Statement of Assurances

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

x	1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

x	2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and distribution through public agencies.

x	3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

x	4. The SCEP contains at least one evidence-based intervention.

x	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010089
School Name:	Northwest College Preparatory

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Steven Soprano	Title	Principal
Phone	585-324-9289	Email	steven.soprano@rcsdk12.org
Website for Published Plan	www.rcsdk12.org/profile/nw		

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

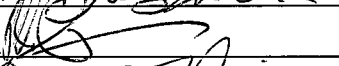Implementation is required no later than the first day of regular student attendance.
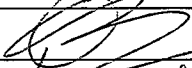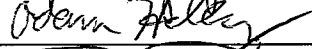
SIGNATURES

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

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

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

Name	Title	Signature	Date
Steve Soprano	Principal		5/15/19
Tiffany Lee	Assistant Principal		5/15/19
Shannon Markin-McMurtrie	CASE		5/15/19
Katherine Palumbo	Literacy Teacher		5/15/19
Dale Schamback	Intervention Prevention Teacher		5/15/19
Reyita Perez	Spanish Teacher		5/15/19
Danielle Hoskins	ESOL Teacher		5/15/19
Aaron Valachovic	SPED Teacher		5/15/19

1

Name	Role	Signature	Date
Qushon Taylor-Bertram	School Counselor		5/15/19
Marenda Thornton-Lawhorne	Science Teacher		5/15/19
Adam Holloway	Technology Teacher		5/15/19
Rick Roche	Athletic Director		5/15/19
Iris White	Head Secretary		5/15/19
Gayle Cameron	Teacher Assistant	Gayle C. Cameron	5/15/19
	Parent		
Shaarone Smith	Parent	Shaarone Smith	5-15-19
Justina Colon	Parent	Justina Colon	5-15-19
Kevin Evans	Parent	Kevin Evans	5-15-19
	Parent		
	Parent		
Shane Smith	Student	Shanae Smith	5/15/19
Alaina Evans	Student	Alaina Evans	5/15/19
Tiyere Richardson	Student	Tiyere Richardson	5/15/19
Michael Harris	Student	Michael Harris	5/15/19
Javiellys Pomales Cuadrado	Student	Javiellys M. Pomales Cua	5/15/19
Adonnis Campbell	Student		

2

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.

x	**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:	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.

Strategy the school will implement:	
Clearinghouse	

| Rating from Clearinghouse | |

Meaningful Stakeholder Participation

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

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

Name	Title
Steve Soprano	Principal
Tiffany Lee	Assistant Principal
Shannon Markin-McMurtrie	CASE
Katherine Palumbo	Literacy Teacher
Dale Schamback	Intervention Prevention Teacher
Reyita Perez	Spanish Teacher
Danielle Hoskins	ESOL Teacher
Aaron Valachovic	SPED Teacher
Qushon Taylor-Bertram	School Counselor
Marenda Thornton-Lawhorne	Science Teacher
Adam Holloway	Technology Teacher
Rich Roche	Athletic Director
Iris White	Head Secretary
Gayle Cameron	Teacher Assistant
Shaarone Smith	Parent
Justina Colon	Parent
Kevin Evans	Parent
Shane Smith	Student
Alaina Evans	Student
Tiyere Richardson	Student
Michael Harris	Student
Javiellys Pomales Cuadrado	Student

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	8/27/18, 9/20/18, 10/9/18, 10/30/18, 12/19/18, 1/29/19, 2/27/19, 4/11/19, 5 /15/19	TR,AE,MH,JPC,SS,SS,TL,SMM,KP,DS,RP,DH,AV,QTB,MTL,AH,RR,IW,GC,SS,JC,KE	
Determining priorities and goals based on the needs identified	8/27/18/, 9/20/18, 10/9/18, 10/16/18, 11/27/18, 1/3/19, 2/22/19	TR,AE,MH,JPC,SS,SS,TL,SMM,KP,DS,RP,DH,AV,QTB,MTL,AH,RR,IW,GC,SS,JC,KE	
Identifying an evidence-based intervention	9/20/18, 10/9/18, 10/16/18, 11/27/18, 1/3/19, 2/22/19, 5/15/19	TR,AE,MH,JPC,SS,SS,TL,SMM,KP,DS,RP,DH,AV,QTB,MTL,AH,RR,IW,GC,SS,JC,KE	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	9/5/18, 9/20/18, 12/7/18, 1/29/19, 2/27/19, 4/11/19, 1/11/19, 3/21/19, 4/26/19, 5/15/19	TR,AE,MH,JPC,SS,SS,TL,SMM,KP,DS,RP,DH,AV,QTB,MTL,AH,RR,IW,GC,SS,JC,KE	
Identifying a plan to communicate the priorities to different stakeholders	8/27/18, 9/4/18, 9/20/18, 12/7/18, 1/29/19, 3/21/19, 4/26/19, 5/15/19	TR,AE,MH,JPC,SS,SS,TL,SMM,KP,DS,RP,DH,AV,QTB,MTL,AH,RR,IW,GC,SS,JC,KE	

English Language Arts

A1. ELA Baseline Data: Provide the most	All Students-28.9

B1. SCEP Goal for English Language Arts	All Students- 49.4

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on the Spring 2019 NWEA data and the NYS Linking Study a total 1.6% of the 187 students tested in grades 7-8 are projected to score a level 3 or above on the 2019 NYS ELA test. Even though 36.4% (at District Average) of all students met their Fall to Spring NWEA growth targets, there has to be a greater focus on targeted intervention for students that is data informed and driven. This information, combined with feedback from the March 2019 DTSDE report evidence the need employ researched based targeted interventions delivered in multiple settings (small group settings in classroom and pull out as well). Students must demonstrate accelerated growth beyond their NWEA growth goals in order for the school to make acceptable progress.

D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	January 2020	Lesson plans that provide for student centered learning with teacher as facilitator (Onboarding/building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
August 2019	January 2020	Better planning for differentiation of instruction. (Onboarding/building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
September 2019	January 2020	Establish weekly grade level collaboration time to analyze formative assessments, student work and other data to deepen the understanding of the standards and to adjust instructional delivery and intervention schedules
September 2019	January 2020	Scheduled walkthroughs by administrators and interventionists to provide immediate feedback on intervention implementation
September 2019	January 2020	Teacher formal and unannounced observations.
September 2019	January 2020	Regular 5 week data cycles will be established by grade level teachers, intervention specialists and administrators in order to assure students are receiving remediation and acceleration at their level of instructional need while continuing to expose students to grade level content
September 2019	January 2020	Push in/pull out targeted intervention to be provided by intervention specialists
October 2019	November 2019	Goal setting with individual students based off of Fall NWEA data.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to	In January 2020, 50% of student will neet their Fall to Winter Growth goals on the NWEA assessment, and 15% of students will be projected to score a level 3 or level 4 on the NYS ELA assessment based upon the NYS Linking Study	

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	Lesson plans that provide for student centered learning with teacher as facilitator (Continued building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
January 2020	June 2020	Better planning for differentiation of instruction. (Continued building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
January 2020	June 2020	Push in/pull out targeted intervention to be provided by intervention specialists
January 2020	June 2020	Regular 5 week data cycles will be established by grade level teachers, intervention specialists and administrators in order to assusere studetns are receing remediaton and acceleration at their level of instructionall need while contimuring to espose students to grade level content.
January 2020	June 2020	Scheduled walkthroughs, across content areas, by Administration to provide immediate feedback.
January 2020	June 2020	Teacher formal and unannounced observations.
January 2020	June 2020	Student progress reports reviewed with students (5 week mark of every marking period throughout the school year) and sent to families at midmark of all four marking periods (all content areas).
January 2020	June 2020	Utililization of district half days to provide needs based professional development on improving instructional practice
January 2020	June 2020	Mid-year assessment of instructional and intervention impact by the Principal to determine any needed adjustments to intervention staffing utilization in meeting student instructional needs

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students- 16.3
B2. SCEP Goal for Mathematics **TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**	All Students- 47.1
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 the Spring 2019 NWEA data and the NYS Linking Study a total 1.4% of the 207 students tested in grades 7-8 are projected to score a level 3 or above on the 2019 NYS ELA Exam. 34.9% (below the District Average) of all students met their Fall to Spring NWEA growth targets. A greater focus on targeted intervention for students that is data informed and driven is paramount. This information, combined with feedback from the March 2019 DTSDE report evidence the need employ researched based targeted interventions delivered in multiple settings (small group settings in classroom and pull out as well). Students must demonstrate accelerated growth beyond their NWEA growth goals in order for the school to make acceptable progress.

D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	**D3. End Date:** Identify the projected end date for each activity.	**D4. Steps to Address Areas of Need and Achieve Goal:** In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	January 2020	Lesson plans that provide for student centered learning with teacher as facilitator (Onboarding/building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
August 2019	January 2020	Better planning for differentiation of instruction. (Onboarding/building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
September 2019	January 2020	Establish weekly grade level collaboration time to analyze formative assessments, student work and other data to deepen the understanding of the standards and to adjust instructional delivery and intervention schedules
September 2019	January 2020	Scheduled walkthroughs by administrators and interventionists to provide immediate feedback on intervention implementation
September 2019	January 2020	Teacher formal and unannounced observations.
September 2019	January 2020	Regular 5 week data cycles will be established by grade level teachers, intervention specialists and administrators in order to assure students are receiving remediation and acceleration at their level of instructional need while continuing to expose students to grade level content
September 2019	January 2020	Push in/pull out targeted intervention to be provided by intervention specialists
October 2019	November 2019	Goal setting with individual students based off of Fall NWEA data.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	In January 2020, 50% of student will neet their Fall to Winter Growth goals on the NWEA assessment, and 10% of students will be projected to score a level 3 or level 4 on the NYS ELA assessment based upon the NYS Linking Study

F1. Action Plan - January 2020 through June 2020		
F2. Start Date:	**F3. End Date: Identify**	**F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of**
January 2020	June 2020	Lesson plans that provide for student centered learning with teacher as facilitator (Continued building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
January 2020	June 2020	Better planning for differentiation of instruction. (Continued building level and district level PD throughout school year/ walkthrough data, NWEA and formative assessment data reviewed regularly at weekly grade level team meetings, observations.
January 2020	June 2020	Push in/pull out targeted intervention to be provided by intervention specialists
January 2020	June 2020	are receing remediaton and acceleration at their level of instructionall need while contimuring to espose students to grade level content.
January 2020	June 2020	Scheduled walkthroughs by adminstrators and interventionists to provide immediate feedback on intervention implimentation
January 2020	June 2020	Teacher formal and unannounced observations.
January 2020	June 2020	Student progress reports reviewed with students (5 week mark of every marking period throughout the school year) and sent to families at midmark of all four marking periods (all content areas).
January 2020	June 2020	Utililization of district half days to provide needs based professional development on improving instructional practice
January 2020	June 2020	Mid-year assessment of instructional and intervention impact by the Principal to determine any needed adjustments to intervention staffing utilization in meeting student instructional needs

	Survey	
A1. Survey Question: Provide the survey	I can talk to a teacher or other adult at school about something that is bothering me.	
A2: Baseline Data: Provide the most recent survey results for the question identified	In most recent survey (May 2019), 60% of the student body felt that they could talk to a teacher or other adult at school about something that is bothering them.	
B1. SCEP Goal for Survey Question	By June 1, 2020, 90% of the student population (grades 7 & 8) will state that they could talk to a teacher or other adult at school about something that is bothering them as evidenced by answering the survey question in the affirmative (strongly agree/agree).	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	The school needs to create a safe learning environment for students so that they feel comfortable to talk to a teacher or other adult about something that is bothering them. In order for this to become a reality, positive relationships between students and school staff have to be developed and nurtured. Additionally, time has to by built in during the shcool schedule where adults and students can develop relationships and have forums where therse relationahips can be continuously strenghtend

Family advocacy

professional development - creating relationships and classroom communities

Restorative practices were not being implemented (though teachers have been trained) - weekly team meetings where teachers touch base with parents.

Help zones | |
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	January 2020	Building wide professionall development will be offerd based on Joy DeGruy's Relationship Model of Educational Intervention
September 2019	January 2020	Building wide professionall development will be offerd based on Culturally Resonsive Pedagogy
September 2019	January 2020	Walkthroughs completed by building level adminstratos and central office staff to monitor the implimentaion of culturally responsive pedagogy
September 2019	January 2020	Grade level teams will develop a monthly advisory/team time schedule focused on relationship building activites
September 2019	January 2020	Hold a family/staff dinner each semester to include parents in the conversation regarding building positive culture and climate.
September 2019	January 2020	Hold grade level Town Hall meetings each marking period to get feedback and provide open dialogue between students and staff.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to	75% of students randomly surveyed (including those who will have already taken the 2019/20 School Climate Survey) will agree or strongly agree that they talk to a teacher or adult about something that is bothering them.	
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	Building wide professional development will be offered based on Joy DeGruy's Relationship Model of Educational Intervention
January 2020	June 2020	Building wide professional development will be offered based on Culturally Responsive Pedagogy. This included teaching staff members to better understand our students and to value the strengths each student brings to the classroom
January 2020	June 2020	Walkthroughs completed by building level administrators and central office staff to monitor the implementation of culturally responsive pedagogy
January 2020	June 2020	Grade level teams will develop a monthly advisory/team time schedule focused on relationship building activities
January 2020	June 2020	Hold a family/staff dinner each semester to include parents in the conversation regarding building positive culture and climate.
January 2020	June 2020	Hold grade level Town Hall meetings each marking period to get feedback and provide open dialogue between students and staff.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	NWCP ended the 2018/19 School Year with: 51 Out of School suspensions 71 In School Suspensions
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	Reduce out of school suspensions by 10%: 46 Out of School Ssuspensions 64 In School Suspensions
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,	Northwest currently has 70 incident referrals as shown in SPA data. We need to decrease this number to 50 in order to maximize the amount of instructional time students are receiving and to meet students social-emotional and developmental health needs. Establishing consistent systems to provide and monitor social-emotional supports will will be critical in assuring a reduction of suspensions

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	January 2020	Multi-Tiered Systems of Support Team (MTSS) will be developed and meet every two weeks to develop behavioral intervention strategies with staff members to address behaviors that could lead to student suspension.
September 2019	January 2020	Principal and Assistant Principal will review SPA data on a weekly basis to monitor suspension data and to address areas of need
September 2019	January 2020	Utilization of a Help Zone which allows students time to de-escalate during a potential disciplinary situation and develop strategies with a trusted adult that will allow them to re-enter the classroom without incident.
September 2019	January 2020	Monthly meetings will be held with Administration, Help Zone team, and Restorative practice team to consistently progress monitor SPA and referral data throughout the year.
October 2019	November 2019	Creation of School Support Team and referral form to be utilized in student Responsive to Intervention meetings focusing on individual 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.	At midyear, NWCP's target suspension data will be the following: Less than 22 out school suspensions Less than 32 in school suspensions

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	Principal and Assistant Principal will review SPA data and all internal referrals on a monthly basis.
January 2020	June 2020	Utilization of a Help Zone to allow students time to de-escalate, reflect, and be re-entered into the classroom.
January 2020	June 2020	Restorative practice team, headed by Assistant Principal and Intervention Prevention Specialist to hold restorative circles and mediations.
January 2020	June 2020	MTSS data will be revisited at weekly team meetings to assess student progress or intervention modifications that may be needed.
January 2020	June 2020	Monthly meetings will be held with Administration, Help Zone team, and Restorative practice team to consistently progress monitor SPA and referral data throughout the year.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most		All Students- 53.7%
B1. SCEP Goal for Chronic Absenteeism (if		All Students- 42.9%
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,		As evidenced by the March 2019 DTSDE report and 2018-2019 absenteeism data from SPA (Daily attendance 73% and 54% of students chronically absent), the school needs to create and oversight team that monitors, daily attendance and chronic absenteeism, determines root causes of absenteeism and can utilize building and community resources to support students and families in overcoming obstacles that lead to students not being present at school.
		%
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	August 2019	An attendance team comprised of the Principal, School social workers, School counselors, Home-School assistant, the Community Schools site coordinator will meet every two weeks to review student attendance, determine root causes of student absences and create individual student attendance improvement plans.
September 2019	September 2019	Develop student incentives to increase attendance: Calendar of events, field trips, celebrations presented to students at first Town Hall meeting.
September 2019	January 2020	Home school assistant, guidance counselor, social workers and/or administrators to conduct home visit for student missing 5 consecutive school days without an excuse
September 2019	January 2020	Assign attendance success coach to students who are chronically absent. This coach will check in with their assigned students daily
September 2019	January 2020	Attendance liaison will make daily phone calls to chronically absent students who show up on the daily absentee list.
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		Target: All student chronic absentee rate below 43%.

Via internal SPA data |
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	Develop student incentives to increase attendance: Calendar of events, field trips, celebrations presented to students at a second semester Town Hall meeting.
January 2020	June 2020	Home school assistant, guidance counselor, social workers and/or administrators to conduct home visit for student missing 5 consecutive school days without an excuse
January 2020	June 2020	Assign attendance success coach to students who are chronically absent. This coach will check in with their assigned students daily
January 2020	June 2020	Attendance liaison will make daily phone calls to chronically absent students who show up on the daily absentee list.