LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	SCHOOL 43-THEODORE ROOSEVELT

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Richard Smith	Title	Principal
Phone	585-458-4200	Email	richard.smith@rcsdk12.org
Website for Published Plan	https://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 identifed 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

***See the next page for names and signatures of all those who participated in the development of this SCEP.

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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
Bonnie Morigeau	Parent	Ben My	5/13/19
Michele Johnstone	ELA Teacher	mjohnstone	5/13/19
Rick Smith	Principal		5/13/19
Dara Stoll	Teacher		5-13-19
Antonia Anthony	Teacher		5/13/19
Ericka Lopez	ENC Teacher	Cindy Lopez	5/14/19
Steve Kornacker	math		5/14/19
Karla Licata			5/14/19
Mikayla Elwell	Teacher		5/15/19
Courtney Smart	Teacher	Courtney Smart	5/15/19
Jacqueline Robinson	Teacher	Jacqueline Robinson	5/15/19
E'Shantee Manley	teacher	E'Shantee Manley	5/15/19
Jeanne Bryk	teacher	Jeanne Bryk	5/15/19
Zestean Smith	teacher	Zot Smith	5/15/19
Adam Martinez	''	Adam Martinez	5-15-19
Caroline Williford	teacher	Caroline Williford	5-15-19
Jeffery Kenyon	teacher		5-15-19

Name	Title	Signature	Date
Kathleen Traver	Classroom teacher	Kathleen Traver	5/15/19
Randy Thomas	Classroom teacher	Randy Thomas	5/15/19
Michael Jinks	Classroom teacher	Michael Jinks	5/15/19
Jennifer Heineman	CRT	Jennifer Heineman	5/15/19
Meghan Barrett	Spec. Ed. Teacher	Meghan Barrett	5/15/19
Tracy Eckert	Classroom teacher	Tracy Eckert	5/15/19
Lynne Sassenhausen	LEAD teacher	L. Sassenhausen	5/15/19
Renée Lippa	Classrm. Tchr.	Renée M. Lippa	5/15/19
Sarah Newman	Classrm teacher	Sarah Newman	5/15/19
Stacey Hermann	Classroom teacher	Stacey Herr	5/15/19
Susan Sorricio	Reading Teacher	Susan Sorricio	5/15/19
Katherine Ewart	SLP	Katherine Ewart	5/15/19
Julie Marciano	Classroom teacher	Julie Marciano	5/15/19
Tracy Butters	classroom teacher	Tracy B	5/15/19
Christine Smeaton	SPED teacher	C Smeaton	5/15/19
Deborah Nettle	classroom teacher	Deborah Nettle	05-15-19
Madison Carter	SPED teacher	Madison Carter	5/15/19
Lauren Ewart	LTS	Lauren Ewart	5/15/19
Bricen Lynch	C.I.T	Bricen Lynch	5-15-19
Lisa Alexander	Parent Liaison	Lisa Alexander	5/15/19
Chanta Willis	Assistant Principal	Chanta Willis	5/15/19
SUSAN HOUGHTON	Art Teacher	S Houghton	5/15/19
Warren Thomas	substitute teacher	Warren Thomas	5/15/19
Doriy Jackson	ISS	Doriy Jackson	5/15/19
Heather Nebos	Sch. Sec	Heather Nebos	5/15/19

SIGNATURES

Name	Title	Signature	Date
Austin Ridge	father		5/13/19
Terri Vernon	mother		5/13/19
Mary Bradly	mother	Mary Bradly	5/13/19
Veronica G.C.	Grandma	Veronica G.C.	5/14/19
Timothy Arend	Grandad		5/14/19

Statement of Assurances

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

x	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.
X	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.
x	3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
x	4. The SCEP contains at least one evidence-based intervention.
x	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.

	State-Supported	
X	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:	Professional Learning Communities

	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	

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
Bonnie Morigeau	Parent
Michele Johnstone	Teacher
Rick Smith	Principal
Kara Stadt	Teacher
Antonia Anthony	ENL Teacher
Ericka Lopez	ENL Teacher
Steve Kornaker	Teacher
Karla Licata	Grandparent
Mikayla Ekwell	Teacher
Courtney Smart	Teacher
Jacqueline Robinson	Teacher
E'Shantee Manley	Teacher
Jeanne Bryk	Teacher
Zestean Smith	Teacher
Adam Martinez	Teacher
Carline Williford	Teacher
Jeffery Kenyon	Teacher
Kathleen Traver	Teacher
Jennifer Heineman	Teacher
Randy Thomas	Teacher
Michael Jinks	Teacher
Meghan Barrett	Teacher
Tracy Eckert	Teacher
Lynne Sassenhausen	Speech Language Pathologist
Renee Lippa	Teacher
Sarah Newman	Teacher
Stacey Hermance	Teacher
Susan Sorrieo	Reading Teacher
Katherine Ewart	Speech Laguage Pathologist
Julie Marciano	Teacher

Tracy Buttars	Teacher
Chritine Smeaton	Teacher
Deborah Nettle	Teacher
Madison Carter	Teacher
Lauren Ewart	Long Term Substitute
Brian Lynch	Teacher
Lisa Alexander	Parent Liaison
Chanta Willis	Assistant Principal
Susan Houghton	Art Teacher
Warren Thomas	Substitute Teacher
Doriy Jackson	Paraprofessional
Heather DeVos	School Secretary
Austin Ridge	Father/Parent
Terri Vernon	Mother/Parent
Mary Bradley	Mother/Parent
Veronica G.C	Grandparent
Timothy Arend	Grandparent
Mary Bradley	Mother
Jennifer Heineman	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	**School Based Planning Team** (10/1/2018, 10/16/2018,	TY, TV, SH, JT, EM, ZS, ZM,	books in their classroom (goal achieved)
Determining priorities and goals based on the needs identified	**DTSDE Visit and Report** (12/4/2018 and 12/5/2018) **School Based Planning Team** (10/1/2018, 10/16/2018, 11/13/2018, 12/11/2018, 1/8/2019, 3/12/2019, 5/14/2019) **Grade Level Meetings** (GL)	RS, CW, MJ, SK, KS, HD, LS, TY, TV, SH, JT, EM, ZS, ZM, AE, CR, RL, LS SN, TE, JM, KE, SH, MD, TB, JK, JH, KT, RT, DN, CS, EL, LE, MR, JB, JR, CS, TR, AM, MB, CW, MJ, JS, ME, MC, RS	
Identifying an evidence-based intervention	NYS Supported Strategy: Professional Learning Communities	OSI Team Directed	What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
Scheduling activities to occur during the year to reach these	**Leadership Team Meeting** (5/12/2019)	TY, TV, SH, JT, EM, ZS, ZM,	

Identifying a plan to communicate the priorities to different stakeholders	Leadership Team Meeting (5/12/2019)	RS, CW, MJ, SK, KS

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	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	All Students- 51.9

B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students- 54.8

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	*DTSDE: There are many different ELA curricular programs for kindergarten through grade six which has created some challenges for vertical alignment of ELA standards. DTSDE: Teachers need to create data folders for each student and should provide students with regular opportunities to discuss their academic performance and data.*

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.
August 2019	September 2019	Development of grade level standards tracking forms with a uniform ELA curriculum and Skills Tracking Calendar to guide weekly grade level meetings and discussion in ELA
August 2019	September 2019	Development of Assessment Calendar for NWEA and Renaissance Learning assessments for ELA
September 2019	October 2019	Data Binders/Folders development for teachers and students with NYS ELA Next Generation Learning Standards tracker for alignment and data collection.
September 2019	October 2019	Development and implementation of school-wide Instructional Leadership Teams and the Data Wise school improvement process.
September 2019	October 2019	Weekly Grade Level meetings using the standards tracker to; collect and analyze data, discuss student learning, identify areas of need, unpack modules, look at student work, develop and try out instructional solutions and assess the impact of these solutions.
September 2019	October 2019	Implementation of grade level standards tracking forms to progress monitor and drive instructional changes based on student response to Standards Based instruction with uniform ELA curriculum.
September 2019	October 2019	Through the use of walkthrough data and feedback, exemplars of teachers who have a high level of student-led instruction will be identified to support grade level team meeting lesson plan studies.
October 2019	November 2019	Grade level teams will use the lesson plan study format to increase student-led instruction across all classrooms.

October 2019	January 2020	Teachers will use tracker and pacing guide daily with a weekly check-in during grade level meetings.
September 2019	January 2020	Implementation of Student and Teacher Data Binders/Folders to progress monitor NYS ELA Next Generation Learning Standards.
October 2019	January 2020	Weekly Leadership team meetings to collect and analyze data, discuss student learning, identify areas of need, develop and try out instructional solutions and assess the impact of these solutions.
September 2019	January 2020	Schoolwide data walls and performance reports to communicate NWEA and Renaissance Learning Assessments for ELA towards SCEP goal; updated every 5 weeks.
October 2019	November 2019	standards).
November 2019	January 2020	create and send home student packets over winter break with incentives for completion.
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.		*Review NWEA and Renaissance Learning Assessments to determine progress towards SCEP Goal; applying the formula used for the goal to these assessments = 53.4

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**
January 2020	February 2020	in need of refinement.
January 2020	June 2020	need, unpack modules, look at student work, develop and try out instructional solutions and assess the impact of these solutions.
January 2020	June 2020	response to Standards Based instruction with uniform curriculum.
January 2020	June 2020	Implementation of Student and Teacher Data Binders/Folders to progress monitor NYS ELA Next Generation Learning Standards.
January 2020	June 2020	out instructional solutions and assess the impact of these solutions.
January 2020	June 2020	Monthly Leadership Team Meetings to review data from NWEA and Renaissance Learning Assessments for ELA.
January 2020	June 2020	Data Walls and documents to communicate NWEA and Renaissance Learning Assessments for ELA towards SCEP goal.
January 2020	June 2020	create and send home student packets over Summer break with incentives for completion.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students- 50.4
B2. SCEP Goal for Mathematics **TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**	All Students- 69.7
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.	DTSDE: In most observed classes, the IIT noted that instruction was teacher-centered with few opportunities for high-level student engagement. The IIT observed few examples of student-led conversations. DTSDE: Teachers need to create data folders for each student and should provide students with regular opportunities to discuss their academic performance and data.

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	Development of grade level standards tracking forms with a uniform Math curriculum and Skills Tracking Calendar (to include Zearn) to guide weekly grade level meetings and discussion in Math.
August 2019	September 2019	Development of Assessment Calendar for NWEA and Renaissance Learning assessments for Math
September 2019	October 2019	Data Binders/Folders development for teachers and students with NYS Math Next Generation Learning Standards tracker for alignment and data collection.
September 2019	October 2019	Development and implementation of school-wide Instructional Leadership Teams and the Data Wise school improvement process.
September 2019	October 2019	Weekly Grade Level meetings using the standards tracker and Zearn data; collect and analyze data, discuss student learning, identify areas of need, unpack modules, look at student work, develop and try out instructional solutions and assess the impact of these solutions.
September 2019	October 2019	Through the use of walkthrough data and feedback, exemplars of teachers who have a high level of student-led instruction will be identified to support grade level team meeting lesson plan studies.
October 2019	November 2019	Grade level teams will use the lesson plan study format to increase student-led instruction across all classrooms.
September 2019	October 2019	Implementation of grade level standards tracking forms to progress monitor and drive instructional changes based on student response to Standards Based instruction with uniform Math curriculum.
October 2019	January 2020	Teachers will use tracker and pacing guide daily with a weekly check-in during grade level meetings.
September 2019	January 2020	Implementation of Student and Teacher Data Binders/Folders to progress monitor NYS Math Next Generation Learning Standards.
October 2019	January 2020	out instructional solutions and assess the impact of these solutions.

September 2019	January 2020	every 5 weeks.
October 2019	November 2019	(eg: 3-5 standards).
November 2019	January 2020	Bi-weekly Vertical Team meetings based on Skills Tracking Calendar to close skills gap and build towards skills achievement. Then create and send home student packets over winter break with incentives for completion.
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.	*Review NWEA and Renaissance Learning Assessments to determine progress towards SCEP Goal; applying the formula used for the goal to these assessments = 60	
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**
January 2020	February 2020	refinement.
January 2020	June 2020	modules, look at student work, develop and try out instructional solutions and assess the impact of these solutions.
January 2020	June 2020	Based instruction
January 2020	June 2020	Implementation of Student and Teacher Data Binders/Folders to progress monitor NYS Math Next Generation Learning Standards.
January 2020	June 2020	solutions and assess the impact of these solutions.
January 2020	June 2020	Monthly Leadership Team Meetings to review data from NWEA and Renaissance Learning Assessments for Math.
January 2020	June 2020	Data Walls and documents to communicate NWEA and Renaissance Learning Assessments for Math towards SCEP goal.
January 2020	June 2020	home student packets over Summer break with incentives for completion.

Survey	
A1. Survey Question: Provide the survey question for which the school is looking to improve its results	My teachers care about me. (Student)
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.	My teachers care about me. (Student) = 0%
B1. SCEP Goal for Survey Question	All students 10%.
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.	DTSDE: Some teachers shared that they need additional resources to support the social emotional needs of children.

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	Partner with Greater Rochester Health Foundation to provide teacher professional learning in the area of SEL (using Responsive Classroom strategies).
September 2019	January 2020	Classroom Teachers and Support Staff to do home visits to all students
September 2019	January 2020	Implement SEL Supports and practices.
October 2019	January 2020	Walkthrough data used to determine level of implementation of SEL supports and/or curriculum (using Responsive Classroom strategies)
September 2019	January 2020	Develop and implement professional learning plan, in partnership with Greater Rochester Health Foundation, using feedback from home visits, SEL curriculum implementation and walkthrough data.

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.	*Survey students to assess their feelings on "My teachers care about me." teachers participated in SEL Workshops/PLO	*100% of

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
January 2020	February 2020	Administer survey to students to assess their feelings on "My teachers care about me." - Completed by grade level.
February 2020	March 2020	Review survey results and develop questions for end-of-the-year survey.
January 2020	June 2020	Classroom Teachers and Support Staff to do home visits to all students.
January 2020	June 2020	Implement SEL Supports and practices.
January 2020	June 2020	Walkthrough data used to determine level of implementation of SEL supports and/or curriculum (using Responsive Classroom strategies)
January 2020	June 2020	curriculum implementation and walkthrough data.
April 2020	May 2020	Administer new survey to students to assess social-emotional development.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students-1.12
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	Increase by 10%
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.	Accountability chart indicating level 1 for ELA Academic Progress

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	October 2019	Develop Professional Learning Opportunities and calendar for teachers.
September 2019	October 2019	ELL Teachers to put together a list of Bilingual leveled books for students to utilize during Independent Reading.
September 2019	October 2019	ELL teachers to develop a Technology Resource List to support ELL strategies in the classroom and share with teachers to bookmark on student devices.
September 2019	January 2020	ELL teachers to develop a Resource Library in Google Drive to support ELL strategies in the classroom.
September 2019	January 2020	Implement Professional Learning opportunities, Technology Resource List and Resource Library in Google Drive to support ELL strategies in the classroom and to increase student achievement.
September 2019	January 2020	ELL Teacher participation in Weekly Grade Level meetings.
September 2019	January 2020	Provide students with Bilingual leveled books to read during Independent Reading.
September 2019	January 2020	ELL Teacher development and implementation of 1 ELA PBL activity, per marking period, in collaboration with classroom teachers.

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.	*Review NWEA and Renaissance Learning Assessments to determine progress towards SCEP Goal; applying the formula used for the goal to these assessments = 10% growth

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
January 2020	June 2020	ELL teachers to develop a Resource Library in Google Drive to support ELL strategies in the classroom.
January 2020	June 2020	classroom and to increase student achievement.
January 2020	June 2020	learning, identify areas of need, unpack modules, look at student work, develop and try out instructional solutions and assess the impact of these
January 2020	June 2020	Provide students with Bilingual leveled books to read during Independent Reading.
January 2020	June 2020	ELL Teacher development and implementation of 1 ELA PBL activity, per marking period, in collaboration with classroom teachers.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information		All Students- 41.1%
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)		All Students- 35.4%
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.		Chronic Absenteeism Level 1

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	Create CA Tracking Sheet and share in Google Drive
August 2019	September 2019	Create list of CA students and do home visits with a 43 Attendance Mobil Team and track visits
August 2019	September 2019	Create Parent Absenteeism Questionnaire to build relationship and understand individual needs and contributors to absenteeism.
August 2019	September 2019	Create family attendance supports (sticker charts, incentives and parent/student contract)
September 2019	January 2020	Create statistic sheet, detailing effects of absenteeism on reading and life skills
September 2019	January 2020	Utilize Parent Absenteeism Questionnaire with parents starting when child is out 5 days.
September 2019	January 2020	Weekly Attendance Team meetings to review data and update and develop an action plan.
September 2019	January 2020	Review CA list and data from Absenteeism Questionnaire at Weekly Leadership Team Meeting.
September 2019	January 2020	Create and Implement monthly parent welcoming activities to promote relationship building.
September 2019	January 2020	Quarterly acknowledge and celebrate attendance.

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.	*Review CA Data (SPA data, CA Tracking List, Questionnaire results) and create 2-3 actionable goals *Create 1-2 Actionable Goals from Weekly Attendance *Review and Monitor effectiveness of Family Attendance Supports

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
January 2020	June 2020	Utilize Parent Absenteeism Questionnaire with parents starting when child is out 5 days.
January 2020	June 2020	Weekly Attendance Team meetings to review data and update and develop an action plan.
January 2020	June 2020	Review CA list and data from Absenteeism Questionnaire at Weekly Leadership Team Meeting.
January 2020	June 2020	Create and Implement monthly parent welcoming activities to promote relationship building.
January 2020	June 2020	Quarterly acknowledge and celebrate Perfect Attendance and Most Improved Attendance.