

LEA Name:	Syracuse CSD
LEA BEDS Code:	421800010000
School Name:	Corcoran High School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Tara Jennings	Title	Principal
Phone	315-435-4922	Email	tjennings@scsd.us
Website for Published Plan	www.syracusecityschools.com/corcoran		

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
Tara Jennings	Principal		
Daniel Straub	Vice Principal		
Hugh Hogle IV	Vice Principal		
Jaime Perez	Vice Principal		
Meghan Snell	Administrative Intern		
Michael Shanahan	Teacher/Chief STA Rep		
Margaret Durant	Teacher		
Jennifer Montague	Teacher		
Filiz Coskun	Teacher		
Melissa Senenko	Teacher		

Brian Pudney	Teacher		
January Kelly	Teacher		
Chris Carfagno-Buck	Parent		
Julie Dunn	Guidance Counselor		
Rhiannon White	Instructional Coach		
Casey Malley-Donovan	MYP Coordinator		

Statement of Assurances

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

- 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

- 2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

- 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

- 4. The SCEP contains at least one evidence-based intervention.

- 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Evidence-Based Intervention

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

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

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

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

X	State-Supported
If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.	
Strategy the school will implement:	Professional Learning Communities

	Clearinghouse-Identified
If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.	
Strategy the school will implement:	
Clearinghouse	
Rating from Clearinghouse	

	School-Identified
If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.	
Strategy the school will implement:	
ESSA Evidence-Based Tier (1, 2, 3)	

Evidence-Based Intervention

	Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	
--	---	--

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
Tara Jennings	Principal
Daniel Straub	Vice Principal
Hugh Hogle IV	Vice Principal
Jaime Perez	Vice Principal
Meghan Snell	Administrative Intern
Michael Shanahan	Teacher/Chief STA Rep
Margaret Durant	Teacher
Jennifer Montague	Teacher
Filiz Coskun	Teacher
Melissa Senenko	Teacher
Brian Pudney	Teacher
January Kelly	Teacher
Chris Carfagno-Buck	Parent
Julie Dunn	Guidance Counselor
Rhiannon White	Instructional Coach
Casey Malley-Donovan	MYP Coordinator

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	4/17/2019, 5/15/2019, 6/3/2019	FC, BP, CMD, RW, JM, JK, MS, HH, TJ, DS, MS, MD, JD, JP, MS, CCB	SCEP for 2019-2020 school year
Determining priorities and goals based on the needs identified	2/13/19, 3/13/19, 4/17/2019, 5/15/2019, 6/3/2019	FC, BP, CMD, RW, JM, JK, MS, HH, TJ, DS, MS, MD, JD, JP, MS, CCB	PL Sprint Plan connect to SCEP, February Academic Bootcamp
Identifying an evidence-based intervention	2/13/19, 3/13/19, 4/17/2019, 5/15/2019, 6/3/2019	FC, BP, CMD, RW, JM, JK, MS, HH, TJ, DS, MS, MD, JD, JP, MS, CCB	PLC Planning for 2019-2020 and review feedback from this year

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	2/13/19, 3/13/19, 4/17/2019, 5/15/2019, 6/3/2019	FC, BP, CMD, RW, JM, JK, MS, HH, TJ, DS, MS, MD, JD, JP, MS, CCB	State Review Feedback, Short Term and Long Term Goals
Identifying a plan to communicate the priorities to different stakeholders	2/13/19, 3/13/19, 4/17/2019, 5/15/2019, 6/3/2019	FC, BP, CMD, RW, JM, JK, MS, HH, TJ, DS, MS, MD, JD, JP, MS, CCB	Improve our two way communication among all stakeholders

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

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

Graduation Rate

A1. 4-Year Graduation Rate Baseline Data:			61.9%
A2. 5-Year Graduation Rate Baseline Data:			66.8%
A3. 6-Year Graduation Rate Baseline Data:			68.3%
<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			69.4%
B2. 5-Year Graduation Rate SCEP Goal			71%
B3. 6-Year Graduation Rate SCEP Goal			75.2%
<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, could result in improvements towards this goal.		<p>Increase cross-curricular planning</p> <p>Increase engagement of students and families in understanding graduation requirements</p> <p>Intervene earlier with students in all cohorts who are missing credits or not passing classes</p>	
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.	
8/20/2019	9/1/2019	Host Freshman Orientation Night and share cohort graduation requirements	
8/20/2019	1/31/2019	Update and maintain CTF (Corcoran The Family) Cohort Tracker to reflect the new school year	
8/26/2019	11/15/2019	Host Senior Informational Night (mandatory for all seniors) and share graduation requirements	
9/1/2019	10/1/2019	Complete one interdisciplinary unit planning for MYP	
9/1/2019	11/15/2019	Identify teachers who will sign-up for senior students to mentor for the remainder of the year	
10/1/2019	10/10/2019	Host Curriculum Night for all families	
11/1/2019	11/30/2019	Host Parent Teacher Conference Day	
11/1/2019	11/30/2019	Hold Advisement Day #1 for all grade levels to show students where they are at currently academically	
11/15/2019	1/25/2020	Offer Regents Review classes during the day (Study and Support Recovery Room) and after school for all Regents	

11/15/2019	1/31/2020	Hold EDLP classes after school for seniors
1/1/2020	1/31/2020	Hold Advisement Day #2 for all grade levels to show students where they are at currently academically
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.		January - 58% to be on track to graduate (4 or more regents and 15 credits) Accrual of Credits District Benchmarks - 70% of all students have completed content district benchmarks
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.
2/1/2020	6/30/2020	Hold EDLP classes afterschool for seniors
2/1/2020	6/30/2020	Senior Mentor Teachers - Teachers have a tracking worksheet for the seniors they are mentoring. The sheet is a weekly check in with students to track attendance, grades, and Regents review classes
2/1/2020	2/16/2020	Complete one interdisciplinary unit planning for MYP
2/17/2020	2/21/2020	Hold February Academic Bootcamp. Seniors will be able to attend school during winter break in order to complete grade recovery work and EDLP recovery work.
2/24/2020	6/18/2020	Hold Regents Review classes afterschool for all regents for our ELLs
3/1/2020	3/31/2020	Hold Mentor Dinner to celebrate mentors supporting seniors to share credit information with students and families. Senior mentees, teacher mentors, and families get together for a dinner. Family members are able to meet with the teacher mentors
4/1/2020	6/18/2020	Offer Regents Review classes after school for all Regents.
4/6/2020	4/10/2020	Hold April Academic Bootcamp. Seniors will be able to attend school during spring break in order to complete grade recovery work as well as EDLP recovery work.
4/1/2020	4/30/2020	Hold Advisement Day #3 for all grade levels to show students where they are at currently academically
5/1/2020	5/31/2020	Hold Mentor Luncheon to celebrate mentors supporting seniors and to share credit information with students and families. Senior mentees and their teacher mentors have a luncheon stay on track and see what each mentee needs to stay focused for the remainder of the year

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

<u>Survey</u>		REVIEWER FEEDBACK
		REVIEWER FEEDBACK ON BASELINE DATA
A1. Survey Question: Provide the survey question for which the school is looking to improve its results	How often do your teachers make you explain your answers?	
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.	24% - All the time, 32% - Often, 35% - Sometimes, 5% - Not very often, 4% - Never Baseline = 56% for "All the time" + "Often"	
		REVIEWER FEEDBACK ON GOAL
B1. SCEP Goal for Survey Question	Increase student engagement and ownership to at least 74% of "All the Time" or "Often" for all students in classes (move at least half of our "sometimes" to "all the time" or "often")	
		REVIEWER FEEDBACK ON AREA(S) OF NEED
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.	Increase the consistent analysis of data across all PLCs Increase the sharing and review of data and goals with students to improve student ownership and reflection of their learning	
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.
8/26/2019	9/30/2019	Offer MYP professional development training on analyzing and sharing data, and strategies to increase students' ownership for all teaching staff and define implementation expectations based on the training. Incorporate look-fors in the walkthrough tool based on the expectations from the training.
9/1/2019	9/15/2019	Create a PLC and feedback schedule to ensure that support is provided to teachers during each quarter (administrators and instructional coach)
9/1/2019	10/15/2019	Incorporate data wall look fors in the walkthrough tool and instructional practices from training
9/1/2019	10/1/2019	Complete one interdisciplinary unit planning for MYP
9/1/2019	1/31/2020	Participate in professional learning communities weekly (teaching staff)
9/1/2019	1/31/2020	Provide one hour of professional development every Thursday after school
9/1/2019	9/30/2019	Complete STAR Testing #1 and analyze it to determine strengths, needs and action plans to support all students
9/1/2019	9/30/2019	Define expectations for classroom data walls and communicate purpose (with models)
10/1/2019	1/31/2020	Create and update regularly data walls in classrooms (teachers)
11/1/2019	11/25/2019	Complete District Benchmark Testing #1 and analyze it to determine strengths, needs and action plans to support all students
12/1/2019	12/20/2019	Create a student survey to get feedback on classroom engagement, dialogue, and explanation of answers within classrooms
1/1/2020	1/31/2020	Complete STAR Testing #2 and analyze it to determine strengths, needs and action plans to support all students
1/1/2020	1/25/2020	Complete District Benchmark Testing #2 and analyze it to determine strengths, needs and action plans to support all students
		REVIEWER FEEDBACK ON BENCHMARK(S)
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.	CTF (Corcoran The Family) Made Student Survey - 65% of students will be in all the time or often (9% increase - half-way to goal) Increase percentage of classrooms meeting data wall expectations 20% from baseline data collected in October	
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.
2/1/2020	6/30/2020	Participate in professional learning communities weekly (teaching staff)
2/1/2020	6/30/2020	Provide one hour of professional development every Thursday after school. Define implementation expectations based on the trainings. Incorporate look-fors in the walkthrough tool based on the expectations from the training.
2/1/2020	6/30/2020	Maintain and update regularly data walls in classrooms (teachers)
2/1/2020	6/30/2020	Continue to provide teachers with feedback on implementation of data walls and instructional practices from training during monthly walkthroughs
2/1/2020	2/16/2020	Complete one interdisciplinary unit planning for MYP
4/1/2020	4/20/2020	Complete District Benchmark Testing #3 and analyze it to determine strengths, needs and action plans to support all students
5/1/2020	5/31/2020	Complete STAR Testing #3 and analyze it to determine strengths, needs and action plans to support all students

<u>College, Career, and Civic Readiness or School-Selected Indicator</u>		
A1. College, Career, and Civic Readiness or School-Selected Baseline Data: Provide the most recently available information.	76.5	
B1. SCEP Goal for College, Career, and Civic Readiness (if required) or School-Selected (if CCCR goal is not required)	84.9	
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.	Increase cross-curricular planning Increase the consistent implementation of proven instructional practices school-wide Increase the consistent analysis and use of data to target instruction Improve implementation of differentiation strategies to meet the range of student needs Address gaps in foundational skills	
<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.
9/1/2019	1/31/2020	Students will be enrolled within our IB Diploma Program courses
9/1/2019	1/31/2020	Students will be enrolled within our IB Middle Years Program courses
9/1/2019	1/31/2020	Students will be enrolled within our IB Career-Related Program courses
9/1/2019	1/31/2020	Students will be enrolled within our Career and Technical Education Programs (welding and urban teacher prep)
9/1/2019	9/30/2019	Complete STAR Testing #1 and analyze it to determine strengths, needs and action plans to support all students
9/1/2019	10/1/2019	Complete one interdisciplinary unit planning for MYP
9/1/2019	1/31/2020	Participate in professional learning communities weekly (teaching staff)
9/1/2019	1/31/2020	Provide one hour of professional development every Thursday after school (teaching staff)
9/15/2019	10/20/2019	Host IB Parent Informational Night for all families with students enrolled in IB courses
11/1/2019	11/25/2019	Complete District Benchmark Testing #1 and analyze it to determine strengths, needs and action plans to support ELLs
1/1/2020	1/31/2020	Complete STAR Testing #2 and analyze it to determine strengths, needs and action plans to support all students
1/1/2020	1/25/2020	Complete District Benchmark Testing #2 and analyze it to determine strengths, needs and action plans to support ELLs

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.	PDSA Cycles - 100% of all content teachers have completed at least 1 PDSA cycle District Benchmarks - 70% of all students completed their content district benchmarks STAR Data and LasLinks Data - 70% of all students completed this assessment
---	---

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.
2/1/2020	6/30/2020	Students will be enrolled within our IB Diploma Program courses
2/1/2020	6/30/2020	Students will be enrolled within our IB Middle Years Program courses
2/1/2020	6/30/2020	Students will be enrolled within our IB Career-Related Program courses
2/1/2020	6/30/2020	Students will be enrolled within our Career and Technical Education Programs (welding and urban teacher prep)
2/1/2020	2/16/2020	Complete one interdisciplinary unit planning for MYP
2/1/2020	6/30/2020	Participate in professional learning communities weekly (teaching staff)
2/1/2020	6/30/2020	Provide one hour of professional development every Thursday after school (teaching staff)
3/7/2020	3/15/2020	Students will participate in their IB Oral Exam for ELA
3/18/2020	3/22/2020	Students will participate in their IB Spanish Oral Exam
4/1/2020	4/20/2020	Complete District Benchmark Testing #3 and analyze it to determine strengths, needs and action plans to support ELLs
5/1/2020	5/31/2020	Students will participate in their IB Final Exam Testing
5/1/2020	5/31/2020	Complete STAR Testing #3 and analyze it to determine strengths, needs and action plans to support all students

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

English Language Proficiency or School-Selected Indicator

A1. English Language Proficiency or School-Selected Baseline Data	0.79
--	------

B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	1 Increase students who receive the Seal of Biliteracy: (from baseline 2018-2019: 4 Students graduating with a Seal of Biliteracy to 2019-2020: 6 Students to graduate with a Seal of Biliteracy 50% Increase)
---	---

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.	Improve the passing rates of our students on Regents exams. Improve language acquisition and reading comprehension skills.
--	---

D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address 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.
9/1/2019	1/31/2020	Offer at least 3 sessions of ENL PD focusing on school-wide ELL practices to all staff that address the needs of our ELLs
9/1/2019	10/1/2019	Complete one interdisciplinary unit planning for MYP incorporating language learning tasks and ELL strategies
9/5/2019	12/20/2019	Inform underclassmen of the Seal of Biliteracy and process and requirements to earn it
11/1/2019	11/15/2019	Host ENL Parent Night at the North Side Community Center
11/1/2019	11/25/2019	Complete District Benchmark Testing #1 and analyze it to determine strengths, needs and action plans to support ELLs
1/1/2020	1/31/2020	Complete LasLinks and STAR Testing and analyze it to determine strengths, needs and action plans to support ELLs
1/1/2020	1/25/2020	Complete District Benchmark Testing #2 and analyze it to determine strengths, needs and action plans to support ELLs

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.	District Benchmarks - 70% of all ELLs completed their content district benchmarks STAR Data and LasLinks Data - 70% of all ELLs completed this assessment
---	--

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.
2/1/2020	6/30/2020	Offer at least 3 sessions of ENL PD focusing on school-wide ELL practices to all staff that address the needs of our ELLs
2/1/2020	2/16/2020	Complete one interdisciplinary unit planning for MYP incorporating language learning tasks and ELL strategies
3/1/2020	3/30/2020	Host the Multicultural Festival at Corcoran High School
4/1/2020	6/1/2020	Coach students through the Seal of Biliteracy process for graduating seniors
4/1/2020	4/20/2020	Complete District Benchmark Testing #3 and analyze it to determine strengths, needs and action plans to support ELLs
5/1/2020	5/31/2020	Complete LasLinks and STAR Testing and analyze it to determine strengths, needs and action plans to support ELLs

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

REVIEWER FEEDBACK ON ACTIVITIES

Chronic Absenteeism

Chronic Absenteeism		
A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.	28%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School Identified Area (if CA goal is not required)	24.0%	
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.	Intervene earlier with students in all cohorts who are missing credits, not passing classes, or have attendance issues (missing more than 2 days a week)	
<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.
9/15/2019	12/15/2019	Analyze chronic absenteeism data to set goals and identify specific students who are chronically absent.
9/30/2019	10/31/2019	Create a plan for Attendance Team to contact families of target students
9/30/2019	12/15/2019	Create a contact log for AT members to use to capture information from the phone calls to families. Attendance Team Coordinator will create and send out the log to all Attendance Team members.
10/15/2019	12/15/2019	Assign staff to students identified as chronically absent and share expectations for communicating with the students. All staff will be updated with the attendance team expectations and will continue to be updated with student progress for the purpose of collaboratively supporting students in reaching their attendance goals.
10/15/2019	12/15/2019	Attendance Team will begin phone calls and home visits to students who are chronically absent. AT members will report all data back to Attendance Coordinator
10/30/2019	12/15/2019	Provide updates to the whole staff on chronic absenteeism data and share with them the target students and target students' individual absenteeism data in order for all staff to participate in encouraging students to improve their attendance.
11/1/2019	12/15/2019	Collaborate with district staff and community partners to gather and analyze data monthly to monitor and report progress towards quick win goals.
11/1/2019	12/15/2019	Provide administrators with updates on progress towards goals and the implementation of the action plan.
11/1/2019	12/15/2019	Create a way to celebrate and reinforce students who have "perfect" attendance.
11/1/2019	12/15/2019	Implement school-wide attendance challenge with an incentive where each class is competing to increase "Satisfactory" chronic absenteeism.

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.	Attendance Team will run their data reports and analyze their feedback with the goal of: <ol style="list-style-type: none"> 1. 1.5 % decrease in chronically absent students by January 2. Completion of an attendance celebration for students who have improved attendance numbers 3. Number of students at risk decrease by 1.5 %.
---	--

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.
1/15/2019	6/15/2019	Analyze chronic absenteeism data to set goals and identify specific students who are chronically absent.
1/30/2019	6/15/2019	Create a plan for Attendance Team to contact families of target students.
1/30/2019	6/15/2019	Create a contact log for AT members to use to capture information from the phone calls to families.
2/15/2019	6/15/2019	Assign staff to students identified as chronically absent and share expectations for communicating with the students. All staff will be updated with the attendance team expectations and will continue to be updated with student progress for the purpose of collaboratively supporting students in reaching their attendance goals.
2/15/2019	6/15/2019	Attendance Team will begin phone calls and home visits to students who are chronically absent. AT members will report all data back to Attendance Coordinator
2/30/2019	6/15/2019	Provide updates to the whole staff on chronic absenteeism data and share with them the target students and target students' individual absenteeism data in order for all staff to participate in encouraging students to improve their attendance.
3/1/2019	6/15/2019	Collaborate with District staff and partner to gather and analyze data at least monthly to monitor and report progress towards quick win goals.
3/1/2019	6/15/2019	Provide administrators with updates on progress towards goals and the implementation of the action plan.
3/1/2019	6/15/2019	Create a way to celebrate and reinforce students who have “perfect” attendance.
3/1/2019	6/15/2019	Implement school-wide attendance challenge with an incentive where each class is competing to increase “Satisfactory” chronic absenteeism.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

