### SAFE and SUPPORTIVE ENVIRONMENT

#### Attendance

1. The attendance rate of all students will be 93% or higher.
2. The attendance rate of student group, Special Education, will increase from 91.6% to 93%. *(Equitable Access)*
3. The attendance rate of student group, MU/2 or more races, will increase from 86.09 to 90%. *(Equitable Access)*
4. The attendance rate of student group, English Learners (EL), will be 93% or higher *(Equitable Access)*

#### Suspension

1. The suspension rate will decrease from 10.3% to 10%.
2. The suspension rate for student group, Special Education, will decrease from 13.5% to 10%. *(Equitable Access)*
3. The suspension rate of student group, MU/2 or more races, will decrease from 25% to 10%. *(Equitable Access)*

### KEY ACTIONS

- **Action Step 1:** 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:

- **Action Step 2 (Equitable Access):** 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.

  Evidence-based Practice source: Attendance Works-Tiers of interventions to reduce chronic absence

### MATHEMATICS

#### TSI (Special Education) Mathematics /ELA: 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%.

### KEY ACTIONS

- **Action Step 1 (TSI Special Education)**
  - Teach students to intentionally choose from alternative algebraic strategies when solving problems (i.e. verbally, numerically, graphically/geometrically, and algebraically).
  - Evidence-Based Practice Source: Recommendation 3

- **Action Step 2 (Responsive Instruction) (TSI Special Education)**
  - 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.
<table>
<thead>
<tr>
<th>LITERACY</th>
<th>KEY ACTIONS</th>
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<tbody>
<tr>
<td><strong>TSI (Special Education) Mathematics /ELA</strong>: 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%.</td>
<td><strong>Action Step 1</strong>: Students are taught to cite textual evidence when writing, answering questions, and talking about different texts.</td>
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<td><strong>High Leverage Practice (HLP 12: Systematically design instruction toward a specific learning goal, HLP 16: Use explicit instruction.)</strong></td>
<td><strong>Action Step 2 (Responsive Instruction) (TSI Special Education)</strong>: 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.</td>
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<td>Evidence-Based Practice Source: Level 1: IRIS center</td>
<td>Evidence-Based Practice Source: 10 Key Reading Practices for all Middle and High Schools with strong evidence of effectiveness from high quality research. <em>The University of Texas of Austin/The Meadows Center for Preventing Educational Risk</em></td>
</tr>
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</table>

Evidence-Based Practice Source: [Level 1: IRIS center](https://iris.peabody.vanderbilt.edu/module/math/cresource/q1/p03/#content)