

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	School 50- Helen Barrett Montgomery

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Connie Wehner	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.




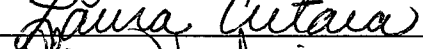
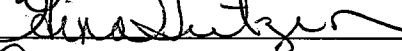
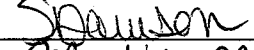
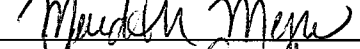
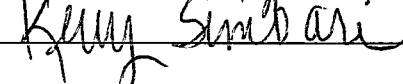
Implementation is required no later than the first day of regular student attendance.

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
Connie Wehner	Principal		
Felecia Drysdale	Assistant Principal		
Lynda Mortis	Assistant Principal		
Laura Cutaia	CRT		
Gina Jutzin	CRT-ENL		
Stacey Dawson	CRT		
Meredith Meyer	CRT		
Kelly Simbari	CRT		

Tara Cole	CRT	<i>Tara Cole</i>	
Cara Iacutone	PSYCH	<i>Cara</i>	
Jewel Brown	Parent Liaison	<i>Jewel Brown</i>	
Jill Harold	Administrative Assistant	<i>Jill Harold</i>	
Tracy Tyra	SLP	<i>Tracy Tyra</i>	
Karen McCann	CRT	<i>Karen McCann</i>	
Ralph Wright	Parent	<i>Ralph Wright</i>	
Freddie Henry	Parent	<i>Freddie Henry</i>	
Shawnell Jones	Parent	<i>Shawnell Jones</i>	

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 Practice

	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	
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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)	
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 SCEPT 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 SCEPT Completion Guide.

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

Name	Title
See Attendance Sheets	

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEPT. 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.

SCEPT 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	4/22, 4/29, 5/6, 5/7,5/8, 5/13	TT,KM,JB,FD,GJ, SS,LC,TC,MM,SD,KS, SL,GH, LM, CW,JH	
Determining priorities and goals based on the needs identified	5/6, 5/7,5/8, 5/13	TT,KM,JB,FD,GJ, SS,LC,TC,MM,SD,KS, SL,GH, LM, CW,JH	

Identifying an evidence-based intervention	5/6/19	TT,KM,JB,FD,GJ, SS,LC,TC,MM,SD,KS, SL,GH, LM, CW,JH	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	4/22, 4/29, 5/6, 5/7,5/8, 5/13	TT,KM,JB,FD,GJ, SS,LC,TC,MM,SD,KS, SL,GH, LM, CW,JH	
Identifying a plan to communicate the priorities to different stakeholders	5/16/19	TT,KM,JB,FD,GJ, SS,LC,TC,MM,SD,KS, SL,GH, LM, CW,JH	

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	Each area/grade level is represented at SBP, the team members take back information and seek input from their team members to support the SCEP implementation and monitoring.
Parents with children from each identified subgroup.	Parents are active during CSE meeting and are asked specifically how the school can improve, specifically support their child. Black History Month celebration. BRIA night for our ENL families. Black History Month Celebration for all students and parents. Winter and Spring Choral and Instrumental Band Concerts for all Helen Barrett Montgomery Students and Parents. Henderson Ford Book Drive and celebration for all
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	All Students-51.8 SWD-10.8 ELL-48.1 Hispanic or Latino-53.9 Black or African-American-38.8
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B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-53.9* 2020-21 MIP SWD-27 ELL-55.6 *2021-22 MIP Hispanic or Latino-55.8*2020-21 MIP Black or African-American-45
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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.	1)According to the April 2019 DTSDE review, lesson plans lack key components and embedded higher level thinking skills. As a result, students experience a lack of cohesiveness and are not required to perform higher level cognitive processing. 2)Based on the April 2019 DSTDE and on NYS data for Level 1s (58.4%) in ELA NY State Assessment, there is a need to continue to strengthen the effectiveness of rigor, engagement, and assessment practices. In order to promote higher levels of inquiry, students will play an active role using learning targets and assessment practices as evidenced by walkthroughs.
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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 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	Teachers and instructional leadership team will create model lessons during Summer Institute that demonstrate effective use of the 5 key components.
August 2019	September 2019	Teachers and instructional leadership team will create a vertically aligned common content vocabulary and use of strategies.
August 2019	December 2019	Teachers and instructional leadership team will develop lesson plans using the identified higher level cognitive processing skills.
June 2019	August 2019	The SBPT will identify 5 key components of good first teaching including (learning targets, higher level questioning, differentiation) and create a written document to be shared with staff (revise HBM Instructional Framework).

September 2019	December 2019	Instructional leadership team will arrange and/or deliver professional development on higher level cognitive skills and their critical attributes.
September 2019	December 2019	Teachers will develop a calendar that identifies specific higher level cognitive processing skills by month for the first five months of the year.
September 2019	December 2019	Instructional leadership team will monitor (via walk throughs) and provide actionable feedback on the use of the 5 key components during instruction in the classroom.
September 2019	December 2019	SBPT will identify one meeting per month for grade level teams to focus on lesson planning alignment to the NYS learning standards.
September 2019	December 2019	Grade level team meetings k-8 will meet once per month in the school data room to analyze school data and apply to instruction. All k-8 teams will be meeting 1 time per week, for all meetings an agenda and minutes will have to be posted in google docs using the school approved agenda and minutes templates.
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.		HBM will have 20% of all students subgroups (ENL, SPED, General) in Grades K-8 achieve targeted proficiency levels in ELA as designated by the NWEA (Winter 2020) through implementation of improved lesson structures; standards-based instruction; and higher level cognitive skills.

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

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students-38.2 SWD-6.1 ELL-40.2 Hispanic or Latino-40.7 Black or African-American-27.2
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-49.4 SWD-29.7 ELL-56.9 Hispanic or Latino-51.8 Black or African-American-43.2
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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.	1) According to the April 2019 DTSDE review, lesson plans lack key components and embedded higher level thinking skills. As a result, students experience a lack of cohesiveness and are not required to perform higher level cognitive processing. 2) Based on the DSTDE and on NYS data of Level 1s (72.4%) in Math NY State Assessment, there is a need to continue to strengthen the effectiveness of rigor, engagement, and assessment practices. In order to promote higher levels of inquiry, students will play an active role using learning targets and assessment practices as evidenced by walkthroughs.
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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	Teachers and instructional leadership team will create model lessons during Summer Institute that demonstrate effective use of the 5 key components.
August 2019	September 2019	Teachers and instructional leadership team will create a vertically aligned common content vocabulary and use of strategies.
August 2019	December 2019	Teachers and instructional leadership team will develop lesson plans using the identified higher level cognitive processing skills.
September 2019	October 2019	The SBPT will identify 5 key components of good first teaching including (learning targets, higher level questioning, differentiation) and create a written document to be shared with staff (revise HBM Instructional Framework).
September 2019	December 2019	Instructional leadership team will arrange and deliver professional development on higher level cognitive skills and their critical attributes.
August 2019	September 2019	Teachers will develop a calendar that identifies specific higher level cognitive processing skills by month for the first five months of the year.
September 2019	December 2019	Instructional leadership team will monitor (via walk thrus) and provide actionable feedback on the use of the 5 key components during instruction in the classroom.
September 2019	December 2019	SBPT will identify one meeting per month for grade level teams to focus on lesson planning alignment to the NYS learning standards.
September 2019	December 2019	Grade level team meetings will meet once per month in the school data room to analyze school data and apply to instruction.
September 2019	December 2019	Grades K-5 full implementation of Zearn curriculum, with grade 6 using Zearn for intervention. Grades 7-8 will implement NYS Modules

September 2019	December 2019	All teams will be meeting 1 time per week , for all meetings an agenda and mintues will have to be posted in google docs using the school approved agenda and minutes templates.
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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.

HBM will have 20% of all students subgroups (ENL, SPED, General) in Grades K-8 achieve targeted proficiency levels in MATH as designated by the NWEA (Winter 2020) through implementation of improved lesson structures; standards-based instruction; and higher level cognitive skills.

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

F2. Start Date:	F3. End Date:	Identify F4. Steps to Address Areas of Need and Achieve Goal:

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			Adults working at this school treat all students respectfully.
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.			73% of students feel that adults working at HBM School 50 treat all students respectfully.
B1. SCEP Goal for Survey Question			School will use Restorative Practices to improve teacher-student relationships to improve students feeling respected with subsequent results of 80% on future student survey.
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.			According to the April 2109 Student survey, 73% of students feel that adults working at HBM School 50 treat all students respectfully. Resulting in 27% of students feeling a need for better relationship building between teachers and 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 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.	
Summer 2019	Summer 2019	During our Summer Learning staff will be provided professional learning focused on community building through restorative practice.	
Summer 2019	Summer 2019	During our Summer Learning staff will be provided professional learning focused on culturally responsive teaching.	
Summer 2019	December 2019	Continuation of the use of Language Line, as needed- promote it more by hanging up flyers in teacher work area and lounges.	
August 2019	Sept 2019	Walkthrough tool development using TACD information	
Fall 2019	December 2019	1/2 professional days will begin with community building circles amongst staff to serve as a model for use in the classroom.	
Fall 2019	December 2019	Continuation of translated documents and/or interpretation of parent meetings, as needed.	
Fall 2019	December 2019	Help zone used for conflict resolution where restorative circles are held	
Fall 2019	December 2019	Monthly Eagle Pride celebrations to reinforce school core values	
Fall 2019	December 2019	A calendar of multicultural holidays will be displayed for our school community's awareness.	
September 2019	December 2019	Daily Community Build Circle Activity during the month of September. October - December Community Build Circle once a week.	

September 2019	December 2019	Guardians of Equity team established and meeting on a regular bases. Provides information/data to SBPT and staff. Agendas and minutes placed in google docs.
September 2019	December 2019	Parents are welcomed into our school with a sign in their language.
September 2019	December 2019	Professional learning focused on culturally responsive teaching.
September 2019	December 2019	Walkthroughs using a culturally relevant walkthrough tool
October 2019	November 2019	Annual BRIA Night- meeting for ENL parents, students and teachers, including interpreters.
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.		In October 2019 and in January 2020 the results of a parent and student survey will be compared to analyze improvement in the above areas.
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
January 2020	June 2020	Continuation of the use of Language Line, as needed- promote it more by hanging up flyers in teacher work area and lounges.
January 2020	June 2020	Continuation of translated documents and/or interpretation of parent meetings, as needed.
January 2020	June 2020	Flags representing different countries are hung in the main office and hallways.
January 2020	June 2020	Parents are welcomed into our school with a sign in their language.
January 2020	June 2020	A calendar of multicultural holidays will be displayed for our school community's awareness.
January 2020	June 2020	1/2 professional days will begin with community building circles amongst staff to serve as a model for use in the classroom.
January 2020	June 2020	Continuation of daily community building circles within the classroom.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students- .84 SWD- NA ELL-.84 Hispanic or Latino- .66 Black or African-American- .78
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	All Students- 1.00 SWD- NA ELL-1.00 Hispanic or Latino- 1.00 Black or African-American- 1.00
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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.	According to the April 2019 DTSDE review, ENL students performed better than other subgroups at HBM. However, in order to continue this growth and hit the data target, strategies in culturally responsive teaching need to be implemented across all grades levels.
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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	January 2020	Continuation of translated documents and/or interpretation of parent meetings, as needed
September 2019	January 2020	<i>Implement a Newcomer period in 3 ENL teachers' schedules. 1 for K-2, 1 for 3-5, and 1 for 6-8. BICS, phonics, early reading/writing skills- depending upon an increase in staffing</i>
October 2019	November 2019	Annual BRIA Night- meeting for ENL parents, students and teachers, including interpreters
October 2019	January 2020	Continuation of extended day program for ENL students
August 2019	September 2019	Create and print parent student handbooks in 6 different languages- Arabic, Somali, Nepali, Karen, Spanish, English
September 2019	January 2020	School-wide common strategies across grade levels to support ELL learning
September 2019	January 2020	School-wide culturally responsive strategies across grade levels to support ELL learning
September 2019	January 2020	ENL teachers will meet weekly as a team, as well as attend grade-level team meetings

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.	ENL students will continue to work toward their individual progress targets on the NYSESLAT as evidenced through ENL and classroom teacher observation and their NWEA (Winter 2020) scores.
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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
January 2020	May 2020	Continuation of extended day program for ENL students
January 2020	June 2020	Continuation of translated documents and/or interpretation of parent meetings, as needed
January 2020	June 2020	Continuation of the use of Language Line, as needed- promote it more by hanging up flyers in teacher work area and lounges
January 2020	June 2020	<i>Implement a Newcomer period in 3 ENL teachers' schedules. 1 for K-2, 1 for 3-5, and 1 for 6-8. BICS, phonics, early reading/writing skills- depending upon staffing</i>
January 2020	June 2020	ENL teachers will continue to meet weekly as a team, as well as attend grade-level team meetings
January 2020	June 2020	Continuation of school-wide culturally responsive strategies across grade levels to support ELL learning

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	All Students- 2017-18 SWD- 47.8% ELL- 17.4% Hispanic or Latino- 36.5% Black or African-American- 30.1%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	All Students-24.5% SWD- 34.8% ELL- 14% Hispanic or Latino- 32.4% Black or African-American- 26.4%	
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.	The attendance team for the 2018-19 school year compiled data that shows many days are lost due to transportation issues(enrolling in school with a start date but the bus does not start for 5-7 days later), ENL students going to their homeland for 1-6 months and we are not able to withdraw.	
<u>D1. Action Plan - August 2019 through January 2020</u>		
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.
June 2019	August 2019	Creation of banners for daily attendance at each class- need to create and send to print shop
September 2019	December 2019	Attendance Team- meets 1 time per week, Social Worker, School Counselor, Parent Liaison and Adm sit on team. Team is to keep indepth google docs
September 2019	December 2019	Attendance letters - bi monthly
September 2019	December 2019	<i>Incentive- 1 ticket per day for on time to school- weekly drawing for an incentive(TBD)- each class</i>
September 2019	December 2019	Incentive- whole class attendance - monthly incentive - incentive - challenge -monthly banner to class with(display outside door)- overall award to class with most banners
September 2019	December 2019	AM annoucements- reminders and update as to top 4 classes with highest attendance
September 2019	December 2019	Student Centered circles to identify chronically absent students and related school processes to document and prevent
September 2019	December 2019	Include in monthly parent newsletter information regarding need to attend school and attendance, include tips for parents and community build circles at home
September 2019	December 2019	Community building circles to address importance of attending school done in class
October 2019	December 2019	Create attendance letter for over 20 day including # of tardies, # of absences, attendance rate, home visits

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 4% decrease in chronic absenteeism at mid year.
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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