

<p><b>SAFE and SUPPORTIVE ENVIRONMENT</b></p> <p><b>Attendance</b></p> <p>#1 - The attendance rate of all students will be 93% or higher.</p> <p>#2 - The attendance rate of student group, Special Education, will increase from 91.6% to 93%. <b>(Equitable Access)</b></p> <p>#3- The attendance rate of student group, MU/2 or more races, will increase from 86.09 to 90%. <b>(Equitable Access)</b></p> <p>#4- The attendance rate of student group, English Learners (EL), will be 93% or higher <b>(Equitable Access)</b></p> <p><b>Suspension</b></p> <p>#1 - The suspension rate will decrease from 10.3% to 10%.</p> <p>#2 - The suspension rate for student group, Special Education, will decrease from 13.5% to 10%. <b>(Equitable Access)</b></p> <p>#3- The suspension rate of student group, MU/2 or more races, will decrease from 25% to 10%. <b>(Equitable Access)</b></p>	<p style="text-align: center;"><b>KEY ACTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Action Step 1:</b> Attendance Goals        Attendance committee will develop an action plan to monitor Tier 1 and Tier 2 supports for students to improve attendance. Evidence-based Practice source:  <a href="https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/">https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/</a></li> <li>• <b>Action Step 2 (Equitable Access):</b> Safe and Supportive PLC team, Administrators, and Attendance committee will identify SPED, MU, EL student groups with history of chronic absences and suspensions to develop individual action plans with Tier 2 supports.</li> </ul> <p>Evidence-based Practice source: Attendance Works-Tiers of interventions to reduce chronic absence  <a href="https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/">https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/</a></p>
<p><b>MATHEMATICS</b></p> <p><b>TSI (Special Education) Mathematics /ELA:</b> The percentage of students receiving Special Education reaching proficiency on the MCAP Algebra I and English 10 assessments will increase from 0.0% to 16.7%.</p>	<p style="text-align: center;"><b>KEY ACTIONS</b></p> <p><b>Action Step 1 (TSI Special Education)</b></p> <ul style="list-style-type: none"> <li>• Teach students to intentionally choose from alternative algebraic strategies when solving problems (i.e. verbally, numerically, graphically/geometrically, and algebraically).</li> <li>• Evidence-Based Practice Source: Recommendation 3  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/20">https://ies.ed.gov/ncee/wwc/PracticeGuide/20</a></li> </ul> <p><b>Action Step 2 (Responsive Instruction) (TSI Special Education)</b></p> <ul style="list-style-type: none"> <li>• Teachers will provide explicit, systematic instruction with a focus on checking for understanding through the lesson and adjust instruction or reteach to clarify understanding of concepts and skills.</li> </ul>

	<ul style="list-style-type: none"> <li>Evidence-Based Practice Source: Level 1: IRIS center  <a href="https://iris.peabody.vanderbilt.edu/module/math/cresource/q1/p03/#content">https://iris.peabody.vanderbilt.edu/module/math/cresource/q1/p03/#content</a>            High Leverage Practice (HLP 12: Systematically design instruction toward a specific learning goal, HLP 16: Use explicit instruction.)</li> </ul>
<p><b>LITERACY</b></p> <p><b>TSI (Special Education) Mathematics /ELA:</b> The percentage of students receiving Special Education reaching proficiency on the MCAP Algebra I and English 10 assessments will increase from 0.0% to 16.7%.</p>	<p style="text-align: center;"><b>KEY ACTIONS</b></p> <ul style="list-style-type: none"> <li><b>Action Step 1:</b> Students are taught to cite textual evidence when writing, answering questions, and talking about different texts.</li> <li><b>Action Step 2 (Responsive Instruction) (TSI Special Education):</b> Student learning is monitored periodically to inform instructional decisions such as collaborative group formation, lesson pacing, content for reviewing or re-teaching, and supplemental intervention needs.</li> <li>Evidence-Based Practice Source: 10 Key Reading Practices for all Middle and High Schools with strong evidence of effectiveness from high quality research. <i>The University of Texas of Austin/The Meadows Center for Preventing Educational Risk</i></li> </ul>