

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	School 02- Clara Barton

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Sharon Murrell Dilbert	Title	Principal
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Website for Published Plan	www.rcsdk12.org/dcip		

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
Sharon Murrell Dilbert	Principal	Sharon Murrell Dilbert	5/16/2019
Denise Quamina	Assistant Principal	Denise Quamina	5/17/19
Charle Moore	Spec. Ed. Teacher	Charle Moore	5-17-19
Lori Wess	Spec. Ed. Teacher	Lori Wess	5-17-19
Kristine Elliott	Consultant/Resource Teacher	Kristine Elliott	5-17-19
Lynne Fox	Spec. Ed. Teacher/Math Intervention Specilaist	Lynne Fox	5/17/19
Raquel Hawkins	6th Grade Teacher	Raquel Hawkins	5/17/19
Dale Spafford	5th Grade Teacher	Dale Spafford	5/17/19
Dwana Harrell	Parent Liaison	Dwana Harrell	5/17/19
Nichelle Cave	School Secretary	Nichelle Cave	5/17/19
Kristine Hooker	Teaching Assistant	Kristine Hooker	5/17/19
Bobbi Collins	Parent	Bobbi Collins	5-17-19
Debra Williams	Parent	Debra Williams	5-17-19
Takara Houston	Parent		

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"/>	State-Supported
	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.
	Strategy the school will implement:
	Restorative Justice/Practices for PreK - 6

	Clearinghouse-Identified
	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

School-Identified	<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)	
<p>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.</p>	

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
David Huddleson	Terrific Kid Assembly Coordinator, The Kiwanis Club
Nolica Murray-Fields	Assistant Director of Prevention Education, The Center for Youth
Qawan Bollar	Assistant Director of School Based Services, The Center for Youth
Joy Brooks	Help Zone Coordinator, The Center for Youth
Mark Hale	Site Coordinator for Quad A for Kids
Sharon Murrell Dilbert	Principal
Denise Quamina	Assistant Principal
Dwana Harrell	Parent Liaison
Nichelle Cave	School Secretary
Lori Wess	12:1:1 2nd Grade Teacher
Kristine Elliott	Consultant/Resource Teacher
Raquel Hawkins	6th Grade Teacher
Charle Moore	6:1:1 K-2 Teacher
Dale Spafford	5th Grade Teacher
Lynne Fox	Math Intervention Teacher
Kristine Hooker	Teaching Assistant
Rahimah Wynn	Office of Parent Engagement
Petra Youngman	Kindergarten Teacher

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	3/7/19 3/26/19 3/28/19 3/29/19 5/15/19	DH NF QB JB DQ SD MH CM DS LW LF KE CW NC	1)Quad A increasing its academic component 2)Reviewing Parent Survey Data

Determining priorities and goals based on the needs identified	3/28/19 4/24/19 5/15/19	MH DH NF QB JB SD MH CM DS LW LF KE CW	1)Quad A Improving communication with school staff in order to better address student needs 2)Maximizing weekly Grade Level meetings
Identifying an evidence-based intervention	12/11/19 5/15/19	NF QB JB DQ SD CM DS LW LF KE CW NC NP EN HM PY	1) CFY can support our school with Restorative Practices by pushing into classrooms regularly to facilitate Academic Circles
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	1/16/19 2/6/19 3/13/19 4/10/19 5/15/19	PY DW BC SD DH JB	1)Parent Liaison collaborates with PTO, Administrators, Teachers and Community Partners to schedule relevant activities for our families i.e Chuck E. Cheese Fundraiser, Parent Workshops, Curriculum Nights for ELA & Math.
Identifying a plan to communicate the priorities to different stakeholders	3/26/2019 5/15/19	NF QB JB DQ SD CM DS LW LF KE CW NC DH	stakeholders to see what the students do in the program - STEM, Soapbox Cars, Cooking, Clothign Design, Financial Literacy. 2) CFY Coordinator will coach our 5th/6th grade Restorative Champions and support our school/students with Restorative Practices by pushing into classrooms

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

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	There is a good representation and balance of teachers responsible for teaching the identified subgroup (Latino) on the SBPT. Intervention Teachers for Math and English were included in the planning, data analysis and writing to ensure that there was alignment between the data, goals, curriculum, instruction and action steps included in the SCEP development.
Parents with children from each identified subgroup.	Parents are invested in the outcomes reflected in the goals. Our parents are committed to helping Clara Barton School #02 improve the percentage of parents and families engaged in school improvement and student achievement efforts. The addition of a Parent Room to our soon to our original building, the redesign of Respect & Protect/Bulldog Pride as our PBIS model, and the inclusion of parents in our ongoing school wide implementation of Restorative Practices is reflective of the representation of parents in our school community.
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	All Students- 49.5 SWD- 20.3 ELL-NA Hispanic or Latino- 28.6	
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-56.2 SWD- 39.8 ELL-NA Hispanic or Latino- 38.1	
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 evidence collected from walkthrough feedback, it was determined that there was inconsistent implementation of the workshop model used during ELA/Writing instruction. Based on evidence collected through student performance data, it was determined that there is a need for collaboration among support teachers, interventionists and classroom teachers in review of data to provide appropriate tiers of support to students.	
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 Areas of Need and Improve 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.
8/2019	1/2020	Develop and implement a school-wide Instructional Leadership Team and DataWise school improvement process.
8/2019	9/2019	Administrators and the Instructional Leadership Team will create a calendar of professional learning opportunities to engage all stakeholders in the understanding of Next Generation Learning Standards, understanding scope, sequence and assessment of curriculum to plan rigorous, personalized learning opportunities, and use of the instructional framework around expectations of lesson planning.
8/2019	9/2019	Analyze June 2019 NWEA and AIMSWeb data for ELA, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.
9/2019	10/2019	Using an instructional coaching model, members of the ILT will conduct classroom walkthroughs to collect evidence of use of instructional framework during lessons.
10/2019	January 2020	Data collected during classroom walkthroughs will be reviewed at weekly grade level meetings to drive professional learning opportunities specific to individual teacher needs.
8/2019	9/2019	Create a master schedule that includes common planning time to support vertical and horizontal teaming and review data collaboratively.

9/2019	1/2020	Adhere to master schedule and use common planning time to meet consistently and review data collaboratively.

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.	As evidenced by walkthrough data, by January 2020 100% of teachers will implement the workshop model into instruction daily. As evidenced by NWEA data and AIMSWeb data, 40% of students, grades 1 - 6, will show growth.	
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of
1/2020	2/2020	particular focus on scope and sequence, and adjust professional learning calendar according to data collected during the first semester of instruction.
1/2020	2/2020	Analyze winter NWEA data for ELA, align coaching walkthrough focus to support and improve student achievement based on data, shifting resources as needed.
1/2020	6/2020	Using an instructional coaching model, members of the ILT will conduct classroom walkthroughs to collect evidence of use of instructional framework during lessons.
1/2020	6/2020	Data collected during classroom walkthroughs will be reviewed at weekly grade level meetings to drive professional learning opportunities specific to individual teacher needs.
1/2020	6/2020	Adhere to master schedule and use common planning time to meet consistently and review data collaboratively.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students- 42.1 SWD- 20.3 ELL-NA Hispanic or Latino- 26
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-69.8 SWD- 42.5 ELL-NA Hispanic or Latino- 39.3
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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 evidence collected from walkthrough feedback, it was determined that there was inconsistent implementation of the workshop model or common curriculum used during Math instruction. Based on evidence collected through student performance data, it was determined that there is a need for collaboration among support teachers, interventionists and classroom teachers in review of data to provide appropriate tiers of support to students.
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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 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.
8/2019	1/2020	Develop and implement a school-wide Instructional Leadership Team and DataWise school improvement process.
8/2019	9/2019	Provide professional learning to support K-6 teachers in the implementation of a common Math curriculum, grades K-5 (Zearn).
8/2019	9/2019	Administrators and the Instructional Leadership Team will create a calendar of professional learning opportunities to engage all stakeholders in the understanding of Next Generation Learning Standards, understanding scope, sequence and assessment of curriculum to plan rigorous, personalized learning opportunities, and use of the instructional framework around expectations of lesson planning.
8/2019	9/2019	Analyze June 2019 NWEA and AIMSWeb data for Math, align coaching walkthroughs to support and improve student achievement based on data, shifting resources as needed.
9/2019	10/2019	Using an instructional coaching model, members of the ILT will conduct classroom walkthroughs to collect evidence of use of instructional framework during lessons.
10/2019	January 2020	Data collected during classroom walkthroughs will be reviewed at weekly grade level meetings to drive professional learning opportunities specific to individual teacher needs.
8/2019	9/2019	Create a master schedule that includes common planning time to support vertical and horizontal teaming and review data collaboratively.
9/2019	1/2020	Adhere to master schedule and use common planning time to meet consistently and review data collaboratively.

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.	<p>As evidenced by walkthrough data, by January 2020 100% of teachers will implement the workshop model into instruction daily.</p> <p>As evidenced by NWEA data and AIMSWeb data, 40% of students, grades 1 - 6, will show growth.</p> <p>As evidenced by Zearn data, 40% of students, grades K-5, will show growth.</p>
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: 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 the
1/2020	2/2020	Administrators and the Instructional Leadership Team will revisit the calendar of professional learning opportunities created in September, with a particular focus on scope and sequence, and adjust professional learning calendar according to data collected during the first semester of instruction.
1/2020	2/2020	Analyze winter NWEA, AIMSWeb and Zearn data for Math, align coaching walkthrough focus to support and improve student achievement based on data, shifting resources as needed.
1/2020	6/2020	Using an instructional coaching model, members of the ILT will conduct classroom walkthroughs to collect evidence of use of instructional framework during lessons.
1/2020	6/2020	Data collected during classroom walkthroughs will be reviewed at weekly grade level meetings to drive professional learning opportunities specific to individual teacher needs.
1/2020	6/2020	Adhere to master schedule and use common planning time to meet consistently and review data collaboratively.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	The school sees me as a partner in my child's education.
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.	The survey results for this question: 50% Disagree and 50% Don't Know. the results came from families/parents.

B1. SCEP Goal for Survey Question	By June of 2020, 40% of families/parents answering this question on the school climate survey will agree that the school sees them as a partner in their child's education.
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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.	As evidenced by the survey results to the question "The school sees me as a partner in my child's education," listed in A2, the school acknowledges a need to develop relationships with parents/families that include parents as partners in their child's education.
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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 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.
August 2019	September 2019	In August the school will conduct outreach to invite families to the Back to School Orientation Family Picnic, including outreach to Pre-K families to their Back-to-School Orientation Picnic.
September 2019	January 2020	The school will conduct outreach prior to all family events to encourage parents' attendance. (i.e. Home Visits, ROBO Calls, Social Media (Clara Barton Facebook Page & the School Website), Mailings, etc.
September 2019	January 2020	Conduct monthly "Read With Your Child" Fridays where family members volunteer to read to classrooms.
September 2019	January 2020	Host "Terrific Kids" events monthly to celebrate student success.
September 2019	January 2020	Send home our "Bulldog Pride" postcards to communicate good news about our students.
August 2019	January 2020	Use parent survey results from June 2019 to drive activity planning for the 2019-2020 school year.
September 2019	January 2020	Send home monthly newsletters to parents to inform them of happenings at the school and upcoming family events.
December 2019	December 2019	Conduct satisfaction survey to parents/families.

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.	<p>As evidenced by sign-in sheets from parent events and parent volunteer activities, there will be an increase of parent/family participants at events or volunteer activities as compared to 2018.</p> <p>As evidenced by results from the parent/family satisfaction survey, there will be an increase in the percentage of parents that believe that the school views them as a partner in their child's education.</p>
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: 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
1/2020	2/2020	Review results from parent/family satisfaction survey from December 2019 and adjust parent activities accordingly.
1/2020	6/2020	Staff will continue to communicate often with families via phone calls, text messages, dojo, text remind app, positive postcards, mailings, notes, home visits, robocalls, and social media (Clara Barton School #2 facebook page and website).
1/2020	6/2020	Staff will continue to invite parents in to read with the students on Fridays.
1/2020	6/2020	Staff will continue to contact parents to invite them to the Terrific Kids Assembly when their child is participating or performing.
1/2020	6/2020	Staff will continue catching students doing the right thing and the restorative thing.

English Language Proficiency (ELP) or School-Selected Indicator

English Language Proficiency (ELP) or School-Selected Indicator		
A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	*Need School Selected Goal	
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	Restorative Practices and Restorative Justice	
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.	The number of disciplinary referrals, suspensions (ISS and OSS), and mental health arrests for the 2018-2019 school year must be reduced in order to increase student achievement. Students are out of their classrooms too many itmes throughout the school day. Students spend time daily in buddy classrooms, the ISS Room, The Help Zone, the Main Office, etc.	
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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 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.
8/2019	8/2019	Stakeholders will collaboratively plan a school-year calendar to incorporate Restorative Traits for each month.
8/2019	8/2019	Students serving as Restorative Champions, and staff new to the school, will be trained in Peace Circle facilitation and mediation.
9/2019	6/2020	Peace Circles and mediations will be facilitated by Restorative Champions.
8/2019	1/2020	The Restorative Practices Team will absorb the Respect and Protect Committee in order to begin the process of motivating students intrinsically instead of extrinsically.
8/2019	1/2020	The Restorative Practices Team members will work with the Center for Youth Staff to "Coach Up" our Restorative Champions (students) to be leaders in mediating peers, and in facilitating Peace Circles in Primary classrooms.
9/2019	1/2020	The Social Workers and stakeholders will study suspension circles, and include the Restorative Champions in the Re-Entry from Suspension Circles.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	All Students-38.3% SWD- 42.9% ELL-NA Hispanic or Latino- 49%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	All Students- 32.1% SWD- 32.5% ELL-NA Hispanic or Latino- 36.8%	
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 review of attendance data, there is a need to improve current systems within the school to support an increase of daily average attendance.	
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 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.
8/2019	9/2019	Stakeholders will send personal letters, and cards to their incoming families.
8/2019	9/2019	Stakeholders will conduct group home visits (with support from the Parent Liaison and the Administrators) to meet their incoming families.
8/2019	9/2019	The Parent Liaison will coordinate the annual Back to School Orientation Picnic in August for new and returning families, to give them an opportunity to see the school, their classroom and the classroom teaching staff.
8/2019	1/2020	The Attendance Team will begin the year with weekly meetings to closely monitor and address chronic absenteeism using phone calls, letters, home visits, RCSD robocalls, etc.
9/2019	1/2020	Parent Liaison will use attendance data to identify students who have the potential of becoming chronically absent (yellow) to develop, in collaboration with the Attendance Team, a plan to support the students and their families.
9/2019	1/2020	The Attendance Team will use data to identify students who are chronically absent (red), to develop a plan with supports to connect the families with community agencies.
9/2019	1/2020	Using the data collected through the Attendance Team and the Parent Liaison, the school will promote positive attendance and improved attendance on the PA system bi weekly and reward classes monthly that have both perfect and most improved attendance.
9/2019	1/2020	Students will be recognized monthly at our Terrific Kid Assembly for attendance (most improved, good, great, perfect, etc.)
9/2019	1/2020	Monthly attendance averages for each grade level will be posted on a bulletin board near the entrance to the school building and communicated throughout the school community.
9/2019	1/2020	Classroom Teachers will work with their students to prepare them to record, understand and discuss their attendance data so that they can lead their own conferences during the Fall Parent Teacher Conference night.
8/2019	1/2020	Parent Liaison will provide materials/resources to families' attendance at schoolwide events.

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.		
By January 2020, the school will have reduced its chronic absenteeism rate by approximately 3 percentage points, for a rate of 35.3% for all students.		
F1. Action Plan - January 2020 through June 2020		
F2. Start Date:	F3. End Date: 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 the
1/2020	6/2020	Classroom Teachers will work with their students to prepare them to record, understand and discuss their attendance data so that they can lead their own conferences during the Spring Parent Teacher Conference night.
1/2020	6/2020	The Attendance Team will begin the year with weekly meetings to closely monitor and address chronic absenteeism using phone calls, letters, home visits, RCSD robocalls, etc.
1/2020	6/2020	Parent Liaison will use attendance data to identify students who have the potential of becoming chronically absent (yellow) to develop, in collaboration with the Attendance Team, a plan to support the students and their families.
1/2020	6/2020	The Attendance Team will use data to identify students who are chronically absent (red), to develop a plan with supports to connect the families with community agencies.
1/2020	6/2020	Using the data collected through the Attendance Team and the Parent Liaison, the school will promote positive attendance and improved attendance on the PA system bi weekly and reward classes monthly that have both perfect and most improved attendance.
1/2020	6/2020	Students will be recognized monthly at our Terrific Kid Assembly for attendance (most improved, good, great, perfect, etc.)
1/2020	6/2020	Monthly attendance averages for each grade level will be posted on a bulletin board near the entrance to the school building and communicated throughout the school community.
1/2020	6/2020	Parent Liaison will provide materials/resources to families' attendance at schoolwide events.