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| LEA Name: | Schenectady City School District |
| LEA BEDS Code: | 530600010013 |
| School Name: | Paige School |

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

| | | | |
|----------------------------|---|-------|--|
| Contact Name | Matthew Berkshire | Title | Principal |
| Phone | 518 370 8300 | Email | berkshirem@schenectady.k12.ny.us |
| Website for Published Plan | http://www.schenectady.k12.ny.us/ | | |

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 the/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 |
|-------------------|--------------------------|-----------------------------|------|
| Matthew Berkshire | Principal | See Addendum for Signatures | |
| Chris Turcio | Instructional Supervisor | | |
| Sue McCarthy | Teacher | | |
| Scott Pettingill | Teacher | | |
| Tiffany Franklin | Social Worker | | |
| Ana Turcios | Parent | | |
| Lisa Braccini | Teacher | | |
| Diane Willson | Teacher | | |

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|----------------|---------|--|--|
| Christy Ferri | Teacher | | |
| Julie Gutowski | Teacher | | |
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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->

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.

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| 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: | |

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| X | 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: | Positive Action |
| | Clearinghouse | https://ies.ed.gov/ncee/wwc/Intervention/208 |
| | Rating from Clearinghouse | Positive or Potentially Positive |

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| | School-Identified | |
| | 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 | |
| | Strategy the school will implement: | |
| | ESSA Evidence-Based Tier (1, 2, 3) | |
| | Link to research or citation (if citation is used then research must be submitted separately with the SCEP) | |

Additional Evidence-Based Interventions (Optional)

All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.

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| Scheduling activities to occur during the year to reach these | May 30, 2019 | MB, CT, SM, SP, TF, CF | |
| Identifying a plan to communicate the priorities to different stakeholders | May 30, 2019 | MB, CT, SM, SP, TF, CF | |

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 | n/a |
| Parents with children from each identified subgroup. | n/a |
| Secondary Schools: Students from each identified subgroup | n/a |

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information. Paige Elementary School's Measures of Interim Progress for the 2017-2018 school year resulted in Black, Hispanic, ELL, and White subgroups not meeting the lower MIP. 55% of Black students cored a level 1 on the Spring ELA Interim assessment, 54% of Hispanic students scored a level 1 on the Spring ELA Interim assessment, 33% of multiracial students scored a level 1 on the Spring ELA Interim Assessment. 34% of white students scored a level 1 on the Spring ELA Interim assessment. According to the STAR 360 Reading Assessment (Grades 3-5), 41% of Hispanic students are in need of "intervention" or "urgent intervention," 31% of Asian students are in need of "intervention" or "urgent intervention," 44% of Black or African American or multiracial students are in need of "intervention" or "urgent intervention," and 47% of white students are in need of "intervention" or "urgent intervention."

B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the By June 2020, Paige Elementary will meet or exceed the higher state provided Measure of Interim Progress (MIP) of 84.6 on the NYS ELA Assessment for the all students subgroup by 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 Recommendations from the state-led DTSDE included focusing on professional development to improve the effectiveness of instruction as well as a system of student-led goal setting.

D1. Action Plan - August 2019 through January 2020

| <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 Improve 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 2019 | October 2019 | First administration of the STAR 360 Benchmark Assessment (All Students) so that there is a baseline score for students in the 2019-2020 school year. |
| September 2019 | September 2019 | Establish a system of student-led goal setting (grade level equivalency or Fountas and Pinnell reading level) based on the benchmark assessments so that students are aware of their level and have a target set for their improvement. |
| September 2019 | December 2019 | Maintain the system of student goal setting and progress monitoring based on progress monitoring so that students will continue to be aware of their level and have a target set for their improvement as they continue to make progress. |
| October 2019 | December 2019 | Establish and maintain a system of bi-weekly progress monitoring for all students scoring below the 50th percentile on STAR 360 Reading so that students will continue to be aware of their level and have a target set for their improvement as they continue to make progress. |
| October 2019 | December 2019 | Teacher and administrator data meetings to analyze and plan for students who are showing a downward trend on STAR 360 progress monitoring so that plans can be developed for students whose STAR 360 data and other classroom assessment data signal that the student is not making adequate progress toward goals. |
| October 2019 | December 2019 | Adjustment of Tier I instruction strategies, and adjustment of Tier II and III services based on results of progress monitoring so that instruction is changing to meet the needs of students. |
| October 2019 | December 2019 | Ongoing professional learning related to High Leverage practices and Co-teaching models so that we are promoting the implementation of high quality Tier I instruction. |
| October 2019 | October 2019 | Administration of ELA Interim Assessment (grades 2-5) so that we can monitor the progress of students toward standards based on a district-normed reading assessment. |
| October 2019 | October 2019 | Break down ELA Interim Assessment data by sub-group. |
| December 2019 | December 2019 | 2nd STAR 360 Benchmark Assessments (All Students) so that we can identify students who have either moved or fallen below the 50th percentile. |
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| 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 | By January 2020, Paige Elementary will know that it is on track for meeting or exceeding the state provided higher Measure of Interim Progress of 84.6 for students in ELA based on the projections provided in STAR Reading and District Interim ELA Assessments for the NYS Testing Program. |
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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. |
|---|---|--|
| January 2020 | June 2020 | Maintain the system of student goal setting and progress monitoring based on progress monitoring so that students will continue to be aware of their level and have a target set for their improvement as they continue to make progress. |
| January 2020 | June 2020 | Maintain a system of bi-weekly progress monitoring for all students scoring below the 50th percentile on STAR 360 Reading so that students will continue to be aware of their level and have a target set for their improvement as they continue to make progress. |
| January 2020 | June 2020 | Teacher and administrator data meetings to analyze and plan for students who are showing a downward trend on STAR 360 progress monitoring. |
| January 2020 | June 2020 | Adjustment of Tier I instruction strategies, and adjustment of Tier II and III services based on results of progress monitoring so that instruction is changing to meet the needs of students. |
| January 2020 | June 2020 | Ongoing professional learning related to High Leverage practices and Co-teaching models so that we are promoting the implementation of high quality Tier I instruction. |
| January 2020 | January 2020 | Administration of ELA Interim Assessment (grades 2-5) so that we can monitor the progress of students toward standards based on a district-normed reading assessment. |
| January 2020 | February 2020 | We will develop a Plan Do Study Act action plan each data cycle to identify and address student skill gaps, so that action plans can be created for students that address the gap(s). |
| March 2020 | March 2020 | Administration of ELA Interim Assessment (grades 2-5) |
| March 2020 | April 2020 | We will develop a Plan Do Study Act action plan each data cycle to identify and address student skill gaps, so that action plans can be created for students that address the gap(s). |
| June 2020 | June 2020 | 2nd STAR 360 Benchmark Assessments (All Students) so that we can identify students who have either moved or fallen below the 50th percentile. |

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information. Students in almost all subgroups (with the exception of Asian) did not meet their lower MIP score for NYS testing. 64% of black students scored a level 1 on the Spring Math Interim. 71% of Hispanic students scored a level 1 on the Spring Math Interim. 50% of multiracial students scored level 1. 52% of white students scored a level 1 on the spring Math Interim. According to the STAR 360 Math Assessment (Grades 3-5), 44% of Hispanic students are in need of "intervention" or "urgent intervention," 42% of Asian students are in need of "intervention" or "urgent intervention," 46% of Black or African American and multiracial students are in need of "intervention" or "urgent intervention," and 47% of White students are in need of "intervention" or "urgent intervention."

B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the By June 2020, Paige Elementary will meet or exceed the higher state provided Measure of Interim Progress of 72 on the NYS Math Assessment for all students by 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 The areas of need identified by the team are as follows: fact fluency, lack of prior knowledge, vocabulary, struggles with word problems, application of skills.

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 | Purchase student licenses for Reflex math so that gaps in computational fluency can be addressed. |
| September 2019 | September 2019 | Professional Learning for all classroom staff on the management and implementation of the Reflex math program, so that staff is aware of how to use the progress monitoring and assignment components. |
| September 2019 | December 2019 | Student use of Reflex math system along with student-led goal setting and progress monitoring, so that students will continue to be aware of their level and have a target set for their improvement as they continue to make progress. |
| September 2019 | December 2019 | Ongoing Professional learning delivered by Eureka Math with a focus on the execution of lessons from the Engage NY curriculum so that teachers are able to implement the district's curriculum as intended. |
| September 2019 | December 2019 | Administration and Teacher team meetings to align instruction with the district's Scope and Sequence so that all standards are being taught in a systematic way. |

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 By January 2020, Paige Elementary will know that it is on track for meeting or exceeding the state provided higher Measure of Interim Progress of 72 for students in Math based on the projections provided in STAR Math and District Interim Math Assessments for the NYS Testing Program.

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 | Purchase student licenses for Reflex math so that gaps in computational fluency can be addressed. |
| January 2020 | June 2020 | Ongoing Professional learning delivered by Eureka Math with a focus on the execution of lessons from the Engage NY curriculum so that teachers are able to implement the district's curriculum as intended. |
| January 2020 | June 2020 | Administration and Teacher team meetings to align instruction with the district's Scope and Sequence so that all standards are being taught in a systematic way. |

Survey

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| A1. Survey Question: Provide the survey question for which the school is looking to improve its results | | | The questions from the 2018-2019 DTSDE Student Survey for Elementary Students that we will focus our improvement efforts on are related to safety and belongingness in the school. Specifically; "I am safe in school." |
| 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. | | | When provided with a student survey, Students in grade 3-5 at Paige Elementary reported 21% are not sure that they are safe in school. According to the results of the 2018-2019 DTSDE Survey for Instructional Staff, 75% of teachers responded that students do not meet behavioral expectations and 75% of teachers responded that students threaten or bully each other in this school. |
| B1. SCEP Goal for Survey Question | | | By June 2020, based on student survey, 89% of grade 3-5 students will respond that they agree with the statement "I am safe in school." |
| C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP | | | Referrals, leading indicator Survey lagging indicator, review of turn-around room data. The state led DTSDE review indicated that the school needed to implement a social emotional learning curriculum to improve the learning environment. |
| <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 2019 | September 2019 | Collection of classroom management behavior plans - Administration to provide feedback in order to ensure that a Tier I classroom management plan exists and that it meets expectations. | |
| September 2019 | September 2019 | Administration will lead student focus groups in order to determine causes and proposed solutions for instances of student-student violence in the school so that administration and teachers can understand students perspective and act to include their concerns throughout the year. | |
| October 2019 | December 2019 | District Behavior Specialists (2 times/month for K-2 and 3-5) during PLC time, Tier I behavior management strategies taught to all teachers so that teachers have more strategies for management in order to prevent unsafe situations in the classroom and school as a whole. | |
| September 2019 | October 2019 | Deescalation Training for all staff (TCIS component) so that during a potentially dangerous, or threatening, situation in an attempt to prevent a person from causing harm to us, themselves or others. | |
| September 2019 | September 2019 | Training Social Workers on Positive Action Curriculum so that they are able to effectively implement the program in classrooms and in small group Tier II and III instruction. | |
| October 2019 | December 2019 | Social Workers teaching lessons from the Positive Action Curriculum in K-5 classrooms once a week so that we can promote positive action (intellectual, physical, emotional development), and present problematic behavior, and enhance school performance, through teachers' and parents' reinforcement in children's communities. | |
| November 2019 | November 2019 | Administration will lead student focus groups in order to determine causes and proposed solutions for instances of student-student violence in the school so that administration and teachers can understand students perspective and act to include their concerns throughout the year. | |
| December 2019 | December 2019 | Administer School Climate Survey to students in grades 3-5 so that we can monitor progress since the baseline survey and adjust our action plan based on the results. | |
| E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to | | | Based on the results of the December student survey, we expect to see a 7 percent decrease in the number of children who respond that they do not feel safe in school. |
| <u>F1. Action Plan - January 2020 through June 2020</u> | | | |

| 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 | District Behavior Specialists (2 times/month for K-2 and 3-5) during PLC time, Tier I behavior management strategies taught to all teachers so that teachers have more strategies for management in order to prevent unsafe situations in the classroom and school as a whole. |
| March 2020 | March 2020 | Administration will lead student focus groups in order to determine causes and proposed solutions for instances of student-student violence in the school so that administration and teachers can understand students perspective and act to include their concerns throughout the year. |
| January 2020 | June 2020 | Social Workers teaching lessons from the Positive Action Curriculum in K-5 classrooms once a week so that we can promote positive action (intellectual, physical, emotional development), and present problematic behavior, and enhance school performance, through teachers' and parents' reinforcement in children's communities. |

English Language Proficiency (ELP) or School-Selected Indicator

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| A1. ELP or School-Selected Baseline Data: Provide the most recently available information. | Based on the results of the 2018-2019 NYS ELA assessment, English Language Learners (ELLs) at Paige did not meet the lower MIP. Based on the results of the 2019-2020 NYSESLAT, 57% (24 of 42 students who took the test at least twice) moved at least one level of proficiency. According to the STAR 360 Reading Assessment (Grades 3-5), 30% of Paige Elementary School's students in need of "Urgent Intervention" group is made up of our ELL population (22 of 74). According to the STAR 360 Math Assessment (Grades 3-5), 25% of Paige Elementary School's students in need of "Urgent Intervention" is made up of our ELL Population (14 of 58). |
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| B1. SCEP Goal for English Language | By June 2020, 70% of ELLs who took the NYSESLAT at least twice will move at least one level of proficiency. |
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| C1. Area(s) of Need: Indicate the area(s) of | A needs analysis shows a need for increasing the Grade Level Equivalency of our ELLs based on STAR reading data. |
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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. |
|---|---|---|
| September 2019 | October 2019 | First administration of the STAR 360 Benchmark Assessment (All Students) so that there is a baseline score for students in the 2019-2020 school year. |
| September 2019 | September 2019 | Establish a system of student-led goal setting (grade level equivalency or F and P level) based on the benchmark assessments so that students are aware of their level and have a target set for their improvement. |
| September 2019 | December 2019 | Maintain the system of student goal setting and progress monitoring based on progress monitoring so that students will continue to be aware of their level and have a target set for their improvement as they continue to make progress. |
| October 2019 | December 2019 | Establish and maintain a system of bi-weekly progress monitoring for all students scoring below the 50th percentile on STAR 360 Reading so that students will continue to be aware of their level and have a target set for their improvement as they continue to make progress. |
| October 2019 | December 2019 | Teacher and administrator data meetings to analyze and plan for students who are showing a downward trend on STAR 360 progress monitoring so that plans can be developed for students whose STAR 360 data and other classroom assessment data signal that the student is not making adequate progress toward goals. |
| October 2019 | December 2019 | Adjustment of Tier I instruction strategies, and adjustment of Tier II and III services based on results of progress monitoring so that instruction is changing to meet the needs of students. |
| October 2019 | December 2019 | Ongoing professional learning related to High Leverage practices and Co-teaching models so that we are promoting the implementation of high quality Tier I instruction. |
| October 2019 | October 2019 | Administration of ELA Interim Assessment (grades 2-5) so that we can monitor the progress of students toward standards based on a district-normed reading assessment. |
| October 2019 | November 2019 | We will develop a Plan Do Study Act action plan each data cycle to identify and address student skill gaps, so that action plans can be created for students that address the gap(s). |
| December 2019 | December 2019 | 2nd STAR 360 Benchmark Assessments (All Students) so that we can identify students who have either moved or fallen below the 50th percentile. |

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| E1. Mid-Year Benchmark(s) - Identify what | |
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F1. Action Plan - January 2020 through June 2020

| F2. Start Date: Identify the projected start date for each activity. | F3. End Date: Identify the projected end date for each activity. | F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful. |
|--|---|--|
| January 2020 | June 2020 | Maintain the system of student goal setting and progress monitoring based on progress monitoring so that students will continue to be aware of their level and have a target set for their improvement as they continue to make progress. |
| January 2020 | June 2020 | Maintain a system of bi-weekly progress monitoring for all students scoring below the 50th percentile on STAR 360 Reading so that students will continue to be aware of their level and have a target set for their improvement as they continue to make progress. |
| January 2020 | June 2020 | Teacher and administrator data meetings to analyze and plan for students who are showing a downward trend on STAR 360 progress monitoring. |
| January 2020 | June 2020 | Adjustment of Tier I instruction strategies, and adjustment of Tier II and III services based on results of progress monitoring so that instruction is changing to meet the needs of students. |
| January 2020 | June 2020 | Ongoing professional learning related to High Leverage practices and Co-teaching models so that we are promoting the implementation of high quality Tier I instruction. |
| January 2020 | January 2020 | Administration of ELA Interim Assessment (grades 2-5) so that we can monitor the progress of students toward standards based on a district-normed reading assessment. |
| January 2020 | February 2020 | We will develop a Plan Do Study Act action plan each data cycle to identify and address student skill gaps, so that action plans can be created for students that address the gap(s). |
| March 2020 | March 2020 | Administration of ELA Interim Assessment (grades 2-5) |
| March 2020 | April 2020 | We will develop a Plan Do Study Act action plan each data cycle to identify and address student skill gaps, so that action plans can be created for students that address the gap(s). |
| June 2020 | June 2020 | 2nd STAR 360 Benchmark Assessments (All Students) so that we can identify students who have either moved or fallen below the 50th percentile. |
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Chronic Absenteeism or School-Selected Indicator

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| A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most | Based on current attendance data, 162/493 students (32%) have 18 or more absences this school year. Based on data pulled from the 2018-2019 school year, Paige met the Lower MIP for Chronic Absenteeism with a Chronic Absenteeism rate of 24.3 %. This met the lower MIP target. | |
| B1. SCEP Goal for Chronic Absenteeism (if | By June 2020, we will be able to reduce the percentage of students who have 18 or more absences by 7% (32% to 25%). | |
| C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP | A state led DTSDE review suggested a short-term goal of creating a plan to address chronic absenteeism and to enact the steps of that plan to confront the large percentage of students with chronic absenteeism. | |
| <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. |
| 8/1/2019 | 9/1/19 | Office staff will send home the #projectbehere flyer to promote parent participation in the parent portal and highlight attendance related success in school so that parents will understand the purpose and scope of the initiative. |
| 9/1/19 | 11/1/19 | Teachers will continue to promote parent participation in the #projectbehere initiative through Back to School Night, parent conferences and the Remind app so that parents continue to understand the purpose and scope of the initiative. |
| 9/1/19 | 12/1/19 | In each month's parent newsletter the school's attendance goal and the current attendance rate will be posted so that parents are aware of the school's goal and our progress toward it. |
| 9/1/19 | 12/1/19 | In closing announcements, building leaders will announce the classes with perfect attendance for that day so that students are being recognized for being in school and to create a culture where being present is acknowledged. |
| 9/1/19 | 6/1/20 | Each month, the attendance committee will review students with unsatisfactory patterns of absences and coordinate with teachers and administration to reach out to families regarding concerns so that there is communication between the home and the school in regards to attendance concerns. |
| 9/1/19 | 6/1/20 | Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers so that plans can be developed if attendance patterns do not change. |
| 9/1/19 | 6/1/20 | Attendance office will run perfect/exemplary attendance reports at the end of each month, and certificates will be shared at monthly assemblies for students who have attendance higher than 96% so that we are recognizing students who are meeting attendance expectations. |
| <u>F1. Action Plan - January 2020 through June 2020</u> | | |
| 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. |
| 1/2020 | 6/2020 | In each month's parent newsletter the school's attendance goal and the current attendance rate will be posted so that parents are aware of the school's goal and our progress toward it. |
| 1/2020 | 6/2020 | In closing announcements, building leaders will announce the classes with perfect attendance for that day so that students are being recognized for being in school and to create a culture where being present is acknowledged. |
| 1/2020 | 6/2020 | Each month, the attendance committee will review students with unsatisfactory patterns of absences and coordinate with teachers and administration to reach out to families regarding concerns so that there is communication between the home and the school in regards to attendance concerns. |
| 9/1/19 | 6/1/20 | Based on those concerns, the attendance committee will make recommendations, have attendance meetings with families, and continue to monitor attendance with classroom teachers so that plans can be developed if attendance patterns do not change. |