

LEA Name:	Rochester City School District
LEA BEDS Code:	26160001000
School Name:	World of Inquiry School 58

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Sheelarani Webster	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.


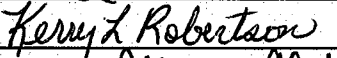
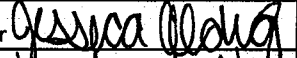
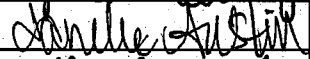


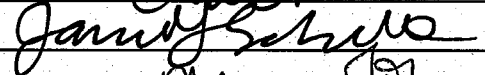

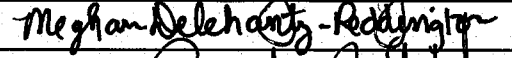

Implementation is required no later than the first day of regular student attendance.

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
Sheelarani Webster	Building Principal		5/16/19
Kerry Robertson	Instructional Coach, school based planning team member		5/16/19
Jessica Aldinger	4th grade special education teacher, school based planning team member		5/16/19
Janelle Austin	6th grade teacher		5/17/19
Nicole McCoy	3rd grade special education teacher, school based planning team member		5/17/19
Chad Oliveiri	parent, school based planning team member		5/17/19
Jamie Schenk	kindergarten teacher		5-16-19
Megann Johnson	kindergarten special education teacher		5/16/19
Meghan Delehantty-Reddington	kindergarten teacher		5/16/19
Lean Nickoloff	first grade teacher		5/16/19

Sheena Ecker	first grade special education teacher	Sheena Ecker
Yusef George	parent, school based planning team member	Yusef George
Sarah Hin	first grade teacher	Sarah Hin
Ingrid Dickson	second grade teacher	Ingrid Dickson
Lisa Zeller	instructional coach	Lisa Zeller
Jessica Flanders	3rd grade teacher	Jessica Flanders
Cindi Rice	EL coach	Cindi Rice
Tucker Ruderman	4th grade teacher	Tucker Ruderman
Jennifer Wagner	6th grade teacher	Jennifer Wagner
Stacey Sookram	intervention teacher	Stacey Sookram
Emily Buss	Special Education coordinator	Emily Buss

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.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Strategy the school will implement:</td> <td style="width: 50%; text-align: center; padding: 5px;">Professional Learning Community</td> </tr> </table>	Strategy the school will implement:	Professional Learning Community
Strategy the school will implement:	Professional Learning Community		

	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.				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Strategy the school will implement:</td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%; text-align: center; padding: 5px;">Clearinghouse</td> <td style="width: 50%;"></td> </tr> </table>	Strategy the school will implement:		Clearinghouse	
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 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
Sheelarani Webster	Building Principal
Kerry Robertson	Instructional Coach, school based planning team member
Jessica Aldinger	4th grade special education teacher, school based planning team member
Janelle Austin	6th grade teacher
Nicole McCoy	3rd grade special education teacher, school based planning team member
Chad Oliveiri	parent, school based planning team member
Jamie Schenk	kindergarten teacher
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Ingrid Dickson	second grade teacher
Lisa Zeller	instuctional coach
Jessica Flanders	3rd grade teacher
Cindi Rice	EL coach
Tucker Ruderman	4th grade teacher
Jennifer Wagner	6th grade teacher
Stacey Sookram	intervention teacher
Emily Buss	Special Education coordinator

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	May 9, 10	K.R., S.W., L.Z, CR	Writer's workshop, teachers providing content based on who their students are
Determining priorities and goals based on the needs identified	May 9, 10	K.R., S.W., L.Z, CR	

Identifying an evidence-based intervention	May 9	K.R., S.W.	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	May 9, 10, 13, 14, 15	K.R., S.W.	
Identifying a plan to communicate the priorities to different stakeholders	May 10, 13, 14, 15	KR, SW, YG, CR, CO, JA. JF, JA, NM, TR, SS, LN, SE, JS, MJ, MDR, SH, ID, LZ, JW, EB	

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	The teachers of special education students and ELP students have expressed the need for more specific intervention programs and training, such as the Leveled Literacy Intervention and Prodigy, as well as support with specific strategy focused small group instruction.
Parents with children from each identified subgroup.	Parents of students in these subgroups also felt the need for more targeted intervention to better support specific student needs.
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.			All Students- 15 SWD- 4.5 ELL- NA
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			All Students- 28.4 SWD- 26.2 ELL- NA Black or African-American- 28.6 Hispanic or Latino- 31.4 Economically Disadvantaged- 28.9
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			As evidenced by data collected during Learning Walks/Evaluation Process/ Review of Data Points including NWEA, AIMSweb, Running Records/Report Card data, and review of student work, it was determined that there is a need for professional development around teaching common reading comprehension and metacognitive strategies as good first teaching for all students, as well as implementation of a specific intervention program- Leveled Literacy Intervention to better meet the literacy needs of students with disabilities and students consistently performing below grade level.
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.	
Jan 2019	Jan 2019	Training for Leveled Literacy Intervention (LLI) for 2 teachers	
May 2019	May 2019	Teachers who were trained turn-key the training to other teachers in grades 3-4	
July 2019	July 2019	Materials purchased to support LLI in grades 3-6 and Strategies that Work for grades K-6	
August 2019	August 2019	Training for all teachers who will utilize LLI in grades 3-6, turn keyed by in-house trainers	
Sept 2019	Sept 2019	Development and implementation of school-wide Instructional Leadership Teams and the Data Wise school improvement process.	
Sept 2019	Sept 2019	Professional Learning Community support with implementation, observations, and feedback around LLI and Comprehension and Metacognitive Strategies, lesson design approach that includes explicit use of learning targets, focused mini-lessons that include think-alouds, opportunities for students to engage in active discussion and questioning and students monitoring their own progress. This will be aligned with the district's instructional framework.	
Oct 2019	Oct 2019	Teacher Learning Lab with focus on LLI and Comprehension and Metacognitive Strategies, and lesson design	
Nov 2019	Nov 2019	Professional Learning Community focus on data collection and use to drive instruction for Comprehension Strategies and LLI. This will include common planning time and grade level meetings.	
Dec 2019	Dec 2019	Teacher Learning Lab with focus on LLI and Comprehension and Metacognitive Strategies	
Jan 2020	Jan 2020	Professional Learning Community focus on LLI and Comprehension and Metacognitive strategies	

Sept 2019	Jan 2020	Instructional coach support in classrooms with LLI and Comprehension and Metacognitive strategies
Sept 2019	Jan 2020	Consistent 6 week, but not limited to, progress monitoring of reading comprehension for students with disabilities and students below grade level, using a common formative assessment(ie running records, AimsWeb)
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.		50% of students will have met or exceeded their growth score set from the previous NWEA assessment, winter benchmark assessment of reading comprehension using the common formative assessment determined by the school (ie, running records, AimsWeb, LLI)

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	Review of implementation of the Instructional Leadership Team and Data Wise school improvement process to determine areas in need of refinement.
February 2020	February 2020	Professional Learning Community reflection and feedback around LLI and Comprehension Strategy implementation, k-6 Looking at Student Work Protocol
March 2020	March 2020	Professional Learning Community support with implementation, observations, and feedback around LLI and Comprehension and Metacognitive Strategies
April 2020	April 2020	Professional Learning Community LLI and Comprehension strategies- embedding student engaged assessments
May 2020	May 2020	Professional Learning Community - Looking at Student Work Protocol
June 2020	June 2020	Professional Learning Community reflection, next step around LLI and Comprehension Strategies
Feb 2020	June 2020	consistent 6 week progress monitoring of reading comprehension for students with disabilities and students below grade level
Feb 2020	June 2020	Professional support from instructional coaches and trained colleagues with implementation of LLI and comprehension strategies

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students- 19.7 SWD- 3.2 ELL- NA
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students- 34.5 SWD- 26.2 ELL- NA Black or African-American- 30.7 Hispanic or Latino- 35 Economically Disadvantaged- 32.6
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on evidence from Learning Walks, evaluation process, review of data points including NWEA, AIMSweb, Zearn reports, Prodigy, Report Card data, and review of student work, it was determined that there is a need for ongoing professional learning communities around Zearn and vertical math strategies, along with a specific intervention tool (Prodigy) for first through sixth grade teachers to use to better support students with disabilities and those below grade level.
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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.
July 2019	July 2019	Develop vertical (k-12) math leadership team and set meeting dates for the 2019-2010 calendar year
Aug 2019	Aug 2019	Leadership team identifies key mathematical strategies that build on each other as learning progresses.
Sept 2019	Sept 2019	Development and implementation of school-wide Instructional Leadership Teams and the Data Wise school improvement process.
Sept 2019	Sept 2019	Professional Learning Community grade level meetings- math instruction, best practice, and strategy focus
Oct 2019	Oct 2019	Professional Learning Community/ grade level meetings- using Zearn and Prodigy reports to guide small group instruction and intervention
Nov 2019	Nov 2019	Professional Learning Community grade level meetings- using student work to guide student discussion
Dec 2019	Dec 2019	Professional Learning Community /grade level meetings- using Zearn and Prodigy reports to guide small group instruction and intervention
Jan 2020	Jan 2020	Professional Learning Community/ grade level meetings- using student work to guide student discussion
Sept 2019	Jan 2020	Ongoing professional/ grade level meetings support through peer and instructional coaching

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.	50% of students will have met or exceeded their growth score set from the previous NWEA assessment, review of Prodigy benchmark assessments, and Zearn end of module assessments.
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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
January 2020	February 2020	Review of implementation of the Instructional Leadership Team and Data Wise school improvement process to determine areas in need of refinement.
February 2020	Feb 2020	Teacher Learning Lab- focus on students using discussion to move learning forward
March 2020	March 2020	Professional Learning Community/ monthly 2 hour PD- math lesson design to meet varied student needs
Apr 2020	Apr 2020	Professional Learning Community/ monthly 2 hour PD- using Zearn and Prodigy reports to drive small group instruction and intervention
May 2020	May 2020	Teacher Learning Lab- focus on lesson design to meet varied student needs in math instruction
June 2020	June 2020	Professional Learning Community/ monthly 2 hour PD- reflection and next step around math instruction

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			Students at this school stop and think before doing anything when they get angry. Students at this school try to work out their disagreements with other students by talking to them.
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.			66% of students surveyed disagreed or strongly disagreed that students stop and think prior to acting when they are angry. 60% of students surveyed disagreed or strongly disagreed that students try to work out their disagreements with one another by talking.
B1. SCEP Goal for Survey Question			60% of students who are surveyed will either strongly agree, agree with the statement- Students at this school stop and think before doing anything when they get angry and Students at this school try to work out their disagreements with other students by talking to them.
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.			As evidenced by data collected from the student survey, teacher survey, problem solving team data and plans, discipline data, Griffin Help Zone data, it was determined that there is a need for intensive and ongoing professional learning communities around social emotional learning and restorative practices.
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.	
June 2019	June 2019	Identify leadership team for Social Emotional Support, which includes Griffin Help Zone teacher- create plan of support for classroom and special education teachers extend the leadership team to include teachers and members of the student support services team.	
July 2019	Aug 2019	Build morning meeting practices with teaching teams into summer planning. Establish procedures and routines for daily social emotional check-ins, school and classroom response systems, and staff/parent/student accountability. Partner with ROC Restorative, PIRI, and/or Gandhi Institute to support with building a Help Zone/ISS student reentry or transition plan. Explore possibilities to expand supports from Center for Youth.	
Sept 2019	Jan 2020	The Student Support Services team will meet weekly to review data, including triangulation of Help Zone data.	
Sept 2019	Sept 2019	Professional Learning Community- Restorative Practices: using morning meeting and other proactive daily practices to address student needs	
Oct 2019	Oct 2019	Professional Learning Community- Restorative Practices and Zones of Regulation in daily practice	
Nov 2019	Nov 2019	Professional Learning Community- Restorative Practices and Zones of Regulation : feedback and adjustments	
Dec 2019	Dec 2019	Professional Learning Community- Restorative Practices and Zones of Regulation: strategies and practices for consistently struggling students	

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	decrease data connected to problem solving team data and plans, discipline data, Griffin Help Zone data: Intensive and ongoing professional learning communities around social emotional learning and restorative practices.	
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
Jan 2020	Jan 2020	Professional Learning Community- Social Emotional Regulation- collegial sharing- what works, next steps
Feb 2020	Feb 2020	Professional Learning Community- student centered conversation to identify strategies for higher needs students
Mar 2020	Mar 2020	Professional Learning Community- follow up on higher needs students- what works, next steps
Apr 2020	Apr 2020	Professional Learning Community- Restorative Practices and Zones of Regulation, what now
May 2020	May 2020	Professional Learning Community- Restorative Practices and Zones of Regulation, what now
June 2020	June 2020	Compile a list of students who are not using strategies to regulate their own behavior. Create plan to address needs for 2020-2021 school year

English Language Proficiency (ELP) or School-Selected Indicator		
A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students- .9 SWD- NA ELL- .9 Black or African-American- NA Hispanic or Latino- NA Economically Disadvantaged- .93	
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 Black or African-American- NA Hispanic or Latino- NA Economically Disadvantaged- 1.00	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	As evidenced by data collected during Learning Walks/Evaluation Process/ Review of Data Points including NWEA, AIMSweb, Running Records/Report Card data, and review of student work, it was determined that there is a need for professional development around teaching common reading comprehension and metacognitive strategies as good first teaching for all students, as well as implementation of a specific intervention program- Leveled Literacy Intervention to better meet the literacy needs of students with disabilities and students consistently performing below grade level.	
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.
Jan 2019	Jan 2019	Training for Leveled Literacy Intervention (LLI) for 2 teachers
May 2019	May 2019	Teachers who were trained turn-key the training to other teachers in grades 3-4
July 2019	July 2019	Materials purchased to support LLI in grades 3-6 and Strategies that Work for grades K-6
August 2019	August 2019	Training for all teachers who will utilize LLI in grades 3-6, turn keyed by in-house trainers
Sept 2019	Sept 2019	Development and implementation of school-wide Instructional Leadership Teams and the Data Wise school improvement process.
Sept 2019	Sept 2019	Professional Learning Community support with implementation, observations, and feedback around LLI and Comprehension and Metacognitive Strategies, lesson design approach that includes explicit use of learning targets, focused mini-lessons that include think-alouds, opportunities for students to engage in active discussion and questioning and students monitoring their own progress. This will be aligned with the district's instructional framework.
Oct 2019	Oct 2019	Teacher Learning Lab with focus on LLI and Comprehension and Metacognitive Strategies, and lesson design
Nov 2019	Nov 2019	Professional Learning Community focus on data collection and use to drive instruction for Comprehension Strategies and LLI. This will include common planning time and grade level meetings.
Dec 2019	Dec 2019	Teacher Learning Lab with focus on LLI and Comprehension and Metacognitive Strategies

Jan 2020	Jan 2020	Professional Learning Community focus on LLI and Comprehension and Metacognitive strategies
Sept 2019	Jan 2020	Instructional coach support in classrooms with LLI and Comprehension and Metacognitive strategies
Sept 2019	Jan 2020	Consistent 6 week, but not limited to, progress monitoring of reading comprehension for students with disabilities and students below grade level, using a common formative assessment(ie running records, AimsWeb)
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.		50% of students will have met or exceeded their growth score set from the previous NWEA assessment, winter benchmark assessment of reading comprehension using the common formative assessment determined by the school (ie, running records, AimsWeb, LLI)
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	Review of implementation of the Instructional Leadership Team and Data Wise school improvement process to determine areas in need of refinement.
February 2020	February 2020	Professional Learning Community reflection and feedback around LLI and Comprehension Strategy implementation, k-6 Looking at Student Work Protocol
March 2020	March 2020	Professional Learning Community support with implementation, observations, and feedback around LLI and Comprehension and Metacognitive Strategies
April 2020	April 2020	Professional Learning Community LLI and Comprehension strategies- embedding student engaged assessments
May 2020	May 2020	Professional Learning Community - Looking at Student Work Protocol
June 2020	June 2020	Professional Learning Community reflection, next step around LLI and Comprehension Strategies
Feb 2020	June 2020	consistent 6 week progress monitoring of reading comprehension for students with disabilities and students below grade level
Feb 2020	June 2020	Professional support from instructional coaches and trained colleagues with implementation of LLI and comprehension strategies

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	SWD- 16.8% ELL- 25.8% Black or African-American- 10.8% Hispanic or Latino- 20.4% Economically Disadvantaged- 16.4%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	All Students- 11.2% SWD- 14% ELL- 12.6% Black or African-American- 9% Hispanic or Latino- 19.2% *This is the STATE 2019-20 Subgroup MIP Goal Economically Disadvantaged- 12.5%	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	As evidenced by review of absenteeism data, it was determined that there is a need for a Professional Learning Community around systems and responses to monitor and prevent chronic absenteeism, resources for parents and school staff to support with reasons for absenteeism.	
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.
February 2019	Feb 2019	Student Centered Conversations to identify chronically absent students and related school processes to document and prevent
May 2019	May 2019	Student Centered Conversations to identify chronically absent students and related school processes to document and prevent
June 2019	June 2019	Compile list of chronically absent students k-6, and reasons why
July 2019	August 2019	Crew home visits of students identified in June, family needs inventory
October 2019	October 2019	Student Centered Conversations to identify chronically absent students and related school processes to document and prevent
November 2019	November 2019	Schedule Student Led Conferences for students identified in June 2019 by phone, do home visit if necessary
August 2019	June 2020	Build in systems to support families who experience language barriers
September 2020	June 2020	Document all attendance communications/actions in Attend Action (SMS System) in a consistent manner

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.	The percentage of chronically absent students will fall to 12.6%.
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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
Jan 2020	Jan 2020	Student Centered Conversations to identify chronically absent students and related school processes to document and prevent
March 2020	March 2020	Student Centered Conversations to identify chronically absent students and related school processes to document and prevent
April 2020	April 2020	Schedule student led conferences for students identified in June, do home visit if necessary
May 2020	May 2020	Student Centered Conversations to identify chronically absent students and related school processes to document and prevent
June 2020	June 2020	Identify students who were chronically absent in 2019-2020 and reasons why