

<b>LEA Name:</b>	Syracuse CSD
<b>LEA BEDS Code:</b>	421800010000
<b>School Name:</b>	INSTITUTE OF TECHNOLOGY AT SYRACUSE CENTRAL

**ENTER DATA INTO ALL YELLOW CELLS.**

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

<b>Contact Name</b>	Donna Formica	<b>Title</b>	Principal
<b>Phone</b>	315-435-4300	<b>Email</b>	<a href="mailto:dformica@scsd.us">dformica@scsd.us</a>
<b>Website for Published Plan</b>			

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.

Name	Title	Signature	Date
Donna Formica	Principal		
Jim Natoli	Vice Principal		
Kathie Maniaci	Parent		
Karin Kirnie	Data Coach		
Julia Hallquist	Instructional Coach		
Nick Lisi	PTECH Coordinator		
Thad Sohoski	LMS		
Natasha Santiago	Guidance Counselor		
David Fraher	Teacher		
Yolanda Buie	Teacher		
Lindsey Nelli	Teacher		
Katie Argus	Teacher		
Joe Boronczyk	Teacher, Union Representative		

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

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

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

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

<input checked="" type="checkbox"/>	<b>State-Supported</b>		
	If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; background-color: #d3d3d3;">Strategy the school will implement:</td> <td style="background-color: #ffffcc;">Instructional Coaches and PLCs</td> </tr> </table>	Strategy the school will implement:	Instructional Coaches and PLCs
Strategy the school will implement:	Instructional Coaches and PLCs		

	<b>Clearinghouse-Identified</b>						
	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.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; background-color: #d3d3d3;">Strategy the school will implement:</td> <td style="background-color: #ffffcc;"></td> </tr> <tr> <td style="background-color: #d3d3d3;">Clearinghouse</td> <td style="background-color: #ffffcc;"></td> </tr> <tr> <td style="background-color: #d3d3d3;">Rating from Clearinghouse</td> <td style="background-color: #ffffcc;"></td> </tr> </table>	Strategy the school will implement:		Clearinghouse		Rating from Clearinghouse	
Strategy the school will implement:							
Clearinghouse							
Rating from Clearinghouse							

	<b>School-Identified</b>				
	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.				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; background-color: #d3d3d3;">Strategy the school will implement:</td> <td style="background-color: #ffffcc;"></td> </tr> <tr> <td style="background-color: #d3d3d3;">ESSA Evidence-Based Tier (1, 2, 3)</td> <td style="background-color: #ffffcc;"></td> </tr> </table>	Strategy the school will implement:		ESSA Evidence-Based Tier (1, 2, 3)	
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)	
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## Meaningful Stakeholder Participation

**Meaningful Stakeholder Participation:** The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students.

**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
Donna Formica	Principal
Jim Natoli	Vice Principal
Kathie Maniaci	Parent
Karin Kirnie	Data Coach
Julia Hallquist	Instructional Coach
Nick Lisi	PTECH Coordinator
Thad Sohoski	LMS
Natasha Santiago	Guidance Counselor
David Fraher	Teacher
Yolanda Buie	Teacher
Lindsey Nelli	Teacher
Katie Argus	Teacher
Joe Boronczyk	Teacher, Union Representative

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

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	5/31/19 8-11:15 am, 6/3/19 3-5 pm	DF, AN, JH, LN, KA, YB, NS, DF, KK, JB, NL, KM, TS	
Determining priorities and goals based on the needs identified	6/4/19 4-5:30 pm	DF, JH, LN, KA, YB, NS, DF, KK, JB, NL, KM, TS	
Identifying an evidence-based intervention	5/31/19, 6/3/19	DF, AN, JH, LN, KA, YB, NS, DF, KK, JB, NL, KM, TS	

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	6/5/19-6/17/19	DF, AN, JH, LN, KA, YB, NS, DF, KK, JB, NL, KM, TS	
Identifying a plan to communicate the priorities to different stakeholders	5/31,6/3,6/4	DF, AN, JH, LN, KA, YB, NS, DF, KK, JB, NL, KM, TS	

**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**

<b>A1. 4-Year Graduation Rate Baseline Data:</b>			93.3%
<b>A2. 5-Year Graduation Rate Baseline Data:</b>			93.1%
<b>A3. 6-Year Graduation Rate Baseline Data:</b>			88.5%
<i>TSI Schools: For sections A1, A2, and A3, indicate the subgroup and its corresponding baseline data for each identified subgroup</i>			
<b>B1. 4-Year Graduation Rate SCEP Goal</b>			95%- Is Currently School MIP of 90.9%
<b>B2. 5-Year Graduation Rate SCEP Goal</b>			95%- Is Currently Exceeding School MIP of 89.3%
<b>B3. 6-Year Graduation Rate SCEP Goal</b>			90%- Is Currently Exceeding School MIP of 87.2%
<i>TSI Schools: For sections B1, B2, and B3, indicate the subgroup and its corresponding SCEP goal for each identified subgroup</i>			
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>		On Track to Graduate 9-12, Marking Period/Interim BAG Data 9-12, Ability to offer the SKILLS Test for students (4+1 for Global 2 or US History), Having students utilize the 4+1 option in Math and Science, Advanced Regents Diplomas, Unit/Credit Recovery Options	
<b>D1. Action Plan - August 2019 through January 2020</b>			
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Area(s) of Need and Achieve Goals:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
7/1/2019	9/3/2019	Support district initiative to have students make up missed work in CTE programs during summer bridge.	
7/1/2019	9/3/2019	Find common time for 9th grade team to meet with 10th grade team in June to hand off students	
7/1/2019	9/3/2019	formalize structures for teams (including membership of 10th grade team)	
7/1/2019 (Planning)	12/31/2019	Restructure CCCR. Possibly do different groupings (after first marking period). Differentiate it to make it grade specific. Develop more detailed report on graduation and share with CCCR coaches for use on CCR days.	
7/1/2019 (Planning)	12/31/2019	Create formal plan for supporting juniors. Possibly used PD days or staff meetings or have other PLCs so that teachers have common time to discuss these students.	

7/1/2019 (Planning)	12/31/2019	Create more opportunities for team building and improving school culture and climate(Kickball, mountain biking, rafting, etc.). Kids who struggle are on the fringes socially. Provide students with opportunities to lead efforts to improve culture and climate. Utilize groups like Teen Institute, ACES, Seeds of Peace, Community Wide Dialogue, student government, and active citizenship.
9/3/2019	12/31/2019	Track student progress towards graduation and intervene as needed: Track and Analyze On-Track data in Aug and February. Track BAG data every 5 weeks. Communicate progress to relevant stakeholders (Parents, Mentors, CCR Teachers, Teams: 9th Grade, 10th Grade, 11th grade, Ptech Teams, etc. ). Identify supports and intervene as needed (Letters home, AIS intervention, mentoring, CCR, Afterschool tutoring.)
9/3/2019	12/31/2019	Continue schoolwide mentoring efforts. Continue adult mentoring of Juniors and Seniors. Investigate utilizing 100 Black Men for adult mentoring of students. Build peer mentoring program to include both juniors and seniors mentoring sophomores and freshmen. Utilize active citizenship class students to guide peer mentoring efforts.
11/1/2019	12/31/2019	Implement Marking period/ Unit recovery: catch students before they fail. Utilize <i>team planning time</i> and Saturdays as time for unit recovery.
<b>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.</b>		
		Have more students on track to graduate in Jan 2020 than in Jan 2019. In January 2019 the following percentages of students were "On-Track": All students -79%, Seniors-84%, Juniors-77%, Sophomores-77%
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date: Identify the projected start date for each activity.</b>	<b>F3. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>
2/1/20 (Right after Jan Regents Exams)	June 2020 (Graduation)	Work with district on initiatives (HSGI, Hillside Satellite) as supports for graduation. Look at and get students into Hillside earlier (after January)
1/1/2020	6/26/2020	Continue CCCR efforts.
1/1/2020	6/26/2020	Continue to track and support juniors.
1/1/2020	6/26/2020	Continue to track student progress towards graduation and intervene as needed.
1/1/2020	6/26/2020	Continue schoolwide mentoring efforts.
1/1/2020	6/26/2020	Continue Marking period/ Unit recovery efforts.
1/1/2020	6/26/2020	Continue to create opportunities for team building and improving school culture and climate.

**ELA and Math**

<b>A1. ELA Baseline Data:</b>	149.3	
<b>A2. Math Baseline Data:</b>	92.6	
<i>TSI Schools: For sections A1 and A2 indicate the subgroup and its corresponding baseline data for each identified subgroup</i>		
<b>B1. ELA SCEP Goal</b>	173.2	
<b>B2. Math SCEP Goal</b>	133.8	
<i>TSI Schools: For sections B1 and B2, indicate the subgroup and its corresponding SCEP goal for each identified subgroup</i>		
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources that if addressed</b>	% of students who achieved a 2,3,4 on Regent exams; performance on constructed response questions in Algebra; Writing and PL Initiatives; Avid Classes; New Algebra Curriculum and Math Intervention Classes	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	
<b>D4. Steps to Address Area(s) of Need and Achieve Goals:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal. <i>For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH</i>		
7/1/2019	12/31/2019	Schedule and implement Operational Reading Room for 9th grade reading interventions (Both).
7/1/2019	12/31/2019	Appoint and implement TLC, mentor position, and credit recovery leaders. (Both)
7/1/2019	12/31/2019	Implement New Algebra Curriculum (Math)
7/1/2019	12/31/2019	Create Grade Level expectations for writing. Create list of writing assignments that are effective in each content area now and build upon those assignments. (ELA)
7/1/2019	12/31/2019	Continue school level DDI analysis cycles. Address barriers to success: timelines for implementation, time between administration and analysis, time for dialogue around results. (Both)
7/1/2019	12/31/2019	Promote peer partnering for PL, Writing initiative, collaboration between CTE and content teachers, NGSS Inquiry Based Questions for Science, and humanities units. Provide opportunities over summer to begin collaborations. Continue throughout school year. (Both)
7/1/2019	12/31/2019	Improve opportunities for tutoring. Provide more resources for tutoring during the day (focused study halls, lunchtime tutoring). Improve consistency of after school tutoring. (Both)
7/1/2019	12/31/2019	Create and support AVID classes for 9th grade Biotech pathway students. (Both)
9/3/2019	12/31/2019	Continue Instructional Coaching Activities (Content and Curriculum Support, Instructional Support, Data Analysis and Utilization, Professional Development. integrate administrators and other school based expertise (teacher leaders) into this process. (Both)
9/3/2019	12/31/2019	Continue content and grade level PLCs (9th Grade, 10th grade, PTECH, Personalized Learning, Writing Leadership) (Both)
9/3/2019	12/31/2019	Promote mastery level mindset around Regents exams. Communicate the importance of reaching mastery to parents, students, and teachers. Change mindset to encourage and prepare students to retake the exams. Make concerted effort to have students retake exams in January. (Both)
9/3/2019	12/31/2019	Increase sharing of instructional strategies within the building. Create more opportunities for instructional dialogue and embedded professional development during the day (teams, department meetings, staff meetings, etc.) Increase participation, reflection and sharing of personalizing learning strategies and efforts to improve student writing skills. (Both)

<b>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.</b>	As of May 2019, 14% of our seniors (cohort 2015) have reached mastery on Math and 38% on ELA (79 or above). At this date, 26% of our juniors (cohort 2016) have reached mastery on Math and 43% on ELA. By Jan 2020, we expect to see the juniors (cohort 2017) reaching an equal or better level of mastery on Math and ELA.
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Area(s) of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.  <i><b>For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH</b></i>
1/1/2020	6/26/2020	Support Operational Reading Room for 9th grade reading interventions (Both).
1/1/2020	6/26/2020	Support TLC, mentor position, and credit recovery leaders. (Both)
1/1/2020	6/26/2020	Support Implement New Algebra Curriculum. Implement modeling with Geometry for those students who pass Algebra in January. (Math).
1/1/2020	6/26/2020	Promote Grade Level expectations for writing and effective writing assignments. (ELA)
1/1/2020	6/26/2020	Continue school level DDI analysis cycles. (Both)
1/1/2020	6/26/2020	Support peer partnering for instructional initiatives. (Both)

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.</b>			12.6%
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School Identified Area (if CA goal is not required)</b>			8.7%
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>			10 week attendance data;
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>			
<b><u>D2. Start Date:</u></b> Identify the projected start date for each activity.	<b><u>D3. End Date:</u></b> Identify the projected end date for each activity.	<b><u>D4. Steps to Address Area(s) of Need and Achieve Goal:</u></b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
7/1/2019	9/3/2019	Be more mindful of scheduling students who are repeating classes into those classes first period.	
9/3/2019	12/31/2019	Monitor that teachers are taking attendance every day/ every period.	
9/3/2019	12/31/2019	Track student attendance, communicate to relevant stakeholders, and intervene as needed. (Letter home, home visits, etc.) Continue to send out attendance letters and certificates at weeks 3, 13, 23, and 33. Intervene individually with students who are chronically absent by state definition. Follow new district protocol for attendance issues (Send letters by Oct 31st, Feb 28th)	
9/3/2019	12/31/2019	Intervene with supports for students who are unable to come to school (social emotional supports). Follow new district protocol for attendance issues. Ensure that we have SIT meetings twice a month utilizing BAG data. investigate why students come in late and provide supports for students who may need them.	
9/3/2019	12/31/2019	Utilize district attendance person to make home visits. (Make lists after attendance runs, pick up SIT).	
12/1/2019	12/31/2020	By 12/31 Intervene with students who've missed 6-10 days. Send Energy letter. Refer to SIT Team. Contact Parent or Guardian. Send 10 day letter.	

<b>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.</b>	ITC looks at attendance data after 3 weeks of school and every 10 weeks after that. For the four measurement points last year (9/20,11/28,2/13, and 5/1) we had approximately 29% of our students chronically absent using the SCSD definition of absence (26%,26%,32%, and 29%). For these same measurement points we had approximately 58% of our students late or missing first period (58%, 60%, 55%, and 58%). Our goal is to reduce these numbers to 20% and 40% respectively. In addition, we want to reduce chronic absence to 8.7% by January using the state definition of absence.
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Area(s) of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1/1/2020	6/26/2020	Continue to monitor that teachers are taking attendance every day/ every period.
1/1/2020	6/26/2020	Continue to track student attendance, communicate to relevant stakeholders, and intervene as needed.
1/1/2020	6/26/2020	Continue to intervene with supports for students who are unable to come to school (social emotional supports).
1/1/2020	6/26/2020	Continue to utilize district attendance person to make home visits.
4/1/2020	4/31/2020	By 4/31 Intervene with students who've missed 6-10 days. Send Energy letter. Refer to SIT Team. Contact Parent or Guardian. Send 10 day letter.

Survey

<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results</b>			It is challenging to communicate with families at my school
<b>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.</b>			12% Strongly Agree , 39% Somewhat Agree, 20 % Neither Agree or Disagree, 19% Somewhat Disagree, 8 % Strongly Disagree. This comes from the Staff Survey results
<b>B1. SCEP Goal for Survey Question</b>			Reduce Strongly/Somewhat Agree from 51% to 30%
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>			Review of the Staff and Student Survey
<b>D1. Action Plan - August 2019 through January 2020</b>			
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Area(s) of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
9/3/2019	12/31/2019	Provide more informational events of interest to parents. Survey parents to determine their interests and needs, including best day of week and time. Work with PFO to solicit from parents/families activities they are interested in attending. Possibly include community issues. Provide training of interest to parents including that on School Tool and Naviance.	
9/3/2019	12/31/2019	Provide additional events similar to those most well-attended during 2018-19 (Academic showcase, multi-cultural event, Student Showcase, movie night, family portriat, highlight CTE program) Include something around food. Maybe do multicultural fest in fall at night.	
9/3/2019	12/31/2019	Utilize social media as an additional mode of communication.	
9/3/2019	12/31/2019	Work on improving access to parents through emails. Make concerted effort to get parent emails, information into school tool/eschool, on website. Collaborate with PFO to get email addresses, if needed.	
9/3/2019	12/31/2019	Have active citizenship class work on improving parent involvement/ community school.	
9/3/2019	12/31/2019	Survey teachers to determine what is difficult about communicating with parents. Ask teachers who have success communicating with parents what they do that is successful. Address issues of difficulty and promote successful communication practices.	
9/3/2019	12/31/2019	Utilize family engagement person to connect with parents.	

<b>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.</b>	By January, we will have surveyed our parents on events of interest and provided at least 3 events (PFO meetings) to respond to their interests. On average, we had 8-10 parents and staff attend PFO meetings in the 2018-19 school year. We should increase that number to 10-15. Using 9th grade orientation, open house, and PFO meetings we hope to train at least 50% of our parents on school tool by January and ensure that we have these parent's email. By January, all parents will have access to the email of their students' teachers or know where to find them. By January, students in the active citizenship class will have begun projects focused on parent and community engagement.	
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Area(s) of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
1/1/2020	6/26/2020	Continue to provide more informational events of interest to parents.
1/1/2020	6/26/2020	Continue to provide additional events similar to those most well-attended during 2018-2019.
1/1/2020	6/26/2020	Continue to utilize social media as an additional mode of communication.
1/1/2020	6/26/2020	Continue to have active citizenship class work on improving parent involvement/ community school.
1/1/2020	6/26/2020	Continue to address issues of difficulty and promote successful communication practices.
1/1/2020	6/26/2020	Continue to utilize family engagement person to connect with parents.

**College, Career, and Civic Readiness or School-Selected Indicator**

<b>A1. College, Career, and Civic Readiness or School-Selected Baseline Data: Provide the most recently available information.</b>	104.1
<b>B1. SCEP Goal for College, Career, and Civic Readiness (if required) or School-Selected (if CCCR goal is not required)</b>	128.7
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	# of students taking and passing CTE Endorsement Exams; Concurrent Enrollment Opportunities: On Campus Courses taken and passed; # of Regents Diplomas with advanced designation; # of Regents diplomas with CDOS endorsements: # of Regents Diplomas with Seal of Biliteracy;

<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b><u>D2. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>D3. End Date:</u> Identify the projected end date for each activity.</b>	<b><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.</b>
7/1/2019	9/3/2020	Investigate scheduling students from same CTE tracks in same core courses.
9/3/2019	12/31/2019	Monitor student performance at OCC and provide interventions when needed. Continue to develop supports for students at OCC (support classes, after school academic supports)
9/3/2019	12/31/2019	Ensure that the CTE exams used are most appropriate for our curriculum. Offer the exams early so that the students can take them multiple times.
9/3/2019	12/31/2019	Continue all worked based learning activities for PTECH and ITC CTE programs for students in 9th and 10th grade, job shadows for students in 11th and 12th grade
9/3/2019	12/31/2019	Monitor students starting 10th grade year to see if they are close to advanced designation and encourage them to complete the requirements for the diploma. Create list of seniors who are close and meet with them early in senior year to encourage them to study and retake exams in January
9/3/2019	1/24/2020	Provide after school tutoring, boot camp reviews, and Saturday reviews.

<p><b>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.</b></p>	<p>In spring of 2019 we had the following number of seniors receive CTE certification: Culinary- 15/15, Television Production 20/20, PTECH Manufacturing Technology 5/9, PTECH Electrical technology 8/8. In spring of 2019 we had the following number of Juniors receive CTE certification: 18/25 in PTECH Mechanical Technology, 7/9 juniors receive it in Mechanical Technology, and 4/12 passed the written in Automotive Technology. We expect to see similar results through January.</p> <p>At OCC, for smart scholars in the fall we had 19 students pass 32 of 38 classes. And for PTECH we had 56 students pass 119 of 127 classes. We expect to see similar results. In particular, for PTECH, we expect to see an increase in pass rates in SCI 111 (79%) and MAT 119 (87%) due to supports implemented this past school year.</p> <p>We are predicting that 21 students receive advanced diplomas in 2019. We expect to increase that number by having more students retake missing exams in Jan 2020.</p>
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**F1. Action Plan - January 2020 through June 2020**

<p><b>F2. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>F3. End Date: Identify the projected end date for each activity.</b></p>	<p><b>F4. Steps to Address Area(s) of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</p>
1/1/2020	6/26/2020	Continue to monitor student performance at OCC and provide interventions when needed.
1/1/2020	6/26/2020	Continue to offer repeated attempts at CTE exams.
1/1/2020	6/26/2020	Continue all worked based learning activities for PTECH and ITC CTE programs for students in 9th and 10th grade, job shadows for students in 11th and 12th grade
1/1/2020	6/26/2020	Continue to monitor students starting 10th grade year to see if they are close to advanced designation and encourage them to complete the requirements for the diploma.
1/1/2020	6/26/2020	Continue to provide after school tutoring, boot camp reviews, and Saturday reviews.