New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

High School Redesign Plan (HSRP)
2022-23

District	School Name	Principal	Grades Served
Syracuse City School District	Corcoran High School	Daniel Straub	9-12

Guidance

Template

Any part of our HSRP template can be collapsed or expanded by clicking on the triangle next to the blue headings. You may also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

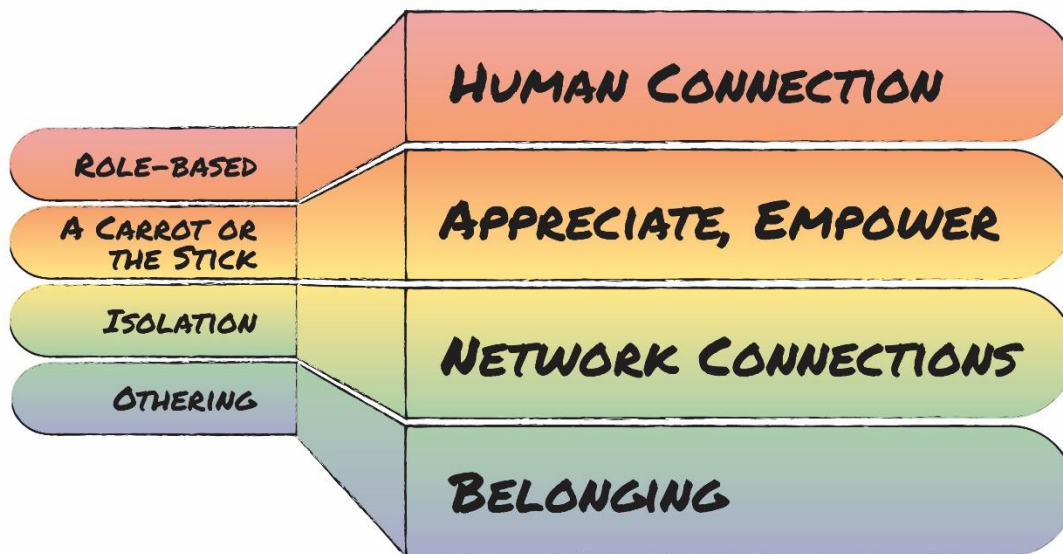## High School Redesign Levers and Mindset Shifts

The HSRP outlines our school's priorities for the upcoming year and beyond. We will develop priorities based on the specific needs of our school. Additionally, our school may want to review the four levers of High School Redesign as we consider our priorities. Below are the mindset shifts, evidence-based practices, supporting structures, and influencing factors of the four levers for high school redesign, as well as relationship mindset shifts.

More information can be found at:

- https://www.hsredesign.org/learn-more/
- NY HS Redesign Central Folder (Google Drive): This contains resources and materials from cohort sessions and beyond. https://drive.google.com/drive/folders/1N_qvqOf5ZLK9PVzWx28yVZrKnjpM8Qt1
- 2021-22 Title 1 School Improvement Grant 1003 High School Redesign Grant, Attachment B: Examples of High School Redesign Expenses (pgs. 9-11): https://www.p12.nysed.gov//funding/2021-22-title-1-sig-1003-high-school-redesign/2021-22-title-1-sig-1003-high-school-redesign.pdf
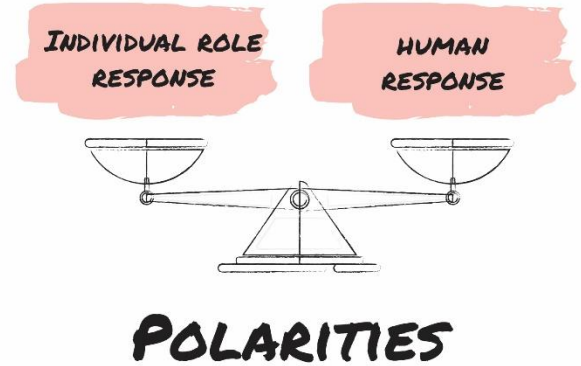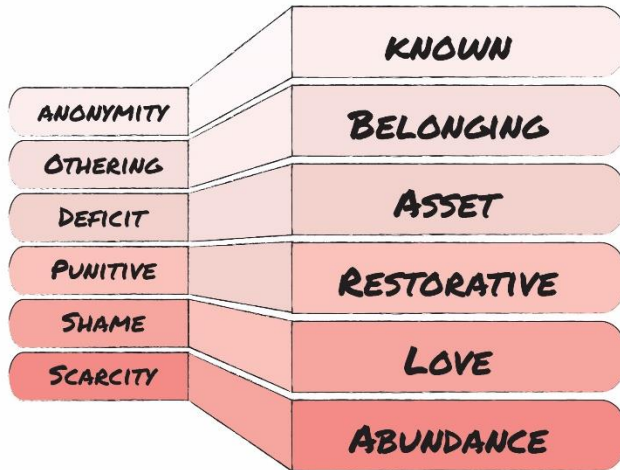

RELATIONSHIPS ARE THE SUPERPOWER

Shifting to Evidence-Based Mindsets

ROLE-BASED → HUMAN CONNECTION

A CARROT OR THE STICK → APPRECIATE, EMPOWER

ISOLATION → NETWORK CONNECTIONS

OTHERING → BELONGING

Students at the Center

Mindsets

	Known
Anonymity	Belonging
Othering	Asset
Deficit	
Punitive	Restorative
Shame	Love
Scarcity	Abundance

Individual role response

Human response

Polarities

Students at the Center

Evidence-Based Practices

Positive developmental relationships

Supportive Peer Group

Voice + Choice

Hope, agency, belonging

restorative practices

Student Wellness

Supporting Structures

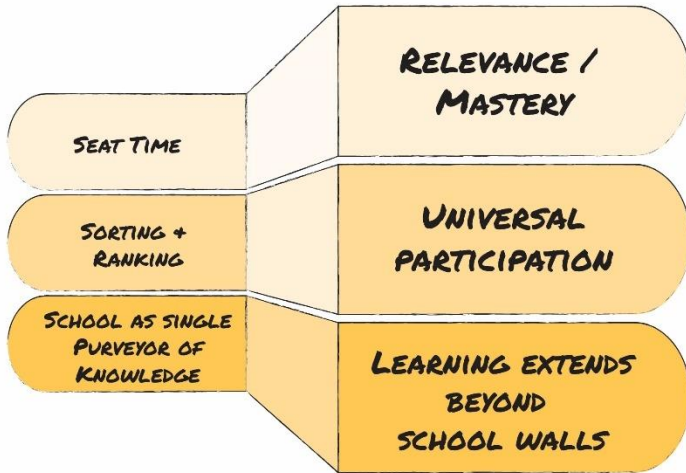|		
Advisory	Mentors / Tutors	Circles
Interest Inventories	Surveys / focus groups / interviews	mindfulness
access to health	Open access extra curriculars	Student-led report card conferences
Academics / Student Cohorts	Common planning time	EWI
Town Hall / Charettes	Pro social projects	meditation
Student Council	rituals + routines	wellness center
students representation on school leadership	Student Representation in community events	unstructured time

Adapted to respond to

Student data, needs, voice

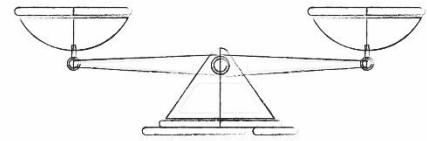Teacher Capacities

Community Opportunities

POSTSECONDARY PATHWAYS

MINDSETS

Seat Time → Relevance / Mastery

Sorting & Ranking → Universal participation

School as single Purveyor of Knowledge → Learning extends beyond school walls

STUDENT & FAMILY CHOOSE PATHWAY

SCHOOL OFFERS GUIDANCE + INFORMATION + POSSIBILITIES

POLARITIES

POSTSECONDARY PATHWAYS

EVIDENCE-BASED PRACTICES

STUDENT & FAMILY CHOOSES PATHWAY

ALL STUDENTS SUPPORTED TO COMPLETE A COMPREHENSIVE PLAN FOR SUCCESS AFTER HIGH SCHOOL

EXPLORATION, APPLICATION & EXPERIENCES GRADES 9-12

INTEGRATION OF TECHNICAL & ACADEMIC CONTENT

DUAL ENROLLMENT – EARLY COLLEGE – AP – IB – INDUSTRY CERTIFICATES

SUPPORTING STRUCTURES

ACADEMIES / COHORTS

SCHOOL-BASED ENTERPRISES

COMPETENCY-BASED LEARNING

NETWORKS

COMMUNITY PARTNERSHIPS

ENTREPRENEURSHIP

SERVICE LEARNING

COLLEGE & CAREER PLANNING PROGRAMMING BEGINNING IN 8TH GRADE FOR STUDENTS & FAMILY INCLUDING SUPPORTS FOR COLLEGE ADMISSION PROCESS

APPRENTICE / INTERNSHIP / JOB SHADOW

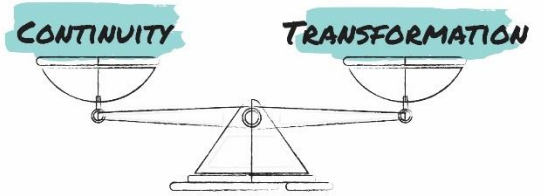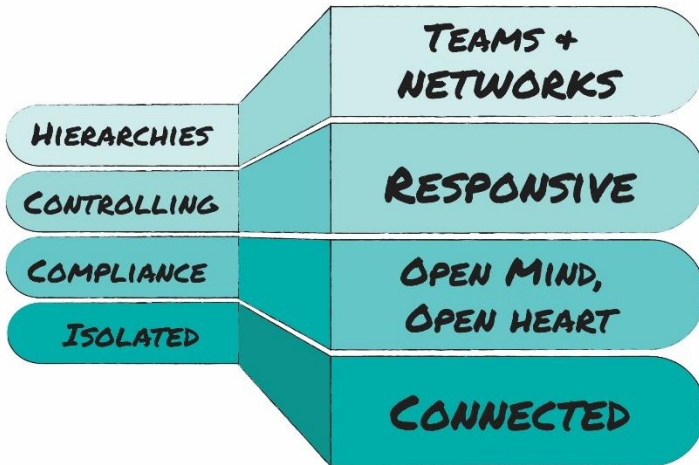COLLABORATION WITH HIGHER ED / WORK

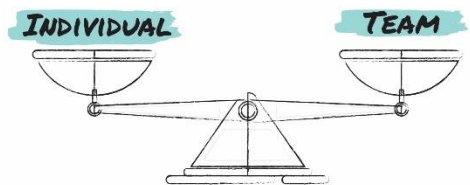ADAPTED TO RESPOND TO → STUDENT data, needs, voice   TEACHER Capacities   COMMUNITY Opportunities

ORGANIZING ADULTS

MINDSETS

Teams + Networks

Hierarchies

Controlling

Responsive

Compliance

Open Mind, Open heart

Isolated

Connected

Continuity — Transformation

POLARITIES

Individual — Team

ORGANIZING ADULTS

EVIDENCE-BASED PRACTICES

Teacher Teams

Distributed Leadership

Leadership Development

Relationships + Trust

Data-informed Decision Making

Early Warning on-track systems

SUPPORTING STRUCTURES

Schedule

Flex Time

Academies

Transition supports

Student Cohorts

Freshman Academy

Collaborative Planning Time

Personalized Learning Lanes

Interdisciplinary Teams

ADAPTED TO RESPOND TO

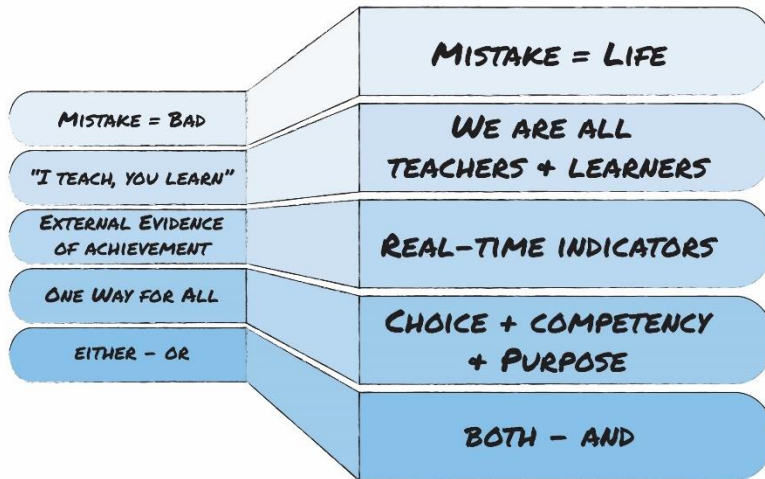Student data, needs, voice

Teacher Capacities

Community Opportunities

TEACHING & LEARNING

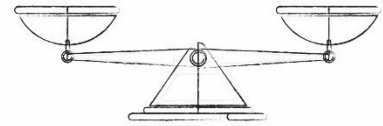## MINDSETS

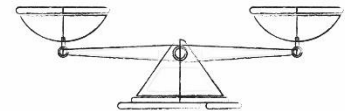|	
	MISTAKE = LIFE
MISTAKE = BAD	WE ARE ALL TEACHERS & LEARNERS
"I TEACH, YOU LEARN"	
EXTERNAL EVIDENCE OF ACHIEVEMENT	REAL-TIME INDICATORS
ONE WAY FOR ALL	CHOICE + COMPETENCY + PURPOSE
EITHER – OR	BOTH – AND

POLARITIES

Individual Thinking — Collective sense-making

MEMORIZING, DELIVERING, PRESENTING — SOCIAL PROCESS, INVITING DIALOGUE, EXPERIENCING

TEACHING & LEARNING

EVIDENCE-BASED PRACTICES

PROGRAMS ALIGNED WITH COLLEGE + CAREER READINESS

CREATING CHALLENGING + CARING CLASSROOMS

USE THE LEARNING SCIENCES

FORMATIVE ASSESSMENTS TO TAILOR INSTRUCTION AND SUPPORTS

INTEGRATING SOCIAL, EMOTIONAL AND ACADEMIC DEVELOPMENT

RELEVANCE

MASTERY

SUPPORTING STRUCTURES

INSTRUCTIONAL COACHES

PROFESSIONAL DEVELOPMENT

COLLABORATIVE PLANNING IN SCHOOL DAY

STANDARDS-BASED GRADING / COMPETENCY-BASED LEARNING

PROFESSIONAL LEARNING COMMUNITIES

PORTRAIT OF A GRADUATE

PROJECT-BASED LEARNING

ADAPTED TO RESPOND TO   STUDENT data, needs, voice   TEACHER Capacities   COMMUNITY Opportunities

Redesign Team Participation

Background

The High School Redesign Plan must be developed in consultation with parents, school staff, and students.

Required Steps

There are three distinct steps involved with developing the HSRP:

1. Conducting the redesign empathy mapping and reviewing multiple sources of feedback to identify needs
2. Determining the Redesign Priorities based on these identified needs
3. Developing an action plan to address these Redesign Priorities

Meeting or Event Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an "X" in the columns to the right. Add additional rows when necessary.

Meeting or Event Date	Step 1: Conducting the redesign empathy mapping and reviewing multiple sources of feedback to identify needs	Step 2: Determining the Redesign Priorities based on these identified needs	Step 3: Developing an action plan to address these Redesign Priorities
3/10/22 (State)	X		
3/22/22 (Redesign Team)	X		
3/30/22 (SLT)	X		
4/5/22 (Redesign Team)	X		
4/26/22 (Redesign Team)	X	X	
4/27/22 (SLT)	X	X	
5/4/22 (Redesign Team)		X	
5/25/22 (SLT)		X	
6/2/22 (Redesign Team)		X	
6/15/22 (SLT)		X	
6/23/22 (Redesign Team)		X	X
7/8/22 (Redesign Team)		X	X
7/12/22 (State)			X
7/15/22 (Redesign Team)			X
7/20/22 (Redesign Team)			X
7/22/22 (Redesign Team)			X

Redesign Team Page

The High School Redesign Plan must be developed in consultation with parents, school staff, and students. In the table below, list the individuals involved in the development of the HSRP, their relationship with the school, and the steps in which they participated. If, in addition to the core redesign team members, additional stakeholders were consulted to address specific portions of the redesign plan, their name and role should be included in order to help readers of this plan understand the full extent of stakeholder involvement. The steps should match the steps identified in the Meeting Date table completed previously. Add additional rows if necessary.

Stakeholder Name	Role	Steps Involved *(mark an X for each step in which the individual participated)*		
		Step 1: Conducting the redesign empathy mapping and reviewing multiple sources of feedback to identify needs	Step 2: Determining the Redesign Priorities based on these identified needs	Step 3: Developing an action plan to address these Redesign Priorities
Daniel Straub	Principal	X	X	X
Meghan Snell	Vice Principal	X	X	X
Rhiannon White	Instructional Coach	X	X	X
Cassandra Malley-Donovan	MYP Coordinator	X	X	X
Margaret Burns	Parent	X	X	X
Michael Shanahan	Teacher	X	X	X
Jennifer Montague	Teacher	X	X	X
Colleen Priano	Teacher	X	X	X
Heather Masterpole	Teacher	X	X	X
Jeanette Capria-Lazzaro	Teacher	X	X	X
Heather Marrin	School Counselor	X	X	X
Cavin Robinson	Administrative Intern	X	X	X
Jesse Long	Vice Principal	X	X	X
January Kelly	Administrative Intern	X	X	X
Brian Pudney	Teacher	X	X	X
Omari Knight	Student	X	X	X
Zaniyhia Escobar	Student	X	X	X
Amayzing Woodrum	Student	X	X	X
Elody Hardy	Student	X	X	X

End-of-Year Outcomes 2022-23 School Year

End-of-the-Year Desired Outcomes				
Graduation Rate				
Subgroup	**June 2023 Goal**		**2019-20 Graduation Rate**	
All Students	**4-year**	72.8 % Graduation Rate	**4-year**	71.4%
	5-year	77.2 % Graduation Rate	**5-year**	65.6%
	6-year	72.5% Graduation Rate	**6-year**	68.1%

Mid-Year Benchmark		
Identify the percentage of students in each cohort group that you expect to be on track to graduate this year. When would we expect to see this take place?		
Cohort Group	**Winter 2023 Target**	**Winter 2023 Actual**
4-Year		
5-Year		
6-Year		

End-of-the-Year Desired Outcomes		
English Language Arts (ELA)		
Subgroup	**June 2023 Goal**	**Baseline ELA Academic Achievement Index**
All Students	150.4 ELA Academic Achievement Index	**2018-19:** 118.7 ELA Academic Achievement Index
	NWEA Reading 10%-point decrease in Level 1 from Fall baseline 5%-point increase in Level 3 + 4 from Fall baseline	TBD with new benchmark assessment administered in Fall 2022
Mid-Year ELA Benchmark		
	Winter 2023 Target	**Winter 2023 Actual**
All Students	TBD	

End-of-the-Year Desired Outcomes		
Math		
Subgroup	**June 2023 Goal**	**Baseline Math Academic Achievement Index**
All Students	123.1 Math Academic Achievement Index	**2018-19:** 82.3 Math Academic Achievement Index

	NWEA Math 10%-point decrease in Level 1 from Fall baseline 5%-point increase in Level 3 + 4 from Fall baseline	TBD with new benchmark assessment administered in Fall 2022
Mid-Year Math Benchmark		
	Winter 2023 Target	**Winter 2023 Actual**
All Students	TBD	

End-of-the-Year Desired Outcomes		
English Language Proficiency (ELP)		
Subgroup	**June 2023 Goal**	**Baseline ELP Success Ratio**
English Language Learners	1.00 or higher ELP Success Ratio National Geographic Assessment Writing - June 2023 School Rate of Success Target: 80% National Geographic Assessment Vocab, Grammar, Comprehension - June 2023 School Rate of Success Target: 80%	**2018-19:** 0.84 ELP Success Ratio National Geographic Assessment Writing Fall 2022 School Rate of Success TBD National Geographic Assessment Vocab, Grammar, Comprehension – Fall 2022 School Rate of Success Target TBD
Mid-Year ELP Benchmark		
	Winter 2023 Target	**Winter 2023 Actual**
All Students	TBD	

End-of-the-Year Desired Outcomes		
Chronic Absenteeism		
Subgroup	**June 2023 Goal**	**2018-19 Chronic Absenteeism Rate**
All Students	33.9%	34.2%
Mid-Year Chronic Absenteeism Benchmark		
	Winter 2023 Target	**Winter 2023 Actual**
All Students	TBD	

End-of-the-Year Desired Outcomes		
College, Career, and Civic Readiness (CCCR)		
Subgroup	**June 2023 Goal**	**2018-19 CCCR Index**
All Students	90.8	87.50

Mid-Year CCCR Benchmark		
All Students **Initial Anticipated Score (9/2022)**	**Winter 2023 Target Score**	**Winter 2023 Actual Score**
TBD	TBD	

High School Redesign Theory of Action Summary

School redesign teams are invited to develop a "Theory of Action" for each Redesign Priority identified. The full Redesign Plan should have 2 or 3 Redesign Priorities.

Each Theory of Action should be constructed as an "IF… THEN" statement. In the space below, provide the IF/THEN Statements for each identified priority in the Redesign Plan.

	Priority	If/Then Statement
1 (required)	Student Engagement (Students at the Center)	If teachers participate in PLCs supported by coaches and Common Planning on alternating weeks, then collaborative work around MYP/IB initiatives, formative assessment, and PDSA cycles can determine student focus groups and increase student engagement.
2 (required)	Core Content (Organizing Adults)	If FLEX scheduling is used for a majority of our 9th grade students, then it will ensure they are teamed and have more instructional time in core courses to complete collaborative in-depth and inquiry- based learning.
3	IBO World School Initiative (Post-Secondary Pathways)	If we foster vertical planning focusing on MYP, IB, and CP initiatives then student participation in the MYP Personal Project will increase, all students will take at least on IB course during their Junior and Senior year, and we will increase the number of IB certificates.

Redesign Priority #1 (Required)

The Priority and Theory of Action should be copied and pasted from the Summary above.

Priority	Theory of Action (IF/THEN STATEMENT)
Student Engagement (Students at the Center)	If teachers participate in PLCs supported by coaches and Common Planning on alternating weeks, then collaborative work around MYP/IB initiatives, formative assessment, and PDSA cycles can determine student focus groups for PL and increase student engagement.

What information learned from the empathy mapping process led the redesign team to believe that this is a priority?
Teachers need more collaborative time to focus on best instructional practices. PLCs and CPT's are scheduled throughout the week for every teacher to allow for this time. Formative Assessments, MYP Unit Planners, IDU's, Data analysis and PDSA cycles are discussed and supported in these PLCs. An administrative walk-through tool that was created by SLT that address initiatives will be used to monitor the implementation and progress of building and district initiatives.

Measuring Transformation *What will our school look to as evidence of this priority being transformative?*

Organizational Structures and Systems	
What would transformation look like for Organizational Structures and Systems?	When would we expect to see this take place?
PLCs will be created for all teachers and supported by Building Coaches	September 2022
Common Planning Times will be created for all teachers	September 2022
Instructional Office Hours – Common Planning Weeks	September 2022 – June 2023
Adult Practices and Behaviors	
What would transformation look like for Adult Practices and Behaviors?	When would we expect to see this take place?
Teachers will participate in PLCs and Common Planning Times	September 2022 – June 2023
Teachers will complete PDSA cycles to ensure students receive targeted re-teaching opportunities.	3 Cycles: Fall, Winter, Spring
Teachers will create lessons that purposefully integrate one-to-one devices for engaging student activities.	September 2022 – June 2023
Student Practices, Behaviors, and Experiences	
What might changes in student experiences look like? What would learning look like? How are students active participants in their learning? How might multiple paths for competency demonstration be offered?	When would we expect to see this take place?

Students will participate in re-teaching opportunities and PL activities that will meet their individual learning needs.	September 2022 – June 2023
Student engagement will be evident through active participation in classroom activities, as monitored through walkthroughs at regular intervals.	September 2022 – June 2023
Students will responsibly and purposefully use their one-to-one devices to enhance their learning experience through engaging activities and communication/collaboration with teachers and peers.	September 2022 – June 2023

Outcomes	
What are the desired outcomes?	When would we expect to see this take place?
Increased number of students will show mastery of course materials.	Assessed Quarterly
Students will consistently participate in re-teaching opportunities and Personalized Learning.	September 2022 – June 2023
Students will be engaged in rigorous lessons using their one-to-one devices to enhance their educational experience.	September 2022 – June 2023

Taking Action: *What actions will occur **throughout the academic year**?*

August Through January		
Start	**End**	**Action**
7/1/22	9/1/22	Teachers will have the opportunity to engage in PD for one-to-one devices
8/15/22	9/15/22	Admin and Instructional Staff will create PLC/CPT schedule for teachers
9/1/22	9/15/22	Share PDSA Form
9/1/22	1/31/23	Teachers participate in scheduled PLCs with Instructional Team support
9/1/22	1/31/23	Teachers participate in Common Planning Time
11/22/22	11/22/22	Students participate in Advisement Day
Winter - TBD	Winter - TBD	Complete 1st MYP Unit Planner
Fall - TBD	Fall - TBD	Complete 1st NWEA assessment
9/22	10/22	Complete 1st PDSA Cycle
January Through June		
Start	**End**	**Action**
Spring - TBD	Spring - TBD	Complete 2nd MYP Unit Planner
1/31/23	6/15/23	Participate in scheduled PLCs/CPT
1/31/23	6/15/23	Participate in MYP PD about Assessment, Approaching to Learning etc.
2/23	2/23	Complete 2nd PDSA Cycle
Winter- TBD	Winter- TBD	Students participate in Advisement Day
TBD	TBD	Regents prep for identified students
Winter- TBD	Winter- TBD	Complete 2nd NWEA assessment
Spring-TBD	Spring- TBD	Complete 3rd NWEA assessment

Reflection: What recent developments may influence the actions identified? Are there any possibilities or opportunities to consider?
Our students are receiving one-to-one devices for the first time in September. We will be supporting purposeful technology integration in all classrooms. In addition to supporting our data inquiry goals, IBO world school goals, we will also be including technology integration goals and support. This may include shifting PD to support new/unexpected challenges that arise with technology integration.

Resource Allocation: What shifts in how resources are being utilized at our school would need to happen in order to meet the needs of this priority? Consider space, events, schedule, funds, processes, roles, rituals, incentives, and communication. Sentence stem to consider: "The redesign team would be in favor of having less *x* in favor of more *y*."
Tutoring, Regents Prep, Boot Camp, Credit Recovery, EDLP, Computers

Redesign Priority #2 (Required)

The Priority and Theory of Action should be copied and pasted from the Summary above.

Priority	Theory of Action (IF/THEN STATEMENT)
Core Content (Organizing Adults)	If FLEX scheduling is used for a majority of our 9th grade students, then it will ensure they are teamed and have more instructional time in core courses to complete collaborative in-depth and inquiry- based learning.

What information learned from the empathy mapping process led the redesign team to believe that this is a priority?
Both students and staff found teaming teachers to be beneficial for collaboration and collective support.
Students find extended time with core content teachers helpful for re-teaching (PDSA cycles) as well as inquiry-based learning and the MYP Personal Project (Year 5)

Measuring Transformation *What will our school look to as evidence of this priority being transformative?*

Organizational Structures and Systems	
What would transformation look like for Organizational Structures and Systems?	When would we expect to see this take place?
A majority of 9th grade students are assigned a FLEX schedule.	September 2022
Teachers are scheduled in teams.	September 2022
Schedule created to allow for AVID push-in teacher, extended CORE course time, and appropriate/collaborative teacher preparation time.	September 2022
FLEX teacher meetings embedded within schedule – planning for academics and social emotional supports.	September 2022

Adult Practices and Behaviors	
What would transformation look like for Adult Practices and Behaviors?	When would we expect to see this take place?
Teamed teachers work collaboratively to communicate about individual students.	September 2022 – June 2023
Collaboration between Core Content teacher and AVID teacher as evidenced by meeting minutes.	September 2022 – June 2023
10th grade students will engage in MYP Personal Project with the support of an advisor.	September 2022 – February 2023
Student Practices, Behaviors, and Experiences	
What might changes in student experiences look like? What would learning look like? How are students active participants in their learning? How might multiple paths for competency demonstration be offered?	When would we expect to see this take place?
Students will participate in FLEX schedule with extended Core course time.	September 2022 – June 2023
Students will get AVID supports through classes and teachers given feedback through walk-throughs.	September 2022 – June 2023
Students will engage in the inquiry-based Personal Project.	September 2022 – February 2023
Outcomes	
What are the desired outcomes?	When would we expect to see this take place?
Increased pass rates in Core classes. Monitored throughout the year.	June 2023
Increased pass rates on Regents Exams.	January 2023 and June 2023
Increased number of students completing the MYP Personal Project. Monitored with monthly meeting with teachers (MYP Year 5 Lang and Lit teachers)	February 2023

Taking Action: *What actions will occur **throughout the academic year**?*

August Through January		
Start	End	Action
6/1/22	9/1/22	Completion of Master Schedule
7/1/22	9/15/22	Completion of Student Schedules
9/1/22	6/15/23	PLCs/CPTs/FLEX Meetings
9/1/22	6/15/23	Students participating in AVID time participate in a weekly academic reflection and get support in organization and studying to foster achievement in their academic goals.
9/1/22	1/31/23	All 10th Grade Students participate in the development of an MYP Personal Project
January Through June		

Start	End	Action
1/31/23	6/15/23	PLCs/CPTs/FLEX Meetings
1/31/23	6/15/23	Students participating in AVID time participate in a weekly academic reflection and get support in organization and studying to foster achievement in their academic goals.
1/31/23	2/17/23	All 10th Grade Students participate in the development of an MYP Personal Project

Reflection: What recent developments may influence the actions identified? Are there any possibilities or opportunities to consider?
Our one-to-one devices will allow for new opportunities for student engagement during class time and FLEX time. Students can be supported in student ownership in their education during FLEX by checking grades, e-mailing teachers, completing assignments, and working on collaborative projects using their computers.

Resource Allocation: What shifts in how resources are being utilized at our school would need to happen in order to meet the needs of this priority? Consider space, events, schedule, funds, processes, roles, rituals, incentives, and communication. Sentence stem to consider: "The redesign team would be in favor of having less *x* in favor of more *y*."
Computers

Redesign Priority #3 (Optional)

The Priority and Theory of Action should be copied and pasted from the Summary above.

Priority	Theory of Action (IF/THEN STATEMENT)
IBO World School Initiative (Post-Secondary Pathways)	If we foster vertical planning focusing on MYP, IB, and CP initiatives then student participation in the MYP Personal Project will increase, all students will take at least on IB course during their Junior and Senior year, and we will increase the number of IB certificates.

What information learned from the empathy mapping process led the redesign team to believe that this is a priority?
As an approved IB World school, it was determined through staff and students that it should be prioritized that every student should be given the opportunity to engage in rigorous and inquiry-based curriculum that IB provides. The IBO World initiative will increase participation in the MYP Personal Project and Community Project. Every student will have access to IB rigorous coursework.

Measuring Transformation *What will our school look to as evidence of this priority being transformative?*

Organizational Structures and Systems	
What would transformation look like for Organizational Structures and Systems?	When would we expect to see this take place?

PLCs will be created for all teachers and supported by Building Coaches	September 2022
Support within Language and Literature classes for MYP Personal Projects	September 2022
Continued support and training for all IB Programmes	September 2022- June 2023

Adult Practices and Behaviors	
What would transformation look like for Adult Practices and Behaviors?	When would we expect to see this take place?
Teachers will use time during PLC to collaborate and create MYP Unit Planners, IDUs and continue inquiry-based learning with Building Coaches support	September 2022 – June 2023
Teachers will collaborate and support MYP Personal Projects and Community Projects	September 2022 – June 2023
Teachers will continue Professional Development for all IB initiatives	September 2022 – June 2023

Student Practices, Behaviors, and Experiences	
What might changes in student experiences look like? What would learning look like? How are students active participants in their learning? How might multiple paths for competency demonstration be offered?	When would we expect to see this take place?
Increase the numbers of completed MYP Personal Projects and Community Projects	February 2023 – June 2023
Increase community partnerships and service learning	September 2022 – June 2023
Increase enrollment in IB DP rigorous courses and IB Certificates/Diplomas	September 2022 – June 2023

Outcomes	
What are the desired outcomes?	When would we expect to see this take place?
Increased numbers of students participating in the MYP Personal Project and Corcoran Community Project through scheduled monthly meetings with MYP Year 5 Lang and Lit teachers to assess progress	February 2023 – June 2023
Increased number of students enrolled in the IB DP Programme and receiving IB certificates	September 2022 – June 2023
Increase scores on NYS Regents Exams by assessing student levels throughout the year with NWEA results	January 2023 and June 2023

Taking Action: *What actions will occur **throughout the academic year**?*

August Through January		
Start	**End**	**Action**
6/1/22	9/1/22	Completion of Master Schedule
7/1/22	9/15/23	Completion of all student schedules

Start	End	Action
9/1/22	1/31/23	PLC/CPT Meetings
9/1/22	1/31/23	IB Professional Development
9/1/22	2/17/23	10th grade students participate in the MYP Personal Project
9/1/22	6/15/23	School wide participation in Community Project and collaborate with Active Citizen Students
Fall-TBD	Fall- TBD	MYP Interdisciplinary Unit Planner #1
Winter-TBD	Winter-TBD	MYP Unit Planner #1
January Through June		
Start	**End**	**Action**
1/31/23	6/15/23	PLC/CPT Meetings
1/31/23	6/15/23	IB Professional Development
1/31/23	2/17/23	Completion of the MYP Personal Project
1/31/23	6/15/23	Completion of the MYP Community Project
Spring-TBD	Spring-TBD	MYP Unit Planner #2

Reflection: What recent developments may influence the actions identified? Are there any possibilities or opportunities to consider?
One-to-one devices will support the exploration and completion of the MYP Personal Project.

Resource Allocation: What shifts in how resources are being utilized at our school would need to happen in order to meet the needs of this priority? Consider space, events, schedule, funds, processes, roles, rituals, incentives, and communication. Sentence stem to consider: "The redesign team would be in favor of having less *x* in favor of more *y*."
Computers, Personal Project Supplies

Long-Term Planning

If our school achieves success with our identified High School Redesign Priorities in 2022-23, how might we build upon our successes in subsequent years?	
2023-24	2024-25
Continue the use of PLCs for collaboration and professional development.	
Expand the IBO initiative to include the CTE Pathways.	

Evidence-Based Intervention

Each High School Redesign school must implement at least one evidence-based intervention as part of its HSRP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path our school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☒ **State-Supported Evidence Based Strategy**

> If "X' is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy Identified	Professional Learning Communities
HSRP Priority or Priorities this strategy will support	Priority 1, Priority 2, and Priority 3

Next Steps

Sharing the Plan:

As you develop your plan, please feel free to share the plan with Laura Tedesco, the High School Redesign Program Liaison at NYSED, for input when it would be helpful. When the redesign team is satisfied with the plan, please contact Laura at laura.tedesco@nysed.gov and indicate that the school is ready to share its full plan for approval. Please share your plan by August 1, 2022.

Implementing the Plan:

- Ensure that the plan is implemented no later than the first day of school
- Monitor implementation closely and make adjustments as needed
- Ensure that there is professional development provided to support the strategic efforts described within this plan.
- Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.