

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010089
School Name:	Northwest College Preparatory

ENTER DATA INTO ALL YELLOW CELLS.

## 2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Steven Soprano	Title	Principal
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Website for Published Plan	<a href="http://www.rcsdk12.org/profile/nw">www.rcsdk12.org/profile/nw</a>		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.





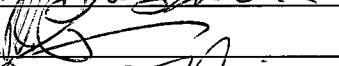



Implementation is required no later than the first day of regular student attendance.

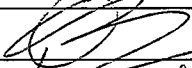





### SIGNATURES

**DIRECTIONS:** The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Steve Soprano	Principal		5/15/19
Tiffany Lee	Assistant Principal		5/15/19
Shannon Markin-McMurtrie	CASE		5/15/19
Katherine Palumbo	Literacy Teacher		5/15/19
Dale Schamback	Intervention Prevention Teacher		5/15/19
Reyita Perez	Spanish Teacher		5/15/19
Danielle Hoskins	ESOL Teacher		5/15/19
Aaron Valachovic	SPED Teacher		5/15/19

Qushon Taylor-Bertram	School Counselor		5/15/19
Marenda Thornton-Lawhorne	Science Teacher		5/15/19
Adam Holloway	Technology Teacher		5/15/19
Rick Roche	Athletic Director		5/15/19
Iris White	Head Secretary		5/15/19
Gayle Cameron	Teacher Assistant		5/15/19
	Parent		
Shaarone Smith	Parent	Shaarone Smith	5-15-19
Justina Colon	Parent	Justina Colon	5-15-19
Kevin Evans	Parent	Kevin Evans	5-15-19
	Parent		
	Parent		
Shane Smith	Student	Shanae Smith	5/15/19
Alaina Evans	Student	Alaina Evans	5/15/19
Tiyere Richardson	Student	Tiyere Richardson	5/15/19
Michael Harris	Student	Michael Harris	5/15/19
Javiellys Pomales Cuadrado	Student	Javiellys M. Pomales Cuadrado	5/15/19
Adonis Campbell	Student		

## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
  
- 2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and distribution through public agencies.
  
- 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
  
- 4. The SCEP contains at least one evidence-based intervention.
  
- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Evidence-Based Intervention

**Evidence-Based Intervention:** All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. 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:

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

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

<input checked="" type="checkbox"/>	<b>State-Supported</b>
If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.	
	Strategy the school will implement: Professional Learning Community

	<b>Clearinghouse-Identified</b>
If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.	
	Strategy the school will implement:
	Clearinghouse

Rating from Clearinghouse	
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<b>School-Identified</b>	<p>If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.</p>	
	Strategy the school will implement:	
	ESSA Evidence-Based Tier (1, 2, 3)	
	Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	

**Additional Evidence-Based Interventions (Optional)**

All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.


## Meaningful Stakeholder Participation

**Meaningful Stakeholder Participation:** The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

**Instructions:** List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
Steve Soprano	Principal
Tiffany Lee	Assistant Principal
Shannon Markin-McMurtrie	CASE
Katherine Palumbo	Literacy Teacher
Dale Schamback	Intervention Prevention Teacher
Reyita Perez	Spanish Teacher
Danielle Hoskins	ESOL Teacher
Aaron Valachovic	SPED Teacher
Qushon Taylor-Bertram	School Counselor
Marenda Thornton-Lawhorne	Science Teacher
Adam Holloway	Technology Teacher
Rich Roche	Athletic Director
Iris White	Head Secretary
Gayle Cameron	Teacher Assistant
Shaarone Smith	Parent
Justina Colon	Parent
Kevin Evans	Parent
Shane Smith	Student
Alaina Evans	Student
Tiyere Richardson	Student
Michael Harris	Student
Javiellys Pomales Cuadrado	Student

**Instructions:** Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	8/27/18, 9/20/18, 10/9/18, 10/30/18, 12/19/18, 1/29/19, 2/27/19, 4/11/19, 5/15/19	TR,AE,MH,JPC,SS,SS,TL,SMM,KP, DS,RP,DH,AV,QTB,MTL,AH,RR, IW,GC,SS,JC,KE	
Determining priorities and goals based on the needs identified	8/27/18/, 9/20/18, 10/9/18, 10/16/18, 11/27/18, 1/3/19, 2/22/19	TR,AE,MH,JPC,SS,SS,TL,SMM,KP, DS,RP,DH,AV,QTB,MTL,AH,RR, IW,GC,SS,JC,KE	

Identifying an evidence-based intervention	9/20/18, 10/9/18, 10/16/18, 11/27/18, 1/3/19, 2/22/19, 5/15/19	TR,AE,MH,JPC,SS,SS,TL,SMM,KP, DS,RP,DH,AV,QTB,MTL,AH,RR, IW,GC,SS,JC,KE	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	9/5/18, 9/20/18, 12/7/18, 1/29/19, 2/27/19, 4/11/19, 1/11/19, 3/21/19, 4/26/19, 5/15/19	TR,AE,MH,JPC,SS,SS,TL,SMM,KP, DS,RP,DH,AV,QTB,MTL,AH,RR, IW,GC,SS,JC,KE	
Identifying a plan to communicate the priorities to different stakeholders	8/27/18, 9/4/18, 9/20/18, 12/7/18, 1/29/19, 3/21/19, 4/26/19, 5/15/19	TR,AE,MH,JPC,SS,SS,TL,SMM,KP, DS,RP,DH,AV,QTB,MTL,AH,RR, IW,GC,SS,JC,KE	

**TSI schools only:** Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the SCEP</b>
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

**English Language Arts**

<b>A1. ELA Baseline Data: Provide the most recently available information.</b>			All Students-28.9
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>			All Students- 49.4
<b>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.</b>			As evidenced by our most recent DTSDE report (March 2019), the school needs to arrange the school schedule to allow the ELA teachers and tier 2 ELA lab teachers time to co-plan curriculum, lesson plans, and review student performance data.
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>			
<b><u>D2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>D3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>D4. Steps to Address Areas of Need and Improve Goal:</u></b> 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 2019	January 2020	Lesson plans that provide for student centered learning with teacher as facilitator (Onboarding/building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.	
August 2019	January 2020	Better planning for differentiation of instruction. (Onboarding/building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.	
August 2019	August 2019	District content specialist to present at staff on-boarding to address above, as well as help develop quality rituals and routines.	
September 2019	January 2020	Push in/pull out to be provided across content areas by Literacy teacher	
September 2019	January 2020	Coordination between ELA teachers, and literacy teacher to review student NWEA data.	
September 2019	January 2020	Scheduled walkthroughs, across content areas, by Administration to provide immediate feedback.	
September 2019	January 2020	Teacher formal and unannounced observations.	
September 2019	January 2020	Student progress reports reviewed with students (5 week mark of every marking period throughout the school year) and sent to families at midmark of all four marking periods (all content areas).	



October 2019	November 2019	Goal setting with individual students based off of Fall NWEA data.
<b>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.</b>		All students- 50.0
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the</b>
January 2020	June 2020	Lesson plans that provide for student centered learning with teacher as facilitator (Continued building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
January 2020	June 2020	Better planning for differentiation of instruction. (Continued building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
January 2020	June 2020	Push in/pull out to be provided across content areas by Literacy teacher
January 2020	June 2020	Coordination between ELA teachers, and literacy teacher to review student NWEA data.
January 2020	June 2020	Scheduled walkthroughs, across content areas, by Administration to provide immediate feedback.
January 2020	June 2020	Teacher formal and unannounced observations.
January 2020	June 2020	families at midmark of all four marking periods (all content areas).
January 2020	June 2020	Utilization of district half days to provide PD to staff.

**Mathematics**

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>	All Students- 16.3
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<b>B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	All Students- 47.1
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<b>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.</b>	As evidenced by our most recent DTSDE report (March 2019), the school needs to arrange the school schedule to allow the Math teachers and tier 2 Math lab teachers time to co-plan curriculum, lesson plans, and review student performance data.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas 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.</b>
August 2019	January 2020	Lesson plans that provide for student centered learning with teacher as facilitator (Onboarding/building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
August 2019	January 2020	Better planning for differentiation of instruction. (Onboarding/building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
August 2019	August 2019	District content specialist to present at staff on-boarding to address above, as well as help develop quality rituals and routines.
September 2019	January 2020	Scheduled walkthroughs, across content areas, by Administration to provide immediate feedback.
September 2019	January 2020	Teacher formal and unannounced observations.
September 2019	January 2020	Student progress reports reviewed with students (5 week mark of every marking period throughout the school year) and sent to families at midmark of all four marking periods (all content areas).
September 2019	January 2020	Literacy teacher to push in math classrooms to aid in vocabulary development, both written and mathematical.
October 2019	November 2019	Goal setting with individual students based off of Fall NWEA data.

<b>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.</b>	8% overall increase in student Math and ELA NWEA scores.
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of</b>
January 2020	June 2020	Lesson plans that provide for student centered learning with teacher as facilitator (Continued building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
January 2020	June 2020	Better planning for differentiation of instruction. (Continued building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
January 2020	June 2020	Coordination between Math teachers and literacy teacher to review student NWEA data, to better improve targeted instruction.
January 2020	June 2020	Scheduled walkthroughs, across content areas, by Administration to provide immediate feedback.
January 2020	June 2020	Teacher formal and unannounced observations.
January 2020	June 2020	midmark of all four marking periods (all content areas).
January 2020	June 2020	Utilization of district half days to provide PD to staff.
January 2020	June 2020	Literacy teacher to push in math classrooms to aid in vocabulary development, both written and mathematical.

Survey

<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results</b>			I can talk to a teacher or other adult at school about something that is bothering me.
<b>A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.</b>			In most recent survey (May 2019), 60% of the student body felt that they could talk to a teacher or other adult at school about something that is bothering them.
<b>B1. SCEP Goal for Survey Question</b>			By January 31, 2020, 80% of the student population (grades 7 & 8) will state that they could talk to a teacher or other adult at school about something that is bothering them.
<b>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.</b>			The school needs to create a safe learning environment for students so that they feel comfortable to talk to a teacher or other adult about something that is bothering them.
<b>D1. Action Plan - August 2019 through January 2020</b>			
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
September 2019	January 2020	District-wide/Building PD offerings will be reviewed by all staff members.	
September 2019	January 2020	Administrative classroom walkthroughs, formal and unannounced observations, grade level team meetings, Parent teacher conferences	
September 2019	January 2020	Hold a family/staff dinner each semester to include parents in the conversation regarding building positive culture and climate.	
September 2019	January 2020	Create conversation among teachers and students to reflect, react and refine classroom interactions.	
September 2019	January 2020	Staff will participate in PD in order to learn new strategies to address the needs of our diverse population.	
September 2019	January 2020	Hold grade level Town Hall meetings, each marking period, to get feedback and provide open dialogue between students and staff.	

<b>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.</b>	An increase in the percentage of the student body who responded favorably to the survey.	
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b>	<b>F3. End Date:</b>	<b>Identify F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of</b>
January 2020	June 2020	District-wide/Building PD offerings will be reviewed by all staff members.
January 2020	June 2020	Administrative classroom walkthroughs, formal and unannounced observations, grade level team meetings, Parent teacher conferences
January 2020	June 2020	Hold a family/staff dinner each semester to include parents in the conversation regarding building positive culture and climate.
January 2020	June 2020	Create conversation among teachers and students to reflect, react and refine classroom interactions.
January 2020	June 2020	Staff will participate in PD in order to learn new strategies to address the needs of our diverse population.
January 2020	June 2020	Hold grade level Town Hall meetings, each marking period, to get feedback and provide open dialogue between students and staff.

**English Language Proficiency (ELP) or School-Selected Indicator**

<b>A1. ELP or School-Selected Baseline Data: Provide the most recently available information.</b>	Currently Northwest Jr. High School has 60 out of school suspension for the 2018-2019 school year.
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<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)</b>	Reduce out of school suspensions by 10%.
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<b>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.</b>	Northwest currently has 70 incident referrals as shown in SPA data. We need to decrease this number to 50 in order to maximize the amount of instructional time students are receiving and to meet students social-emotional and developmental health needs.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas 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.</b>
September 2019	January 2020	Grade level team meetings will occur weekly. Team will consist of intervention specialist, counselor, social worker, Assistant Principal, teachers.
September 2019	January 2020	Principal and Assistant Principal will review SPA data on a monthly basis.
September 2019	January 2020	Utilization of a Help Zone to allow students time to de-escalate, reflect, and be re-entered into the classroom.
September 2019	January 2020	Restorative practice team, headed by Assistant Principal and Intervention Prevention Specialist to hold restorative circles and mediations.
September 2019	January 2020	Monthly meetings will be held with Administration, Help Zone team, and Restorative practice team to consistently progress monitor SPA and referral data throughout the year.
October 2019	November 2019	Creation of School Support Team and referral form to be utilized in student Responsive to Intervention meetings focusing on individual students.


**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.**

A reduction of 10% in out of school suspensions in comparison to data from September 2018-January 2019 of previous school year.

**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half</b>
January 2020	June 2020	Grade level team meetings will occur weekly. Team will consist of intervention specialist, counselor, social worker, Assistant Principal, teachers.
January 2020	June 2020	Principal and Assistant Principal will review SPA data and all internal referrals on a monthly basis.
January 2020	June 2020	Utilization of a Help Zone to allow students time to de-escalate, reflect, and be re-entered into the classroom.
January 2020	June 2020	Restorative practice team, headed by Assistant Principal and Intervention Prevention Specialist to hold restorative circles and mediations.
January 2020	June 2020	RTI data will be revisited at weekly team meetings to assess student progress or intervention modifications that may be needed.
January 2020	June 2020	referral data throughout the year.

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</b>	All Students- 53.7%	
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b>	All Students- 42.9%	
<b>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.</b>	As evidenced by our most recent DTSDE report (March 2019), the school needs to make daily phone calls to students who are absent from school. The school will also develop a mentorship program, where those students who exhibit chronic absenteeism will be assigned a trusted individual to check in with daily to see if the student is present, and make calls home when student is absent.	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas 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.</b>
August 2019	August 2019	Parent student orientation that highlights the importance of student attendance.
September 2019	September 2019	Student incentives to increase attendance: Calender of events, field trips, celebrations presented to students at first Town Hall meeting.
September 2019	January 2020	Home school assistant, guidance counselor, and/or Administration to conduct home visit for student missing 5 consecutive school days.
September 2019	January 2020	Connect students and families with community agencies to address and support poor student attendance.
September 2019	January 2020	Assign student who exhibit poor attendance a mentor (staff member) for daily check-ins to see if student is present.
September 2019	January 2020	Attendance liason will make daily phone calls to students who show up on absentee list.



<b>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.</b>	All student chronic absentee rate below 43%.
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the</b>
January 2020	January 2020	Student incentives to increase attendance: Calender of events, field trips, celebrations presented to students at second semester Town Hall meeting.
January 2020	June 2020	Home school assistant, guidance counselor, and/or Administration to conduct home visit for student missing 5 consecutive school days.
January 2020	June 2020	Continue to assign student who exhibit poor attendance a mentor (staff member) for daily check-ins to see if student is present.
January 2020	June 2020	Connect students and families with community agencies to address and support poor student attendance.
January 2020	June 2020	Attendance liason will make daily phone calls to students who show up on absentee list.