

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010014
School Name:	Pleasant Valley Elementary School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Sean Inglee	Title	Principal
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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
Kristen Sikora	Instructional Supervisor	See addendum for signatures	
Elizabeth Mesiti	Intervention Specialist		
Abigail Rudolph	Reading Specialist		
Cecelia Adone	First Grade Teacher		
Robyn Stone	Special Education Teacher		

James Sullivan	Fourth Grade Teacher		
Ashlee McGovern	Third Grade Teacher		
Suzanne Pangburn	Paraprofessional		
Nikki Campbell	Parent Liaison		
Christina Howard	Interim Acting Principal		

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 type="checkbox"/>	State-Supported
<input checked="" type="checkbox"/>	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: Flexible scheduling

<input type="checkbox"/>	Clearinghouse-Identified
<input type="checkbox"/>	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	
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.	
Strategy the school will implement:	PAX- The Positive Behavior Game
ESSA Evidence-Based Tier (1, 2, 3)	Tier 1
Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	https://www.hazelden.org/HAZ_MEDIA/gbg_insert.pdf

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.

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
Cecelia Adone	1st Grade Teacher
Abigail Rudolph	Reading Specialist
Elizabeth Mesiti	Intervention Specialist
Robyn Stone	Special Education Teacher
James Sullivan	4th Grade Teacher
Ashlee McGovern	3rd Grade Teacher
Suzanne Pangburn	Paraprofessional
Christina Howard	Interim Acting Principal
Krystal Pashley	3rd Grade Teacher
Lori Blatt	School Psychologist
Karen Chung	Parent
Parbattie Lakeragh	Parent
Melissa Rickson	Parent
Christopher Brown	Parent
Kristen Sikora	Instructional Supervisor

Instructions: Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	5/8/2019, 5/9/2019	AR, EM, KS, KP	
Determining priorities and goals based on the needs identified	5/9/2019, 5/10/2019, 5/13/2019	AR, EM, KS, AM, KP, JS, CA, RS, SP, CH, LB,	
Identifying an evidence-based intervention	5/13/2019, 5/15/2019	EM, KP, KS	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	5/15/2019, 5/16/2019, 5/17/2019, 5/20/2019, 5/21/2019	EM, AR, KP, KS	

Identifying a plan to communicate the priorities to different stakeholders	5/21/2019, 5/22/2019	AR, EM, KS, AM, JS, CA, RS, SP, CH, LB, KC, PL, MR, CB	
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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.			All students had a MIP of 60.6 for the '17-'18 school year which means we met the school lower MIP so we are striving to meet or exceed the MIP outlined for the '19-'20 school year, which is 62.79
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			By January 2020, Pleasant Valley Elementary School will know that it is on track for meeting or exceeding the 2019-2020 school level ELA MIP of 62.79 for all students in ELA if the MIP projections provided in STAR 360 early literacy and reading assessments and the ELA Interim Assessments are at 61.5. By June 2020, Pleasant Valley Elementary school will meet or exceed the state provided MIP of 62.9 for all students on the NYS ELA assessment by adjusting Tier 1 instruction in grades k-5 so that skill gaps decrease (as identified below).
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			Results from the 2018-19 STAR Reading/Early Literacy assessments show: 47% of 2nd graders, 48% of 3rd graders, 44% of 4th graders, 43% of 5th graders met the SGP in Reading, and 28% of Kindergarteners, and 37% of 1st graders met the SGP for Early Literacy, indicating that students lack the skills and strategies necessary to engage with the 5 pillars of reading on grade level texts (phonics, phonemic awareness, vocabulary, fluency, comprehension). Addressing the lack of these skills with our students will allow us to meet the MIP of 62.79 for the 2019-2020 school year.
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.	
8/1/2019	9/6/2019	A master schedule will be created and implemented that provides common planning time for teams of teachers, so that student instruction can be maximized and skill gaps can decrease.	
9/3/2019	1/6/2020	Starting the week of 9/3/19 a flexible schedule/ Intervention block schedule will be established for all school community participants. Students will take part in collaborative learning communities based on student skill strengths and deficits, so that students reach their full instructional potential.	
9/3/2019	1/6/2020	Teams of teachers will be created with common groups of students across a grade level to facilitate learning, so that, the individual students' learning styles will be addressed. Instruction will be tailored to students' strengths.	
9/3/2019	1/6/2020	Building leadership, with support from OPA, will check-in with teachers at least every six weeks to analyze data, so that teachers are supported in their data driven instruction. and instructional strategies and techniques can be adjusted as needed.	
9/3/2019	1/6/2020	Purchase and implement ELA curriculum resources across grade levels so that continuity of instruction happens for all students.	
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.			By January 2020, Pleasant Valley Elementary School will know that it is on track for meeting or exceeding the 2019-2020 school level ELA MIP of 62.79 for all students in ELA if the MIP projections provided in STAR 360 early literacy and reading assessments and the ELA Interim Assessments are at 61.5. Pleasant Valley Elementary School would expect to see 40% of all students meet the district SGP(45 for 2018-2019, TBD by district for 2019-2020) using STAR 360 data from the September benchmark to the January benchmark in Early Literacy and Reading.

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.
1/6/2020	6/26/2020	Starting the week of 1/6/2020 teachers will meet to review the Flexible Scheduling and Intervention blocks. Teachers will cross-walk past data, growth, interventions, and anecdotal notes so that they can develop collaborative learning communities based on current student strengths.
1/6/2020	6/26/2020	Teams of teachers will review and self- assess so that they continue to provide high quality instruction to common groups of students.
1/6/2020	6/26/2020	The master schedule will be adjusted if necessary, so that student instruction can be maximized and skill gaps can decrease.
1/6/2020	6/26/2020	Building leadership will continue to frequently check-in with teachers to analyze data, so that teachers continue to be supported in their data driven instruction.
1/6/2020	6/26/2020	Teachers will continue to use rigorous, high-quality, engaging resources so that student continue to learn authentically and effectively.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	The accountability status report for 2017-2018 indicated a MIP of 36 for all students. The school level Math MIP target for the 2019-2020 school year is 52.1.
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	<p>By January 2020, Pleasant Valley Elementary School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 52.1 for all students in math if the MIP projections provided by STAR 360 Early Literacy and Math Assessments and math interim assessments are at 42.</p> <p>By June 2020, Pleasant Valley Elementary School will meet or exceed the state provided Measure of Interim Progress of 52.1 on the NYS Math Assessment for all students in math by implementing daily fact fluency practice so that students will be able to access grade level mathematics.</p>
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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,	Results from the 2018-19 STAR Mathematics assessments show: 45% of 3rd graders, 56% of 4th graders, and 43% of 5th graders met the SGP for mathematics. Results from the 2018-19 math interim assessments show that 49% of 3rd graders, 0% of 4th graders, and 6% of 5th graders were proficient on the March math interim indicating that students struggle with basic math facts (ex. multiplication) and they struggle to interpret how mathematical vocabulary relates to the mathematical processes required to solve multi-step word problems
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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.
8/1/19	9/1/19	A master schedule will be created and implemented that provides common planning time for teams of teachers, so that student instruction can be maximized and skill gaps can decrease.
8/1/19	1/6/20	Teachers will be provided with professional development and resources from experts on the district math curriculum so that students will become more proficient with the areas of need.
8/1/19	1/6/20	Teachers will implement the Read Draw Write Process for solving word problems in all grades using consistent mathematical language and routines, so that there will be continuity across grade levels. This will result in students being able to build upon and engage in known strategies, concepts, vocabulary and discourse.
9/3/2019	1/6/2020	Teachers will share best practices around fact fluency in a shared Google document and implement fact fluency strategies daily so that students will become more proficient at solving word problems.

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	In January, Pleasant Valley Elementary School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 52.1 for all students in math if the MIP projections provided by STAR 360 Early Literacy and Math Assessments and math interim assessments are at 42. Pleasant Valley Elementary School would expect to see 40% of all students meet the district SGP(45 for 2018-2019, TBD by district for 2019-2020) using STAR 360 data from the September benchmark to the January benchmark in math.
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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.
1/6/20	6/26/20	Teachers will be provided with ongoing professional development from experts on the district math curriculum so that students will become more proficient with the areas of need.

1/6/20	6/26/20	Teachers will continue to implement the Read Draw Write Process for solving word problems in all grades using consistent mathematical language and routines, so that there will be continuity across grade levels. This will result in students being able to build upon and engage in known strategies, concepts, vocabulary and discourse.
1/6/2020	6/26/2020	Teachers will continue to share best practices around fact fluency in a shared Google document and implement fact fluency strategies daily so that students will become more proficient at solving word problems.
1/6/2020	6/26/2020	The master schedule will be adjusted if necessary, so that student instruction can be maximized and skill gaps can decrease.

Survey

Survey		
A1. Survey Question: Provide the survey	My child's grades are a good indicator of his/her progress in school.	
A2: Baseline Data: Provide the most recent survey results for the question identified	According to the K12 Insight survey, 43% of parents Strongly Disagreed or Disagreed with this statement. However 88% of students Strongly Agreed or Agreed that their teachers inform them how they are doing in school.	
B1. SCEP Goal for Survey Question	By January 2020, Pleasant Valley Elementary School will decrease the percentage of parents who Strongly Disagree or Disagree by 5%. Additionally, by January, 2020, 50% of parents in each class will sign up for ClassDojo so that school leadership will be assured that the information is being received by parents. By June 2020, Pleasant Valley Elementary School will increase the percentage of parents who Strongly Disagree or Disagree by 10% so that parents become more aware of the school's goals and how those goals will lead to student academic success. By June 2020, 75% of parents will sign up for ClassDojo so that school leadership will be assured that the information is being received by parents.	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	There is an enormous discrepancy between parent and student perceptions of student academic progress which makes a shared vision or goal difficult to achieve.	
<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.
9/3/2019	1/6/2020	Every teacher (classroom and special area) will use ClassDojo so that they can communicate with parents at least twice a month.
9/3/2019	1/6/2020	School administrators will track communication through ClassDojo each month so that parents are more informed about school goals and student progress.
9/3/2019	1/6/2020	School administrators will use ClassDojo to communicate building goals, upcoming events, and academic information (parent tip sheets, upcoming tests) so that families participate in the learning process.
9/3/2019	8/28/2019	Parent questionnaires will be sent home before the start of the school year to ask parents about their students. To be returned to teachers the first day of school so that parents are part of the goal setting process.
9/3/2019	1/6/2020	STAR 360 student information will be sent home after fall and winter benchmarking with access to teacher for discussions so that parents can continue to track their student's progress and participate in data discussions.
9/3/2019	1/6/2020	A survey about school (online or paper) will be given to all parents in January and June so that we can track our progress towards our goal.
9/3/2019	1/6/2020	School website will be updated monthly with contact information and community resources for parents so that they are able to seek assistance more easily.
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, we would expect to see an increase in the percentage of parents who Strongly Agree by 5% (18%) and reduce Strongly Disagree by 5% (22%) for School leaders keep me informed about school goals. We would also expect to see 50% of parents signed up for ClassDojo in each class.	
<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.
9/3/2019	1/6/2020	Every teacher (classroom and special area) will use ClassDojo so that they can communicate with parents at least twice a month.

9/3/2019	1/6/2020	School administrators will track communication through ClassDojo each month so that parents are more informed about school goals and student progress.
9/3/2019	1/6/2020	School administrators will use ClassDojo to communicate building goals, upcoming events, and academic information (parent tip sheets, upcoming tests) so that families participate in the learning process.
9/3/2019	8/28/2019	Parent questionnaires will be sent home before the start of the school year to ask parents about their students. To be returned to teachers the first day of school so that parents are part of the goal setting process.
9/3/2019	1/6/2020	STAR 360 student information will be sent home after fall and winter benchmarking with access to teacher for discussions so that parents can continue to track their student's progress and participate in data discussions.
9/3/2019	1/6/2020	A survey about school (online or paper) will be given to all parents in January and June so that we can track our progress towards our goal.
9/3/2019	1/6/2020	School website will be updated monthly with contact information and community resources for parents so that they are able to seek assistance more easily.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information	SCHOOL-SELECTED INDICATOR: Student Social Emotional Health: The disruptive behavior of 17% of the student population is affecting tier one instruction for the remaining 83% of students at Pleasant Valley Elementary School.	
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	By January, 2020, 100% of teachers will be trained in PAX- Good Behavior Game. PAX will be implemented consistently in all classrooms so that the number of referrals will decrease by 5%. By June, 2020, 100% of staff (lunch monitors, paraprofessionals) will be trained so that student referrals will decrease by 10%.	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	Referral and turnaround room data show that 17% of the disruptions are often caused by the same student/s. By addressing the disruptions in a positive, trauma sensitive manner during tier one instruction all students should be able to succeed and become proficient.	
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.
9/3/2019	1/9/2020	Weekly PPS mtg (+2 teachers) to look at referral data so that behavior plans can be developed for students with frequent referrals.
9/3/2019	1/9/2020	Consistent PAX implementation in all classrooms so that students all adults and students are using a common language to address behavior and offer praise.
9/3/2019	1/9/2020	Implement mindful minutes throughout the school day through PAX so that students and adults learn and practice self-regulation skills
9/3/2019	1/9/2020	PAX team leaders will be present in halls, cafeteria, and playground so that the behavioral expectations for each area of the school are explicitly taught.
9/3/2019	1/9/2020	Implementation of schoolwide rules with common language so that students and adults know the behavioral expectations.
E1. Mid-Year Benchmark(s) - Identify what		
By January, 2020, we would expect to see a 5% decrease in the number of referrals written.		
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.
1/9/2020	6/30/2020	Weekly PPS mtg (+2 teachers) to look at referral data so that behavior plans can be developed for students with frequent referrals.
1/9/2020	6/30/2020	Consistent PAX implementation in all classrooms so that students all adults and students are using a common language to address behavior and offer praise.
1/9/2020	6/30/2020	Implement mindful minutes throughout the school day through PAX so that students and adults learn and practice self-regulation skills
1/9/2020	6/30/2020	PAX team leaders will be present in halls, cafeteria, and playground so that the behavioral expectations for each area of the school are explicitly taught.
1/9/2020	6/30/2020	Implementation of schoolwide rules with common language so that students and adults know the behavioral expectations.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most	The Chronic Absenteeism rate for 2017-2018 was 35.5. By June 2020 the chronic absenteeism rate for 2018-19 will be 25.5.	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	By January 2020, Pleasant Valley Elementary School will know that it is on track for meeting or exceeding the school selected Measure of Interim Progress of 25.5 for chronic absenteeism if school attendance data shows a MIP of 30. By June 2020, Pleasant Valley Elementary School will meet or exceed the state provided Measure of Interim Progress of 25.5 so that more students are present for tier 1 instruction.	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP	42.5% of students at Pleasant Valley Elementary School are considered chronically absent. 64% of chronically absent students did not meet the SGP for STAR Reading (135 out of 210).	
<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.
9/3/2019	1/6/2020	On morning announcements, classes with perfect attendance from the previous day will receive positive praise school wide so that students receive positive reinforcement.
9/3/2019	1/6/2020	A poster will be created and hung in the main hallway that shows classes that have perfect attendance each day so that students may track progress and receive awards for attendance.
9/3/2019	1/6/2020	Attendance team will meet bi-weekly to review attendance data so that they can develop action plans for chronically absent students. (Classroom Attendance Calculator- attendanceworks.org)
9/3/2019	1/6/2020	SBST meetings will be held for chronically absent students so that tiered intervention plans can be put in place with input from the parents.
9/3/2019	9/30/2020	Attendance team will develop a plan for when and how parents are to be contacted regarding attendance so that everyone is aware of and part of the process.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to		
By January 2020, Pleasant Valley Elementary School will know that it is on track for meeting or exceeding the school selected Measure of Interim Progress of 25.5 for chronic absenteeism if school attendance data shows a MIP of 30.		
<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.
1/6/2020	6/30/2020	On morning announcements, classes with perfect attendance from the previous day will receive positive praise school wide so that students are more likely to want to attend school to receive the positive reinforcement.
1/6/2020	6/30/2020	A poster will be created and hung in the main hallway that shows classes that have perfect attendance each day so that students may track progress and receive awards for attendance.
1/6/2020	6/30/2020	Attendance team will meet bi-weekly to review attendance data so that they can develop action plans for chronically absent students. (Classroom Attendance Calculator- attendanceworks.org)
1/6/2020	6/30/2020	SBST meetings will be held for chronically absent students so that tiered intervention plans can be put in place with input from the parents.