

LEA Name:	Elmira City School District
LEA BEDS Code:	07060001000
School Name:	T.K. Beecher Elementary

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Kelley Bacalles	Title	Principal
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Website for Published Plan	www.elmiracityschools.com		

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
Kelley Bacalles	Principal		
Marnie O. Malone	Supervisor of Academic Excellence		
Keary Miller	Data and Curriculum Coordinator		
Dr. Jessica Talada	Innovative Approaches to Literacy Grant Coordinator		
John Wood	Assistant Principal		
Dianna Jones	Parent		
Sonja Jennings	School Counselor		
Kristine Butler	Reading Teacher		
Andrew Hughes	Classroom Teacher		

Jeremy Sager	Classroom Teacher		
Laurie Roberti	Classroom Teacher		
Gary Mosher	Classroom Teacher		
Patti Rossi-Carrier	Classroom Teacher		

Statement of Assurances

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

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

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

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

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

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

Evidence-Based Intervention

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

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

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

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

<input checked="" type="checkbox"/>	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: Principal Leadership

	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		
	<p>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.</p>	
	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)	

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
Kelley Bacalles	Principal
John Wood	Assistant Principal
Keary Miller	Data and Curriculum Coordinator
Dr. Jessica Talada	Innovative Approaches to Literacy Grant Coordinator
Dianna Jones	Parent
Laurie Roberti	Classroom Teacher
Sonja Jennings	School Counselor
Jeremy Sager	Classroom Teacher
Andrew Hughes	Classroom Teacher
Gary Mosher	Classroom Teacher
Patti Rossi-Carrier	Classroom Teacher
Amy Tompkins	Classroom Teacher

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	Jun-19	MM, KB, KM, JT, LR, AH, GM, SJ, JS, AT	
Determining priorities and goals based on the needs identified	Jun-19	MM, KB, KM, JT, JW	
Identifying an evidence-based intervention	Jun-19	MM, KB, KM	

Meaningful Stakeholder Participation

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Jun-19	MM, KB, KM, JT, JW, DJ	
Identifying a plan to communicate the priorities to different stakeholders	Jun-19	MM, KB, KM, JT, LR, AH, GM, SJ, JS, AT	

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

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

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.			Beecher's 2017-2018 ELA Academic Achievement Data is 59.2.
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			Beecher's 2019-2020 ELA MIP is 70.5. Beecher's ELA Academic Achievement goal for the 2019-2020 school year to show progress toward the MIP is 64.2.
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.			Beecher Elementary was identified as a CSI school for the 2019-2020 school year. After reviewing student ELA state assessment data by subgroup it was evident that it is essential for a focus on literacy instruction with tiered interventions to continue. The feedback from the State led review that was conducted in December 2018 read that limited literacy proficiency levels impacts student academic and behavioral performance. Prioritizing instructional practice through the lens of addressing literacy performance is crucial.
<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 Areas of Need and Improve 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.	
08.01.19	01.01.20	Teachers will design instructional scaffolds for students to access Tier I instruction. These plans will be documented using a tool such as a supplemental lesson plan created by teachers.	
08.01.19	09.30.19	Based on the Elmira City SD Tier II placement guidelines students will be placed in an instructional level literacy program specifically designed to meet their identified needs. These literacy programs will enhance their comprehension and decoding abilities so as to close the gap their level of performance and grade level expectations. Students will be placed in either Read 180 or System 44.	
08.01.19	01.01.20	Student progress monitoring data will be monitored monthly by grade level teams and groupings will be adjusted accordingly.	
08.01.19	01.01.20	Teachers will include simultaneous student engagement strategies in their daily instruction. These could include but are not limited to the Expeditionary Learning protocols and Teach Like a Champion techniques.	
08.01.19	09.30.19	School leaders will develop a calendar to collect teacher daily lesson plans. The elements of instruction that we will look for are: learning targets, formative assessments, fidelity of implementation to the curriculum, student engagement.	

08.01.19	01.01.20	School leaders will provide either written or verbal feedback on collected lesson plans. School leaders will identify and address target areas, discover patterns and trends and use this information to inform the professional development for the school.
08.01.19	10.01.19	School leaders will update the ELA instructional block to accommodate for Tier II instruction. 45 minutes of module instruction and 60 minutes of Tier II instruction will be scheduled.
08.01.19	01.01.20	School leadership team will develop and distribute a teacher manual/guide that contains expectations for using a common language with regard to ELA instruction and assessment. This will be monitored through walk-throughs.
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.		One can expect to see informal walk-through data collected and shared with staff. Lessons will address the individualized needs of all students. One will see students moving between groups because teachers are appropriately utilizing student growth and performance data. Student literacy performance rates will increase using NWEA MAP assessment data and Reading Inventories.

F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
01.01.20	06.01.20	School leadership team will collaborate with grade level PLCs to revisit and refine the supplemental lesson plan to make adjustments accordingly.
01.01.20	06.01.20	School leadership team will monitor student literacy data to identify success areas and target areas.
01.01.20	06.01.20	Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings. The principal and/or assistant principal will attend these meetings to provide feedback and support.
01.01.20	06.01.20	The principal and assistant principal will analyze data from informal walkthroughs and share schoolwide data with staff during monthly meetings. School leaders will use their analysis of data to identify which teachers continue to need additional support.
01.01.20	06.01.20	Data and Curriculum Coordinator, Mentors, and School Leaders will provide individual coaching to teachers needing additional support.
01.01.20	06.01.20	The principal and assistant principal will continue to conduct regular informal walkthroughs to collect data and follow-up on next steps provided to teachers after the previous walkthroughs. They will provide teachers with feedback following the walkthroughs including actionable next steps for improvement.
01.01.20	06.01.20	School leaders will continue to follow the calendar to collect teacher daily lesson plans. The elements of instruction that we will look for are: learning targets, formative assessments, fidelity of implementation to the curriculum, student engagement.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.			Beecher's 2017-2018 Math Academic Achievement Data is 47.1.
B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.			Beecher's 2019-2020 Math MIP is 64.7. Beecher's Math Academic Achievement goal for the 2019-2020 school year to show progress toward the MIP is 52.1.
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.			Beecher Elementary was identified as a CSI school for the 2019-2020 school year. After reviewing student Math state assessment data by subgroup it was evident that it is essential for a focus on math instruction with tiered interventions to continue. The feedback from the State led review that was conducted in December 2018 read that math instruction was primarily whole group with limited scaffolds and differentiation. It was concluded that this impacted student academic and behavioral performance. Prioritizing instructional practice through the lens of building students' math abilities to close the achievement gap is crucial.
<u>D1. Action Plan - August 2019 through January 2020</u>			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
08.01.19	01.01.20	Teachers will design instructional scaffolds for students to access Tier I instruction. These plans will be documented using a tool such as a supplemental lesson plan created by teachers.	
08.01.19	01.01.20	Based on the Elmira City SD Tier II placement guidelines students will be placed in an instructional level math program specifically designed to meet their identified needs. These math programs will enhance student abilities so as to close the gap between their level of performance and grade level expectations. Students will be placed in either Math 180 or Do the Math.	
08.01.19	01.01.20	Student progress monitoring data will be monitored monthly by grade level teams and groupings will be adjusted accordingly.	
08.01.19	01.01.20	Teachers will include simultaneous student engagement strategies in their daily instruction. These could include but are not limited to the Expeditionary Learning protocols and Teach Like a Champion techniques.	
08.01.19	09.30.19	School leaders will develop a calendar to collect teacher daily lesson plans.	
08.01.19	01.01.20	School leaders will provide either written or verbal feedback on collected lesson plans.	
08.01.19	01.01.20	Teachers will be provided with monthly district trainings regarding tier 2 mathematics instruction.	
08.01.19	01.01.20	School leadership team will develop and distribute a teacher manual/guide that contains expectations for using a common language with regard to math instruction and assessment.	

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.	One can expect to see informal walk-through data collected and shared with staff. Lessons will address the individualized needs of all students. One will see students moving between groups because teachers are appropriately utilizing student growth and performance data. Student math performance rates will increase.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
01.01.20	06.01.20	School leadership team will monitor student math data to identify success areas and target areas.
01.01.20	06.01.20	School leadership team will collaborate with grade level PLCs to revisit and refine the supplemental lesson plan to make adjustments accordingly.
01.01.20	06.01.20	School leadership team will monitor student mathematics data to identify success areas and target areas.
01.01.20	06.01.20	Grade level teams will meet monthly to share student work samples that articulate connections to prior learnings. The principal and/or assistant principal will attend these meetings to provide feedback and support.
01.01.20	06.01.20	The principal and assistant principal will analyze data from informal walkthroughs and share schoolwide data with staff during monthly meetings. School leaders will use their analysis of data to identify which teachers continue to need additional support.
01.01.20	06.01.20	Data and Curriculum Coordinator, Mentors, and School Leaders will provide individual coaching to teachers needing additional support.
01.01.20	06.01.20	The principal and assistant principal will continue to conduct regular informal walkthroughs to collect data and follow-up on next steps provided to teachers after the previous walkthroughs. They will provide teachers with feedback following the walkthroughs including actionable next steps for improvement.
01.01.20	06.01.20	School leaders will continue to follow the calendar to collect teacher daily lesson plans. The elements of instruction that we will look for are: learning targets, formative assessments, fidelity of implementation to the curriculum, student engagement.

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

REVIEWER FEEDBACK ON BENCHMARK(S)

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results			The teacher survey question #L11 reads, "Our school leaders frequently visit our classrooms, conducting informal walkthroughs."
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.			The teacher survey from the winter of 2018, question #L11 reads, "Our school leaders frequently visit our classrooms , conducting informal walkthroughs." Only 26.9% of teachers reported that this is happening.
B1. SCEP Goal for Survey Question			The goal for this question from the teacher survey is to increase from 26.9% to 50%.
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.			During the State led visit in December of 2018 the rationale with regard to informal walk-throughs was school leaders agreed that they are spending a greater portion of their time on the management of school discipline and climate than on instructional support and guidance for teachers. The assistant principal reported that he dedicates 5 hours per day to discipline, behavior and crisis management. During the teacher interviews it was shared that they do not receive feedback from administrators. Students reported that their principal and assistant principal do not visit their classrooms, their survey question supports this as well.
D1. Action Plan - August 2019 through January 2020			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
09.01.19	09.30.19	School leaders will develop a comprehensive walk through tool that will focus on the necessary look-fors. The elements of instruction that we will look for are: learning targets, formative assessments, fidelity of implementation to the curriculum, student engagement.	
09.01.19	09.30.19	School leaders will create a calendar to outline how many classrooms will be visited and how frequently.	
09.01.19	01.01.20	School leaders will calibrate their feedback to ensure inter-rater reliability. School leaders will meet monthly to analyze the collection of data and how we are getting feedback to teachers.	
09.01.19	01.01.20	School leaders will share quantitative walk through data with teachers at monthly staff meetings. We will indicate the number of classrooms visited, what type of lessons we saw, different types of engagement strategies as well as formative assessments.	
09.01.19	01.01.20	School leaders will identify gaps in curriculum and instruction through walk-throughs and design professional development to meet the needs.	
09.01.19	01.01.20	School leaders will participate in the Principal Leadership program for the Evidence Based Intervention and receive coaching on the Foundational Five.	

REVIEWER FEEDBACK

REVIEWER FEEDBACK ON BASELINE DATA

REVIEWER FEEDBACK ON GOAL

REVIEWER FEEDBACK ON AREA(S) OF NEED

REVIEWER FEEDBACK ON ACTIVITIES

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	47.1% of students reported that their Principal/Assistant Principal visits my class. This is question L1 from the student survey administered in December 2018 prior to the State Led Visit.
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	By June 2020 student responses will result in 70% of students strongly agree/ agree that their Principal/Assistant Principal visits my class.
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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.	The SCEP development team discussed and revisited the student data and the rationale from the final report and determined that this is a high priority. This goal complements the teacher survey goal as well. The SCEP development team supports the walk-through process and school leaders visiting their classrooms to provide instructional feedback as well as talking to students about their learning and their goals.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
09.01.19	01.01.20	School leaders will include an area in the walk-through tool that captures what students say about their learning. 1.) What does it mean to be a learner in this class? 2.) What are you learning? 3.) How will you know when you have learned it?
09.01.19	01.01.20	School leaders will share qualitative student testimonials with teachers at staff meetings.
09.01.19	01.01.20	School leaders will identify gaps with regard to the feedback from students. This may address the areas of compliance versus competency, learning targets and success criteria. This will design professional development needs in these areas.
09.01.09	01.01.20	Teachers will take student comments into consideration when planning their lessons and meeting the needs of all of their 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.	57.1% of students will report on their mid-year survey that their Principal/Assistant Principal visits their class. One will see quality learning targets posted and referenced before, during and after lessons. One will see adults engaged in conversation with students about their learning. One will see higher levels of student engagement and less teacher-directed instruction.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
01.01.20	06.01.20	School leaders will promote how success criteria will promote student ownership of their learning.
01.01.20	06.01.20	Student learning targets will reflect skill, content and conceptual knowledge, not activity or task.
01.01.20	06.01.20	School leaders will continue utilizing the walk-through tool that captures what students say about their learning. 1.) What does it mean to be a learner in this class? 2.) What are you learning? 3.) How will you know when you have learned it?
01.01.20	06.01.20	School leaders will continue to share qualitative student testimonials with teachers at staff meetings.
01.01.20	06.01.20	School leaders will continue to identify gaps with regard to the feedback from students. This may address the areas of compliance versus competency, learning targets and success criteria. This will design professional development needs in these areas.
01.01.20	06.01.20	Teachers will continue to take student comments into consideration when planning their lessons and meeting the needs of all of their 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)

REVIEWER FEEDBACK ON ACTIVITIES

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	Student Chronic Absenteeism Data for the 2017-2018 School Year was 27.3%.	
B1. S CEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	Student Chronic Absenteeism will decrease from 27.3% to 25.6% which is the school's 2020-2021 MIP.	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the S CEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Gaps in student attendance impacts all areas of instruction and student learning at Beecher school. Students lose the benefit of continued educational opportunities due to poor attendance. Teachers struggle in maintaining classroom culture as attendance deficiencies prohibit continuity. Students at Beecher are in the bottom 10% of performance on the ELA and Math State assessments. It is critical to increase the student daily attendance rate so that all students receive the instruction and the learning opportunities necessary to increase their performance on the ELA and Math State assessments.	
<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 Areas 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.
09.01.19	01.01.20	The school will receive training on Restorative Practices.
09.01.19	01.01.20	The school will implement Restorative Practices to build and strengthen student/teacher relationships, student/student relationships, teacher/administrator relationships, parent & family/ school relationships.
09.01.19	01.01.20	The school leadership team will explore incentives and programs to promote student attendance.
09.01.19	01.01.20	The school leadership team and grade level teams will review student attendance data monthly and identify students who continue to be chronically absent.
09.01.19	01.01.20	All staff will develop a common understanding and share a common language for Restorative Practice and how relationships promote positive classroom community and culture with the idea to increase daily student attendance.
08.01.19	09.30.19	School leaders will review 2018-2019 attendance data to identify the students who missed more than 5% of school days.
09.01.19	01.01.20	School leaders will offer training and/or a guidance document to teachers so that they, along with their teacher aides, can build connections with students and positively reacting to the students in class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.

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.	Students will be participating in Restorative Circles, Treatment Agreements will be posted and referenced during classroom lessons. School staff will use SPARKS with students. Student daily attendance will increase by 2%. We will expect to see fewer discipline referrals because teacher-student relationships will be stronger due to restorative practice.
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
01.01.20	06.01.20	The school leadership team and grade level team will monitor attendance data to revisit the successes or target areas connected to the incentives and programs the team identified.
01.01.20	06.01.20	The school leadership team will examine walk through data connected to the implementation of Restorative Practices to identify gaps and address any areas of need.
01.01.20	06.01.20	Students who have missed more than 10% of the school year will be identified and personal connections will be made with both the student and the parent/family by the leadership team.
01.01.20	06.01.20	The leadership team will work with staff to identify a series of strategies to encourage and promote school attendance.

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

