathways data and related efforts. Cite data and describe the strategies employed in the previous SIP.

Data Overview:
Putnam Avenue students are expected to compile a multi-year Portfolio project. Throughout their three years as students, students are provided regular opportunities to reflect on the school's core values (commitment, pride, ownership, balance, and perseverance) and their personal academic growth. They complete an asset-based self-assessment and write a "Story of Self" in which they explore an aspect of their identity and its impact on the community. Each year, students prepare and present a project showcasing this exploration and assessment of their progress. Students also engage in social justice issues by exploring a social topic of interest to them.

Throughout the process of building their portfolio across all three years, students develop academic identities, build critical thinking, and practice authentic communication skills.

Key Successes to Build Upon:
By the end of 8th grade all Putnam Avenue students complete and present a Portfolio project.

Key Areas of Need to Address:
As a school, we need to ensure alignment of our core values to the 6 competencies. We also need to better outline which pieces are completed at each grade level and which are completed each year.

By 2025/Year 2 SMARTIE Goal:	
90-day Milestone September '23-January '24	All Putnam Ave students will be receiving MyCap lessons and completing the Strengths Explorer Assessment. Results will be analyzed and further goals will be set after year 1.

90-day Milestone January '24-June '24 TBD	PAUS will partner with AliceBeth and other US principals to plan for additional access to career and college focused learning experiences.
90-day Milestone September '24-January '25 TBD	**TBD**
90-day Milestone January '25-June '25 TBD	**TBD**

ACTION PLAN

Provide Accessible College & Career Pathways: *Implement a system of individualized student success planning and supports that prepare students for effective transitions and post-graduation success. Embed college & career exploration and experiences across the JK-12 continuum.*

District Objective/Outcomes	What is the plan of action to achieve this goal?	In what way does this strategy advance equitable outcomes for all students and staff?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team's work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Increase individual student success planning (Upper Schools & CRLS)	Students learn how to set and achieve goals by participating in student led conferences and goal setting.		Use student data to develop a student success action plan	Principal, AP, Family Liaison, Counselors, and teacher
Reduce percentage of overage and under credited students (CRLS only)	Upper School Guidance counselors are working to plan and present MyCap lessons.	All Putnam Ave students receive MyCap Lessons		Principal, AP, Family Liaison, Counselors, and teacher

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Increase advanced coursework completion (CRLS only)	Student led conferences with families and caregivers. 8th grade students will hold a spring conference to register for courses.			
Increase earned college credits or industry recognized credential (CRLS only)				
Increase graduation rates (CRLS only)				
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	The 8th-grade team will create opportunities for connections with RSTA and other career-focused opportunities for students to explore.	?	?	?
Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?*	PAUS team will leverage current partnerships and families to invite guest speakers so students can learn more about various career options.		Families and stakeholders will be a part of the goal-setting and progress monitoring process through Listening Conferences.	Principal, AP, Family Liaison, Counselors, teacher