

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Flower City School No. 54

ENTER DATA INTO ALL YELLOW CELLS.

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

Contact Name	LaShara Evans	Title	Principal
Phone	585-254-2080	Email	lshara.evans@rcsdk12.org
Website for Published Plan	<a href="http://www.rcsdk12.org/dcip">www.rcsdk12.org/dcip</a>		

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

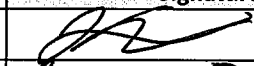
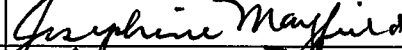


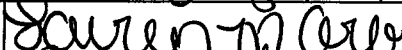

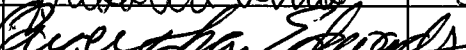


Implementation is required no later than the first day of regular student attendance.

#### SIGNATURES

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

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

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

Name	Title	Signature	Date
LaShara Evans	Principal		05-23-19
Josephine Mayfield	Assistant Principal		5-23-19
Terri Hilbert	General Education Teacher		5-23-19
Carrie Wright	General Education Teacher		5-23-19
Lauren Cerio	Special Education Teacher		5-23-19
Jessica Louis	General Education Teacher		5-28-19
Ayeisha Edwards	General Education Teacher		5-23-2019
Shannon Warden	Speech/Language Pathologist		5-23-19
Erin Blaine	Intervention Prevention Teacher		5-23-19

Michelle Killings	Intervention Prevention Teacher	<i>Michelle Killings</i>	5/22/19
Tylynn Presha	Parent Liaison	<i>Tylynn Presha</i>	5-22-19
Bobbie Willis	Grandparent	<i>Bobbie Willis</i>	5/29/19
Shakeem Lewis	Parent	<i>Shakeem Lewis</i>	5-22-19
Rita Burns	Parent	<i>Rita Burns</i>	5-29-19

## Statement of Assurances

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

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

## Evidence-Based Intervention

**Evidence-Based Intervention:** All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose one of three options for identifying their evidence-based intervention:

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

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

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

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

Rating from Clearinghouse	
---------------------------	--

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

<b>Additional Evidence-Based Interventions (Optional)</b>	
All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.	

## Meaningful Stakeholder Participation

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

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

Name	Title	
LaShara Evans	Principal	
Josephine Mayfield	Assistant Principal	
Terri Hilbert	General Education Teacher	
Carrie Wright	General Education Teacher	
Lauren Cerio	Special Education Teacher	
Jessica Louis	General Education Teacher	
Ayeisha Edwards	General Education Teacher	
Shannon Warden	Speech/Language Pathologist	
Erin Blaine	Intervention Prevention Teacher	
Michelle Killings	Intervention Prevention Teacher	
Tylynn Presha	Parent Liaison	
Bobbie Willis	Grandparent	
Shakeem Lewis	Parent	
Rita Burns	Parent	

**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	4/24/2019, 5/8/2019,	LE, JM, EB, SW, CW, TH, LC, JL, AE, TP	
Determining priorities and goals based on the needs identified	4/04/2019, 4/24/2019, 5/8/2019	LE, JM, EB, SW, CW, TH, LC, JL, AE, TP, SO, MW, TP, KZ, DN, EC, CM, LF. MC, MW, RP	

Identifying an evidence-based intervention	4/24/2019, 5/8/2019	E, JM, EB, SW, CW, TH, LC, JL, AE, TP, SO, MW, TP, KZ, DN, EC, CM, LF. MC, MW, RP	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	12/18/2018, 04/03/2019	E, JM, EB, SW, CW, TH, LC, JL, AE, TP, SO, MW, TP, KZ, DN, EC, CM, LF. MC, MW, RP	
Identifying a plan to communicate the priorities to different stakeholders	03/08/19,04/26/19,05/08/2019, 05/09/2019, 05/10/2019	E, JM, EB, SW, CW, TH, LC, JL, AE, TP, SO, MW, TP, KZ, DN, EC, CM, LF. MC, MW, RP	

**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	Teachers perspectives were solicited in many ways. During our early release professional development, teachers gave input and that input was incorporated in the SCEP. Teachers also completed online surveys where that data was used as well.
Parents with children from each identified subgroup.	All parents (including TSI subgroups Black or African American, Hispanic or Latino, Students with Disabilities, English Language Learners, and White) were invited to have a session with the Principal as well as data was collected during our Muffins with Mom event. We also used information from the climate survey that parents participated in.
Secondary Schools: Students from each identified subgroup	

**Mathematics**

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>	All Students- 45.5 SWD- 11.4 ELL- NA
--	--

<b>B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	All Students-53.1 SWD- 29.6 ELL- 29.6 Black or African-American- 52.3 Hispanic or Latino- 56 White-37.1
---	--

<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	Based on NWEA and NYS assessment data, students do not have a conceptual understanding of content DTSDE- Students were not provided opportunities to complete high cognitive math tasks
--	--

**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>
July 2019	July 2019	Develop school-wide Instructional Leadership Teams to implement the Data Wise school improvement process.
Jul 2019	Aug 2019	Instructional Leadership Team will create a calendar of meeting dates for the 2019-2020 school year and topics that include mathematical strategies and high cognitive math tasks aligned with the instructional framework for discussion during Professional Learning Communities (grade level meetings)
Aug 2019	Aug 2019	Instructional Leadership Team and Teachers develop mathematical components and progress monitoring tools to include in Student Data Binders to be implemented in October 2019
Aug 2019	Aug 2019	Instructional Leadership Team will facilitate a Math component during the School #54 "Summer Institute"
August 2019	September 2019	Administration will develop Quarterly Learning Walks for teachers around Targeted Mathematical Practices
September 2019	December 2019	Administration will conduct monthly Walkthroughs around Targeted Mathematical Practices
Sept 2019	December 2019	Grade Level Professional Learning Community (Grade Level Teams) will unpack modules and acceleration guides using District unpacking protocol
October 2019	January 2019	Teachers will use Zearn reports and other formative assessments to guide small group instruction and intervention
		Instructional Leadership Team will continue to facilitate school-wide cycles of RTI including the completion of identified Tiers and Progress Monitoring



<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	50% of all students meet or exceed their personal goal on the winter NWEA assessment.
---	---

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

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the</b>
January 2020	May 2020	Grade levels unpack current module
January 2020	June 2020	Learning walks each month focusing on one of the mathematical practices
January 2020	June 2020	Professional Learning Community/ grade level meetings- using Zearn reports and other formative assessments to guide small group instruction and intervention
January 2020	March 2020	Students will be able to use their data binders to share their progress with their families during student led conferences
January 2020	March 2020	Administrative walkthroughs will look for and collect evidence of mathematical practices represented in the classroom
January 2020	June 2020	Professional Learning Community grade level meetings- math instruction, best practice, and strategy focus
January 2020	May 2020	Classroom teachers will continue to implement the Data Wise school improvement process observable within their classroom environment
January 2020	June 2020	Professional Learning Communities (Grade Level Teams) will follow meeting dates and continue to discuss topics set for the 2019-2020 school year
January 2020	June 2020	Teachers will continue to support students in tracking and analyzing their own data for Student Data Binders
Mar 2020	Mar 2020	Instructional Leadership Team will continue to provide/facilitate professional development focused on mathematical practices which may include instruction, best practice, strategies, and data binders
January 2020	June 2020	Teachers will conduct Quarterly Learning Walks around Targeted Mathematical Practices
January 2020	June 2020	Administration will continue to conduct Focused monthly Walkthroughs and will look for and collect evidence of mathematical practices represented in the classroom
January 2020	June 2020	Classroom Teachers will adapt the NYS Common Core Math Modules by using the module Overviews to continue unpacking
January 2020	June 2020	Teachers will continue to use Zearn reports and other formative assessments to guide small group instruction and intervention

Monitoring

-		
<b>A1. ELA Baseline Data: Provide the most recently available information.</b>	All Students- 51.2 SWD- 9.1 ELL- NA Black or African-American- 49.7 Hispanic or Latino- 40.9 White-NA	
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	All Students- 55.8 SWD- 26.9 ELL- 29.6 Black or African-American- 55.9 Hispanic or Latino- 53.4 White-50.1	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	According to our October 2018 state review the area of need pertaining to ELA was to implement a curriculum with fidelity. Included in this implementation is: Differentiation, engagement, guided reading, progress monitoring, and intervention.	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b><u>D2. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>D3. End Date:</u> Identify the projected end date for each activity.</b>	<b><u>D4. Steps to Address Areas of Need and Improve Goal:</u> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>
July 2019	July 2019	Develop school-wide Instructional Leadership Teams to implement the Data Wise school improvement process.
July 2019	August 2019	Instructional Leadership Team will create a calendar of meeting dates for the 2019-2020 school year and topics that may include differentiation, student engagement, guided reading, and data binders for discussion during Professional Learning Communities (Grade Level Meetings)
August 2019	September 2019	Instructional Leadership Team and teachers will develop reading and writing components and progress monitoring tools to include in Student Data Binders to be implemented in October 2019
August 2019	August 2019	Instructional Leadership Team will provide/facilitate professional development around the ELA instructional framework and curriculum updates during the School #54 "Summer Institute". Topics may include differentiation, student engagement, guided reading and data binders
October 2019	January 2020	Administration will develop Quarterly Learning Walks for teachers focusing on reading and writing practices

October 2019	January 2020	Administration will conduct monthly Walkthroughs around targeted reading and writing practices which may include student engagement, differentiation, and centers
		Teachers will use summative and formative assessments to guide small group instruction and intervention
September 2019	December 2019	Creation of a system where MTSS (RTI) data is discussed at grade level meetings and specific plan is created for students
		Instructional Leadership Team will facilitate school-wide cycles of RTI including the completion of identified Tiers and Progress Monitoring
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		50% of students will meet or exceed their personal goal that was set based on their fall NWEA RIT score

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

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the</b>
January 2020	June 2020	Student led conference using the data binders
January 2020	June 2020	Unified Data wide wall using progress monitoring data
January 2020	June 2020	Grade levels complete all common formative assessments
January 2020	June 2020	Professional developments related to differentiation, engagement and centers
January 2020	June 2020	Administration walkthroughs will be looking for evidence of differentiation, engagement and centers
January 2020	June 2020	Continuation of learning walks
January 2020	May 2020	Review of implementation of the Instructional Leadership Team and Data Wise school improvement process to determine areas in need of refinement.
January 2020	June 2020	Classroom teachers will continue to implement the Data Wise school improvement process observable within their classroom environment.
January 2020	June 2020	Professional Learning Communities (Grade Level Teams) will follow meeting dates and continue to discuss topics set for the 2019-2020 school year
January 2020	June 2020	Teachers will continue to support students in tracking and analyzing their own data for Student Data Binders
January 2020	June 2020	Instructional Leadership Team will continue to provide/facilitate professional development focused on reading and writing. Topics may include differentiation, student engagement, guided reading and data binders
January 2020	June 2020	Teachers will participate in Quarterly Learning Walks focused on Targeted reading and writing practices
January 2020	June 2020	Administration will continue to conduct monthly Walkthroughs around targeted reading and writing practices
January 2020	June 2020	Teachers will use summative and formative assessments to guide small group instruction and intervention
		and Progress Monitoring

**Student Suspension Data**

<b>A1. ELP or School-Selected Baseline Data: Provide the most recently available information.</b>	All Students- 76 SWD-33
---	----------------------------

<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)</b>	All Students- 68 SWD-29
---	----------------------------

<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	Based on the 2017-18 discipline summary (SPA) suspensions are at a rate of 18 per 100 for General Education and 46.5 per 100 for Students with Disabilities.
--	--

**D1. Action Plan - August 2019 through January 2020**

<b><u>D2. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>D3. End Date: Identify</u> the projected end date for each activity.</b>	<b><u>D4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>
September 2019	October 2019	Behavior Team (Social worker, Administration, Center for Youth, ISS Support Staff) identify students to target
October 2019	November 2019	Targeted students will be paired with an adult mentor in the building to establish check in /check out plan
September 2019	December 2019	Classrooms establish morning meeting circles
September 2019	November 2019	Student circle champions identified and begin training
September 2019	October 2019	Classroom teachers identify Tier 1 classroom behavior system incorporating Restorative Practices
September 2019	November 2019	Restorative Practices professional development

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	75 % decrease in suspension rate for all students
---	---

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

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the</b>
January 2020	March 2020	Targeted students create a professional development to present to parents and teachers
January 2020	June 2020	Morning meetings continue
January 2020	June 2020	Behavior team will use data from behavior referrals and suspensions to create individualized plans for students
January 2020	June 2020	Continue with Restorative Practice professional development

## Survey

<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results.</b>		
Students respect one another.		
<b>A2. Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from</b>		
40% of students disagree and 26% strongly disagree that students respect eachother. 6% Strongly agree and 26% agree.		
<b>B1. SCEP Goal for Survey Question</b>		
Students agreeing or strongly agreeing with the statement will increase to 50%		
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP</b>		
Based on the survey given, 66% percent of the students do not feel that they are respected by their peers.		
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date: Identify the projected</b>	<b>D3. End Date: Identify the projected end</b>	<b>D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.</b>
August 2019	August 2019	Instructional Leadership Team will plan Anti-bullying Campaign
August 2019	August 2019	Restorative Practice Professional development for staff
September 2019	October 2019	Kick off Anti-bully campaign led by students
September 2019	November 2019	Restorative practice training for students
September 2019	September 2019	Instructional Leadership Team will facilitate staff development of Friday Fun Choice electives
September 2019	November 2019	Instructional Leadership Team will reestablish Student Council
September 2019	October 2019	Instructional Leadership Team will establish school-wide morning meetings focusing on social and emotional support



**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</b>	All Students- 32.2% SWD- 41.9% ELL- NA Black or African-American- 30.8% Hispanic or Latino- 40.2%	
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b>	All Students- 31% SWD- 38.2% ELL- NA Black or African-American- 28.4%	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	School level data (SPA) indicates that 147 students out of 380 students are chronically absent.	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b><u>D2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>D3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>D4. Steps to Address Areas of Need and Achieve Goal:</u></b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	August 2019	Attendance Home School Assistants will reach out to all previously chronically absent students to verify addresses, contact information, and school selection. They will also look into the students preparedness for school regarding backpacks, supplies, etc.
August 2019	August 2019	Establish attendance team that will meet weekly to plan phone call and home visits
September 2019	October 2019	The attendance team will identify top 20 families with severe chronic attendance
October 2019	January 2020	Pair each family with a staff member. The staff member will be the family's attendance buddy. The purpose is for the staff member to stay in constant contact with the family.
September 2019	January 2020	Classes with perfect attendance are announced during morning announcements and celebrated weekly at school wide morning meeting
September 2019	January 2020	Students being recognized for attendance- Excellent, good and improving each marking period
September 2019	January 2020	Teachers communicate with parents regarding attendance and input information in attend actions
September 2019	January 2020	Attendance teams will make referrals to appropriate community agencies to help alleviate attendance challenges such as physical and mental health issues, homelessness, etc



<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	Severly chronic absent students decrease 25%	

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

<b>F2. Start Date:</b>	<b>F3. End Date: Identify</b>	<b>F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the</b>
January 2020	February2020	Attendance team will identify families to participate in restorative circles regarding attendance
February 2020	March2020	Teachers paired with families will host an attendance event together
January 2020	June 2020	Students being recognized for attendance- Excellent, good and improving each marking period
January 2020	June 2020	Classes with perfect attendance are announced during morning announcements and celebrated weekly at school wide morning meeting
January 2020	June 2020	Teachers communicating with parents regarding attendings and input information in attends action
January 2020	June 2020	Attendance teams will make referrals to appropriate community agencies to help alleviate attendance challenges such as physical and mental health issues, homelessness, etc