

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	School 09- Dr. Martin Luther King Jr.

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Sharon Jackson	Title	Principal
Phone	585.325.7828	Email	sharon.jackson@rcsdk12.org
Website for Published Plan	www.rcsdk12.org/dcjp		

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

Statement of Assurances

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

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

Evidence-Based Intervention

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

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

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

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

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

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

	Rating from Clearinghouse	
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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

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
Atieri, Stacy	Kindergarten Grade Level Chair
Brockmann, Lyndsey	First Grade Level Chair
Nicole Maier	Second Grade Level Chair
Dominque Matties	Third Grade Level Chair
Victoria Stuewe	Fourth Grade Level Chair
Rialdo Vanegas	Fifth Grade Level Chair
Charles Brooks	Sixth Grade Level Chair
Carol Satta	Librarian
Alicia Bradford	Special Subject Team
Carra Vanderstyne	Reading Teacher
Charles Hall	Bilingual Teacher
Kiera Coakley	Sixth Grade Teacher
Aretha Edwards	Second Grade Teacher
Wilmaria Velez-Feliciano	Intervention / Prevention Teacher, Bilingual
Lisa Sprague	Literacy Teacher
Patricia Seltzer	Teacher, RTA Rep
Janet Santos	Bilingual Reading Teacher
Albra Pacheco	Intervention / Prevention Teacher, Bilingual
Dawn Newmark	Intervention / Pervention Teacher, Literacy
Emma Joslin	Reading Teacher
Felix-Rivera, Dianne	Parent Liaison
Katie Ducett	Reading Teacher
Alexis Butler	ESOL Teacher
Wanda Labrador	Community Site Coordinator
Demitria Lawton-Greggs	Community Resource Teacher
Robin Hill	Intervention / Prevention Teacher, Technology
Patrick Fink	Intervention / Prevention Teacher, Math
Shannon Costanzo	Intervention/ Prevention Teacher, Coping Power Teacher
Reatha Lea	PTO President, Parent
Wanda Romero	PTO Parent
Raul Morales	PTO Parent
Bethzaida Feijoo	PTO Parent
Melvin Ramirez	PTO Parent
Maria I DelValle	PTO Parent
Gaynelle Wethers	CET Chairperson, Community
Charlotte Henderson	Baden 21st Century, Community
Alicia Evans	Common Ground Health, Community
Maria Ortiz-Viera	Assistant Principal

Burnice Green Assistant Principal
 Sharon E. Jackson Principal

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

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	5/7/19 Grade Level Meetings; 5/8/19 CET Team & Leadership Team 5/14/19 PTO	See Attached Signatures	
Determining priorities and goals based on the needs identified	5/7/19 Grade Level Meetings; 5/8/19 CET Team & Leadership Team 5/14/19 PTO	See Attached Signatures	
Identifying an evidence-based intervention	5/7/19 Grade Level Meetings; 5/8/19 CET Team & Leadership Team 5/14/19 PTO	See Attached Signatures	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/8/19 CET Team & 5/14/19 PTO	See Attached Signatures	
Identifying a plan to communicate the priorities to different stakeholders	Request Translation of Document in Spanish from PTO; 5/7/19 Grade Level Meetings; 5/8/19 CET Team & Leadership Team 5/14/19 PTO	See Attached Signatures	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	All Students-45 SWD- 17.6 ELL- 24.1
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B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-53.1 SWD- 41.3 ELL- 33.8
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team review of data.	According to the April 29 Professional Development Practice Self-Assessment, curriculum implementation was not consistent and/or faculty did not demonstrate an understanding of curricula. As a result, students had limited opportunities to engage in rigorous, relevant, and integrated lessons and/or project-based units of study that supported higher levels of thinking and peer collaboration.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 1, 2019	January 31, 2020	Administrators will create opportunities that will allow stakeholders to understand Next Generation Learning Standards, how components of curriculum link together with assessment to plan rigorous, personalized learning opportunities and teachers to develop four 3 Acts Math lessons as well as two units of study that allow students to think critically, as well as, design and create projects relevant to their lives and community.
August 1, 2019	January 31, 2020	Administrators will lead monthly conversations that assist teachers in analyzing data and then applying the data to strengthen instruction in ELA.
September 4, 2019	January 31, 2020	Teachers and community partners will provide enrichment, intervention, and acceleration learning opportunities to students through an expanded learning opportunities.
September 16, 2019	January 31, 2020	Administrators will conduct daily informal walkthroughs to track teachers' practices related to data driven instruction and provide actionable feedback.
September 16, 2019	January 31, 2020	Administrators and teachers will engage in professional learning communities to implement effective instructional strategies, new ideas, often by observing teacher and providing feedback, demonstrating and videotaping lessons or even co-teaching to ensure consistent implementation of curriculum throughout the school throughout school year.

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	80% of students in all grades will demonstrate growth in the following assessments: NWEA - Reading; Fountas & Pinnell Benchmark Assessments; Calkins Writing Benchmarks: Structure, Development, Language Conventions, and Maria Clay Observation Survey by January 31, 2020.
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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 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.

February 1, 2020	June 25, 2020	Administrators will create opportunities that will allow stakeholders to understand Next Generation Learning Standards, how components of curriculum link together with assessment to plan rigorous, personalized learning opportunities, and teachers to develop four 3 Acts Math lessons as well as two units of study that allow students to think critically, as well as, design and create projects relevant to their lives and community.
February 1, 2020	June 25, 2020	Administrators will lead monthly conversations that assist teachers in analyzing data and then applying the data to strengthen instruction in ELA.
February 1, 2020	June 25, 2020	Teachers and community partners will provide enrichment, intervention, and acceleration learning opportunities to students through an expanded learning opportunities.
February 1, 2020	June 25, 2020	Administrators will conduct daily informal walkthroughs to track teachers' practices related to data driven instruction and provide actionable feedback.
February 1, 2020	January 31, 2020	Administrators and teachers will engage in professional learning communities to implement effective instructional strategies, new ideas, often by observing teacher and providing feedback, demonstrating and videotaping lessons or even co-teaching to ensure consistent implementation of curriculum throughout the school throughout school year.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	All Students- 49.9 SWD- 19.6 ELL- 25.4
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	All Students-66.3 SWD- 49.5 ELL- 42.7
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	According to the April 29 Professional Development Practice Self-Assessment, curriculum implementation was not consistent and/or faculty did not demonstrate an understanding of curricula. As a result, students had limited opportunities to engage in rigorous, relevant, and integrated lessons and/or project-based units of study that supported higher levels of thinking and peer collaboration.
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D1. Action Plan - August 2019 through January 2020

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August 1, 2019	January 31, 2020	Administrators will create opportunities that will allow stakeholders to understand Next Generation Learning Standards, how components of curriculum link together with assessment to plan rigorous, personalized learning opportunities, and teachers to develop four 3 Acts Math lessons as well as two units of study that allow students to think critically, as well as, design and create projects relevant to their lives and community.
August 1, 2019	January 31, 2020	Administrators will lead monthly conversations that assist teachers in analyzing data and then applying the data to strengthen instruction in math.
September 16, 2019	January 31, 2020	Teachers and community partners will provide enrichment, intervention, and acceleration learning opportunities to students through an expanded learning opportunities.
September 4, 2019	January 31, 2020	Administrators will conduct daily informal walkthroughs to track teachers' practices related to data driven instruction and provide actionable feedback.
September 16, 2019	January 31, 2020	Administrators and teachers will engage in professional learning communities to implement effective instructional strategies, new ideas, often by observing teacher and providing feedback, demonstrating and videotaping lessons or even co-teaching to ensure consistent implementation of curriculum throughout the school throughout school year.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to	80% of students will demonstrate growth in the following assessments: NWEA - Math, Grade K - Early Math Concepts Assessments; Grades 1-6 Xtra Math Grade Level Fluency Facts; Grades 3-6 ALEKS Assessments by January 31, 2020.
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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.
February 1, 2020	June 25, 2020	Administrators will create opportunities that will allow stakeholders to understand Next Generation Learning Standards, how components of curriculum link together with assessment to plan rigorous, personalized learning opportunities, and teachers to develop four 3 Acts Math lessons as well as two units of study that allow students to think critically, as well as, design and create projects relevant to their lives and community.
February 1, 2020	June 25, 2020	Administrators will lead monthly conversations that assist teachers in analyzing data and then applying the data to strengthen instruction in math.
February 1, 2020	June 25, 2020	Teachers and community partners will provide enrichment, intervention, and acceleration learning opportunities to students through an expanded learning opportunities.
February 1, 2020	June 25, 2020	Administrators will conduct daily informal walkthroughs to track teachers' practices related to data driven instruction and provide actionable feedback.
February 1, 2020	June 25, 2020	Administrators and teachers will engage in professional learning communities to implement effective instructional strategies, new ideas, often by observing teacher and providing feedback, demonstrating and videotaping lessons or even co-teaching to ensure consistent implementation of curriculum throughout the school throughout school year.

Survey

A1. Survey Question: Provide the survey	Staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills.				
A2: Baseline Data: Provide the most recent	Staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills.	31% 25%	62% 55%	6% 15%	0% 2%

B1. SCEP Goal for Survey Question	95% of Staff will strongly agree that staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills.				
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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,	According to the Educational Vista, Inc School Climate Survey, 31% of instructional staff strongly agree that staff do a good job helping parents understand when their child needs to learn social, emotional, and characters skills. As a result, not all parents understand social and emotional opportunities to meet their child's needs and/or receive communications to engage in events, workshops, school and committees, as well as, access safety nets.				
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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 1, 2019	August 31, 2019	Administrators will create a data system to track social and emotional needs and character skills development of each student.
August 1, 2019	January 31, 2020	Administrators and teachers will develop and implement a buddy system to acclimate news students into school.
August 1, 2019	January 31, 2020	The Community Engagement Team will conduct two meetings within community to highlight parent opportunities and workshops, for example, family homes, community locations such as Conkey Corner or HOPE.
August 1, 2019	January 31, 2020	The Community Site Coordinator, teachers, PTO, and community partners will utilize a variety communication methods, for example, school website, twitter, Facebook, flyers, newsletters, conferences, and community forums to increase parent awareness and engagement to support students' social and emotional character skills development.
August 1, 2019	January 31, 2020	The Community Site Coordinator will coordinate with PTO to plan family engagement opportunities to increase school outreach to parents, for example, home visits with informational basket: flyers, calendar of events, and resources packets in both English and Spanish; family & students sports activities: ie. swimming, soccer, basketball; cooking with family recipes competitions; crafts; and Saturday Fun Day.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to	80% of teachers will strongly agree they communicated and helped parents to identify when their child needs to learn social, emotional, and characters skills based on parent survey.
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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.
February 1, 2020	June 25, 2020	Administrators and teachers will develop and implement a buddy system to acclimate news students into school.
February 1, 2020	June 25, 2020	The Community Engagement Team will conduct two meetings within community to highlight parent opportunities and workshops, for example, family homes, community locations such as Conkey Corner or HOPE.
February 1, 2020	June 25, 2020	The Community Site Coordinator, teachers, PTO, and community partners will utilize a variety communication methods, for example, school website, twitter, Facebook, flyers, newsletters, conferences, and community forums to increase parent awareness and engagement to support students' social and emotional character skills development.
February 1, 2020	June 25, 2020	The Community Site Coordinator will coordinate with PTO to plan family engagement opportunities to increase school outreach to parents, for example, home visits with informational basket: flyers, calendar of events, and resources packets in both English and Spanish; family & students sports activities: ie. swimming, soccer, basketball; cooking with family recipes competitions; crafts; and Saturday Fun Day.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	All Students-.85 SWD-.7 ELL- .85
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	All Students-1.00 SWD-1.00 ELL- 1.00
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,	According to the April 29 Professional Development Practice Self-Assessment, curriculum implementation was not consistent and/or faculty did not demonstrate an understanding of curricula. As a result, students had limited opportunities to engage in rigorous, relevant, and integrated lessons and/or project-based units of study that supported higher levels of thinking and peer collaboration.
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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 1, 2019	January 31, 2020	Administrators will create opportunities that will allow stakeholders to understand Next Generation Learning Standards, how components of curriculum link together with assessment to plan rigorous, personalized learning opportunities, and teachers to develop four 3 Acts Math lessons as well as two units of study that allow students to think critically, as well as, design and create projects relevant to their lives and community.
August 1, 2019	January 31, 2020	Administrators will lead monthly conversations that assist teachers in analyzing data and then applying the data to strengthen instruction in ELP.
September 4, 2019	January 31, 2020	Teachers and community partners will provide enrichment, intervention, and acceleration learning opportunities to students through an expanded learning opportunities.
September 16, 2019	January 31, 2020	Administrators will conduct daily informal walkthroughs to track teachers' practices related to data driven instruction and provide actionable feedback.
September 16, 2019	January 31, 2020	Administrators and teachers will engage in professional learning communities to implement effective instructional strategies, new ideas, often by observing teacher and providing feedback, demonstrating and videotaping lessons or even co-teaching to ensure consistent implementation of curriculum throughout the school throughout school year.

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. Write	80% of ELL students will demonstrate growth in the following assessments: 2018 Performance Level Description Rubrics K-6: Listening, Speaking, Writing, and Reading, NWEA - Reading; Fountas & Pinnell Benchmark Assessments; Calkins Writing Benchmarks: Structure, Development, Language Conventions, and Maria Clay Observation Survey by January 31, 2020.
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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.
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February 1, 2020	June 25, 2020	Administrators will lead monthly conversations that assist teachers in analyzing data and then applying the data to strengthen instruction in ELP.
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February 1, 2020	June 25, 2020	Administrators will conduct daily informal walkthroughs to track teachers' practices related to data driven instruction and provide actionable feedback.
February 1, 2020	June 25, 2020	Administrators and teachers will engage in professional learning communities to implement effective instructional strategies, new ideas, often by observing teacher and providing feedback, demonstrating and videotaping lessons or even co-teaching to ensure consistent implementation of curriculum throughout the school throughout school year.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	All Students-44.8% SWD-52.8% ELL- 53.1%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	All Students-41.3% SWD-44.2% ELL- .85	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,	According to May 2019 SPA attendance data, and a review of chronic and severe chronic absence student data, many of these students belong to the same family that experience unstable housing, chronic illness, lack of transportation, extended family care out-of-district, and/or social emotional issues. As a result, students attend school less than 10% or more.	
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 1, 2019	September 30, 2019	Principal, Community Site Coordinator, Community Resource Teacher, Social Workers, Parent Liaison, and RCSD Home/School Assistants (Attendance Committee) will select families, assign case managers to identify needs, develop incentives, and facilitate supports and safety nets.
September 1, 2019	January 31, 2020	The Attendance Committee will meet bi-weekly to monitor students' attendance and identify additional resources for students and their families.
September 1, 2019	January 31, 2020	Community School Site Coordinator will seek and collaborate with community agencies to provide services and resources based on students' and families needs.
September 4, 2019	January 31, 2020	Teachers and community partners will provide enrichment, intervention, and acceleration learning opportunities to students through an expanded school year program.
September 16, 2019	January 31, 2020	The Attendance Committee members will attend designated students' teacher data meeting to monitor impact on learning based on need.
September 16, 2019	January 31, 2020	The Attendance Committee will conduct home visits to help parents and/or guardians with issues/concerns that impact child's attendance.
E1. Mid-Year Benchmark(s) - Identify what		
20% reduction in chronic absence and 15% reduction in severe chronic absence by January 31, 2020.		
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.
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February 1, 2020	June 25, 2020	Community School Site Coordinator will seek and collaborate with community agencies to provide services and resources based on students' and families needs.
February 1, 2020	June 25, 2020	Attendance committee members will attend designated students' teacher data meeting to monitor impact on learning based on need.
February 1, 2020	June 25, 2020	Teachers and community partners will provide enrichment, intervention, and acceleration learning opportunities to students through an expanded school year program.
February 1, 2020	June 25, 2020	The Attendance Committee will conduct home visits to help parents and/or guardians with issues/concerns that impact child's attendance.