Cambridge Rindge & Latin School

School Improvement Plan

SY23-24 to SY24-25

CRLS School Improvement Plan

SY23-24 to SY24-25

Key Resources:

- SIP Draft Timeline
- CPS Targets

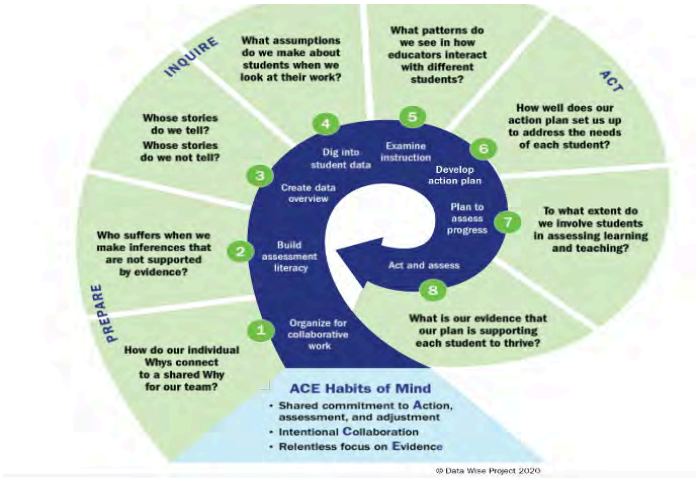
Guiding Premises:

- **Premise #1:** ***The SIP is a tool to guide each learning system and space through an anti-racist, and culturally affirming lens within CPS.***
- **Premise #2:** ***The goals articulated in this document are geared towards equitable and accelerated learning and SEL outcomes for all students and specifically the students from historically resilient communities.***
- **Premise #3:** ***All learning takes place through culture. We are purposefully designing learning spaces that are culturally affirming and linguistically sustaining for each scholar.***
- **Premise #4:** ***Data and improvement processes are used to guide our work.***
- **Premise #5:** ***We are striving for collective educator agency and efficacy.***
- **Premise #6:** ***The ultimate goal of the School Site Council is to support systems and structures that humanize our collaborative partnership with students, families and the community at large.***

Establishing SMARTIE Goals:

- Strategic & Specific
- Measurable
- Attainable & Ambitious
- Relevant
- Time-Bound
- Inclusive
- Equitable & Explicit

Data Wise Improvement Cycle



CRLS School Improvement Plan
SY23-24 to SY24-25

School Name: Cambridge Rindge and Latin School
School Principal: Damon Smith

Literacy

LITERACY/ELA GOAL

*Guidance: Review your ELA MCAS, i-Ready, curriculum-embedded assessments, writing assessments, and early literacy data at the 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 literacy instruction, growth and achievement. Cite data and describe the strategies employed in the previous SIP.

Data Overview:

ELA Advanced Course Completion Rate ELA SY18/19 through SY22/23
Bunker Hill Placement as of 12/2023

Key Successes to Build Upon: Evidence of Impact?

- 67% of CRLS students are Meeting or Exceeding expectations as determined by grade 10 ELA MCAS.
- 11% increase in the number of African American students Meeting or Exceeding expectations from SY 21-22 (42%) to SY 22-23 (53%)
- Slightly more than half of all high needs 11th and 12th grade students participate in advanced coursework with an increase of 6.5% in the last 3 years.
- Recruit and provide additional opportunities for educators to complete AP training over the summer.

Key Areas of Need to Address: Next level of work to achieve the goal?

- Clearer documentation of curriculum, a handbook for newly hired educators
- Raising the Expectations of all students to increase student readiness for advanced level coursework
- Development of more robust summer preview program
- Formalize the recruitment process to identify and retain historically marginalized students in advanced coursework.

CRLS School Improvement Plan
SY23-24 to SY24-25

CAMBRIDGE PUBLIC SCHOOLS

Literacy

By 2025/Year 2 SMARTIE Goal: By end of SY 25 the at least 60% of all high needs 10th, 11th, and 12th grade students will have participated in advanced ELA coursework	
90-day Milestone January '25-June '25	Clearer documentation of curriculum via a handbook for newly hired educators and the departmental bank of resources. Horizontal teams will continue to collaboratively review student common assessment performance in courses. In grade 10, the teams will review student performance on Bunker Hill Community College dual enrollment course pre-assessment also to identify instructional strengths and areas of growth
90-day Milestone September '24-January '25	Horizontal and vertical teams bring exemplar student samples and share expectations for quality of their essential standards in a particular strand in literacy and examine the level of rigor across the grades through participating in a tuning protocol. Additionally, horizontal teams will continue to collaboratively review student common assessment performance in courses. In grade 10, the teams will review student performance on Bunker Hill Community College dual enrollment course pre-assessment also to identify instructional strengths and areas of growth
90-day Milestone January '24-June '24	Horizontal and vertical teams complete an articulation of common language on rubrics. Additionally, horizontal teams will continue to collaboratively review student common assessment performance in courses. In grade 10, the teams will review student performance on Bunker Hill Community College dual enrollment course pre-assessment also to identify instructional strengths and areas of growth

CRLS School Improvement Plan
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90-day Milestone September '23-January '24	Horizontal teams identify their draft essential standards, teams examine the next grade's essential standards, looking for patterns, omissions, redundancies, or any questions that might need to be clarified. Horizontal teams will collaboratively review student common assessment performance. In grade 10 teams will review student performance on Bunker Hill Community College dual enrollment course pre-assessment also to identify instructional strengths and areas of growth

Literacy

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 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 - *What is your instructional improvement*	Vertical alignment process: Providing Grade 9 and 10 teachers data around student	Improves instructional clarity & overall learning for students Vertical alignment process will ensure that	On-going during team/department meetings Data dives	ELA Dean of Curriculum Student Data Coordinator Curriculum subgroup members

strategy to achieve your outcome?	achievement to support instructional practices.	9th grade teachers are preparing scholars for the rigors of 10th grade and 10th grade educators extend the work that the 9th grade educators have set as a foundation. In particular educators are focusing on planning for robust activators, questioning techniques and lesson summaries with the expectation that students will be better at inferring and clarifying their thinking, writing and discourse.		
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	Department Meetings, Choice PD offerings, Vertical and Curriculum subgroups	Foundational understanding of standards and alignment Opportunities for calibration & tuning and collaboration for department members	During department meetings, summer work	ELA Dean of Curriculum and Curriculum subgroup members
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?*	Class syllabi and teacher curriculum videos Development on the website Course Catalog	Clearer communication regarding opportunities to students and caregivers so that caregivers can engage in and support the decisions that scholars make in course and pathway selections.	Student/caregiver surveys, conversations with guidance	ELA Dean of Curriculum and department members PK - 12 Director of Literacy Guidance

CRLS School Improvement Plan
SY23-24 to SY24-25

School Name: Cambridge Rindge and Latin School
School Principal: Damon Smith

Math

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:

- Looking at MCAS Data, as well as our incoming 9th grade i-Ready Data to inform instructional practices.
- Working to ensure staff are able to provide peers with information they have gathered about the students whom they have worked so hard with.
- Looking at Student experience of math classes over the past 10 years to get a sense of what classes students are taking dependent on the pathways we have created.

Key Successes to Build Upon:

- 9-12 Math department wide PD focus in SY 22-23 on collaboration and equitable access for all students
- Slightly more than half of all high needs 11th and 12th grade students participate in advanced coursework with an increase of 6.5% in the last 3 years.
- PD opportunities in summer of 2023 focused on Complex Instruction for educators

Key Areas of Need to Address:

- Clearer documentation around curriculum
- Raising the Expectations of all students in our math spaces.

CRLS School Improvement Plan
SY23-24 to SY24-25

By 2025/Year 2 SMARTIE Goal: By end of SY 25 the at least 60% of all high needs 10th, 11th, and 12th grade students will have participated in advanced Math coursework	
90-day Milestone September '23-January '24	• Students working in small groups (4) with student identified roles, on conceptually robust tasks that foster Mathematical Discourse. • Classroom spaces which promote student ownership of their learning and less teacher time. • Tasks students are engaging in are tied directly to standards. • Staff Assigned Professional Time meetings will focus more on instructional practices and "how we teach certain topics" instead of logistics around exams.
90-day Milestone January '24-June '24 TBD	
90-day Milestone September '24-January '25 TBD	Purposeful placement and opportunity for students to access math classes at in the accelerated pathway
90-day Milestone January '25-June '25 TBD	Reflection and data collection of the pathways/learning experiences we are creating.

Math

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 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?**	**Who is responsible for leading the team's work on this strategy?** (Principal, A.P. Instructional Coaches, ILT, Grade

CRLS School Improvement Plan
SY23-24 to SY24-25

			(How, how often, by who?)	level)
Deliver Ambitious Instruction & Effective Supports -*What is your instructional improvement strategy to achieve your outcome?*	-Working with Concentric Math on Complex Instruction -Providing Algebra 1, Algebra 2, & Geometry teachers data around student achievement to support instructional practices -Focus on Documentation of our courses into Scope & Sequence, as well as Curriculum Map Documents	-Raising the floor and ceiling of mathematics instruction in all our math classes -Thoughtful data driven instruction -Clear actionable focus on curriculum.	-reflections & independent surveys. -co-design meeting with staff and Robert Emery (each Semester). -Quarterly check-ins.	- Concentric Math & Math Dean of Curriculum - Math Dean of Curriculum & Student Data Coordinator -Common Planning Time (CPT) Facilitators (Math teachers)
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	-Summer Training and continual support of all Math Educators, and multiple training throughout the school year. -Department Meetings -Common Planning Time Groups	- Foundational understanding of Complex Instruction - Opportunities for calibration & communication -Staff collaboration	-surveys collected at the end of each learning and support opportunity.	-Concentric Math & Math Dean of Curriculum - Math Dean of Curriculum -CPT Facilitators (Math teachers)
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?*	-Working to update the CRLS caregiver facing webpage	-Clearer communication will provide access to mathematical spaces to all families.	-Work with other district leaders and hear from families what they need.	Math Dean of Curriculum

CRLS School Improvement Plan
SY23-24 to SY24-25

School Name: Cambridge Rindge and Latin School
School Principal: Damon Smith

Absenteeism

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:

Chronic Absenteeism Data for district
School-based attendance data (school personnel only)

Key Successes to Build Upon:

- CRLS met target goals to reduce chronic absenteeism in identified populations
- Chronic absenteeism for all students decreased from last school year by 2.6%
- Chronic absenteeism among African American students by 6.7% last school year
- Continued communication and support for chronically absent families
- Effective use of Child Requiring Assistance (CRA) supports for students/caregivers.
- Learning Community team, including General Education Social Workers, assessment of and support for chronically absent students
- Utilizing Falcon Balance groups for Tier 2 interventions

Key Areas of Need to Address:

- Aligning attendance excusal practices across learning communities and communicating these practices to families.
- Support for families with students who are school avoidant and/or hospitalized with high anxiety or depression
- Involve classroom teachers in contacting caregivers of students that are absent > 2x/3x in a 10 day period.
- Early established Falcon Balance groups based on transition notes regarding attendance from middle schools.

CRLS School Improvement Plan
SY23-24 to SY24-25

By 2025/Year 2 SMARTIE Goal:	
90-day Milestone September '23-January '24	Implement CRLS Multi-Tier Attendance Plan with fidelity Have check-in meetings with students who are approaching chronically absent levels and their trusted adults. Include family members when possible.
90-day Milestone January '24-June '24	Engage community partners in meetings and support planning for chronically absent students.
90-day Milestone September '24-January '25	Review yearly attendance data for returning students and incoming scholars and establish attendance meetings with family before and in the first month of 2024-25 school year. Develop student attendance focus group of caregivers and students for additional recommendations to increase attendance. Implement positive attendance and incentive campaign for attendance improvement
90-day Milestone January '25-June '25	Maintain fidelity to CRLS Multi-Tier Attendance Plan. Review first semester attendance data and establish additional intervention steps to support chronically absent students. Implement recommendations from the student attendance focus group. Award prizes and restart incentive program for attendance improvement

Absenteeism

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 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**	**How will you leverage the Data Wise Improveme**	**Who is responsible for leading the team's work on this strategy?** (Principal, A.P. Instructional Coaches,

CRLS School Improvement Plan
SY23-24 to SY24-25

		all students and staff ?	**nt process to monitor your progress?** (How, how often, by who?)	ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports - *What is your instructional improvement strategy to achieve your outcome?*	Equitable grading practices implementation and intentional focus on designing instruction that intrinsically motivates students to attend class and work to succeed. Revise the Attendance Violation policy.	No difference between excused and unexcused absences-all count the same.	Quarterly reports-Grade distribution and AV reviewed each term	Deans of Curriculum and Deans of Students
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	Staff PD on attendance policies and practices To improve attendance data accuracy, we will begin pulling daily attendance from our second period attendance. We will assess this change in January to see if daily attendance is indeed more accurate.	Staff will receive email reminders to post attendance each period.	Each day DOS/clerks will review daily and class period attendance to ensure staff is posting accurately.	Deans of Students and Learning Community Clerks
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?*	Increase family education and support for students with mental health struggles.			CRLS Family Liaison and General Education Social Workers

CRLS School Improvement Plan
SY23-24 to SY24-25

School Name: Cambridge Rindge and Latin School
School Principal: Damon Smith

Culture & Climate

SCHOOL CLIMATE & CULTURE GOAL

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

If CRLS educators learn and incorporate the four equitable grading routines below-

- establish a floor of 50% for the lowest value for a failing grade along with
- eliminating extra credit assignments, in conjunction with
- requiring student participation grades can only be included with department approved participation rubric and
- create explicit opportunities in our classes for scholars to revisit assessment content,

and then improve their understanding & experience with equitable grading then educator instructional practices, will lead to grading practices that are bias resistant, motivational, and a more accurate reflection of skill and competency in a given subject area. The motivational and accurate aspects are key in that we want students to be motivated to continuously improve their skill and have an accurate understanding of their areas of strength and growth for them to be successful at CRLS and after graduation. This goal seeks to change both school climate and culture by re-emphasizing the importance of learning and not just a grade or grade point average.

Data Overview:
Our team has found that oftentimes scholars are less engaged in work because they have received grades from which they cannot recover or possibly pass for the semester or year based on our current grading practices. We have also found that once students give up on the possibility of passing a class or getting credit, negative behaviors increase which has an impact on classroom environments and the school in general. We have also found that those students who are engaged, are often more concerned with "chasing points" and less concerned with the process of learning and improving their skills in a way that prepares them for college and career.

Key Successes to Build Upon:
Select department and subject teams have already begun to incorporate equitable grading practices in their subject classes.
CRLS has purchased 100 copies of Grading for Equity to support staff knowledge and awareness
There is an existing Grading for Equity Committee at CRLS which has helped staff take initial steps in this work
Leadership Team members read Grading for Equity for summer

Key Areas of Need to Address:
Time for staff to learn and begin to implement four equitable grading practices

CRLS School Improvement Plan
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CAMBRIDGE PUBLIC SCHOOLS

Culture & Climate

By 2025/Year 2 SMARTIE all CRLS educators course syllabi and gradebooks will be revised to reflect equitable grading practices and explain process for how students can revisit previous assessment content.	
90-day Milestone September '23-January '24	Establish 50% as the lowest numerical value for a failing student grade Establish series of after school and Assigned Professional Time (APT) sessions to support staff understanding of equitable grading Identify staff who are capable and willing to model practices they use to incorporate equitable grading practices
90-day Milestone January '24-June '24	All teachers will have at least one routine established and communicated with students about revisiting previously assessed content. Identify additional professional development plan for second year of implementation, Develop introductory professional learning course to offer for all newly hired CRLS staff members Review student grades in the aggregate and in demographic groups to determine impact of equitable practices implementation Design and offer survey to students regarding grading practices at CRLS during first year of Grading for Equity implementation
90-day Milestone September '24-January '25 TBD	Implement an introductory professional learning course to offer for all newly hired CRLS staff members. Implement second year of professional learning plan in Grading for Equity focused on 4 equitable practices Develop student and caregiver Grading for Equity subcommittee to advise CRLS Instructional Leadership Team
90-day Milestone January '25-June '25 TBD	Identify additional equitable practices to implement in the 2025-26 school year.

	Continue implementation of second year of professional learning plan in Grading for Equity focused on 4 equitable practices

Culture & Climate

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 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 - *What is your instructional improvement strategy to achieve your outcome?*	Identify practices for staff to adopt before the end of Sy 22-23. In summer of 2023 and in 1st quarter of 23-24 year, provide varied opportunities for staff to reflect on grading practices and consider four chosen equitable practices- • Grading for Equity (GFE) Book • GFE Online course	Outlines expectations for all staff to impact student and allows for varied ways for staff to build understanding	We will Review student grades in the aggregate and in demographic groups to determine impact of equitable	Principal, Assistant Principal and Deans of Curriculum, CRLS Instructional Leadership Team members and CRLS Leadership Team members

	• Discussion and presentation by GFE early adapters and GFE Committee members		practices implementation We will also design and offer survey to students regarding grading practices at CRLS during first year of Grading for Equity implementation	
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	Use last two meetings of SY 22-23 to detail focus on equitable grading practices for SY 23-24 Utilize after school meetings and APT times to provide staff training and reflection time	Staff will reflect and consider what elements of their grading practices need to improve in order to make grades more motivational, bias resistant and accurate reflections of student skill and competency	Each term, review student grades to view trends in numbers of failing grades as well as other marks	Principal, Assistant Principal and Deans of Curriculum, CRLS Instructional Leadership Team members and CRLS Leadership Team members
Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, communitiy partners,*	In second term during School Council meetings and in other communication discuss four equitable grading practices to build greater awareness and understanding among student and caregivers.			

out-of-school time partners, and/or business partners in this plan?				

CRLS School Improvement Plan
SY23-24 to SY24-25

~For Upper Schools & High School Only~

Culture & Climate

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:
Overage and under credited
Individual Student Success Planning
Advanced Coursework Completion-
10% of CRLS 12th grade students have not participated in advanced courses as defined by the Massachusetts Department of Elementary and Secondary Education.

Key Successes to Build Upon:
44 12th grade students have not participated in advanced courses as defined by the Massachusetts Department of Elementary and Secondary Education.
Year long Honors to Advanced Placement courses have been developed to increase the number of students participating in advanced coursework.

Key Areas of Need to Address:
More sustained engagement with HBCU programs.
Increase the community's knowledge and access to RSTA CVTE Chap 74 programs that do qualify as advanced course options.
Expand 11th and 12th grade student access to college level course opportunities and internships.

Culture & Climate

By 2025/Year 2 SMARTIE Goal: By end of 2025 all 12th grade students will have participating in at least one advanced, dual enrollment or early college course in their experience at CRLS.	
What is the strategic, research-based solution you will try? What is the "safe to fail" experiment you will run to support this strategy?	
90-day Milestone September '23-January '24	In Fall of SY 23/24 recruit unenrolled seniors with GPA >80 into an Advanced Placement, Bunker Hill Community College, Ben Franklin Cummings Institute of Technology, and/or Harvard Extension School course
90-day Milestone January '24-June '24	Finalize work with the RSTA Executive Director, CRLS educators and RSTA staff to build out internships and access career and work experiences for all CRLS students. Offer increased number of internships for students to register for in course selection process for 2024-25 school year.
90-day Milestone September '24-January '25 TBD	Work with RSTA and community partners to increase the diversity and number of internship and work placement experiences for students so that all interested students can participate in a work placement and internship experience before graduation
90-day Milestone January '25-June '25 TBD	Establish new CRLS graduation requirement that all graduates must either participate in work placement or internship and/or enroll in college level course.

Culture & Climate

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 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)
Increase individual student success planning (Upper Schools & CRLS)	Implement CRLS Falcon Block Pathway and Balance days with fidelity	One focus of the Falcon Block Pathway experience is to provide learning experiences and time for students to develop their individual post secondary plan. Falcon Block Balance experiences are	We will continue to monitor Falcon Block implementation through quarter and semester based surveys and review data from our individual success planning databases to identify areas of	Guidance Counselors, CRLS Falcon Block Teachers, Deans of Students, Falcon Block Implementation Team

		designed to provide learning experiences and time specifically for identified needs of different student cohorts	strength and growth	
Reduce percentage of overage and under credited students (CRLS only)	See Overage and under credited intervention plan			
Increase advanced coursework completion (CRLS only)	In Fall of SY 23/24 recruit unenrolled seniors with GPA >80 into an AP, BHCC, and/or Harvard Extension course Recruit rising sophomores with GPA in 70's into AVID with the goal of preparing them for advanced course work by senior year.	This approach helps us identify students at multiple levels and backgrounds to enter into a variety of college level courses offered by community institutions to help more CRLS students recognize they are prepared and capable of college level work. It gives them an experience so when they are entering school they have a more accurate understanding of the work expected.	We will monitor student enrollment in advanced courses at each semester and in course enrollment requests. We will also monitor enrollment in Dual Enrollment and Early College access programs	Principal, Assistant Principal, Guidance Counselors, CRLS Falcon Block Teachers, Deans of Students, Falcon Block Implementation Team

Increase earned college credits or industry recognized credential (CRLS only)	Communicate with Lesley, Bunker Hill Community College, and/or Harvard Extension for student enrollment to design additional course opportunities Identify additional AP course opportunities. Recruit and train more teachers into AP teaching to build collaborative teams for each course	This approach helps us identify students at multiple levels and backgrounds to enter into a variety of college level courses offered by community institutions to help more CRLS students recognize they are prepared and capable of college level work. It gives them an experience so when they are entering school they have a more accurate understanding of expected work.	We will monitor student enrollment in advanced courses each semester and in course enrollment requests. We will also monitor enrollment in dual enrollment and early college access programs.	Principal, Assistant Principal, Guidance Counselors, CRLS Falcon Block Teachers, Deans of Students, Falcon Block Implementation Team
Increase graduation rates (CRLS only)	Overage and under credited intervention plan Maintain CRLS Multi-Tier Attendance Plan Identify additional AP course opportunities. Finalize work with the RSTA Executive Director, CRLS educators and RSTA staff to build out internships and access career and work experiences for all CRLS students so that all interested students can participate in a work placement and internship experience before graduation			

Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	See the Recruit more teachers into AP teaching to build collaborative teams for each course plan			
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?*	Identify staff member or team for families to have a first line of communication to help the re-engagement process.	It is important that the re-engagement process is clear and easy for families and students. Whether or not families have relationships with staff members should not make that process easier or more difficult.		Guidance Counselors and Dean of Students