

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010026
School Name:	Van Corlaer Elementary

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Mariann Bellai	Title	Principal
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Website for Published Plan	<a href="http://www.schenectady.k12.ny.us">www.schenectady.k12.ny.us</a>		

**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
Mariann Bellai	Principal	See addendum for signatures	
Christina Howard	Instructional Supervisor		

Michelle Battaglia	Intervention Specialist		
Kim DeLucia	Reading Specialist		
Michelle Harrell	Reading Specialist		
Chelsea Fawcett	General Education Teacher		
Kelly Quattrini	Special Education Teacher		
Lisa Relation	General Education Teacher		
Maria Iovinella	General Education Teacher		
Rebecca Reynolds	Psychologist		
Jennifer Riley	General Education Co-teacher		
Brittany Watson	General Education Teacher		
Ryan Saxton	Social Worker		
Shari Trudell	Speech		
Erica Griesemer	Paraprofessional		
Marie Lucca	Parent		
Lisa Bowman	Parent		
Adam Montross	Parent		

## 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

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

**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"/>	<b>State-Supported</b>		
<input checked="" type="checkbox"/>		If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the	
	Strategy the school will implement:		Professional Learning Communities

<input type="checkbox"/>	<b>Clearinghouse-Identified</b>		
<input type="checkbox"/>		If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or	
	Strategy the school will implement:		Caring School Community (formerly, The Child Development Project)
	Clearinghouse		What Works Clearinghouse
	Rating from Clearinghouse		

<input type="checkbox"/>	<b>School-Identified</b>		
<input type="checkbox"/>		If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls	
	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)		

<b>Additional Evidence-Based Interventions (Optional)</b>	
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
Mariann Bellai	Principal
Christina Howard	Instructional Supervisor
Michelle Battaglia	Intervention Specialist
Kim DeLucia	Reading Specialist
Michelle Harrell	Reading Specialist
Chelsea Fawcett	General Education Teacher
Kelly Quattrini	Special Education Teacher
Lisa Relation	General Education Teacher
Maria Iovinella	General Education Teacher
Rebecca Reynolds	Psychologist
Jennifer Riley	General Education Co-teacher
Brittany Watson	General Education Teacher
Ryan Saxton	Social Worker
Shari Trudell	Speech
Erica Griesemer	Paraprofessional

**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	Wednesday, 4/17/19	MB, CH, MB,KD,RS,MH,RR, BW, JR,MI,ST,LR,KQ,CF	na
Determining priorities and goals based on the needs identified	Wednesday, 5/8/19, Monday, 5/13/19	MB, CH, MB,KD,RS,MH,RR, BW, JR,MI,EG,ST,LR,KQ,CF	na
Identifying an evidence-based intervention	Monday, 5/13/19	MB, CH, MB,KD,RS,MH,RR, BW, JR,MI,EG,ST,LR,KQ,CF	First Step to Success
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Monday, 5/13/19	MB, CH, MB,KD,RS,MH,RR, BW, JR,MI,ST,LR,KQ,CF	na
Identifying a plan to communicate the priorities to different stakeholders	Monday, 5/13/19	MB, CH, MB,KD,RS,MH,RR, BW, JR,MI,ST,LR,KQ,CF	Newspaper advertisement, Flyers in business windows

**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	Camlynne Corbett, Brendan Polcare, Simona Masterson, Lisa Relation, Kiersten Wylie, Jennifer Riley, Erica Farrell, Chelsea Fawcett, Emma Fitzgerald, Ashley Prashaw, Kelli Suski, Michelle Battaglia
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

## English Language Arts

<b>A1. ELA Baseline Data: Provide the most recently available information.</b>			Our all student subgroup met the lower Measure of Interim Progress (MIP) of 69.7 (Van's 2017-18 MIP was 92.1), the higher MIP was set by the state was 100.7.
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>			By January 2020, Van Corlaer Elementary School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 108.9 for all students in ELA based on the projections provided in STAR Early Literacy and STAR Reading for the NYS Testing Program. By June 2020, Van Corlaer Elementary School will meet or exceed the state provided Measure of Interim Progress of 108.9 on the NYS ELA Assessment for all students in ELA by goal setting with students and adjusting tier 1 instruction to address skill gaps.
<b>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.</b>			Review of the weekly walkthrough data, lesson plan collection, and the district Superintendent's Day survey showed that teachers are not providing students with opportunities to understand their learning trajectory. Only two of our subgroups met the higher MIP target for ELA (SWD and our White subgroups), the rest only met our lower MIP target. So, in order to decrease disproportionality between our subgroups, we would like all of our subgroups to meet the higher MIP of 108.9 for the 2020 test. In order for all students to meet the higher MIP of 108.9, students need to understand their individual learning trajectory, which will be accomplished through goal setting with their teacher.
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>			
<b><u>D2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>D3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>D4. Steps to Address Areas of Need and Improve Goal:</u></b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
9/9/2019	1/1/2020	Starting the week of 9/9/19 teachers will meet with students to develop goals specific to their needs, that address skill gaps and set incremental progress toward mastery of those skills, so that students have ownership of their learning, understand the standards that have been set, and through scaffolding and support from the teacher, they have a clear path on how to improve.	
10/1/19	1/1/20	Teachers will receive ongoing professional development using STAR Custom so that teachers can progress monitor individual student skill gaps.	
10/15/20	1/1/20	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).	
10/15/19	1/1/20	Teachers will find research based strategies after identification of student skill gaps, so that instruction can be implemented that addresses those specific skill gaps.	
10/15/20	1/1/20	Teachers will progress monitor students using STAR Custom, so that intervention and instruction can be adjusted when students are meeting or not meeting the gaps being addressed. If a student is not making progress on the skill gap, teachers will return to the previous step and change the research based intervention.	
10/15/19	1/1/20	We will develop a Plan Do Study Act action plan after progress monitoring to identify and address student skill gaps, so that action plans can be created for students that address the gap(s).	
10/15/19	1/1/20	Teachers will find research based strategies after identification of student skill gaps, so that instruction can be implemented that addresses those specific skill gaps.	

<b>E1. Mid-Year Benchmark(s) - Identify what</b>	40% of the students will meet the district-chosen SGP target of 45.	
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date: Identify the projected end date for each activity.</b>	<b>F4. Steps to Address Areas of Need and Improve Goal:</b> 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.
1/1/2020	6/30/2020	Starting the week of 1/1/20 teachers will meet with students to develop goals specific to their needs, that address skill gaps and set incremental progress toward mastery of those skills. Student goals will be set so that students have ownership of their learning, understand the standards that have been set, and through scaffolding and support from the teacher, they have a clear path on how to improve.
1/1/20	6/30/20	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).
1/1/20	6/30/20	Teachers will progress monitor students using STAR Custom, so that intervention and instruction can be adjusted when students are meeting or not meeting the gaps being addressed. If a student is not making progress on the skill gap, teachers will return to the previous step and change the research based intervention.
1/1/20	6/30/20	Teachers will progress monitor students using STAR Custom, so that intervention and instruction can be adjusted when students are meeting or not meeting the gaps being addressed.
1/1/20	6/30/20	We will develop a Plan Do Study Act action plan after progress monitoring to identify and address student skill gaps, so that action plans can be created for students that address the gap(s).



## Mathematics

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>	Accountability status report for 2017-2018 for multi-racial subgroup. Our Measure of Interim Progress (MIP) for 2017-18 was 41, 2018-19 was 47.6 and the target for 2019-20 will be 54.2.
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<b>B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	By January 2020, Van Corlaer Elementary School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 54.2 for multiracial students in math based on the projections provided in STAR Early Literacy and STAR Math for the NYS Testing Program. By June 2020, Van Corlaer Elementary School will meet or exceed the state provided Measure of Interim Progress of 54.2 on the NYS Math Assessment for multiracial students in math by goal setting with students and adjusting tier 1 instruction to address skill gaps.
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<b>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.</b>	Review of the weekly walkthrough data, lesson plan collection, and the district Superintendent's Day survey showed that teachers are not providing students with opportunities to understand their learning trajectory. Only two of our subgroups met the higher MIP target for ELA (SWD and our White subgroups), the rest only met our lower MIP target. So, in order to decrease disproportionality between our subgroups, we would like all of our subgroups to meet the higher MIP of 108.9 for the 2020 test. In order for all students to meet the higher MIP of 108.9, students need to understand their individual learning trajectory, which will be accomplished through goal setting with their teacher.
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### **D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
9/9/2019	1/1/2020	Starting the week of 9/9/19 teachers will meet with students to develop goals specific to their needs, that address skill gaps and set incremental progress toward mastery of those skills, so that students have ownership of their learning, understand the standards that have been set, and through scaffolding and support from the teacher, they have a clear path on how to improve.
9/9/19	1/1/20	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).
9/9/19	1/1/20	Teachers will progress monitor students using STAR Custom, so that intervention and instruction can be adjusted when students are meeting or not meeting the gaps being addressed. If a student is not making progress on the skill gap, teachers will return to the previous step and change the research based intervention.
9/9/19	1/1/20	Teachers will find research based strategies after identification of student skill gaps, so that instruction can be implemented that addresses those specific skill gaps.
7/1/19	12/31/19	We will provide math related professional development at the November, January, and March faculty meetings (district will set faculty meeting dates), so that teachers can address student needs.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>	Growth for multiracial students in math as evidenced from September benchmark to January benchmark will meet the district student growth score (45 for 2018-19, TBD when set by district for 2019-20) using STAR 360 data.
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### **F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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	5/31/20	Starting the week of 1/1/20 teachers will meet with students to develop goals specific to their needs, that address skill gaps and set incremental progress toward mastery of those skills. Student goals will be set so that students have ownership of their learning, understand the standards that have been set, and through scaffolding and support from the teacher, they have a clear path on how to improve.
1/6/2020	5/31/20	We will develop a PDSA action plan each data cycle to identify and address student skill gaps, so that action plans can be created for students.
1/6/2020	5/31/20	We will provide math related professional development at the November, January, and March faculty meetings (district will set faculty meeting dates), so that teachers can address student needs.
1/6/19	5/31/20	Teachers will find research based strategies after identification of student skill gaps, so that instruction can be implemented that addresses those specific skill gaps.
1/6/19	5/31/20	Teachers will progress monitor students using STAR Custom, so that intervention and instruction can be adjusted when students are meeting or not meeting the gaps being addressed. If a student is not making progress on the skill gap, teachers will return to the previous step and change the research based intervention.

## Survey

<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results</b>	PD Practices Self Assessment - Culturally Responsive Teaching- Planning lessons that include intentionally designed activities that connect to students' backgrounds, interests and heritage. Only 54.1% of teachers felt confident planning lessons that intentionally design culturally responsive practices.
<b>A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from</b>	PD Practices Self Assessment - Culturally Responsive Teaching- Planning lessons that include intentionally designed activities that connect to students' backgrounds, interests and heritage. Only 54.1% of teachers felt confident planning lessons that intentionally design culturally responsive practices.

<b>B1. SCEP Goal for Survey Question</b>	By January 2020, we will increase the percentage of teachers who feel confident planning culturally responsive lessons to 64%, so that units/lessons will include intentionally designed activities that connect to students' background, interests, and heritage or local topics, resources, or issues. By June 2020, we will increase the percentage of teachers who feel confident planning culturally responsive lessons to 75%, so that units/lessons will include intentionally designed activities that connect to students' background, interests, and heritage or local topics, resources, or issues.
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data,</b>	Lack of professional development for lesson planning using culturally responsive and intentional activities that connect to students' backgrounds. Teachers have self-identified in the survey results that they do not feel confident identifying specific steps they can take to ensure that their instruction is culturally relevant.
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### D1. Action Plan - August 2019 through January 2020

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> 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	9/1/2019	A survey will be created, so that baseline data is gathered.
9/1/2019	9/20/2019	A baseline survey will be given to all teachers, so that data is available to be monitored through the year in comparison to the baseline
8/1/2019	9/1/2019	We will research professional development specialists, so that specialist(s) can come and assist teachers in planning culturally responsive lessons.
10/1/2019	1/1/2020	Teaching staff will participate in one quarterly professional development session around culturally responsive activities, so that lessons are intentionally designed to connect to students' backgrounds, interests, and heritage.
10/1/2019	11/30/2020	All teaching staff will turn in a unit with at least two lesson plans in any subject area mutually agreed upon with culturally responsive activities, so that walkthrough data and lesson plan collection evidence shows that professional development is being implemented at the classroom level.
12/1/2019	1/30/2020	Teaching staff will turn in a second unit with at least two lesson plans in any subject area mutually agreed upon with culturally responsive activities, so that walkthrough data and lesson plan collection evidence shows that professional development is being implemented at the classroom level.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>	Walk through data will show more consistent use of culturally responsive practices in the classroom. In addition, each teacher will turn in one unit with multiple lessons per quarter that include culturally responsive activities/lessons.
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### F1. Action Plan - January 2020 through June 2020

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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.
1/1/2020	5/31/2020	Teaching staff will participate in PD around culturally responsive activities so that lessons are intentionally designed to connect to students' backgrounds, interests, and heritage.
1/1/2020	4/1/2020	Teaching staff will turn in a unit with at least two lesson plans so that walkthrough data and lesson plan collection evidence shows that professional development is being implemented at the classroom level.
4/2/2020	6/20/2020	Teaching staff will turn in a unit with at least two lesson plans so that walkthrough data and lesson plan collection evidence shows that professional development is being implemented at the classroom level.

**English Language Proficiency (ELP) or School-Selected Indicator**

<b>A1. ELP or School-Selected Baseline Data: Provide the most recently available information.</b>	Discipline data- In 2017-18, there were 61 incidents that resulted in referrals. In 2018-19, there were 105 incidents. Caring Schools is a research based behavioral intervention from the What Works Clearinghouse that has been shown to positively effect student discipline data.
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<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)</b>	By January 2020, Van Corlaer Elementary School will know it's on track for decreasing the number of behavior referrals and suspensions by 20 incidents as measured by the behavior summary report on Infinite Campus (In the 2018-2019 school year there were 53 incidents from September to December, so our goal is to have only 33 incidents or less between September and December of the 2019-2020 school year) . By June 2020, Van Corlaer Elementary School will know it's on track for decreasing the number of behavior referrals and suspensions by 25 incidents as measured by the behavior summary report on Infinite Campus. (The numer of incidents between September and June 3 for the 18-19 school year was 126; thus, we are looking for the number of incidents between September and June 3 for the 19-20 school year to be 101 or less).
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<b>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.</b>	After review of the data the team identified the need to teach with fidelity a program "that promotes core values, prosocial behavior, and a school wide feeling of community" (WWC Caring School Community) Teachers were not teaching any standard program/lessons that addressed core values, prosocial behavior, or school wide feeling of community. An increase in the number of discipline referrals as compared to the previous year, as well as the identification in survey data of bullying as a district wide issue according to all stakeholder groups helped identify the need for some proactive work on social skills and the creation of a feeling of community. In addition, this work needs to be embedded throughout the year to ensure that students who are new to the building (Van had a high percentage of student turnover this year) are quickly able to develop a sense of school wide community.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> 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	Caring School Community materials will be ordered, so that teachers will have the materials they need to teach lessons to students
8/1/19	10/1/19	Teachers will participate in professional development/training, so that teachers "can explore the program components, discuss ways to build caring and supportive environments, learn how to facilitate student conversations, learn strategies to enhance cooperation among students, explore strategies to build community within and across classrooms, and view and discuss video vignettes of classroom practices."
10/1/19	12/31/19	Teachers will implement the Caring School Community lessons in their classrooms, so that students will be taught "core values, including fairness, helpfulness, caring, respect, and personal responsibility."
10/1/19	12/31/19	BLT members will analyze student discipline data quarterly, in order to ensure that discipline incidents are decreasing as compared to the previous year's data.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>	By January 2020, we expect to see a decrease in the number of behavior referrals and suspensions by 20 incidents as measured by the behavior summary report on Infinite Campus.
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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.

1/1/20	6/30/20	Teachers will implement the Caring School Community lessons in their classrooms, so that students will be taught "core values, including fairness, helpfulness, caring, respect, and personal responsibility."
1/1/20	6/30/20	BLT members will analyze student discipline data in December and April, in order to ensure that discipline incidents are decreasing as compared to the previous year's data.

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-</b>	The chronic absenteeism Measure of Interim Progress (MIP) goal for 2020 is 30 and our current MIP for the 17-18 school year was 34.6.	
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b>	By January 2020, Van Corlaer Elementary School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 32 for all students based on monitoring student attendance quarterly for a 2% increase in students per grade that have greater than 90% attendance. By June 2020, Van Corlaer Elementary School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 32 for all students based on monitoring student attendance quarterly for a 2% increase (total of 4% increase from September to June) in students per grade that have greater than 90% attendance.	
<b>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,</b>	Van Corlaer has a MIP rate of 34.6 which surpassed the 2019-20 and 2020-21 years' MIP. The area of need is to continue to decrease the number of students who are absent more than 90% by identifying specific students who are at risk and increasing reciprocal communication between home and school in an effort to determine the root cause for the individual student/family so that we can work together to remove the barriers that are preventing regular attendance for that student.	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> 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	9/1/2019	We will create a Professional Learning Community calendar that includes a weekly School Based Support Team time, so that teachers are able to plan interventions for students who fall below the 90% attendance mark (more than two absences) in any given month.
9/1/2019	1/1/2020	Create monthly attendance plans which identify intervention strategies and staff members responsible for oversight for every student that falls below the 90% attendance mark, so that their attendance will improve the following month to above 90%.
9/1/2019	1/1/2020	Teachers, by grade levels, will use the Plan Do Study Act process to create Tier 1 interventions around attendance, so that teachers are working collaboratively to improve student attendance and build relationships.
10/1/2019	1/1/2020	Grade level teams will review attendance data monthly in order to evaluate if the Tier 1 intervention is working, or if it needs to be adjusted or abandoned for a new strategy.
10/1/2019	1/1/2020	The attendance team will evaluate students that have individual attendance plans in order to determine if their attendance for the following month has increased as a result of the plan. If it has not, the team will determine if the plan needs to be adjusted or abandoned for a new strategy.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>		
		By June of 2020, the number of students in grades 1-5 that are categorized as chronically absent, according to the state measure of being absent more than 10 school days that year will decrease by 2% from the previous year.
<b><u>F1. Action Plan - January 2020 through June 2020</u></b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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.
1/1/2020	6/30/2020	Create monthly attendance plans which identify intervention strategies and staff members responsible for oversight for every student that falls below the 90% attendance mark, so that their attendance will improve the following month to above 90%.
1/1/2020	6/30/2020	Teachers, by grade levels, will use the Plan Do Study Act process to create Tier 1 interventions around attendance, so that teachers are working collaboratively to improve student attendance and build relationships.

1/1/2020	6/30/2020	Grade level teams will review attendance data monthly in order to evaluate if the Tier 1 intervention is working, or if it needs to be adjusted or abandoned for a new strategy.
1/1/2020	6/30/2020	The attendance team will evaluate students that have individual attendance plans in order to determine if their attendance for the following month has increased as a result of the plan. If it has not, the team will determine if the plan needs to be adjusted or abandoned for a new strategy.