Haggerty School

School Improvement Plan

SY23-24
to
SY24-25

CAMBRIDGE PUBLIC SCHOOLS
EMPOWERING STUDENT EXCELLENCE

Haggerty: Key Area of Strength
Area of Language Conventions

Literacy

MCAS Writing 2023-*Language Conventions Domain*				
All Students	School	District	State	Difference
Grade 3	64%	66%	55%	+9
Grade 4	52%	61%	53%	-1
Grade 5	69%	66%	56%	+13

Haggerty
School Improvement Plan

2023 to 2025

Literacy Writing Data

English Language Arts (ELA) Data Overview SY 22/23

MCAS Writing Scores Grade 3 2023

Essay, Maximum Score 7 , Idea Development= 0-4, Conventions=0-3

Idea Development Score (max=4)	# of Students	**Grade 3** 22/23 MCAS N (27)	Conventions Score (max=3)	#of students
0	7	7 students (5 High Needs)	0	5
1	13	13 students (10 High Needs)	1	13
2	5	5 students (1 High Needs)	2	7
3	2	2 Students (both High Needs)	3	2

Key Areas of Need: Writing

Literacy

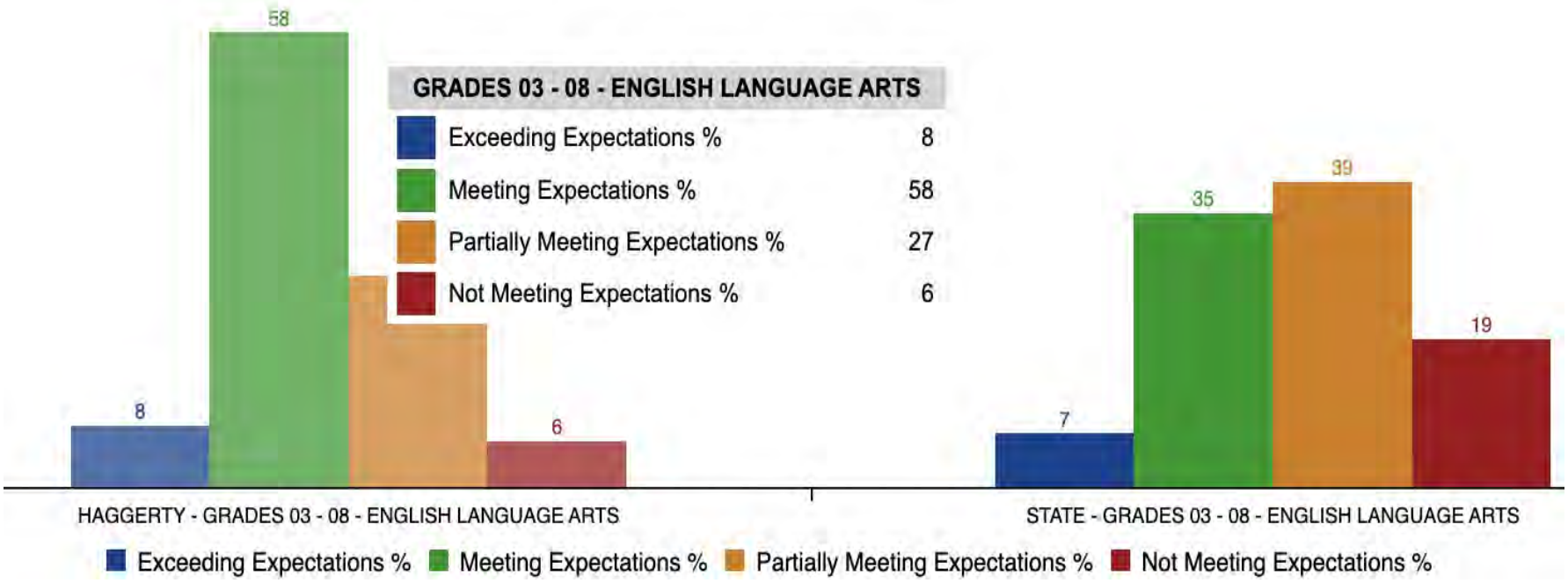
Reading & Writing Discrepancy

Grade 3	Reading	School 73% (Dist 70, State 60, School/State Diff 13)
	Writing	School 28% (Dist 35, State 27, School/State Diff 1)
Grade 4	Reading	School 70% (Dist 71, State 63, School/State Diff 7)
	Writing	School 32% (Dist 36, State 30, School/State Diff 2)
Grade 5	Reading	School 82% (Dist 77, State 68, School/State Diff 14)
	Writing	School 46% (Dist 42, State 34, School/State Diff 12)

Data Overview

Grades 3-5 | 2023 English Language Arts MCAS Proficiency

Literacy



Haggerty Key Successes

Literacy

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	**2022 Achievement**	**2023 Achievement**	**Change**	**2023 Target**	**N**	**Points**	**Reason**
All Students	502.8	504.5	1.7	505.3	95	3	Recovery Path: Met Target
Lowest Performing	481.1	486.8	5.7	485.2	20	4	Path Forward: Exceeded Target
High needs	492.5	498.2	5.7	495.0	56	4	Recovery Path: Exceeded Target
Low income	488.8	495.6	6.8	491.4	35	4	Recovery Path: Exceeded Target
EL and Former EL	-	-	-	-	11	-	-
Students w/ disabilities	489.0	491.9	2.9	491.9	28	3	Path Forward: Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	22	-	-
Afr. Amer./Black	-	-	-	-	16	-	-
Hispanic/Latino	-	-	-	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	504.8	503.1	-1.7	508.2	41	0	Recovery Path: Declined

Haggerty Action Plan

Literacy

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
Deliver Ambitious Instruction & Effective Supports	• **Explicit, systematic Tier 1 instruction for all students** grades preschool through 2 through the implementation of Focus on 4, Focus on K curriculum, TLA Phonics, Heggerty (phonics instruction in preschool) • **Tier 2 and 3 support** in reading with the Orton GIllingham reading program • **Use of Close reading lessons using of <u>complex, knowledge-rich text</u>** to build background knowledge, comprehension and vocabulary for <u>all</u> students • **Writing Revolution Program** to focus on improving for sentence expansion and paragraph development. • **Small-group reading** time to teach foundational skills, increase comprehension using complex texts in grades 3 through 5.	• **All students in K thru grade 2**, (and those who need it) will be screened using **the Dibels, LTRS and mCLASS** Screeners to assess strengths and needs. • All educators are/will be trained in the **Science of Reading and mClass**. • **Implementation of Focus on K curriculum and upcoming ELA curriculum with fidelity** in grades preschool - grade 5. This will provide researched based Tier 1 instruction in all grades • **Individualized & small group direct instruction in phonemic awareness** will provide students with strategies needed to develop phonemic awareness, and decoding • **Explicit word study and writing instruction** for students in grades 3 thru 5 • **Instructional coaching, planning and data analysis** will continue with grade level teams.	• Haggerty will continue to use the **Data Wise protocol** in data meetings, Common Planning Times (CPT's) and progress monitoring meetings will take place **biweekly** throughout the school year. • **mCLASS progress monitoring tools** will be used by teachers and interventionists. Data will be utilized at common planning meetings, progress monitoring meetings, Instructional support teams and data meetings. • Use of common Interim Assessments and end of unit assessments to guide instructional planning, and to create intentional small group instruction for students who need more practice with areas identified in the end of unit/common assessments. All of these assessments are in the Focus K Unit assessments and Teaching	• Literacy Coach • Grade level teams • Reading Interventionists • Principal & Asst. Principal

Haggerty Action Plan Cont.

Literacy

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
Effective Staff Learning & Support	• Educators will engage in ongoing **professional development in the form of data reviews at weekly common planning meetings.** • All staff in grades 3 thru 5 and special educators, will use strategies from **Writing Revolution** and receive instructional coaching with techniques for sentence expansion and development. • Professional Learning with outside consultant from the Teaching Learning Alliance (TLA) Word Study grades 3-5	• **Multi-tiered Systems of Support (MTSS):** team meetings and individualized instructional coaching to focus, develop and maintain academic support & consistency for students across classrooms and grade levels. • The Instructional Leadership Team (ILT) will conduct data collection and analysis using the Data Wise protocol. • Data will be used to respond to student needs for students in grades preschool - 5.	• Educators will engage in **regularly scheduled data meetings, weekly common planning meetings and collaborative learning days.** (ex: Use of protocols) during weekly common planning meetings to look at student work and identify barriers to success. • Haggerty will continue to use the Data Wise process for data meetings • Educators will work with instructional coaches to improve and provide individualized feedback to students.	• Literacy Coach • Grade level teams • Literacy interventionists

Haggerty Action Plan Cont.

Literacy

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
Build Welcoming & Supportive Schools & District	Educators will share ELA **student progress/data** and examples of student work with families during conferences.	• **Regular and consistent communication** with caregivers will support student success. • Providing students time to **practice their literacy skills in the after school program** will support the achievement of students from working families who do not get home until later in the day.	Family Liaison, Coach and Interventionists will provide opportunities to support caregivers' knowledge and understanding of new and screening tools & assessments.	• Teachers • Principal • Assistant Principal • Family Liaison

By Spring 2025 all students who fall in *High Needs* category will will make moderate to high growth in the Writing Standards as measured by MCAS

2023 to 2025

Literacy Goal:

Milestones

90-day Milestone September '23-January '24

All students will be screened using CPS Common Interim writing assessments

All Educators will attend data meeting 3 times a year to review, analyze and plan literacy instruction

Progress monitoring plans will be set and reviewed in monthly cycles with the grade level teams

Educators in grades 3 thru 5 will implement explicit writing instruction through Writing Revolution Program

90-day Milestone January '24-June '24

Grade 3 - 5 MCAS all demographic groups will meet or exceed their targets for 2024:

ALL STUDENTS +2
Lowest Performing. +5.1
High Needs +2.5
Low Income +2.6
Students with disabilities +2.9

K - 2nd Grade:
Dibels data from mClass:
Kindergarten: Average Phonemic Segmentation Fluency scores will reach 80% (from 53 in Fall)
First grade: 85%(from 67 in Fall)
2nd Grade Average Oral Reading Fluency scores will reach 85% (from 70% in Fall)

90-day Milestone September '24-January '25

September writing and spelling inventories will show improvement from fall comparisons September 23' to fall of 2024.

All Educators will attend data meetings 3 times a year to review, analyze and plan literacy instruction according to student data.
Progress monitoring plans will be set and reviewed in cycles with the grade level team.

Educators in grades 3 thru 5 will apply explicit writing instruction strategies through Writing Revolution lessons and techniques to support Tier 2 and Tier 3.

90-day Milestone January '25-June '25

All demographic groups in Grade 3 - 5 MCAS a will meet or exceed the targets for 2024:

ALL STUDENTS +2
Lowest Performing +5.1
High Needs +2.8
Low Income +2.6
Students with disabilities +2.9

All Grades: Growth in writing and phonetic awareness/identification in words and writing conventions, from Fall to Spring using CPS ELA writing assessments and scoring rubrics

Haggerty
School Improvement Plan

2023 to 2025

Math Goal:

By Spring 2025 all student demographic groups will meet or exceed the Massachusetts Accountability Targets on the MATH MCAS.

Mathematics achievement - MCAS average composite scaled score - Non-high school About the Data

Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	500.7	503.2	2.5	502.8	96	3	Path Forward: Met Target
Lowest Performing	472.6	480.0	7.4	475.6	20	4	Recovery Path: Exceeded Target
High needs	487.6	495.3	7.7	490.2	57	4	Path Forward: Exceeded Target
Low income	486.2	492.1	5.9	488.6	35	4	Path Forward: Exceeded Target
EL and Former EL	-	-	-	-	12	-	-
Students w/ disabilities	478.8	486.8	8.0	482.1	28	4	Path Forward: Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	22	-	-
Afr. Amer./Black	-	-	-	-	16	-	-
Hispanic/Latino	-	-	-	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	503.0	505.6	2.6	505.1	42	3	Path Forward: Met Target

Haggerty Math Key Successes

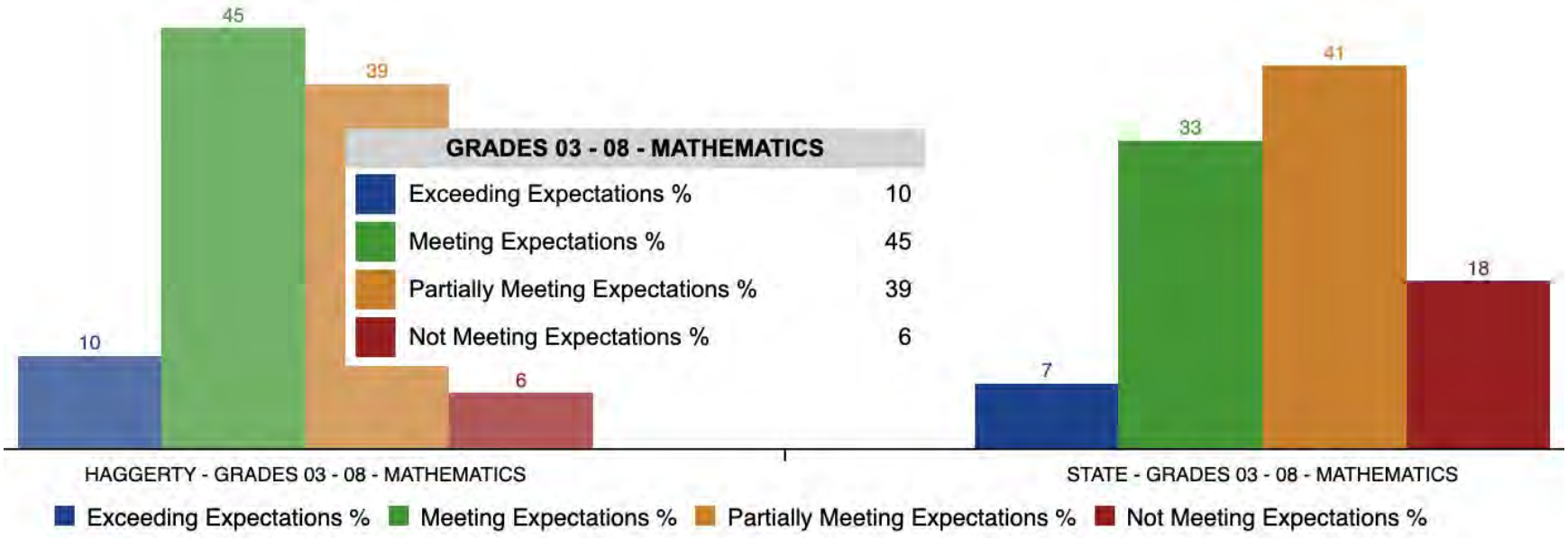
Math

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Asian	-	-	-	-	22	-	-
Afr. Amer./Black	-	-	-	-	16	-	-
Hispanic/Latino	-	-	-	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	503.0	505.6	2.6	505.1	42	3	Path Forward: Met Target

Data Overview

Grades 3-5 2023 MATH MCAS Proficiency

Math



Data Overview
Key Areas of Need

Math

	Gr. 3 Haggerty	Gr. 3 State	+ /-	Gr. 4 Haggerty	Gr. 4 State	+ /-	Gr. 5 Haggerty	Gr. 5 State	+ /-
Operations and Algebraic Thinking	66%	59%	+7	66%	55%	+11	55%	47%	+8
Number and Operations in Base Ten	63%	54%	+9	68%	60%	+8	63%	56%	+7
Number and Operations Fractions	62%	58%	+4	59%	58%	+1	66%	52%	+14
Measurement and Data	64%	54%	+10	48%	47%	+1	67%	50%	+17
Geometry	64%	52%	+12	72%	67%	+5	71%	58%	+14

Haggerty Action Plan

Math

District Objective	Strategic,Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
Deliver Ambitious Instruction & Effective Supports	• **Implementation of Illustrative Math Curriculum** in grades K through 5 with fidelity (Tier 1 instruction) • **Implementation of Building Blocks Math** curriculum in Preschool and Special Start with fidelity • Consistent use of **weekly Common Planning Time** to support instructional planning with of the new math curriculum, I**llustrative Math** (IM) across grade level teams. Meetings will be facilitate by the math coach and interventionist. • **Professional learning**: Educators will have access to attend a 10 hour choice course that focuses on lesson design and lesson planning using the district math curriculum, facilitated by the math coach.	• **The Illustrative Math** (IM) Curriculum was selected district wide because it is researched based, provides universal access to improved math skills and is culturally responsive. • **Implementing the IM curriculum with fidelity** will support equitable outcomes for students. School-wide implementation will result in instructional alignment & coherence over time, across grades. • **Continued implementation and refinement of Math/Number Talks**, equitable selection of students to participate in class, and math thinking modeling and routines. • Use of daily **Exit Tickets to assess** whether students met the goals of each lesson and to provide teachers data to inform next instructional steps, planning, and lesson differentiation.	• Haggerty will continue to use the Data Wise protocol for data meetings, Common Planning Times (CPT's) and progress monitoring meetings. • **Data collection** and analysis cycles occur 3 times per year. • **Progress monitoring** occurs monthly at each grade level and during weekly common planning meetings	Principal, Math Coach

Haggerty Action Plan Continued

Math

District Objective	Strategic, Research-Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
Effective Staff Learning & Support	• The math department will provide 3 **3 days of professional learning for Illustrative Math** (Tier 1 instructional practices). • The Math Coach, with the support of the math department will work with teams and individual teachers, to support learning about the math units, implement lessons with fidelity, and embed universal design strategies, and student assessments.	• Our Haggerty math coach will support all grade level teachers, K-5, in **coaching cycles**. • The Instructional Leadership Team (ILT) will collect data on **effective inclusive strategies so** that we can create an inclusive instructional vision from preschool to grade 5 • Teachers will use the Illustrative Math "Response to Student Thinking" for reflective teacher practice • Conference and check in with individual students regarding their thinking on the Cool Downs (exit tickets).	• Haggerty will continue to use the **Data Wise process** for data meetings 3 times a year, and weekly common planning times (CPT's) and progress monitoring meetings	Math Coach, District Elementary Math Coach, Principal, Assistant Principal

Haggerty Action Plan Continued

Math

District Objective	Strategic, Research-Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
Build Welcoming & Supportive Schools & District	• We will hold **events for caregivers** related to share new curriculum • Provide information about math games that can be used to practice math skills at home. • **Teachers will provide caregivers resources** that include written materials and videos that provide information about math units being taught. Links to these resources will be shared in the school's newsletter the Haggerty Holler.	• This supports equitable outcomes by equipping caregivers to support the learning of their children in ways that are joyful and aligned to the school curriculum.	• We will invite caregivers to events designed to increase their knowledge of the new curriculum and how to support their child's learning at home and outside of school.	Math Coach, Family Liaison, Teachers

Math Goal:

By Spring 2025 all student demographic groups will meet or exceed the Massachusetts Accountability Targets on the MATH MCAS.

2023 to 2025

Milestones

90-day Milestone September '23-January '24

Students in K-2 will be assessed using the Forefront Math Screener

Grades 3-5 will use the mastery assessments and other iReady tools for assessing and measuring growth in the standards students struggled with the most (fractions).

Will create Tiered supports schedules and interventions for students by 10/15/2024

Collect data from Cool Downs at least 3 times per week, share and analyse with grade level teams

90-day Milestone January '24-June '24

By June 2024 at least 75% of our High Needs students will have met or exceeded their growth goals as measured by iReady.

In order to achieve this goal we will consistently implement strategic, data-driven small group instruction by classroom teachers and interventionists,

90-day Milestone September '24-January '25

Tiered supports schedules and interventions created for students by 10/15/2025

Implement Universal Screeners and hold Data Wise data meetings as early in the year as possible to begin small group instruction for students who need multiple exposures and practice in grade level content and skills

90-day Milestone January '25-June '25

Grade 3 - 5 MCAS all demographic groups will meet target

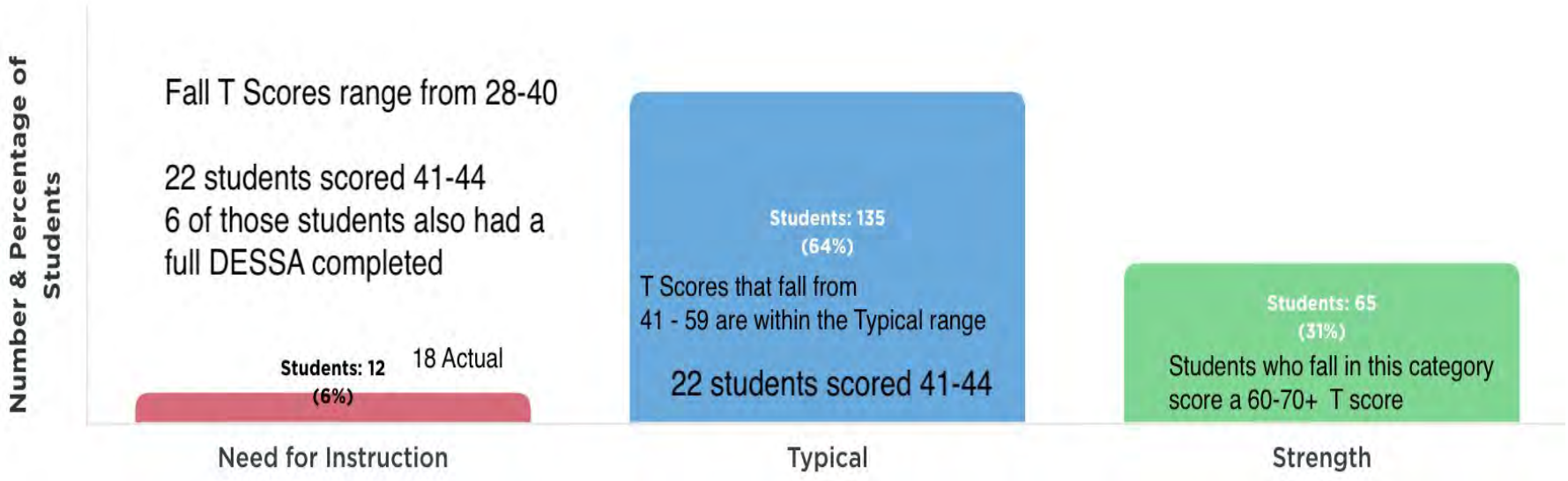
- ALL STUDENTS +2.1 or 504.9
- LOWEST PERF. +4.3
- HIGH NEEDS +2.6
- LOW INCOME 2.4
- S W DISABIL. 3.3

Haggerty
School Improvement Plan

2023 to 2025

School Culture & Climate

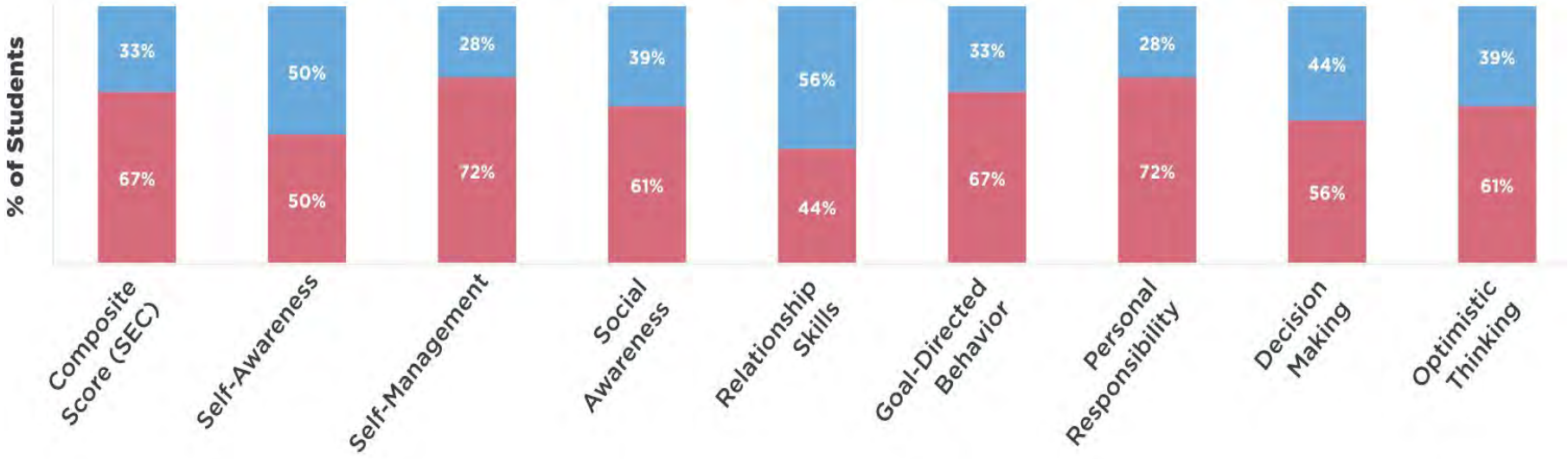
Goal: *By Spring 2025 the DESSA Mini Data will reflect a 5% increase in students who fall in the typical range.*



Haggerty
School Improvement Plan

2023 to 2025

School Culture & Climate



Social Competencies - Defined

Self-Awareness	A child's realistic understanding of his/her strengths and limitations and consistent desire for self-improvement.
Self-Management	A child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.
Goal-Directed Behavior	A child's initiation of, and persistence in completing, tasks of varying difficulty.
Social-Awareness	A child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them, and uses cooperation and tolerance in social situations.
Relationship Skills	A child's consistent performance of socially acceptable actions that promote and maintain positive connections with others.
Personal Responsibility	A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.
Decision Making	A child's approach to problem solving that involves learning from others and from her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.
Optimistic Thinking	A child's attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.

CASEL

Data Overview
2022/2023 MCAS Survey

Views of Climate and Learning (VOCAL) survey is designed to provide schools with information on student perceptions

School Culture & Climate

VOCAL Student Survey- Grade 4

Item description *(Please scroll down to see more items.)*	Students included	Always true %	Mostly true %	Mostly untrue %	Never true %	Always or mostly true %	Always or mostly true % district	Always or mostly true % state
My classmates behave the way my teachers want them to.	35	3	51	40	6	54	62	66
Mental health evironment								
At our school, students learn to care about other students' feelings.	35	46	46	9	0	92	87	86
In school, I learn how to manage (control) my feelings when I am upset.	35	40	40	11	9	80	86	84
Discipline environment								
My teachers will first try to help students who break class rules, instead of punishing them.	35	31	49	11	9	80	82	81
School rules are fair for all students.	35	37	51	6	6	88	90	87
Students help decide school rules.	35	6	26	40	29	32	44	37
Teachers give students a chance to explain when they do something wrong.	36	36	53	11	0	89	89	88

Spring 2023 DESSA Mini Data

Data Overview
2022/2023 MCAS Survey

School Culture & Climate

VOCAL Student Survey- Grade 4 continued

Item description *(Please scroll down to see more items.)*	Students included	Always true %	Mostly true %	Mostly untrue %	Never true %	Always or mostly true %	Always or mostly true % district	Always or mostly true % state
Safety								
Bullying Cyber-bullying								
*I have been hit by other students more than once in school.	35	20	34	29	17	54	35	37
*In my school, groups of students tease or pick on one student.	36	3	25	50	22	28	30	34
*In my school, older students scare or pick on younger students.	35	9	6	49	37	15	24	26
If I tell my teacher my classmate is being bullied, my teacher will help that person.	35	69	23	6	3	92	93	94
My teachers have taught me about what to do if I am bullied.	35	37	26	23	14	63	76	78
Students at school try to stop bullying when they see it happening.	35	14	63	11	11	77	72	74
Teachers don't let students tease each other.	36	56	33	8	3	89	87	89
Teachers, students, and the principal work together to stop bullying.	35	43	40	14	3	83	88	90
Emotional Safety								
I am happy to be at our school.	35	46	43	11	0	89	88	87
I feel comfortable talking to my teacher(s) about something that is bothering me.	35	29	43	17	11	72	73	74
I feel safe sharing my feelings in class.	35	14	40	31	14	54	62	59
Teachers support (help) students who come to class upset.	36	39	56	6	0	95	94	91
Physical Safety								
*I have seen more than one fight at my school in the last month.	36	47	25	19	8	72	43	40
I feel safe at our school.	36	36	61	3	0	97	94	91

Haggerty Action Plan

School Culture & Climate

District Objective	Strategic,Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
Deliver Ambitious Instruction & Effective Supports	• Implement Second Steps social emotional curriculum in all classrooms for 10 weeks • Create small groups for additional instruction with clinical team in self-management, goal directed behavior and personal responsibility • Begin home visits for new families to Haggerty	• Target direct teaching of all competencies with a focus on reporting and self-management • Implement Multi-Tiered Systems of Support (MTSS) • Will use data to create Tier 2 supports for small groups in order to practice self-management and discrete social skills	• The Social Emotional Support (SEL) Team will have at least 2 Data Wise Data meetings each year.	Assistant Principal Health Teacher Social Worker Special Educators Classroom Teachers Principal Family Liaison

Haggerty Action Plan Continued

School Culture & Climate

District Objective	Strategic, Research Based Solution	Strategies for Equitable Outcomes	Data Wise Process & Progress Monitor	Who will lead this work?
Effective Staff Learning & Support	• Sarah Ward Executive Function - Professional Learning • School Advisory Council (SAC) will continue to Schedule annual focus groups for data gathering from caregivers across Cambridge • Create classroom connectors to coordinate caregivers who can support classrooms/school events and communications	• Improve ways we support students with disabilities who need more support in the development of their executive skills (thinking, planning, regulation, etc) • Increase outreach to families and caregivers in order to gather input and respond with plans to address concerns from caregivers Improve access to caregiver feedback, improve communication, and caregiver engagement	• The Social Emotional Support (SEL) Team will have at least 2 Data Wise Data meetings each year.	Assistant Principal Health Teacher Social Worker Special Educators Classroom Teachers Principal Family Liaison School Council Caregiver Representatives
Build Welcoming & Supportive Schools & District	• Engage with district Social Emotional Learning (SEL) Department to find ways to share DESSA Mini and Full DESSA Data Reports with caregivers	• Ongoing family breakfasts and coffees to build community and special events such as concerts, grade level events	• Committees & School Advisory Council will continue to use protocols to analyze feedback from events (Back to School Night, focus groups, and other caregiver events)	Assistant Principal Health Teacher Social Worker Special Educators Classroom Teachers Principal Family Liaison School Council Caregiver Representatives

School Culture & Climate

2023 to 2025

Milestones

90-day Milestone September '23-January '24

Administer universal screener DESSA Mini for all students K thru 5

Create Tiered Groups for all students who need additional support and teaching in SEL competencies

90-day Milestone January '24-June '24

Use student climate survey the district administers for additional data analysis and planning

Complete 3 home visits by June and design a plan for Fall 2024

90-day Milestone September '24-January '25

Administer universal screener DESSA Mini for all students K thru 5

Create Tiered Groups for all students who need additional support and teaching in SEL competencies

90-day Milestone January '25-June '25

DESSA Mini Data will reflect a 5% increase in students who fall in the typical range.

Haggerty School Attendance Data 2022/2023

By Spring 2025 our daily attendance rate will increase from 93.8 to 95.8

2023 to 2025

Attendance Goal

Student Attendance (2022-23) - End of Year						
Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Student	93.8	10.5	47.2	17.1	2.4	5.2
Female	93.7	10.8	46.0	17.5	3.6	5.8
Male	94.0	10.2	48.7	16.5	0.9	4.3
Low Income	92.4	12.8	57.4	26.6	4.3	12.8
High Needs	93.3	11.4	51.9	20.9	2.5	7.6
LEP English language learner	93.5	10.6	48.5	24.2	3.0	6.1
Students with disabilities	93.4	11.2	50.7	20.5	2.7	9.6
African American/Black	94.2	10.1	43.6	15.4	0.0	12.8
American Indian or Alaskan Native						
Asian	93.7	10.6	48.3	20.7	3.4	3.4
Hispanic or Latino	94.8	8.7	34.5	10.3	0.0	0.0
Multi-race, non-Hispanic or Latino	92.1	13.1	43.8	31.3	6.3	18.8
White	93.9	10.6	51.4	14.7	2.8	1.8

Haggerty Attendance - Key Successes

Attendance

Chronic absenteeism - Non-high school							About the Data
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	16.9	13.5	-3.4	15.6	193	4	Exceeded Target
Lowest Performing	25.0	10.0	-15.0	21.5	20	4	Exceeded Target
High needs	23.2	16.2	-7.0	20.6	117	4	Exceeded Target
Low income	32.2	20.0	-12.2	28.5	70	4	Exceeded Target
EL and Former EL	-	-	-	-	31	-	-
Students w/ disabilities	20.0	20.0	0.0	16.7	60	1	No Change
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	45	-	-
Afr. Amer./Black	-	-	-	-	29	-	-
Hispanic/Latino	-	-	-	-	23	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	10	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	11.6	14.1	2.5	10.2	85	0	Declined

Attendance Goal

Action Plan

By Spring 2025 our daily attendance rate will increase from 93.8% to 95.8%

District Objective	What is the strategic, research-based solution you will try? What is the "safe to fail" experiment(s) you will run to support this strategy?	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	Chronically absent and tardy student data is monitored weekly by the Haggerty clerk using a shared Google Spreadsheet that the office staff and Social Emotional Support Team (SEST) review monthly so that we can intervene to support our families who need individualized support.	Updated attendance data provides information for staff to provide just in time support to our students.	The Social Emotional Support Team will engage in data cycle processes 3 times throughout the year. These reviews center attendance data.	Social Emotional Support Team (SEST Team) Office Team
Effective Staff Learning & Support	**Monthly review of attendance data**, (more often if needed) by the student support team meetings (SEST) Plan and provide Interventions according to needs identified by the data and that support our students and families. Interventions can include but are not limited to, calls home, family meetings, home visits, and attendance letters.	**Provide targeted support to students** who are having challenges accessing school . Provide support to caregivers when appropriate. Understanding the root causes will help guide support in removing barriers for students to attend school more regularly.	**Weekly Social Emotional Support Team (SEST) meetings** Continued use of the Data Wise process when looking at data, at least two times a year and monthly with attendance data updates.	Assistant Principal Social Emotional Support Team (SEST) Social Worker School Adjustment Counselor School Psychologist

Attendance Goal

Action Plan

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District Objective	What is the strategic, research-based solution you will try? What is the "safe to fail" experiment(s) you will run to support this strategy?	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)
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?*	Welcome our new families to engage in family listening conferences each September.	This allows all staff to have information to inform what students and caregivers need at the start of each school year.	This internal attendance Google Sheet will be updated monthly by our clerk and and analyzed at least monthly by the Social Emotional Support Team (SEST).	Assistant Principal Clerk Social Emotional Support Team (SEST) Teachers Family Liaison

Attendance Goal:

2023 to 2025

Milestones

90-day Milestone September '23-January '24

Send monthly letters when a student approach the threshold for chronically absent or tardy.

90-day Milestone January '24-June '24

By March 2024, we will see an increase in the daily attendance rate, as a result of working with families on attendance related challenges

90-day Milestone September '24-January '25

By September 1, 2024, we will see the chronically absent percentage decrease from 17 - 15%.

90-day Milestone January '25-June '25

By June 1, 2025, we will see a 95% attendance rate.

An increase from 2023 - 93.8