Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.	All Students- 49.5% SWD- 44.1% ELL- 31.7%

B1. SCEP Goal for Chronic Absenteeism (if required) or School Identified Area (if CA goal is not required)	All Students- 46.5% SWD- 42% ELL- 30.1% *NYS 2021-22 STATE LEVEL MIP

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on school's accountability data points and staff feedback, there is a need for the intervention team to focus on students' social/emotional needs that improve attendance and student acheivement.

D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August	September	The chairperson of the attendance team in collaboration with the home school assistant will develop a google document for staff members to communicate and address attendance needs and concerns with the attendance team.
September	January	Classroom teachers will document home contact in attend actions when a scholar misses 3 days of class.
September	January	Classroom teachers will e-mail names of scholars with attendance concerns or unsuccessful home contacts to our home school assistant.
September	January	Attendance team will review attendance data weekly and provide individualized and targeted interventions/supports to address absenteeism.
September	January	Attendance team and home school assistance will collaborate with families in the development of individualized support plans.
September	January	Attendance team will conduct attendance blitz by making home visits every semester.
September	January	Attendance team in collaboration with Intervention specialists will create support plans for identified 15% of scholars with highest needs. This plan will be monitored and adjusted biweekly.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	Student absenteeism data and Home School Assistant Home Visit data will be assessed in January.

F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of
January	June	Classroom teachers will continue to document home contact in attend actions when a scholar misses 3 days of class.
January	June	Classroom teachers will continue to e-mail names of scholars with attendance concerns or unsuccessful home contacts with our home school assistant.
January	June	Attendance team will continue to review attendance data weekly and provide individualized and targeted interventions/supports to address absenteeism.
January	June	Attendance team and home school assistance will continue to collaborate with families in the development of individualized support plans.
January	June	Attendance team will conduct second attendance blitz by making home visits.
January	June	Attendance team in collaboration with Intervention specialists will conitnue to monitor and adjust support plans of identified students biweekly.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES