

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

- 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.

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	Anna Murray Douglass Academy, School 12

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	John Gonzalez	Title	Principal
Phone	585-461-3280	Email	john.gonzalez@rcsdk12.org
Website for Published Plan			

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

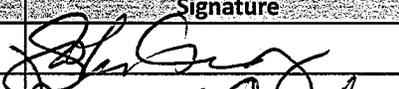
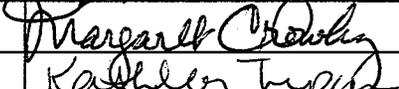
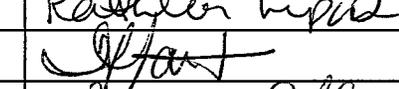
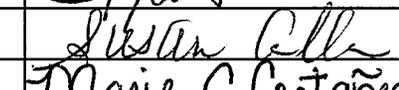
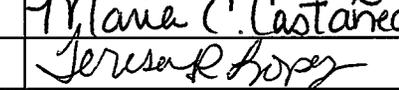
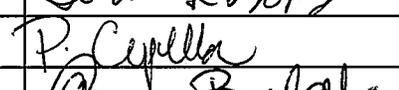
Implementation is required no later than the first day of regular student attendance.

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
John Gonzalez	Principal		8/18/19
Margaret Crowley	Assistant Principal		8/19/19
Katie Trepanier	Assistant Principal		8/14/19
Faith Hart	Assistant Principal		8-14-19
Susan Allen	Parent Liaison		8/14/19
Connie Castaneda	Bilingual Teacher		8/14/19
Teresa Lopez	Music Teacher		8-14-19
Petrina Cipolla	Bilingual Teacher		8/14/19
Amy Balaban	Special Education Teacher		8-14-19

Lisa Eckardt Nevol	Special Education Teacher	Lisa Eckardt-Nevol	Lisa Eckardt Nevol
Jeanne Robillard	Library Media Specialist	Jeanne Robillard	Jeanne Robillard
Mark Franklin	General Education Teacher	Mark Franklin	Mark Frankli
Anthony Matela	Social Studies Teacher	Anthony Matela	Anthony Matela
Janine Rella	Parent	Janine Rella	Janine Rella
Christine O'Connor	Parent	Christine O'Connor	Christine O'Connor
Dan Curran	Parent	Daniel Curran	Dan Curran

Evidence-Based Intervention

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

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

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

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

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

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

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

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

Meaningful Stakeholder Participation

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

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

Name	Title
Vicki Gouveia	Principal
Joyce Dunn	Assistant Principal
Sandra Galbato	Assistant Principal
Faith Hart	Assistant Principal
Susan Allen	Parent Liaison
Connie Castaneda	Bilingual Teacher
Theresa Lopez	Music Teacher
Petrita Cipolla	Bilingual Teacher
Lisa Eckardt Nevol	Special Education Teacher
Jennie Robillard	Library Media Specialist
Mark Franklin	General Education Teacher
Anthony Matela	Social Studies Teacher
Janine Rella	Parent
Christine O’Conner	Parent
Jacqueline Sprague	Community Member
Kearstin Brown	Parent
Koryn Jackson	Parent
Dan Curran	Parent
John Gonzalez	Principal
Margaret Crowley	Assistant Principal
Katie Trepanier	Assistant Principal

Retired June 30, 2019
2019
Promoted to new position July 1,

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	2/14/2019, 3/20/2019, 4/11/2019, 4/12/2019, 4/25/2019,	VG, JD, SG, FH, SA, CC, TL, PC,	
Determining priorities and goals based on the needs identified	4/11/2019, 4/12/2019, 5/8/2019	VG, JD, SG, FH, SA, CC, TL, PC, LEN, MF, AM, JR, CO, JS, KB, KJ	

Identifying an evidence-based intervention	4/11/2019, 4/12/2019, 4/30/2019	VG, JD, SG, FH, SA, CC, TL, PC, LEN, JR, MF, AM, JR, CO, JS, KB, KJ	
Scheduling activities to occur	4/25/2019, 5/3/2019	VG, JD, SG, FH, SA, LEN, JR, MF	
Identifying a plan to communicate the priorities to different stakeholders	4/12/2019, 4/29/2019, 5/13/2013	VG, JD, SG, FH, SA, CC, TL, PC, LEN, MF, AM, JR, CO, JS, KB, KJ	
Reviewed revised SCEP plan with parent group over email	08/11/19, 08/12/19	JG, DC, JR, CO	
Met with SBPT members to review revised SCEP goals and actions items. Sought team approval of revised SCEP	8/14/2019	JG, KT, FH, TL, JR, LE, AB, SA, AM, CO, PC, MF, MC, MC	

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

English Language Arts

A1. ELA Baseline Data: Provide the most			All Students- 48.1
B1. SCEP Goal for English Language Arts			All Students- 54.3
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,			Based on results of 2019 NYS ELA Assessments that there was not a growth in the schools overall profiecnecy which remained at 14%. On NWEA data, the team identified a decline in students meeting their growth targets from grade 4 to grade 8 . During classroom observations of teachers and data analysis there was an inconsistent use of best practice with literacy instruction.
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.	
Summer 2019	Summer 2019	School audit of literacy practices by the Instructional Leadership Team	
July 2019	August, 2019	Master schedule to support dedicated time to Reader's Workshop & Writing Workshop.	
August 2019	September 2019	Creation of an Instructional Leadership Team to support the completion of the action items in the SCEP; focused in the areas of ELA & Math.	
7/1/2019	8/1/2019	Development of Instructional Priority Statement to support the schools focus and consistency	
Summer 2019	Summer 2019	Audit of literacy resources to support the use of the Workshop Model	
Summer 2019	September, 2019	Organization of literacy resources to support the use of the Workshop Model	
August 2019	September, 2019	Establish school Instructional Leadership Team to provide support of Reading and Writing Workshop and monitor school wide academic data.	
August 2019	December, 2019	Ongoing professional development focused on the Workshop Model as a consistent approach to K-8 instruction.	
9/1/2019	12/1/2019	Professional development focused on components of Reader's Workshop to include Guided Reading and Literacy Centers	
9/1/2019	12/31/2019	Ongoing embedded classroom instructional coaching based on needs identified through observation in order to support consistent use of the Workshop Model	
9/1/2019	12/1/2019	The Instructional Leadership Team Classroom Walkthroughs to focus on the implementation of the Workshop Model.	
9/1/2019	12/31/2019	Common Planning Time for all grade levels with the utilization of a 1x weekly Academic Meeting to focus on understanding best practice, data analysis of student formative assessments and benchmark data, and guided instructional planning.	
9/1/2019	12/31/2019	Utilization of common benchmark and progress monitoring tools to track student understanding and inform future instructional decisions.	
9/1/2019	12/31/2019	Adoption of RCSD Insructional Framework to support consistent lesson planning within the Workshop Model	
9/1/2019	12/31/2020	Utilization of researched based instruction tools to support students struggling with meeting grade level expectation in reading.	
September 2019	12/31/2019	An informational presentation will be provided to parents on the Workshop Model & Literacy Instruction	

9/1/2019	12/31/2019	Utilization of the Classroom Parent Program to support the creation of literacy centers during Reader's Workshop
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		<p>NWEA - Increase by 10% (overall) in the number of students meeting their growth targets from Fall 2019 to Winter 2020 on the NWEA MAP assessment.</p> <p>Classroom Walkthrough - Consistent daily implementation of the Workshop Model in 100% of classrooms K-8 as monitored on lesson plans collected at least twice per month and through weekly classroom walkthroughs of the administrative team and monthly walkthroughs by the Instructional Leadership Team. .</p>

F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	Ongoing professional development focused on the Workshop Model as a consistent approach to K-8 instruction.
January 2020	June 2020	Ongoing embedded classroom instructional coaching to support consistent use of the Workshop Model
January 2020	June 2020	Common Planning Time for all grade levels with the utilization of a 1x weekly Academic Meeting to focus on understanding best practice, data analysis of student formative assessments and benchmark data, and guided instructional planning.
1/1/2020	6/1/2020	Utilization of common benchmark and progress monitoring tools to track student understanding and inform future instructional decisions.
January 1, 2020	June 26, 2020	Lesson Planning to be inclusive of the components identified in the RCSD Instructional Framework
		Instructional Leadership Team to conduct classroom walkthroughs to focus on components of the workshop model
January 2020	June 2020	Utilization of researched based instruction tools to support students struggling with meeting grade level expectation in reading.
January 2020	June 2020	Utilization of the Classroom Parent Program to support the creation of literacy centers during Reader's Workshop

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students- 37.3	
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students- 52.5	
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.	Teacher survey and classroom walkthroughs have indicated a lack of consistency in instructional approaches to support best practice during Math Workshop. Classroom observation has revealed that there is inconsistent use of Zearn to support math instruction in the school and at time this fidelity to implementation was not occurring in some classrooms. Additionally, interim data from NWEA demonstrated grades 3, 4, 7, & 8 had student growth percentages below the district average. The 2019 NYS assessment data showed that students in grades 3-8 did not show a growth in their proficiency of math skills.	
D1. Action Plan - August 2019 through January 2020		
D2. Start Date:	D3. End Date: Identify	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 2019	September 2019	Creation of an Instructional Leadership Team to support the completion of the action items in the SCEP; focused in the areas of ELA & Math.
July 2019	September 2019	Professional Development for Zearn and Next Generation Math Standards.
9/3/2019	9/3/2019	Ongoing Professional Development to support the use of best practice with the Workshop Model using Zearn as a tool and the analysis of
September 2019	December 2019	Common Planning Time for all grade levels with the utilization of a 1x weekly Academic Meeting to focus on understanding best practice, data
September 2019	December 2019	Identification and utilization of grade level progress monitoring tools to track student proficiency and growth in mathematics.
September 2019	December 2019	On-going teacher progress monitoring of individual student goals using: NWEA, Zearn Data Reports.
September 2019	12/1/2019	Adoption of RCSD Instructional Framework to support consistent lesson planning within the Workshop Model
September 2019	December 2019	Review of unit lesson planning and unpacking for the inclusion of Next Generation Standards aligned with the Instructional Framework.
November 2019	November 2019	An informational presentation will be provided to parents on the Workshop Model & Zearn.
September 2019	December 2019	Utilization of the Classroom Parent Program to support the creation of math centers to use during Math Workshop
August 2019	September 2019	Establish School Instructional Leadership Team to provide professional support with Math Workshop and Zearn Implementation and to monitor
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.	NWEA - Increase by 10% (overall) in the number of students meeting their growth targets from Fall 2019 to Winter 2020 on the NWEA MAP assessment. Classroom Walkthroughs - Daily consistent implementation of Math Workshop with Zearn as a resources in 100% of classrooms in grades K-5. Also, 100% of classrooms using the Math Workshop model to support best practice in math.	

F1. Action Plan - January 2020 through June 2020		
F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
1/1/2020	6/26/2020	Ongoing Professional Development to support the use of best practice with the Workshop Model with Zearn as a tool.
January 2020	June 2020	Monthly Academic Meeting time to support professional learning with Zearn and the Workshop Model and reviewing Zearn data reports..
January 2020	June 2020	Utilization of common grade level progress monitoring tools to track student proficiency and growth in mathematics.
January 2020	June 2020	On-going teacher progress monitoring of student progress (NWEA, Zearn Data Collection) and using this data to inform their instruction.
January 2020	6/1/2020	Teacher lesson plans to reflect consistent use of Zearn (K-5) within the Workshop Model
January 2020	June 2020	Instructional Leadership Team will conduct walkthroughs with a focus on monitoring the use of the Workshop Model and Zearn.
January 2020	June 2020	Review of unit lesson planning and unpacking for the inclusion of Next Generation Standards aligned with the Instructional Framework in teacher
1/1/2020	6/26/2020	needs.
January 2020	June 2020	Utilization of the Classroom Parent Program as organized by the PTA to support the creation of math centers to use during Math Workshop

Survey

A1. Survey Question: Provide the survey	Adults working at this school treat all students respectfully.	
A2: Baseline Data: Provide the most recent survey results for the question identified	As a result of the School Climate survey 66% of students in this school responded to this question favorably 36% did not respond favorably. .	
B1. SCEP Goal for Survey Question	80% of students will respond favorably to this question at the end of the 2019 - 2020 school year.	
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.	<p>The Instructional Leadership team noted the inconsistency in building relational capacity within the school; this is mostly seen through some contentious relationships between adults and students and evidenced in the student survey data. Staff having a better understand of youth culture and culturally responsive pedagogy is needed to support enhanced and authentic relationships; this needs to be supported by ongoing professional learning support focused on Implicit Bias, Race, African, African American, and Hispanic culture.</p> <p>Feedback from staff, students, and parents about how the school is growing with its relational practices resulting in improved relations with staff/parents, staff/students.</p>	
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	Establish Authentic Relationships Team to provide professional learning and monitor the implementation of Culturally Responsive Practice and positive student, family, and staff relationships using Restorative Practices.
August 2019	September 2019	Identification of specific Culturally Responsive practices that could be utilized in the classroom and in the school in order build stronger student and family relationships.
August 2019	December 2019	The Authentic Relationship Team will ensure there is professional learning will be provided to all staff, focused on culturally responsive pedagogy with an initial step of examining implicit bias and race and Restorative Practices.
August 2019	September 2019	A referral system to employ more social emotional supports to students as opposed to punitive consequences will be implemented.
September 2019	December 2019	Academic Meeting time in place to support ongoing learning about culturally responsive pedagogy and the connection to positive student relationships.
September 2019	October 2019	Specific relational questions to be used during teacher conferences as an intentional effort to strengthen teacher-student relationships
October 2019	December 2019	Actions plans created by teachers on how to increase positive relationships with students to be completed during Academic Meetings.
September 2019	December 2019	Ongoing feedback through Walkthroughs from administration, instructional coaches, and members of the Authentic Relationships Team to all educators as a support for the use of culturally responsive practices and Restorative Practices in the classroom
September 2019	June 2020	Parent and family survey developed and administered to parents at evening events to help understand their perspective on school culture and to inform future practices.
November 2019	December 2019	Quarterly student surveys will be administered to students in grades 3-8 to help understand their perspective on the school culture and inform practices.
November 2019	December 2019	Action plan created by the Authentic Relationships Team to address the outcomes of the student and parent surveys.

<u>F1. 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.</u>		<p>Survey Data - random sampling of student survey data, early access to preliminary survey data (EDSCLS). Target of 70% of students agree/strongly agree</p> <p>Walkthroughs - Culturally Responsive Practices used in 100% classroom as monitored by weekly classroom walkthroughs, monthly connection of lesson plans and quarterly student feedback.</p> <p>Parent Engagement/Involvement 2 school wide events honoring student culture. Parent surveys to help determine their perception of student/educator relationships and sign in sheets with afterschool community events.</p>
F1. Action Plan - January 2020 through June 2020		
<u>F2. Start Date:</u> Identify the projected start date for each activity.	<u>F3. End Date:</u> Identify the projected end date for each activity.	<u>F4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	Authentic Relationships Team to provide professional learning and monitor the implementation of Culturally Responsive Practice and positive student, family, and staff relationships.
January 2020	June 2020	Professional learning will be provided to all staff, focused on culturally responsive pedagogy with an initial step of examining implicit bias and race.
January 2020	June 2020	Specific culturally responsive practices utilized in the classroom and in the school in order to build stronger teacher/student relationships.
January 2020	June 2020	Ongoing feedback through Walkthroughs from administration, instructional coaches, and members of the Authentic Relationships Team to all educators as a support for the use of culturally responsive practices and Restorative Practices in the classroom
January 2020	June 2020	Academic Meeting time in place to support ongoing learning about culturally responsive pedagogy
June 2020	June 2020	Quarterly Student surveys will be administered to students in grades 3-8 to help understand their perspective on the school culture and inform practices.
January 2020	June 2020	Parent and family survey developed and administered to parents at evening events to help understand their perspective on school culture and to inform future practices.
January 2020	June 2020	Conduct community celebration to honor the history and lives of our school's African American students.
May 2020	June 2020	Action plan created by the Authentic Relationships Team to address the outcomes of the student and parent surveys.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available	All Students- Number of Suspensions for 2017-18 SY - 175 suspensions
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified	All Students- Reduction of 10% suspensions from the previous year. Through rigorous use of restorative practices we aim for a reduction of 10% suspensions from the previous school year.
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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,	The Instructional Leadership Team noted that staff have communicated that there was a lack of restorative practices being implemented consistently as well as a lack of professional support for all educators. The 2018-19 suspension data showed that students in the 7th and 8th grades had frequent and reoccurring suspensions. There is a need for successful meditations for middle school students. There is a need for professional development for teachers on implementing restorative practices.
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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	December 2019	Professional learning opportunities provided to school staff focused in the following areas: Zones of Regulation, Second Step, Restorative Practices, and Positive Behavior Supports
August 2019	December 2019	Social emotional (Zones of Regulation) and Character Education (Second Step) learning opportunities provided during Village Time.
August 2019	September 2019	School-wide behavior expectations documented and posted in a variety of locations in the school.
September 2019	October 2019	Baseline survey of teaching staff of their current understanding and use of specific culturally responsive practices.
September 2019	October 2019	Baseline survey of student perception of classroom and building climate, specific to a culturally responsive environment
9/1/2019	12/31/2019	School wide behavior expectations used to reinforced positive behavior of students K-8
7/1/2019	8/31/2019	Master schedule to be inclusive of Village Time to support implementation of Second Step and Restorative Practices
10/1/2019	12/31/2019	By December 2019 restorative practices will be utilized by 100% of staff at this school (Restorative Circles, Restorative Language, Affirmative Questions)
August 2019	September 2019	Creation of the Social Excellence Team to support the completion of the action items in the SCEP; focused in the area of student suspensions.
September 2019	October 2019	The Social Excellence Team determines how Restorative Practices, Zones of Regulation, and Second Step implementation is monitored.
September 2019	December 2019	Utilization of the Classroom Parent Program to support the creation of classroom artifacts to support the implementation of Zones of Regulation and Second Step.
September 2019	September 2019	Academic Meeting time used to review SEL data to include Office Behavior Referrals, SEL referrals, and Suspension Data; this will support change in practice and monitoring school wide progress towards reducing suspensions.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	<p>Walkthrough Data - A 25% increase in teacher use of restorative practices from Fall 2019 to Winter 2020 based on a baseline survey of current practices (Restorative Circles, Restorative Language, Affirmative Questions).</p> <p>Survey Data - An increase in teacher/student positive relationships as measured by teacher and student surveys.</p> <p>Disciplinary Referral Data - A mid year reduction of student behavioral incidents using Office Behavior Referrals and a 10% from September 2019 to Winter 2020.</p> <p>Suspension Data - A 5% reduction in suspensions as compared to 2018-19 SY data (Fall 2019-Winter 2020)</p>
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	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 school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	Professional learning opportunities provided to school staff focused in the following areas: Zones of Regulation, Second Step, Restorative Practices, and Positive Behavior Supports
January 2020	June 2020	Social emotional (Zones of Regulation) and Character Education (Second Step) learning opportunities provided during weekly student learning.
1/1/2020	6/26/2020	School wide behavior expectations used to reinforced positive behavior of students K-8
1/1/2020	6/30/2020	Restorative practices will be utilized by 100% of staff at this school (Restorative Circles, Restorative Language, Affirmative Questions)
January 2020	June 2020	Academic Meeting time used to review SEL data to include Office Behavior Referrals, SEL referrals, and Suspension Data; this will support change in practice and monitoring school wide progress towards reducing suspensions.
January 2020	June 2020	Social Excellence Team members willl conduct walkthroughs during Village Time to observe the use of restorative practices
January 2019	June 2020	Utilization of the Parent Room Program to support the creation of classroom artifacts to support the implementation of Zones of Regulation and Second Step.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most	All Students- 29.4%	
B1. SCEP Goal for Chronic Absenteeism (if	All Students- 19.4%	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,	The school attendance data shows that 234 students are chronically absent, a review of Attend Actions documentation listed a majority of absent students being out for being sick and some for not wanting to come to school. Students in grades 4 and 5 have the most chronically absent students. Developing a more individualized approach to target student and family need will be important.	
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.
September 2019	October 2020	School Attendance Team to meet on a weekly basis (Social worker, Home School Assistant, 7-8 Counselor, Parent Liaison, Administrator).
September 2019	December 2019	Members of the School Attendance Team will contact parents/families via phone call or home visits to try and understand
September 2019	December 2019	Targeted reach out by the Parent Liaison and Nurse staff to families to inform them of vaccination opportunities in the community.
August 2019	September 2019	Creation of the Shared Governance Team, Engaging Learning to support the completion of the action items in the SCEP; focused in the area of Chronic Absenteeism.
September 2019	December 2019	Professional learning for teachers during Academic Meetings to support the use of total participation protocols during academic instruction
September 2019	December 2019	Quarterly Walkthroughs by the Engaging Learning Team to monitor the use of Total Participation Protocols in the classroom.
September 2019	September 2019	Review of teacher expectations for monitoring and documenting chronically absent students in Attend Actions
September 2019	September 2019	Creation of individual goals for students who are chronically absent by the Attendance Team in collaboration with students and families.
September 2019	October 2020	Establishment of a school store for Douglass Dollars (Attendance incentive).
September 2019	December 2019	Teachers to make ongoing phone calls for chronically absent students upon student absence and document in Attend Actions.
September 2019	December 2019	School wide or classroom monthly recognition of students with 95% and above attendance (Students to receive Douglass Dollars and certificate).
September 2019	December 2019	School wide or classroom monthly recognition of chronically absent students who met attendance goals.
December 2019	December 2019	Academic Meetings/Grade level meetings to review student attendance data.
September 2019	December 2019	Teacher teams will provide monthly written feedback to the attendance team based on the data reviews at the Academic Meetings
September 2019	December 2019	Enhanced student engagement in classroom instruction through the use of total participation protocols
December 2019	December 2019	Creation of and administration of student survey questions to gather information on their classroom engagement in learning.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	<p>Average Daily Attendance Data - Improvement in overall student daily attendance to average at least 91% in January 2020.</p> <p>Chronic Absence Data - A decrease by 5% in the number of chronically absent students from Winter 2019 to Winter 2020.</p> <p>Survey Data - An increase in student positive perception of their engagement in the classrooms as measured by student surveys and classroom walkthrough data.</p> <p>Student Goals Data - Ongoing monitoring of individual Attendance Goals targeted for students in grades 4 & 5, created and monitored by the Attendance Team.</p> <p>Walkthrough - the Engaging Learning Team will conduct quarterly walkthroughs of classrooms in order to monitor the use of Total Participation Protocols in the classroom with an expectation that 100% of classrooms are showing evidence of using these protocols.</p>	

F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	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 school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	Teachers to make phone calls for chronically absent students upon student absence and document in Attend Actions.
September 2019	December 2019	Members of the School Attendance Team will contact parents/families via phone call or home visits to try and understand
January 2020	June 2020	Quarterly Walkthroughs by the Engaging Learning Team to monitor the use of Total Participation Protocols in the classroom.
January 2020	June 2020	Weekly meetings of the School Attendance Team to discuss chronically absent students to determine root cause for absences and establish plans to reduce absences.
January 2020	June 2020	School wide or classroom monthly recognition of students with 95% and above attendance (Students to receive Douglass Dollars and certificate).
January 2020	June 2020	School wide or classroom Monthly recognition of chronically absent students who met attendance goals.
June 2020	June 2020	Provide student recognition for students who have the most improved attendance.
March 2020	March 2020	Academic Meeting/Grade level meetings to review student attendance data.
January 2020	June 2020	Enhanced student engagement in classroom instruction through the use of total participation protocols
January 2020	June 2020	Professional learning for teachers during Academic Meetings to support the use of total participation protocols during academic instruction
June 2020	June 2020	Administration of student survey questions to gather information on their classroom engagement in learning.