

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010008
School Name:	Dr. Martin Luther King, Jr. Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	VanDerlinden	Title	Principal
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Website for Published Plan	http://www.schenectady.k12.ny.us/about_us/district_dashboard/district__school_improvement_plans		

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
Asha Evans	Mental Health	See addendum for signatures	31-May-19
Michelle Charles	ENL		31-May-19
Michelle VanDerLinden	Principal		31-May-19
Kristin Munrett	Instructional Dean		31-May-19
Stefanie Graham	Instructional Coach		31-May-19
Jasmin Santiago	Parent Liaison		31-May-19
Kim Spector	Student Supervisor		31-May-19

Rose Panetta	Admin Para		31-May-19
Nicole Izzo	Intermediate teacher		31-May-19
Kristy McFarline	Youth Representative		31-May-19
Octavia Tompkins	3rd grade teacher		31-May-19
Michelle Weaver	5th grade teacher		31-May-19
Dina Allen	4th grade teacher		31-May-19
Charisse Ramlal	Gen-ed Co-teach 2nd grade		31-May-19
Christina Vinzo	remedial reading		31-May-19
Charlie Reyes	Kindergarten teacher		31-May-19
Rebecca Hamm	Kindergarten teacher		31-May-19

Statement of Assurances

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

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

Evidence-Based Intervention

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

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

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

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

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 Communities (PLCs)

	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 submitted separately with the SCEP)	

Additional Evidence-Based Interventions (Optional)	
<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
Asha Evans	Mental Health
Michelle Charles	ENL
Michelle VanDerLinden	Principal
Kristin Munrett	Instructional Dean
Stefanie Graham	Instructional Coach/ Book group/study: <i>Energizing Research Writing</i>
Jasmin Santiago	Parent Liaison
Kim Spector	Student Supervisor
Rose Panetta	Admin Para
Nicole Izzo	Intermediate teacher
Kristy McFarline	Youth Representative
Octavia Tompkins	3rd grade teacher
Michelle Weaver	Book group/study: <i>The Happiness Advantage</i>
Dina Allen	Book group/study: <i>Closing the Attitude Gap</i>
Charisse Ramlal	Book group/study: <i>The Boy who is Raised by a Dog</i>
Christina Vinzo	Book group/study: <i>The Boy who is Raised by a Dog</i>
Charlie Reyes	Book group/study: <i>The Happiness Advantage</i>
Rebecca Hamm	Book group/study: <i>The Happiness Advantage</i>

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	April 6, April 8, April 17, April 18, April 30, May 3		
Determining priorities and goals based on the needs identified	April 17, May 8, May 21, May 22, May 23		
Identifying an evidence-based intervention	May 9th		

Scheduling activities to occur during the year to reach these	May 8, May 24, May 28		
Identifying a plan to communicate the priorities to different stakeholders	May 30		

TSI schools only: Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.

17-18 ELA Performance Index: 58.4

B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.

By January 2020, King Elementary School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 63.3 for all students in ELA based on the projections provided in STAR 360 and Early Literacy the NYS Testing Program. By June 2020, King Elementary School will meet or exceed the state provided Measure of Interim Progress of 63.3 for all students in ELA. This will be accomplished by creating goals with students and adjusting tier 1 instruction to address skill gaps.

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.

Upon reflection of data and outside feedback, our students are in need of improved initial instruction as well as targeted reading intervention strategies. By utilizing the EBI of LLI (Leveled Literacy Intervention) within our reading supports and our weekly data cycle meetings, our students will show accelerated growth. This will be a top priority for increasing literacy skills in the intermediate grades.

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.

September 2019

bi-weekly through June 2020

Teachers will assist students in setting bi-weekly literacy goals to match their own data cycles AND have strategies (means to get there) so that student achievement and initial instruction will improve at an accelerated rate and students' performance index will reach or exceed 63.6.

September 2019

October 2019

Reading staff will pull multiple data sources (previous years and fall screening) to identify students for their caseload so that the students who are in the most need are receiving targeted services for accelerated growth.

October

weekly

Reading staff will be disseminated throughout the grade levels to ensure students lacking in basic fundamentals of reading instruction are being provided at minimum of 90 minutes a week using LLI (with a case load no more than 30) so that students make accelerated growth

October

monthly

Reading staff will meet as a PLC and review "case load" progress in a four week goal setting cycle with admin so that each student is tracked and strategies are followed to ensure accelerate growth

August	October	Teachers will engage in book clubs, Closing the Attitude Gap and How to fire up your students to strive for success by Baruti Kagle. Book groups will be for all teachers and whole building, scaffolding for improved instruction, so that teaching improves and students will reach our literacy goal set forth in this plan
September	September	All classrooms will post Goal setting posters so that all students will become used to setting academic and behavioral goals and become more active in their learning and ELA success is improved
September	January	A school wide/grade level goal setting guide (menu) will be created by staff so that we are better able at assisting students with their goal setting and attainment of those goals which will result in academic progress
October	January	Goal setting data will be collected by administrators during walk-through cycles, bi-weekly, and followed up with resources and support so that student goals will be achieved and new goals for academic achievement are accelerated

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.

By January 2020, 17% of all students assessed (interim/STAR), grades 3-5, will score at level 3 and 30% at level 2. By June 2020, King Elementary School will meet or exceed the state provided Measure of Interim Progress of 63.3 for all students in ELA

F1. Action Plan - January 2020 through June 2020

<u>F2. Start Date:</u>	<u>F3. End Date: Identify</u>	<u>F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the</u>
January	bi-weekly through	(means to get there) so that student achievement and initial instruction will improve at an accelerated rate and
January	January	students who are in the most need are receiving targeted services for accelerated growth.
January	weekly	instruction are being provided at minimum of 90 minutes a week using LLI (with a case load no more than 30) so that students
January	monthly	student is tracked and strategies are followed to ensure accelerate growth
January	March	Kagle. so that teaching improves and students will reach our literacy goal set forth in this plan
January	June	become more active in their learning and ELA success is improved
January	June	students with their goal setting and attainment of those goals which will result in academic progress
January	June	support so that student goals will be achieved and new goals for academic achievement are accelerated

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.			17-18 Math Performance Index: 31.1
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			By January 2020, King Elementary School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 50.6 for all students in math based on the projections provided in STAR Early Literacy and STAR Math for the NYS Testing Program. By June 2020, King Elementary School will meet or exceed the state provided Measure of Interim Progress of 50.6 on the NYS Math Assessment for all students in math by targeting initial instructional practices through through professional development for teachers in regards to STEM, critical thinking, problem solving, and accountable talk so that tier 1 instruction is addressed.
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.			Much of the school's instructional emphasis is on literacy, resulting in limited attention spent during the school day for instruction in other content areas, particularly math. The principal explained to the IIT that a main area of the school's focus is on literacy and that as a result, math instruction has been neglected and math scores on State assessments have continued to decline. The school leaders and teachers stated that school priorities include greater use of higher-order questioning and academically productive talk. However, during classroom visits, the IIT did not see these strategies taking place across the school during literacy instruction and even less so during math instruction. In addition, during class visits the IIT did not observe any science or social studies instruction taking place.
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	January	Teachers will engage students in STEM activities daily, so that their critical thinking skills will be enhanced and students will be successful at thinking abstractly. (done either to start the day or immediately following lunch)	
September	January	Students will use accountable talk and small group to focus on a real work problem to question/evaluate once a week in math class, grades 3-5, so that students will be better able to apply critical thinking to multi-step word problems	
September	January	Teachers will expose students in grades K-5 to math sprints, 2 to 3 times per week, with self-goal setting, so that students will increase proficiency and fluency in basic math facts which will also improve stamina	
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.			By January 2020, King Elementary School know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 50.6 on the NYS Math Assessment for all students in math based on the December/January administration of STAR 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
January	June	abstractly. (done either to start the day or immediately following lunch)
January	June	that students will be better able to apply critical thinking to multi-step word problems
January	June	and fluency in basic math facts which will also improve stamina

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			What are the barriers that stand in the way of you participating in school events/meeting
A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.			Results from the Family engagement survey: After reviewing the data it became evident that the school needs to eliminate barriers for our families regarding school. While we struggled to collect data, and had a somewhat small sample size (70 parents responded, 12-13%), 91% of parents expressed a strong desire to be a strong partner in the education of their child(ren), but saw time events were offered and transportation as barriers to their ability.
B1. SCEP Goal for Survey Question			<p>By January 2020, King Elementary School will know that it is on track for meeting the goal of 25% family engagement based on a midyear Family Engagement Survey - 25% of all students will be represented in the return of the survey and the survey will indicate that parents/guardians have become engaged in a partnership of school and community.</p> <p>By June 2020, King Elementary School will know that it has met its goal of 25% family engagement based on an end-of-year Family Engagement Survey and participation in school events (Literacy Night, International Night, Orchestra/Band/Chorus Concert, workshops etc.) - 25% of all students will be represented in the return of the survey and the survey will indicate that parents/guardians have become engaged in a partnership of school and community.</p>
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.			Parents listed several issues in regards to partnering with school. Parents requested help on how to help their children at home, interpreters to assist families whose primary language is not English and flexibility in scheduling school events/programs both within the school and in the surrounding community.
<u>D1. Action Plan - August 2019 through January 2020</u>			
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	August	Prior to the start of the school year, Family Engagement Survey will be mailed out in the Welcome Back packets to families so that we can begin to collect data and ensure that all families/community members are heard and active in the management of MLK.	
August	January	The principal and BLT will utilize community members for on and off campus events so that partnerships are more convenient to families, communication improves and becomes more two-way.	

September	January	The principal and BLT will begin to utilize multiple mediums to communicate with stakeholders, (Facebook, remind app, survey monkey, Twitter, District website, newsletters, fliers at forums within the community), so that more information is available to community and partnership becomes stronger.
September	September	At the first PTO meeting of the year, the principal will recruit a lead parent/guardian (from each section of each grade level) who can assist with teachers' needs and also be a liaison to other classroom families so that families can work within the community and ensure they have a voice within the school.
October	January	The BLT will host a family appreciation day in the family resource room so that staff and students can show their appreciation for families. We will display student work in the family resource room and provide light snacks so that families feel welcome and partnerships flourish.
October	January	The principal will work with the BLT to host a family/community forum at Martin Luther King Jr. Elementary or at another specified community facility (eg., SCAP), so that we can further seek solutions, reduce barriers, and meet identified needs.
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.		By January 2020, MLK Elementary School will know that it is on track to meet its goal of 25% family engagement based on response to a mid-year Family Engagement Survey and participation in school events (Literacy Night, International Night, Orchestra/Band/Chorus Concert, workshops etc.) 25% of all students will be represented in the return of the survey and the survey will indicate that parents/guardians have become engaged in a partnership of school and community.
F1. Action Plan - January 2020 through June 2020		
F2. Start Date:	F3. End Date:	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
January	January	families/community members are heard and active in the leadership of MLK.
January	June	communication improves and becomes more two-way.
January	June	District website, newsletters, fliers at forums within the community), so that more information is available to community and partnership becomes
January	June	display student work in the family resource room and provide light snacks so that families feel welcome and partnerships flourish.

English Language Proficiency (ELP)

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	ENL students are absent more and miss important instruction. 54% (20 students) ENL students were chronically absent in the 2018-2019 school year and 38% (14 students) have poor attendance (attend school 95% of the time or less). ENL Parent's participation in literacy night, international night, spring concert is <10%.
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	By June 2020, 70% of ENL students (25%) will attend school more than 90% of the time as a result of increased familiarial involvement in programs/events at school.
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on a survey, parents identified the need for an interpreter for events and communion home.
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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	October	The principal, along with the BLT, will create a survey for the parents of ENL students and get it translated into Spanish and Arabic. The Survey will be distributed on the first day of school, so that we have the opportunity to reach the most amount of families and encourage participation and increased response rate. The survey will assist the school in knowing what is preventing students from coming to school and to ensure roadblocks are removed.

September	January	School leaders will track attendance monthly, including time spent in ENL class, so that we can ensure ENL students are in school. The principal and school staff will work with families to provide supports.
September	October	The principal will secure an interpreter for the Arabic and Spanish languages for an "Open House" for ELL parents to come to visit the school. All documents that are distributed will be translated, so that families have an opportunity, in small groups, to visit the school, ask questions, and meet people to ensure they feel comfortable and know we value their participation.
September	September	The principal, along with the BLT, will host an Open House for ENL Families to welcome and get to know families, as well as provide an overview of the curriculum and what will be taught to their child(ren) Alex Torres will have a conversation about attendance expectations and discuss important dates. Instructions will be provided for the Remind App and it will be interpreted along with assistance from Alex in setting it up on parents' phones. Students will take their parents to their various classrooms. Parents will complete parent surveys if they didn't already.
October	January	The principal will utilize Alex Torres to record a robo call to Spanish speaking homes to remind them of the importance of Attendance, Teacher Parent Conferences, Parent/student events so that families know they are valued and important to us which will result in increased attendance and participation.
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.		MLK will know that it is on track for meeting its goal of attendance for ELP students by the on-going monitoring of student attendance and providing interventions immediately. By January 2020, we will expect that attendance will meet or exceed our June goal of 70%.
F1. Action Plan - January 2020 through June 2020		
F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
January	June	Parent Conferences, Parent/student events so that families know they are valued and important to us which will result in increased attendance and
January	June	school staff will work with families to provide supports.

Chronic Absenteeism

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	331 students (56.29%) are absent more than 18 days, which is considered chronically absent	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	By June 2020, King Elementary School will decrease the number of students that are chronically absent to 40% (approximately 100 students will move from being chronically absent to attending school more regularly)	
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.	According to Attendance Works and State and District Policy chronic attendance is defined as missing 18 or more days due to absences for any reason. Good Attendance is 96.5% MLK has 331 students with chronic attendance issues.	
<u>D1. Action Plan - August 2019 through January 2020</u>		
<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
September	January	The principal will work with the BLT to create a space in the building that celebrates students that have absences of 10 days or less. This will be in a visible location so that parents will see it as a goal and that it is being monitored so that attendance improves
August	September	The principal will work with PPS staff to create plans and set goals with families (guardians and students) of chronically absent students, starting over the summer and continuing as needed, so that parents are partners and understand the expectations for attendance.
September	January	The principal and PPS staff will monitor individual attendance plans on a daily/weekly so that interventions can be changed proactively
September	January	Teachers will take attendance by 8:30am so that our targeted students receive a call from building staff by 10am which so that students/families know we care and that attendance matters
September	January	The parent liaison will set up a Remind App for the chronic attendance families and utilize it for reminders, shout outs, and communications so that we have a medium to communicate with families that may otherwise be hard to reach
October	January	Teachers will work with students to set goals for attendance, so that students are committed to coming to school on a regular basis, and understand the expectation in regard to attendance.

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.	By January 2020, King Elementary School will know that it is on track for meeting the goal of reducing the number of chronically absent students to 40% based on the average daily attendance of students and the number of membership days.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the
January	June	visible location so that parents will see it as a goal and that it is being monitored so that attendance improves
January	June	the summer and continuing as needed, so that parents are partners and understand the expectations for attendance.
January	June	The principal and PPS staff will monitor individual attendance plans on a daily/weekly so that interventions can be changed proactively
January	June	we care and that attendance matters
January	June	have a medium to communicate with families that may otherwise be hard to reach
January	June	the expectation in regard to attendance.