

LEA Name:	Schenectady City School District
LEA BEDS Code:	530600010025
School Name:	Schenectady High School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Diane Wilkinson	Title	Principal
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Website for Published Plan	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 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
Diane Wilkinson	Building Principal	See Addendum for Signatures	
Chris Chank	Cohort Principal		
Nicole Biette	Cohort Principal		
Dave Preston	Cohort Principal		
Jon Goyette	Cohort Principal		
Gregory Fields	SCLA Principal		
Phil Weinman	Engagemen Supervisor		

Leah Akinleye	Assistant Principal		
Jocelyn Hoffmann	Assistant Principal		
Ady Pina	Assistant Principal		
Michaela Miranda	Assistant Principal		
William Pickett	Assistant Principal		
Molly Schaefer	Engagement Dean		
Shasitidy Ponce	Security Monitor		
Kyra Cochrane	Parent Liaison		
Damien Folds	Security Monitor		
Damoni Farley	Parent and Family Engagement Specialist		
Sarah Scott	English Language Learner Teacher		
Jenny Hayes	Special Education Teacher		
Oriana Miles	English Teacher		
Colleen Wygal	English Teacher		
Iris Ramos	Parent		
Laurie Hoyt	Parent		
Megan Jordan	Guidance Counselor		
Cassie Plumadore	Guidance Counselor		
Lindsey Higgins	Foreign Language Team Leader		
Karin Callahan	English Department Chair		
Joe Dhara	Math and Science District Coordinator		
Sam Goldstein	Teen TAC-D Member		
Shamiya Walker	Teen TAC-D Member		

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:

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
	Strategy the school will implement:	
		Restorative Justice- Implement a year-long system that reduces the use of suspensions, calls to

<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
	Strategy the school will implement:	
	Clearinghouse	
	Rating from Clearinghouse	

<input type="checkbox"/>	School-Identified	
<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 under, and a
	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.

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
Diane Wilkinson	Building Principal
Chris Chank	Cohort Principal
Nicole Biette	Cohort Principal
Dave Preston	Cohort Principal
Jonathan Goyette	Cohort Principal
Gregory Fields	SCLA Principal
Phil Weinman	Engagement Supervisor
Leah Akinleye	Assistant Principal
Jocelyn Hoffmann	Assistant Principal
Ady Pina	Assistant Principal
Michaela Miranda	Assistant Principal
William Pickett	Assistant Principal
Molly Schaefer	Engagement Dean
Shasitidy Ponce	Security Monitor
Kyra Cochrane	Parent Liaison
Cassandra Williams	Secretary / Parent Liaison
Damien Folds	Security Monitor
Cirita Martin	School Security Officer
Damonne Farley	Parent and Family Engagement Specialist
Sarah Scott	English Language Learner Teacher
Jenny Hayes	Special Education Teacher
Molly Silvanic	Special Education Teacher / TSS Team
Oriana Miles	English Teacher
Colleen Wygal	English Teacher
Jessica Marley	English Teacher / TSS Team
Iris Ramos	Parent

Laurie Hoyt	Parent
Megan Jordan	Guidance Counselor
Cassie Plumadore	Guidance Counselor
Linsdsey Higgins	Foreign Language Department Chair
Karin Callahan	English Department Chair
Joe Dhara	Math and Science District Coordinator
Sam Goldstien	Teen TAC-D Member
Shamiya Walker	Teen TAC-D Member

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	May 2nd SCEP Collaboration BLT May 4th ELT May 8th Parent Liaison meeting May 20th Admin Council May 21st Seal of Biliteracy Meeting May 24th Meeting with Teen TAC-D June 1st Writing Retreat		
Determining priorities and goals based on the needs identified	May 2nd SCEP Collaboration BLT May 4th ELT May 8th Parent Liaison meeting May 20th Admin Council May 21st Seal of Biliteracy Meeting May 24th Meeting with Teen TAC-D		
Identifying an evidence-based intervention	May 2nd SCEP Collaboration BLT May 4th ELT May 8th Parent Liaison meeting May 20th Admin Council May 21st Seal of Biliteracy Meeting May 24th Meeting with Teen TAC-D		

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	May 2nd SCEP Collaboration BLT May 4th ELT May 8th Parent Liaison meeting May 20th Admin Council May 21st Seal of Biliteracy Meeting May 24th Meeting with Teen TAC-D June 1st Writing Retreat		
Identifying a plan to communicate the priorities to different stakeholders	May 2nd SCEP Collaboration BLT May 4th ELT May 8th Parent Liaison meeting May 20th Admin Council May 21st Seal of Biliteracy Meeting May 24th Meeting with Teen TAC-D June 1st Writing Retreat		

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	The perspective of teachers responsible for teaching each identified subgroup were taken during our Educational Leadership Meeting on May 4th 2019.
Parents with children from each identified subgroup.	The perspective of Parents with children from each identified subgroup was taken at the Parent Liaison Meeting on May 8th 2019.
Secondary Schools: Students from each identified subgroup	The Perspective of students from each identified subgroup was taken during a Teen TAC-D meeting on May 24th 2019.

Graduation Rate

A1. 4-Year Graduation Rate Baseline Data:	The 17-18 baseline data is: 69.6% All Students 38.4% Students with Disabilities The targets for 19-20 is 71.8% All Students 43.2% Students with Disabilities
A2. 5-Year Graduation Rate Baseline Data:	The 17-18 baseline data is: 65.9% All Students 36.4% Students with Disabilities The targets for 19-20 is 69.5% All Students 41.4%Students with Disabilities
A3. 6-Year Graduation Rate Baseline Data:	The 17-18 baseline data is: 65.5% All Students 38.5% Students with Disabilities The targets for 19-20 is 68.1% All Students 43.3% Students with Disabilities
<i>TSI Schools: For sections A1, A2, and A3, indicate the subgroup and its corresponding baseline data for each identified subgroup</i>	
B1. 4-Year Graduation Rate SCEP Goal	By January of 2020 Schenectady High School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 71.8% 4 year graduation rate for all students based on the projections of Students in the 1, 2, and 3 Cohort Document by Goal Setting, Reviewing Transcripts, and Intervening quickly. We expect 75% of the cohort and 50% of the students with disabilities to be in the level 1,2, or 3 category. By June 2020 Schenectady High School will meet or exceed the state provided Measure of Interim Progress of 71.8% 4 year graduation rate for all students based on the projections of Students in the 1, 2, and 3 Cohort Document by Goal Setting, Reviewing Transcripts, and Intervening quickly. We expect 75% of the cohort and 50% of the students with disabilities to be in the level 1,2, or 3 category.
B2. 5-Year Graduation Rate SCEP Goal	By January 2020 Schenectady High School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 68.5% 5 year graduation rate for all students based on the projections of Students in the 1, 2, and 3 Cohort Document by Goal Setting, Reviewing Transcripts, and Intervening quickly. We expect 70% of the cohort and 45% of the students with disabilities to be in the level 1,2, or 3 category. By June 2020 Schenectady High School will meet or exceed the state provided Measure of Interim Progress of 68.5% 5 year graduation rate for all students based on the projections of Students in the 1, 2, and 3 Cohort Document by Goal Setting, Reviewing Transcripts, and Intervening quickly. We expect 70% of the cohort and 45% of the students with disabilities to be in the level 1,2, or 3 category.
B3. 6-Year Graduation Rate SCEP Goal	By January 2020 Schenectady High School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 68.1% 6 year graduation rate for all students based on the projections of Students in the 1, 2, and 3 Cohort Document by Goal Setting, Reviewing Transcripts, and Intervening quickly. We expect 65% of the cohort and 40% of the students with disabilities to be in the level 1,2, or 3 category. By June 2020 Schenectady High School will meet or exceed the state provided Measure of Interim Progress of 68.1% 6 year graduation rate for all students based on the projections of Students in the 1, 2, and 3 Cohort Document by Goal Setting, Reviewing Transcripts, and Intervening quickly. We expect 65% of the cohort and 40% of the students with disabilities to be in the level 1,2, or 3 category.
<i>TSI Schools: For sections B1, B2, and B3, indicate the subgroup and its corresponding SCEP goal for each identified subgroup</i>	
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,	Our specific area of need is around our graduation rate. We have been stagnant with our 4 year graduation rate which has been below 70% for years. Also many of our subgroups have underperformed on our 4 year graduation rate, including our Students with Disabilities graduation rate. We look to have a strategic focus on the activities we think will directly impact both of these numbers.

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 Area(s) of Need and Achieve Goals: 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	The SHS counseling staff will be realigned to COHORT level support, connecting students to the same counselors for four years, to reinforce consistent and positive relationships with students and families so that all students and students with disabilities have a smaller and more consistent team available to impact their success
August 2019	January 2020	School Counselors and Cohort Admin will work together with students to set goals for Graduation, and establish Data monitoring systems so that all students including students with disabilities will understand the pathway to graduation in their senior year.
August 2019	January 2020	An early warning system will be developed to trigger appropriate interventions related credits, behavior and attendance, so that there is a clear monitoring and support system that school personal can immediately respond to for all students and students with disabilities
August 2019	January 2020	Class of 2020 support team (PPS, School Counselors, Engagement Dean and COHORT Administrators) will identify Seniors that should be placed in the Grad Lab based on having less than 14 Credits but more than 10 Credits and 2-4 Regents Exams, so that all students including students with disabilities can get immediate and intensive targeted instruction to ensure a successful 4 year graduation.
August 2019	January 2020	School Counselors and Cohort Administrators will develop a system for APEX's integration and will review transcripts and report cards in an effort to identify students who are in danger of not Graduating in 4 years due to low credits so that those students including students with disabilities can be identified for APEX credit recovery program.
August 2019	January 2020	The Engagement team, School Counselors, and Cohort Admin will meet to discuss what early warning systems should be instituted specifically around leveled credits and regents exams so that no Students including students with disabilities are able to slip through the cracks and that all students have a clear plan for Graduating in 4, 5, or 6 years.
September 2019	January 2020	The Class of 2020 will continue to leverage the Parent and Family Liaison team so that Students including students with disabilities have the perspective of numerous stakeholder groups when planning interventions and supports.
September 2019	January 2020	Teachers will set course passing goals and review data at the interims and quarters, so that they can reflect and adjust through Tier 1 interventions to meet pass rate goals.
September 2019	January 2020	Two Intensive Case Managers will be assigned 40 level 4 and 5 students at risk of Graduation who have deficiencies in one or more targets including credits, regents, social emotional learning and attendance, so that specific barriers preventing on time Graduation for all students including students with disabilities can be identified and addressed with intensive interventions.
September 2019	January 2020	Teachers, School Counselors, Social Workers, Psychologists, and our Engagement Team will identify students including students with disabilities who are struggling and need the support of an SBST so that Students will have an early and effective intervention to support their track to Graduation.
September 2019	January 2020	Engagement Deans will be vigilant in engaging the Senior class in their academic tasks, including credit recovery, regents preparation, and increased attendance so that Students including students with disabilities will be continually reminded of how important it is to engage in Academic work and Regents Preparation.

September 2019	January 2020	School Counselors and Cohort Admin will use the Operation Graduation program to engage students in course work and regents prep so that Students including students with disabilities have another safe and engaging place to learn with intensive and focused supports.
September 2019	January 2020	Cohort Admin and School Counselors will continue to engage in PDSA cycles so that we can refine our process for Student Identification, Intervention, and Support so that All Students including students with disabilities in Each Cohort have a clear plan for Graduating in 4, 5, or 6 years.
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 Schenectady High School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress of 71.8% 4 year graduation rate for all students based on the projections of Students in the 1, 2, and 3 Cohort Document by Goal Setting, Reviewing Transcripts, Intervening quickly as well as identifying the number of students who are failing 1, 2, and 3+ classes. We expect 75% of the cohort and 50% of the students with disabilities to be in the level 1,2, or 3 category.
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 Area(s) 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	Teachers will set course passing goals and review data at the interims and quarters, so that they can reflect and adjust through Tier 1 interventions to meet pass rate goals for all students including students with disabilities
January 2020	June 2020	Teachers will continue to review course passing goals and review data at the interims and quarters, so that they can reflect and adjust through Tier 1 interventions to meet pass rate goals for all students including students with disabilities
January 2020	June 2020	A early warning system will be developed to trigger appropriate interventions related credits, behavior and attendance, so that there is a clear monitoring and support system that school personal can immediately respond to the needs of all students including students with disabilities
January 2020	June 2020	Teachers, School Counselors, Social Workers, Psychologists, and our Engagement Team will identify students who are struggling and need the support of an SBST so that Students including students with disabilities will have an early and effective intervention to support their track to Graduation.
January 2020	June 2020	Seniors newly identified with the greatest risk of not graduating, will continue to access the Graduation Lab for intensive targeted instruction, so that the remaining requirements for Graduation are provided with the most intensive interventions for all students including students with disabilities
January 2020	June 2020	School Counselors and Cohort Administrators will develop a system for APEX's integration and will review transcripts and report cards in an effort to identify all students including students with disabilities who are in danger of not Graduating in 4 years due to low credits so that those students can be identified for APEX credit recovery program.
January 2020	June 2020	Monitoring of the online credit recovery (APEX) system that enabled students to access courses as well as quarterly units will be checked at the interims and quarters, so that we ensure students including students with disabilities are accessing content keeping them on track for Graduation.
January 2020	June 2020	Class of 2020 support team (PPS, School Counselors, Engagement Dean and COHORT Administrators) will identify Seniors that should be placed in the Grad Lab based on having 13-15 credits and 2-4 Regents Exams, so that all students including students with disabilities can get immediate and intensive targeted instruction to ensure a successful 4 year graduation.

January 2020	June 2020	Progress monitoring of the 40 students level 4 and 5 students at risk of Graduation who have deficiencies in one or more targets including credits, regents, social emotional learning and attendance, so that specific barriers to success can be identified and address with intensive interventions for all students including students with disabilities
January 2020	June 2020	Assessment of early warning system will be done to ensure that the identified triggers were appropriate interventions related to credits, behavior and attendance, so that the clear monitoring and support system that school personnel responded with are addressing the needs of the identified students including students with disabilities.
January 2020	June 2020	The Engagement team, School Counselors, and Cohort Admin will meet to discuss what early warning systems should be instituted specifically around leveled credits and regents exams so that no Students, including students with disabilities, are able to slip through the cracks and that all students have a clear plan for Graduating in 4, 5, or 6 years
January 2020	June 2020	Two Intensive Case Managers will be assigned 40 level 4 and 5 students at risk of Graduation who have deficiencies in one or more targets including credits, regents, social emotional learning and attendance, so that specific barriers preventing on time Graduation can be identified and address with intensive interventions for all students including students with disabilities
January 2020	June 2020	The Class of 2020 will continue to leverage the Parent and Family Liaison team so that all Students including students with disabilities have the perspective of numerous stakeholder groups when planning interventions and supports.
January 2020	June 2020	Engagement Deans will be vigilant in engaging the Senior class in their academic tasks, including credit recovery, regents preparation, and increased attendance so that all Students including students with disabilities will be continually reminded of how important it is to engage in Academic work and Regents Preparation.
January 2020	June 2020	School Counselors and Cohort Admin will use the Operation Graduation program to engage all students including students with disabilities in course work and regents prep so that Students have another safe and engaging place to learn with intensive and focused supports.
January 2020	June 2020	Cohort Admin and School Counselors will continue to engage in PDSA cycles so that we can refine our process for Student Identification, Intervention, and Support so that All Students including students with disabilities in Each Cohort have a clear plan for Graduating in 4, 5, or 6 years.

ELA and Math

A1. ELA Baseline Data: The 17-18 baseline data is: 155.7 for All Students 80.7 Students with Disabilities

A2. Math Baseline Data: The 17-18 baseline data is: 122.9 for All Students 64.5 Students with Disabilities

TSI Schools: For sections A1 and A2 indicate the subgroup and its corresponding baseline data for each identified subgroup

B1. ELA SCEP Goal
By providing content area literacy PD to ALL teachers, engaging in quarterly student goal setting, and creating individual success plans for students, as monitored by course pass rates, STAR reading scores, and Regents exam scores, Schenectady High School will reach the measures of interim progress for ELA listed below by June 2020:
 SWD - 80.7 Hispanic/Latino - 159.6 Black/African American 151.4
We will know that we are on track to meet these goals when we have met the following measures:
 75% of students in ELA CR classes will have passed their CR class and earned ELA credit
 80% of students will have met their STAR reading goals
 75% of students who are re-taking the ELA regents will receive a passing score
 35% increase in number of students currently passing ELA

B2. Math SCEP Goal
By creating student centered problem solving lessons that promote students discourse and providing teachers with PD on all the functions of the TI-84, we will reach the measures of interim progress for Math listed below:
 SWD: 64.5 Hispanic/Latino 119.7 Black/African American 115.1
We will know we are on track to meet these goals when we have met the following measures:
 75% of students in Math CR classes will have passed their CR class and earned Math credit
 75% of students who are re-taking the Math regents will receive a passing score
 35% increase in number of students currently passing Math

TSI Schools: For sections B1 and B2, indicate the subgroup and its corresponding SCEP goal for each identified subgroup

C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP By reviewing ELA and math regents data, course pass rates, STAR data, and scores from common midterm assessments, the area of need that emerged was content area literacy PD and student centered problem solving lessons to promote student discourse and engagement.

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 Area(s) of Need and Achieve Goals:** In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.

For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH

August 2019	August 2019	Use STAR data to choose School wide reading strategies so that African American students, SWD, and hispanic/latino students will learn and use a similar set of reading strategies in various content areas. (ELA)
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August 2019	August 2019	Data Counselor will provide PD to guidance counselors so that they can monitor and address student attendance and course pass rates at regular intervals with SWD and Black/AA and Latino students
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August 2019	August 2019	During curriculum writing week, student centered, problem solving lessons that will promote student discourse will be developed for each unit within the Algebra curriculum so that SWD, AA/Black, and Hispanic/Latino students will move beyond process and procedure and begin to think about and discuss Algebra topics at a higher cognitive level (Math).
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August 2019	January 2020	Reading comprehension, writing, and vocabulary subcommittees will merge to steer streamlined, research-based literacy initiatives so that students with disabilities, Black/AA students, and Hispanic/Latino students can increase literacy skills.
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September 2019	January 2020	Using STAR data, plan explicit content area literacy PD to be given on opening day with follow up PDs after school so that SWDs, Black/AA students, and Hispanic/Latino students will receive explicit literacy instruction across content area classes to create transferable skills to be used in classrooms and on exams to increase course and regents pass rates.
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September 2019	September 2019	Texas Instrument will provide PD to Math teachers on functions of the TI-84 plus so that SWDs, Black/AA students, and Hispanic/Latino students are exposed to the full range of tools available within the calculator to increase course pass rates and regents scores
September 2019	September 2019	Guidance counselors will visit English classes to make sure all students can access student portal so that SWDs, hispanic/latino students, and Black/AA students and their families are able to monitor their own progress.
September 2019	October 2019	Teachers will create a comprehensive list of TI-84 skills in PLCs and determine the appropriate placement for each within the curriculum so that SWDs, Black/AA students, and Hispanic/Latino students will be able to use them consistently in the classroom and on regents exams.
September 2019	January 2020	Administrators will complete walk through visits to include feedback on teachers' explicit instruction of strategies in ELA and Math so that Black/AA students, SWDs, and Hispanic/Latino students are being provided equitable access to the identified strategies. (ELA and Math)
September 2019	January 2020	Guidance counselors will monitor attendance and course pass rates of SWDs, Black/AA students, and Hispanic/Latino students monthly so that interventions can be put in place in a timely manner.
October 2019	January 2020	Teachers and students will use STAR reading data 3 times a year to set skill specific reading goals for SWDs, Black/AA students, and Hispanic/Latino students so that they can increase their literacy skills and have ownership over their own progress.
November 2019	January 2020	Guidance counselors will meet with students quarterly to evaluate and re-set goals so that Black/AA students, SWDs, and Hispanic/Latino students can feel ownership for their own progress and create plans for positive academic changes.
November 2019	December 2019	Using ASAP and STAR reports, teachers of SWDs, Black/AA students, and Hispanic/Latino students who have previously been unsuccessful on Regents exams (ELA, Algebra, GH, LE) will work with admin and guidance to create individual Regents success plans so students will find higher rates of success on Regents exams.
September 2019	January 2020	Teachers will administer STAR reading at intervals so that we can identify students' strengths and weaknesses in the area of literacy in order to inform instruction for SWDs, Black/AA students, and Hispanic/Latino 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.		
	75% of students in ELA CR classes will have passed their CR class and earned ELA credit	80%
	of students will have met their STAR reading goals	75% of
	students who are re-taking the ELA regents will receive a passing score	35%
	increase in number of students currently passing ELA	
	75% of students in Math CR classes will have passed their CR class and earned Math credit	75%
	of students who are re-taking the Math regents will receive a passing score	35%
	increase in number of students currently passing Math	
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 Area(s) 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. <i><u>For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH</u></i>
January 2020	February 2020	Texas Instrument will provide PD to Math teachers on functions of the TI-84 plus so that SWDs, Black/AA students, and Hispanic/Latino students are exposed to the full range of tools available within the calculator to increase course pass rates and regents scores
January 2020	June 2020	Guidance counselors will meet with students quarterly to evaluate and re-set goals so that SWDs, Black/AA students, and Hispanic/Latino students can feel ownership for their own progress and create plans for positive academic changes.
January 2020	June 2020	Using ASAP and STAR reports, teachers of students who have previously been unsuccessful on Regents exams (ELA, Algebra, GH, LE) will continue to work with admin and guidance to create individual Regents success plans so SWDs, Black/AA students, and Hispanic/Latino students will find higher rates of success on Regents exams.
January 2020	June 2020	Teachers will administer STAR reading at intervals so that we can identify students' strengths and weaknesses in the area of literacy in order to inform instruction for SWDs, Black/AA students, and Hispanic/Latino students
January 2020	June 2020	Teachers and students will use STAR reading data 3 times a year to set skill specific reading goals for students so that SWDs, Black/AA students, and Hispanic/Latino students can increase their literacy skills and have ownership over their own progress.
January 2020	June 2020	Data Counselor will continue to work with guidance counselors to monitor and address SWDs, Black/AA students, and Hispanic/Latino students attendance and course pass rates at regular intervals.

January 2020	June 2020	Guidance counselors will continue to monitor SWDs, Black/AA students, and Hispanic/Latino students attendance and course pass rates monthly so that interventions can be put in place in a timely manner.
January 2020	June 2020	Reading comprehension, writing, and vocabulary subcommittees will continue to meet and research to steer streamlined, research-based literacy initiatives so that SWDs, Black/AA students, and Hispanic/Latino students can increase literacy skills.
February 2020	June 2020	Administrators will complete walk through visits to include feedback on teachers' explicit instruction of strategies in ELA and Math so that SWDs, Black/AA students, and Hispanic/Latino students are being provided equitable access to the identified strategies. (ELA and Math)
February 2020	June 2020	Use STAR data to choose School wide reading strategies so that SWDs, Black/AA students, and Hispanic/Latino students will learn and use a similar set of reading strategies in various content areas. (ELA)

College, Career, and Civic Readiness

A1. College, Career, and Civic Readiness or Schenectady High Schools College, Career, and Civic Readiness baseline is 79.3

B1. SCEP Goal for College, Career, and Civic Readiness (if required) or School-Selected (if CCCR goal is not required) By January of 2020 Schenectady High School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress Goal for College, Career, and Civic Readiness of 87.3 by creating new systems that identify and track readiness measures and student graduation designations, increase students who graduate with CDOS, and implementing a Seal of Biliteracy program.
By June 2020 Schenectady High School will meet or exceed the state provided Measure of Interim Progress Goal for College, Career, and Civic Readiness of 87.3 by creating new systems that identify students graduation designation, increasing students who graduate with CDOS, and implementing a Seal of Biliteracy program.

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. Schenectady High School was not identifying and leveraging specific student graduation designations including CDOS graduation certification and IB Examinations with scores of 4 or more. Schenectady High School also had not begun the components of a Seal of Biliteracy designation. ** By addressing these gaps, Schenectady High School will increase in our College, Career, and Civic readiness level and acknowledge students' continued success and acknowledgement in their post-secondary lives. **The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.

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 Area(s) 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	The data counselor in collaboration with the Office of Planning and Accountability will conduct an audit of of existing college, career and civic readiness index, including but not limited to CDOS and IB scores of 4 or more, so that targeted and identified gaps in our reporting systems can be identified.
August 2019	August 2019	The transition counselor, data counselor, and CEIP teacher will develop a mechanism within our student information system that allows for tracking of work based learning hours so that students who meet the requirements can have a CDOS designation.
August 2019	September 2019	A Seal of Biliteracy Committee will be created to review requirements to determine needs and provide recommendations to implement the Seal of Biliteracy at Schenectady High School so that students leverage this distinction with their diploma.
August 2019	September 2019	Counselors will communicate with students and families about the various diploma options so that planning and preparation needed for requirements can be met.
August 2019	October 2019	Provide professional development for key stakeholders, inclusive of school counselors, teachers and community partners, so that they can leverage for students the various experiences and newly created system that would qualify the requirements needed for a CDOS credential.
August 2019	January 2020	Create an advisory board of teachers, administrators and data counselor to review eligible students and processes so that students can attain the SOBL distinction.

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 of 2020 Schenectady High School will know that it is on track for meeting or exceeding the state provided Measure of Interim Progress Goal for College, Career, and Civic Readiness of 87.3 by creating new systems that identify students graduation designation, increase students who graduate with CDOS, and implementing a Seal of Biliteracy program. By January of 2020 students will have met with their counselors to identify their needs as well as what credentials they have previously obtained that can be used toward graduation designations.

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 Area(s) 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	The data counselor in collaboration with the Office of Planning and Accountability will conduct an audit of of existing college, career and civic readiness index, including but not limited to CDOS and IB scores of 4 or more, so that targeted and identified gaps in our reporting systems can be identified.
January 2020	June 2020	The Seal of Biliteracy committee will review and adjust identified needs where necessary and provide additional recommendations to implement the Seal of Biliteracy at Schenectady High School, so that students leverage this distinction with their diploma.
January 2020	June 2020	Counselors will continue to communicate with students and families about the various diploma options so that planning and preparation needed for requirements can be met.
January 2020	June 2020	Data Counselor, Transition Counselor, and CEIP teacher will monitor the mechanism within our student information system that allows for tracking of work based learning hours so that students who meet the requirements can earn a CDOS credential.
January 2020	June 2020	Data counselor and transition counselor will provide additional professional development for key stakeholders, inclusive of school counselors, teachers and community partners, so that they can leverage for students the various experiences and newly created system that would qualify the requirements needed for a CDOS credential.
January 2020	June 2020	Continue with advisory board of teachers, administrators and data counselor to review eligible students and processes, so that students can attain the SOBL distinction.

Survey - Culturally Responsiveness

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	2018-2019 - DTSDE Survey for Secondary Students: 1. Students in my school are treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs.	
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.	From the 2018 -2019 DTSDE survey for secondary students indicated that only 46% agreed that, students in my school are treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs.	
B1. SCEP Goal for Survey Question	For the 2019-2020 DTSTDE survey 61% of students at SHS will identify as being treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs. Assessing student feedback through community building circles will determine if we are on track for meeting this goal.	
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.	Culturally Responsive Educational practices need to be an area of focus for our faculty and staff, so that instruction is relevant to our students, and a sense of cohesiveness and belonging in our school community. This addresses the need for student voice and feeling greater school pride and community, as well as choice within curriculum and instructional practices in order to increase student engagement as evidenced by results of the DTSDE survey for SHS students.	
<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 Area(s) 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.
August 2019	August 2019	The CRC will create a survey around cultural understandings for staff so that we understand where teachers are, where they feel they are, what their concerns are, and where support is needed, it will be measured by how many responses we receive.
August 2019	August 2019	Teachers will participate in summer curriculum writing, so that the inclusion and improvement upon Culturally Responsive and Relevant instructional content and practices in their subject areas will be created.
August 2019	August 2019	During summer curriculum writing, Office of Curriculum and Instruction Coordinators will provide training and support around Culturally Responsive and Relevant instructional practices, so that the curriculum units developed to be integrated into the Scope and Sequence of targeted courses.
August 2019	August 2019	The CRC will generate a school calendar, so that barriers for participation of all religions, genders, sexual orientations and cultural background will be inclusive.
August 2019	January 2020	The CRC will share words/phrases every other Friday (titled Social Justice Friday) to develop a common language and deepen cultural understanding, so that teachers will be more likely to ask questions rather than make assumptions.

August 2019	January 2020	The CRC will make sure The Welcome Signs come in languages present to our district, so that there is a more welcoming to students, families, and community members from different backgrounds.
August 2019	January 2020	The CRC will plan a series of trainings to be integrated into the day so that our teachers and staff will have foundational understandings of race and racism.
September 2019	January 2020	The CRC will develop and implement a series of trainings and workshops specific to systems of oppression, so that our faculty and staff can have foundational understandings of race and racism.
August 2019	January 2020	The CRC will develop a summer book list with books that deal with different systems of oppression so that over the summer teachers and staff can increase their foundational knowledge and understanding around culturally responsive education.
August 2019	January 2020	sometimes abstract concepts affect their day to day interactions with students which will be measured by teacher led circles about race.
August 2019	September 2019	students around race, and other oppressions.
August 2019	September 2019	The CRC will create platforms on social media, so that parents and students can increase and promote student/family voice.
August 2019	January 2020	The CRC will create a survey for alumni, parents and students, so that we can have a greater understanding about their experiences in SHS.
August 2019	January 2020	and cultures, as evidenced by interim survey data and qualitative data from student circle participation.
September 2019	October 2019	greater understanding from a larger sample size that represents the entire student body.

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.	Surveying the students at the mid year benchmark, with a baseline of 46%, there will be an increase of 7% of SHS students that identify as being treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date:	F3. End Date: Identify	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of
January 2020	May 2020	are, what their concerns are, and where support is needed.
January 2020	May 2020	orientation and cultural background. Attendance numbers for school events are being analyzed for sub-groups.
January 2020	May 2020	members from different backgrounds and was measured by responses in the DTSDE survey in order for all stakeholders to presume that they will
January 2020	May 2020	interactions with students in faculty circles and their effectiveness is being analyzed by responses on the DTSDE student survey to provide
January 2020	May 2020	and culture; student responses to the DTSDE survey are being analyzed to determine if the student groups are increasing student identity and
January 2020	May 2020	are being reviewed and the number of responses are being analyzed.
January 2020	May 2020	racism are a case study, as it can be applied to other identities.
January 2020	June 2020	understandings of race and racism with the expectation of reducing the number of students receiving disciplinary infractions.
January 2020	June 2020	their foundational knowledge and understanding, are analyzing the number of texts accessed by staff through the library.
January 2020	June 2020	students around race, and other oppressions. The training exit surveys will be analyzed to determine the success of the training.
January 2020	June 2020	understanding, so that teachers will be more likely to ask questions rather than make assumptions about SHS students.
January 2020	June 2020	students involved.
January 2020	June 2020	feelings being treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs, so that identified gaps can continue to

Restorative Practices - School-Selected Indicator

A1. English Language Proficiency or School-Selected Baseline Data	Restorative Practices through a trauma sensitive lens (State supported Evidence-Based Strategy)- Implement a year-long system that reduces the use of suspensions, calls to the police, and permanent removal of a student from a school system in response to student misbehavior to eliminate racial inequalities in discipline practices. Design graduated discipline systems that increase consequences based on the seriousness of student offenses and eliminate “zero tolerance” policies. Develop district-wide staff professional development on culture change and restorative justice approaches. Adopt graduated social and emotional support systems by including interventions that range from individual and group counseling to mediation. Our baseline data indicates that in 2016-2017 there were 10261 incidents of discipline and 5569 suspension days. 490 unique students were suspended. Black or African American students are 4 times more likely to be suspended.
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	By January 2020 Schenectady High School will provide turn key training in restorative practices for 4 additional administrators, as well as restorative practices professional development to 50 teachers, train 25 additional students in peer mediation, create a school-wide restorative vocabulary, and provide students increased opportunity to participate in circles. These proactive approaches will reduce the suspension rate of students of color by 5% and the number of incidents by 5% in order to increase the educational opportunities afforded to students. By June of 2020, Schenectady High School will have a restorative practice continuum utilized in every cohort office that will proactively lower school wide suspension rates by 5%.
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Schenectady High School has disproportionate suspension rates for males, students of color, and students with disabilities. Data shows that although we have reduced the number of students suspended, we have not reduced disproportionality. The goal is to establish a restorative practices continuum and other forms of non-exclusionary discipline systems to reduce our overall suspension rates and disproportionality rates by 5%.
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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 Area(s) 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	The administrative team will turn key Culture of Care professional development so that staff will be more positive in their interactions with students
September 2019	September 2019	The engagement supervisor, in collaboration with the engagement dean, will provide an informational faculty meeting around Culture of Care practices so that staff will be more positive in their interactions with students
October 2019	October 2019	The Culturally Responsive Committee will provide targeted professional development in social justice so that there are more engaging learning opportunities for students
October 2019	October 2019	The Engagement Supervisor and Engagement Deans will train students to run peer training circles so that there is an increased opportunity for positive peer engagement.

October 2019	October 2019	Mediation Matters will provide Conflict Resolution Training so that students will have more strategies to resolve conflict effectively and non-violently.
September 2019	September 2019	A Restorative Justice Team will be created across both campuses of Schenectady High School so that research and implementation of non-exclusionary discipline practices will increase the educational opportunities for students
September 2019	June 2020	Cohort administrators and the Restorative Justice team will use Infinite Campus to monitor suspension data monthly so that the restorative continuum can be streamlined across cohort offices.
September 2019	June 2020	Cohort administrators in collaboration with mediation matters will begin to implement Restorative, Informal Hearings and re-entry meetings, so that fewer students will participate in Superintendent's Hearings and Long-Term Suspensions.
August 2019	June 2020	Trauma Sensitive building level team will provide targeted professional development so that restorative language will be modeled in classrooms.
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 Schenectady High School will provide restorative practices professional development to 50 of our teachers, train 25 students in peer mediation, creating a school-wide, restorative vocabulary and providing students the opportunity to participate in circles, we will reduce the suspension rate of students of color by 3% in order to increase the educational opportunities afforded to students. Suspension data will be monitored monthly by cohort offices and the restorative justice team to ensure we are meeting our intended goals.
F2. Start Date:		
F3. End Date: Identify		
F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the		
February 2020	June 2020	Practices so that staff will continue to improve the interactions they have with students.
March 2020	June 2020	opportunities for students.
January 2020	June 2020	opportunity for positive peer engagement.
January 2020	June 2020	non-violently.
January 2020	June 2020	opportunities for students.
January 2020	June 2020	progress monitor and goal set, so that the restorative continuum can be streamlined across cohort offices.
January 2020	June 2020	fewer students will participate in Superintendent's Hearings and Long-Term Suspensions.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.			Based on baseline from 2017-18: All Students 87.7 / Asian or Native 83.6 / Black or African American 89.0 / Economically Disadvantaged 88.3 / ELL 83.2 / Hispanic 89.1 / Multi Racial 88.0 / SWD 86.4 / White 88.2
B1. SCEP Goal for Chronic Absenteeism (if required) or School Identified Area (if CA goal is not required)			By focusing on the individual subgroups and developing an early warning intervention and monitoring system Schenectady High School will be looking to hit our specific subgroup targets for the school year 2019-20: All students 84.1 / Asian of Native 80.4 / Black or African American 85.3 / Economically Disadvantaged 84.7 / ELL 83.2 / Multi Racial 84.4 / Hispanic or Latino 85.4 / Students with Disabilities 82.9 / White 84.6
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.			Schenectady High School will focus on meeting our attendance target by developing and implementing an early warning intervention and monitoring system for chronically absent students and by increasing student, family, and community engagement through "Circle UP!," a restorative circle initiative focused on reducing the percentage of students with risk indicators related to chronic absenteeism.
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 Area(s) 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	The Engagement Team will work with relevant stakeholders and the already developed dashboard in our school information system to develop an "Early Warning System" the utilizes school personnel and resources to monitor chronic attendance issues and intervene immediately so that student absences will decrease	
September 2019	September 2019	Counselors and administration will communicate attendance expectations and introduce the early warning system and intervention plan to students, faculty and families so that expectations and procedures related to attendance are clear to all stakeholders.	
October 2019	January 2020	Using the "Early Warning System," counselors will Immediately identify chronic absentee students and refer them to School Based Support Teams (SBST) so that interventions can be put in place	

August 2019	August 2019	Administration will hire and onboard intensive case managers to serve as members of the #Taskforce2020 team to identify students with risk indicators and perform home visits over the summer so that interventions will be in place at the start of the school year
September 2019	September 2019	Administration and counselors will use the Class of 2020 SBST data to identify students with risk indicators to create Intensive Case Managers' initial caseloads so that relationships between students and case managers can be fostered immediately
August 2019	November 2019	Administrators and counselors will use Athletic Code of Conduct Pilot plan during the fall sports season to monitor student athlete grades and attendance and identify those students who have risk indicators so that interventions can be created
November 2019	May 2020	Administrators and counselors will fully implement the Athletic Code of Conduct for the Winter and Spring sports seasons so that attendance interventions can be put into place for student athletes
August 2019	August 2019	A Restorative, Academic Supervised Study Room will be created to provide academic support to students who are identified by the Early Warning System so that students with risk indicators for chronic absenteeism can receive targeted academic support
September 2019	October 2019	The Engagement Team will use community building circles in all 9th grade classes so that the importance of student engagement in successful student outcomes is realized
August 2019	January 2020	The Data Counselor, in conjunction with the Office of Planning and Accountability will develop new mechanisms within Infinite Campus to track peer attendance circles and create a deliverable student attendance "baseball card" that can be shared with both students and parents so that awareness of attendance is increased
November 2019	January 2020	The Data Counselors, in conjunction with the Office of Planning and Accountability will provide professional development for key stakeholders, inclusive of school counselors, teachers and community partners, so that they can leverage the use of quarterly interim attendance specific reports with families (Postcard)
October 2019	October 2020	The Engagement Team will develop and implement a Family and Community engagement outlook calendar that will be shared with students and all Schenectady High School stakeholders so that parent and family engagement can increase
September 2019	June 2020	tardiness plus student weekly perfect attendance so that families can be aware of students' attendance
<p>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.</p>		
<p>Schenectady High School will know if we are on track to meet our target for Chronic Absenteeism if there is a 5% reduction in the total number of students who are chronically absent as of January 2020 compared to the number of already chronically absent students in January 2019 which correlates to a reduction of 97 students.</p>		
<p>F1. Action Plan - January 2020 through June 2020</p>		
F2. Start Date:	F3. End Date:	Identify F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions

January 2020	June 2020	Support Teams (SBST) so that interventions can be put into place
January 2020	June 2020	intensive case manager caseloads so that interventions and attendance plans can be created and implemented
January 2020	June 2020	Study room to provide academic support to students who are identified as at risk for or showing signs of chronic
January 2020	June 2020	information system that tracks peer attendance circles, allows students to chart their own attendance in Math
January 2020	June 2020	factors can be mitigated, improving student outcomes.