MARYLAND STATE DEPARTMENT OF

EDUCATION

EQUITY AND EXCELLENCE

CONSOLIDATED PLAN TEMPLATE

Local Every Student Succeeds Act (ESSA)

Consolidated Strategic Plan

MARYLAND STATE DEPARTMENT OF EDUCATION

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Instructions

Complete this application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf to your computer and obtain appropriate signatures. The completed application should be saved as a pdf and emailed to: LocalESSAConsolidated.msde@maryland.gov.

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Superintendent of Schools Signature   Date

Executive Summary

INTRODUCTION

City Schools ESSA Consolidated Strategic Plan (Strategic Plan) highlights the alignment of City Schools strategic priorities, goals, and initiatives with our identified areas of focus for the state. It is important to recognize that the Strategic Plan is not inclusive of all priorities in City Schools. Rather, the Strategic Plan offers an opportunity for the district to articulate key alignment of goals and outcomes in key areas where our performance and organizational data focuses our efforts.

Specifically, the Strategic Plan shares grounding principles and strategies for how City Schools is approaching its role and responsibility to student, family, community, and district success; grounding in City Schools Equity Policy (2019), its Strategic Board Priorities , its Blueprint for Success, and most recently, the District's Reconnect. Restore. Reimagine Plan for recovery.

In addition, the Strategic Plan identifies City Schools areas of focus in alignment with our goals and needs; Academic Growth; School Quality and Student Success; and Graduation. Within each, the Strategic Plan is used to share key goals and outcomes we expect from our initiative efforts.

Finally, the Strategic Plan provides an avenue to share COMAR required work including City Schools Racial Equity Policy, Gifted and Advanced Learning goals, and Comprehensive Teacher Induction programming.

GROUNDING PRINCIPLES & STRATEGIES

Equity and Excellence

City Schools acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally created and continued to afford advantages to some groups while perpetuating racial inequities for others. The district takes responsibility and action for removing, and actively repairing these inequities to ensure positive educational outcomes for children.

To actualize this, we employ an equity lens when identifying our areas of focus and goals, asking the following:

- Who are the groups affected by this policy, program, practice, decision, or action? What are the potential impacts on these groups?

- What data is available on existing disparities? Does this policy, program, practice, decision, or action worsen existing disparities or produce other unintended consequences?

- How have you identified stakeholders (internal and/or external)? In what ways have you engaged stakeholders? Did you include other impacted offices? How did stakeholders' (internal and external) feedback inform the policy, program, practice, decision, or action?

- What are the barriers within your scope of authority? Is any of your plan not implementable, why? How will you mitigate the negative impacts and address the barriers identified above?

Ultimately, we believe that an equitable education includes rigorous instruction, access to resources, and authentic engagement. We are working to eliminate inequities across all areas of our work such that advantage and disadvantage are no longer predictable and persistent based on race. We are committed to ensuring that our practices, systems, and structures align to ensure the talents, dreams, and potential of our students are fully realized. The strategies identified and highlighted in this plan, reflect an awareness and deep commitment to this belief.

STRATEGIC BOARD PRIORITIES

In addition to anchoring our work in equity, City Schools is also committed to supporting investments and actions aligned to our Board of School Commissioners Strategic Priorities. The priorities serve as a guide in how we prioritize our resources and investments in meeting our student, staff, and community goals.

BLUEPRINT FOR SUCCESS

To achieve equity and excellence, not only in the three focus areas addressed in the Strategic Plan but across our work in City Schools, the district developed a Blueprint for Success. In the 2017-18 school year, City Schools released "Building a Generation: City Schools' Blueprint for Success," the district's plan for advancing achievement by emphasizing work in three areas— student wholeness, literacy, and leadership— identified as having the greatest potential for improving student outcomes.

Board Strategic Priorities

PRIORITY I: City Schools will ensure effective, relevant, and rigorous instruction is designed to engage and prepare students to be independent, creative, and compassionate leaders.

PRIORITY II: City Schools will actively recruit, retain, and support qualified educators, administrators, and staff who are prepared to accelerate the personal growth and academic excellence of each student.

PRIORITY III: City Schools will have high-quality, modernized facilities and resources that support the success of students, educators, administrators, and staff.

PRIORITY IV: City Schools will effectively engage all stakeholders which include parents, families, and caregivers in their child's education and community partners who can contribute to the student's success.

PRIORITY V: City Schools will provide equal access to district services, resources, and facilities to ensure the success of students, staff, and the surrounding community.
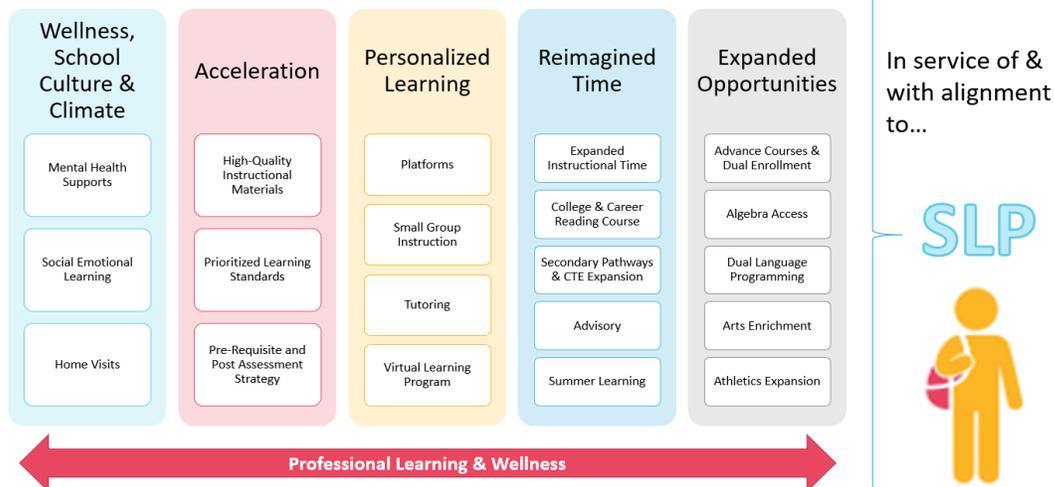
PRIORITY VI: City Schools will increase the number of educational programming of all types and levels throughout the city, while ensuring that all schools, including charters, guarantee a high-quality educational experience.

PRIORITY VII: City Schools will continuously work toward equity at all levels by implementing policies, practices, and procedures that create a welcoming and inclusive academic and professional environment.

RECONNECT. RESTORE. REIMAGINE. CITY SCHOOLS' PLAN FOR RECOVERY

Through extensive stakeholder engagement over the past two years which heard voices across more than 178,000 touchpoints, needs assessments which looked across pre and post pandemic data, and cross-functional stakeholder working groups, City Schools established and strengthened its Reconnect. Restore. Reimagine. Plan for recovery. The plan focuses district efforts and investments to support essential pre-conditions for success, overarching commitments to our students and communities, and key strategies aligned to our strategic priorities, our Blueprint for Success and to the areas of focus in the ESSA Consolidated Strategic Plan.

R3 Key Strategies

Wellness, School Culture & Climate	Acceleration	Personalized Learning	Reimagined Time	Expanded Opportunities	In service of & with alignment to…
Mental Health Supports	High-Quality Instructional Materials	Platforms	Expanded Instructional Time	Advance Courses & Dual Enrollment	SLP
Social Emotional Learning	Prioritized Learning Standards	Small Group Instruction	College & Career Reading Course	Algebra Access	
Home Visits	Pre-Requisite and Post Assessment Strategy	Tutoring	Secondary Pathways & CTE Expansion	Dual Language Programming	
		Virtual Learning Program	Advisory	Arts Enrichment	
			Summer Learning	Athletics Expansion	

Professional Learning & Wellness

2022 DISTRICT GOALS

In school year 2021-2022, City Schools undertook an intensive review of its pre and post pandemic student and school community data to develop three primary goals which drive our work, and to which identify key measures of success. The needs assessment and focus areas section of the Strategic Plan outline how these goals were identified and what outcomes and measures City Schools will be focusing on in the years to come as we achieve equity and excellence in these areas.

Wholeness
More students feel connected and supported at their school

Literacy
More students reading on grade level

Graduation
More students graduate on time

KIRWAN BLUEPRINT FOR MARYLAND'S FUTURE

The Maryland Commission on Innovation and Excellence in Education (also known as the "Kirwan Commission") made and passed policy recommendations to directly benefit students and educators, lift barriers for historically underserved communities, prepare the workforce of tomorrow through career and college readiness, and enhance the State's economic competitiveness. The Kirwan Commission's recommendations directly led to House Bill 1300 Blueprint for Maryland's Future. Passed in 2021, it provided the foundation needed to elevate every child to reach their full promise and potential by transforming Maryland's education system to a world-class model. City Schools ESSA Consolidated Strategic Plan aligns to the district's Blueprint Implementation Plan, which too is anchored in the same foundational principals, strategies, and guided by our diverse student and community needs.

City Schools Areas of Focus

In alignment with City Schools' needs assessment efforts and strategic guideposts, the district has identified Academic Growth in ELA and Mathematics, School Quality & Student Success, with a focus on Chronic Absenteeism, and Graduation as our areas of focus aligned with the ESSA Consolidated Strategic Plan. These areas align explicitly with our 2022 District Goals as key performance indicators for our district. Through our needs assessment, there is continued need for investment in these areas.

ACADEMIC GROWTH

In line with national trends, fewer City Schools students in grades K-2 were on track in early reading skills in Fall 2020, when compared to the beginning of year in schoolyear 2019-2020 (27 percent compared to 37percent). While the overall percentage of students at or above grade level grew to 38 percent by the end of the 2020-2021 school year (a growth of 10 percentage points), it is still lower than where the district ended at middle of year in schoolyear 2019-2020 at 51 percent at/above grade level.

While achievement gaps between Hispanic and Black students compared to their white classmates existed, the gaps became more pronounced after the pandemic. By the end of the year, among K-5 students that tested on DIBELS 8, Hispanic students have less than half as many students at or above benchmark than their white peers and are more than twice as likely to be well below

benchmark. Black students show similar gaps versus their white peers, though, to a slightly lesser degree than Hispanic students.

In SY 21-22 City Schools continued to see these same trends in ELA and Mathematics, with very limited gains with 46% of K-5 students at or above grade level in reading, 23% of 6-12 grade students at or above grade level in reading, and only 21% of K-11 students at or above in mathematics. Again, we see similar achievement gaps between Hispanic and Black students as compared to their white classmates. Even greater still are the gaps present between students with disabilities and English learners, especially in the middle and secondary grades where fewer than 5% are at or above grade level in reading.

While we are hopeful to achieve gains in SY 22-23 across all grades and student subgroups through our recovery strategies of accelerated and personalized learning, end of year data from SY 21-22 continue to emphasize a need to focus on achievement and growth in ELA and mathematics.

SCHOOL QUALITY & STUDENT SUCCESS

We know from research that attendance is a critical factor in student achievement and long-term success. When students aren't in school, it is challenging for them to keep up with learning. Over school year 2020-2021, the overall attendance rate for City Schools students was 80.4 percent, a decrease of over six points compared to the previous full academic year (school year 2018-2019), chronic absenteeism - defined as a student missing two or more days of school per month) was recorded at 49.1 percent, an increase of seven percentage points from school year 2018-2019. While chronic absenteeism is not a new issue for high school students enrolled in City Schools, in school- year 2020-2021 the district saw an increase in chronic absenteeism across all grade levels, in contrast with typical years where this was a challenge concentrated at the high school level.

In SY 21-22, these trends improved slightly with an overall attendance rate of 81.7%, an increase of 1.3% from the year prior. The increases in attendance we most notable in grade 6-8 and 9-12, with increases from 82.8% and 70.3% to 85.4% and 72.6%, respectively. While overall attendance trends moved in a positive direction, the overall percent of chronically absent students continued to rise from the year prior by nearly 10% (49.1% to 58.1% in 2022), with the greatest increases in grades 9-12.

Among pre-K students, chronic absence is correlated with reduced readiness for Kindergarten. Chronic absence in Kindergarten and first grade is associated with lower reading proficiency in the third grade. (Attendance Works, 2014). Additionally, chronic absenteeism in middle and high school is an indicator of which students will graduate and who will persist through college (Ginsburg, Jordan, & Chang, 2014). As such, continuing to establishing positive attendance patterns in the 9th grade can set students up for success throughout high school, much as creating a positive attendance habit in Pre-K and K. Additionally, attendance and chronic absenteeism trends exacerbate the challenges with academic growth and student success in ELA and mathematics. With these trends, attendance and chronic absenteeism challenges must be addressed and will continue to be a focus of City Schools.

GRADUATION

Graduation and secondary success is a newly identified area of focus for City Schools. Since the COVID-19 pandemic of 2020, City Schools needs assessment and stakeholder engagement heavily emphasized the need to support students with secondary transition through the middle grades, opportunities for advanced academics, credit recovery, and multiple opportunities for college and career readiness skill building – all in service of successful high school experiences which lead to graduation and post-secondary success.

Across the state of Maryland, the average graduation rate has mirrored that of the national rate, around 87%. The picture in City Schools, however, is significantly less with an average graduation rate between 69% – 72% since 2017. In 2021, the 4-year graduation rate dropped to its lowest in 4 years to 69.2%.

The class of 2021 4-year cohort graduation rate is 69.2% and dropout rate is 12.5%, with Hispanic/Latino students having the lowest cohort graduation rate at 54.6% and the highest dropout rate at 26.5%. By comparison, Black students had a graduation rate of 70% and dropout of 10.4% while White students had a 77.9% graduation rate and 15.3% dropout rate.

Additionally, our growing population of English Learners had a graduation rate of 45.3% while students who exited EL services had a graduation rate of 82.4%. Students with Disabilities had a graduation rate of 50% while students that exited special education had a graduation rate of 75.7%.

With this data in mind, City Schools is emphasizing the importance of and investment in college and career readiness with clear graduation and post-secondary success goals.

Needs Assessment

The LEA must provide a summary of the needs assessments included within each titled grant application, including how the results contributed to the development of the focus areas identified within this plan. Refer to page 4 of the Consolidated Plan Guide for guidance.

Across its various titled grant applications, City Schools highlights the many ways in which it seeks to better understand its community, students, staff, and leaders. City Schools takes a multi-pronged approach to assessing the dynamic needs of its community and scholars, from ongoing stakeholder engagement efforts to a deep look at student sub-group data across multiple metrics to identify important trends in performance and support. As highlighted across grant applications, the following serve as key levers for understanding:

Looking at Student Data:

Our assessment of SY 2020-2021 data as well as data from the 2021-2022 school year, highlight that continued attention needs to be paid to academic proficiency and growth in ELA and Math as well as in other core content areas. Additionally, we see that preliminary BOY data from 2022 highlight similar areas in which to focus, noting similar, if not deepening, challenges in ELA and Math for our youngest

learners. The following are examples of the data City Schools leverages in assessing its student landscape and needs:

- 2020-2021, 2021-2022, and BOY 22-23 MCAP in ELA and Math
- Diagnostic and curriculum embedded assessments
- MISA assessments in science
- Dual enrollment completion
- CTE Certifications
- AP Access/IB Access and participation rates
- Algebra I Access & Participation
- 2020-2021 and BOY Early Warning Indicators in SY 22-23
  o Attendance data
  o Behavioral and Suspension data
  o Course Completion

The data highlighted above, in concert with student specific needs and context, will inform the use of a variety of supports from personalized learning plans to expanded learning opportunities and tutoring that will be monitored throughout the year. With a goal of accelerating the rate of growth that students have demonstrated historically, the use of multiple data points aids in positioning the district to address the unfinished learning experienced during the pandemic and beyond.

Progress Monitoring:

In addition to looking at student engagement and performance data generally, City Schools has implemented a progress monitoring approach across its titled grant work. While Title I funded initiatives have engaged in the deepest monitoring efforts to-date, the progress monitoring results that have emerged across all grants are used to understand the implementation of current and ongoing strategies and serve to affirm our investments across the three areas of focus.

Stakeholder Engagement:

In addition to data trends, City Schools continues to engage in a robust stakeholder engagement campaign. Since March 2020, City Schools has had over 178,000 touchpoints with students, families, educators, school and district leaders, enabling City Schools staff to understand ongoing needs and informing the development and continuation of key strategies. Namely, and as articulated in our Reconnect. Restore. Reimagine. Plan, it is clear the need for ALL students to have equitable and increased access and opportunity to:

- Accelerate their learning
- Engage in personalized learning, intervention, and tutoring opportunities
- Engage in enriching academic and athletic opportunities
- Be exposed and engaged in college and career-focused activities and experiences to support college & career readiness
- Access advanced academics, dual enrollment, Algebra, and Advanced Placement or IB opportunities

Prior stakeholder engagement, such as the development of the Blueprint, also aligns with the articulated needs above and underscores the continued need for a focus on engaging learning environments. Stakeholder engagement will continue throughout the course of the 2022-2023 school year to ensure we consistently hear and integrate all voices into our implementation and monitoring of core work aligned to our three areas of focus and beyond.

Evidence of Impact

Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes. Refer to page 5 of the Consolidated Plan Guide for guidance.

As City Schools continues to emerge from the pandemic, progress monitoring and program evaluation efforts have already signaled important implementation successes across our areas of recovery investment; namely, in wholeness services and support, personalized learning, summer and extended learning, college and career readiness, and opportunities for enrichment. The following serve, not as an exhaustive set of strategies, but as promising implementation highlights in some of our core areas of work directly aligned to our three areas of focus.

Wholeness Services and Supports

As a critical element of its Reconnect. Restore. Reimagine. Plan, City Schools has elevated the importance of having Student Wellness Support teams at all schools – a structure designed to support and lead assemblies, morning announcements, classroom activities, and family resources aligned to student wholeness and wellbeing. As of the end of SY 21-22, 85% of schools had functioning Student Wellness Support Teams.

In addition to these key staff, City Schools has focused heavily on the provision of Expanded School Based Health (ESBH) services, serving 5,823 students through ESBH clinicians in 111 schools (7/1/21 - 3/3/22). Having access to school-based health services in addition to a focus on positive culture and climate, are critical to meeting our goals around attendance and student support.

Personalized Learning

Through its focus on personalized learning, City Schools has deepened its use of adaptive online platforms, small group instructional strategies, and high dosage tutoring. While platform usage and small group implementation trends show important that these levers are important for student growth, Baltimore City's focus on high-dosage tutoring is showing promise in leading to desired outcomes and our areas of focus goals.

In the district, high dosage tutoring serves as a key acceleration and personalized learning strategy. High dosage tutoring in City Schools is characterized by the following qualities:
-   Provided *during* the instructional day
-   **Small-group** size (1-4)
-   **Three or more** sessions per week
-   Regular opportunities for tutors and teachers to **collaborate** on student progress
-   Positive **relationships** between tutors & students
-   Use of data & **on-going** informal assessment
-   Regular in-service **training**
-   Use of **high-quality** materials

In SY 21-22 10,632 students received high dosage tutoring across 129 schools. Student receiving high dosage tutoring service, particularly those receiving in-person experiences, saw meaningful improvement and growth in ELA as well as improvements in attendance overall. While additional evaluation is essential, preliminary results across tutoring partners are promising.

Supporting students through tutoring, as well as other personalized learning strategies, is key to supporting student achievement and growth. Additionally, having academic experiences which target individual needs, serves as a strategy to support attendance and graduation as well.

Reimagining Time – Extended, Summer, and College and Career Learning

Extended and Summer Learning

In SY 21-22. extended learning opportunities reached over 7,500 students across 102 schools, with more than half of those schools offering programming for 4 days per week or more. Extended learning programs further support our goals around academic achievement and growth through the provision of programs which focused on early literacy, K-8 literacy, math, and credit recovery.

In addition to extended programming offered during the school year, the summer strategies reached even more students. The following highlights underscore our efforts to expand access to high-quality learning and enrichment opportunities for students in service of their personalized learning needs.
- Over 15,500 students participated (out of 22,000 seats)
- Over 4,800 high school students completed more than 7,700 credits leading to 453 summer graduates
- Over 1,000 City Schools educators taught in our programs
- 22 district and partner run programs, 2 of which were virtual
- 53 schools hosted their own summer program
- Expanded local partnerships and robotics programming through "mini camps"
- Conducted 212 program visits with 97% positive feedback

While implementation metrics are promising, additional evaluation is needed over time to gauge the impact of such programs on student outcomes.

College and Career Readiness

In SY 21-22 City Schools made many commitments and investments in college and career readiness. Among those, is a focus on 9th grade students and their trajectory toward graduation. To support success in Grade 9, schools participate in on-going professional learning to assist them with focusing on student achievement and attendance for their grade 9 students.

Through this On Track to Graduate (OTG) experience, 12 identified high schools are supported with data and data analysis protocols to monitor student progress, identify supports, and evaluate the effectiveness of those supports. Each of these schools has a Success Team that has weekly interactions with a support team, participates in learning on how to best support student attendance, and utilizes a continuous improvement cycle to continue responding to what data is saying about student needs.

As research highlights, and City Schools early warning indicator and graduation data suggest, 9th grade is a pivotal transition year for students. A focus on 9th grade students is a key strategy to support our graduation, academic achievement, and attendance goals.

Expanded Academic & Enrichment Opportunities

In addition to programs and services that are designed to meet the personalized academic and wellness needs of each student, City Schools placed emphasis on ensuring that students had opportunities to expand and enrich their experiences. As of fall 2022, 61% of schools offer visual

arts and music in alignment with Fine Arts strategic plan and the district increased staffing across visual art, music, dance, theater, inclusive of an expansion of a string instrument programming.

In sum, the highlights shared here are examples of where we have seen effective implementation of our key recovery strategies. As we continue to monitor and adjust our implementation through cycles of continuous improvement, City Schools is hopeful that its effective implementation will lead to positive outcomes for students.

Prioritizing Educational Equity

Baltimore City Public Schools acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally created and continued to afford advantages to some groups while perpetuating racial inequities for others. The district must take responsibility and action for removing, and actively repairing these inequities to ensure positive educational outcomes for children.

Through its Equity Policy, City Schools owns its role in creating and implementing policies and practices that result in predictably lower academic and graduation outcomes and disproportionate disciplinary action, for students of color than for their white peers. The district recognizes that these disparities contradict the beliefs and values we articulate about what students can achieve and the role of adults in ensuring conditions for success.

Rather than continuing to perpetuate and contribute to institutional racism, Baltimore City Schools must move to disrupt and dismantle it in every area of our work. Our Board, school-based staff, and office-based staff will work together to aggressively and efficiently eliminate inequitable practices, systems, and structures that create advantages for some students and families while disadvantaging others. We will allocate resources to replace those inequitable practices, systems, and structures with new ones to ensure that we provide racially equitable education and environments to children and families of color.

One of the ways City Schools works to ensure that equity is prioritized for marginalized student groups by asking questions about our work through an equity lens. These questions help to guide our understanding of our work, help to center the work in equity, and ensure that we are being inclusive in our approach.

- Who are the groups affected by this policy, program, practice, decision, or action? What are the potential impacts on these groups?

- What data is available on existing disparities? Does this policy, program, practice, decision, or action worsen existing disparities or produce other unintended consequences?

- How have you identified stakeholders (internal and/or external)? In what ways have you engaged stakeholders? Did you include other impacted offices? How did stakeholders' (internal and external) feedback inform the policy, program, practice, decision, or action?

- What are the barriers within your scope of authority? Is any of your plan not implementable, why? How will you mitigate the negative impacts and address the barriers identified above?

City Schools will continue to implement its Equity Policy and progress monitor aligned strategies and investments, including the intentional utilization of the aforementioned equity questions.

Focus Areas, Goals, and Outcomes

FOCUS AREA #1: ACADEMIC GROWTH IN ELA & MATHEMATICS
Goal #1: More Students are reading on grade level (ELA Goal)
Measurable Outcome: By SY 2026-27, 40% of students grades 3-8, and 10 will be reading on grade level, an increase of 21 percentage points from SY 21-22.
Measurable Outcomes: In Literacy grade K-5, by June 2023…   - 80% of **kindergarteners** will score at benchmark on LNF and 80% will score at benchmark on PSF based on the Amplify EOY assessment.   - 80% of **first graders** will score at benchmark on LNF, 80% will score at benchmark on PSF, and 80% will score at benchmark on NWF-CLS based on the Amplify EOY assessment.   - 80% of **second graders** will score at benchmark on NWF-CLS and 80% will score at benchmark on NWF-WRC based on the Amplify EOY assessment.   - 80% of **third graders** will score at benchmark on NWF-CLS and 80% will score at benchmark on NWF-WRC based on the Amplify EOY assessment.   - 80% of **fourth graders** will score at benchmark on ORF.   - 80% of **fifth graders** will score at benchmark on ORF
Measurable Outcomes: In Literacy grade 3-8 by June 2023   - In SY 22-23, 100% of teachers in grades 3-8 will have submitted their End of Module assessments in Affirm.   - In SY 22-23, the percentage of students in grades 3-8 who meet and exceed expectations will increase from 26% to 31% as measured by the Wit & Wisdom writing rubric on the End of Module 3 assessment.
Measurable Outcomes: In Literacy grade 9-12 by 2023   - 100% of schools with grades 9-12 will implement the new English curriculum with integrity   - 100% of schools submit their student-completed embedded assessment into the appropriate platforms.   - 100% of schools will support students in completing two Achieve3000 lessons per week at a score of 75% of higher on each activity
Goal #2: Increase the number of students in grades 1-8 who are at/above grade level on iReady mathematics.
Measurable Outcome: By June 2023…   - Decrease the % of students in grades 1-8 who are 3+ grade levels below in math (iReady) by 20% EOY
Measurable Outcome: By June 2023…   - Increase the % of students in grades 1-8 who are on-grade level or above in math (iReady) by 15% EOY

FOCUS AREA #2: SCHOOL QUALITY & STUDENT SUPPORT

Goal #1: Fewer students are chronically absent

Measurable Outcome: By SY 23-24, 45% or fewer of City Schools' students are chronically absent

Measurable Outcome: By the end of SY 22-23, all school leaders, teachers, and attendance monitors are trained on attendance requirements and supports aligned to an annual attendance plan

Goal #2: More students report feeling connected and supported at their school

Measurable Outcome: By 2026-27, 80% of students report feeling more connected and supported at their school, an increase of 19% from SY 2021-22.

Measurable Outcome: By end of SY 22-23, 100% of students have morning meeting (elementary) or advisory (MS/HS) in their schedules at least three times a week and at least 50% report that MM/Advisory is an overall positive experience

Measurable Outcome: By the end of SY 22-23, 100% of schools have a Student Wellness Support Team (SWST) that meets regularly and implements a plan their school.

Goal #3: The culture and climate of schools improve in alignment with the Culture & Climate Rubric

Measurable Outcome: By end of SY 22-23, 50% of schools meet "fully in place" expectations for at least 80% of indicators in the culture and climate rubric.

FOCUS AREA #3: GRADUATION

Goal #1: More students graduate on time

Measurable Outcome: By SY 2026-27, 76% of students graduate on time (4-year adjusted Cohort graduation rate), an increase of 6.8% in SY 21-22.

Goal #2: City Schools increases its focus on transitioning grade level indicators to support student attendance, behavior, and course completion

Measurable Outcomes: By June 2023…

- 3rd grade:
    - 80% score at benchmark on NWF-CLS and NWF-WRC based on the Amplify EOY assessment.
- 6th grade:
    - Increase **average attendance** rate by 10 percentage points OR maintain 90%+ attendance rate
    - Increase students **passing all classes** by 10 percentage points OR maintain 90% passing rate.
- 9th grade:
    - Increase **average attendance** by 10 percentage points OR maintain 90% attendance rate
    - Increase **student promotion** by 10 percentage points OR maintain 90% promotion rate
    - Increase **average GPA** to 2.3
- 12th grade:
    - Every 12th grader has a **postsecondary plan**.