

LEA Name:	ALBANY CITY SCHOOL DISTRICT	ENTER DATA INTO ALL YELLOW CELLS.
LEA BEDS Code:	010100010000	
School Name:	ALBANY HIGH SCHOOL	

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Jodi Commerford	Title	Principal
Phone	518-475-6204	Email	jcommerford@albany.k12.ny.us
Website for Published Plan	#REF!		

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
Jodi Commerford	Principal	<i>J. Commerford</i>	7/1/19
Roderick Gilmour	Vice Principal		
TBD	Academy Principal, Innovation		
Lawrence Moultrie	Academy Principal, Leadership		
Torrie Chapple	Home School Coordinator/Parent		
Kandi Antonetti	Academy Principal, Citizenship		
Megan Donohue	Teacher - English Language Arts		
TBD	Academy Principal, Discovery		
Malcolm Gandy	Home School Coordinator		
Kenneth Klein	Assistant Academy Principal, Citizenship		
Alexandrea LaCoss	Assistant Academy Principal, Innovation		
Timothy Pendergast	Teacher - Math		
Jenny Brannon	Teacher-CCR		
Eileen Ragone	Teacher-Science		
Jennifer Miller	Teacher- Reading		
Kimberly Carlotto	Teacher- Special Ed		
Tricia Linden	Math Coach		
Andrea Marques	Academy Principal, Abrooklin		
Lori McKenna	Assistant Superintendent for Instruction		
Nicole Newman	Assistant Academy Principal, Leadership		
Shea, Richard	Assistant Academy Principal, Discovery		
Deon Thomas	Home School Coordinator		
Richard Turner	Behavior Specialist		
Faith Skervin	Home School Coordinator/Parent		
Michael Elliott	Social Studies Supervisor		
Jennifer Houlihan	English Supervisor		
Frank DeSignore	Math Supervisor		
Karen Bechdol	Director of Curriculum and Instruction		

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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
Jodi Commerford	Principal		
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Eileen Ragone	Teacher-Science		

Jennifer Miller	Teacher- Reading		
Kimberly Carioto	Teacher- Special Ed		
Tricia Linden	Math Coach		
Andrea Marques	Academy Principal, Abrookin		
Lori McKenna	Assistant Superintendent for Instruction		
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Michael Elliott	Social Studies Supervisor		
Jennifer Houlihan	English Supervisor		
Frank DelSignore	Math Supervisor		
Karen Bechdol	Director of Curriculum and Instruction		

Statement of Assurances

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

X	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.
X	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.
X	3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
X	4. The SCEP contains at least one evidence-based intervention.

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.

	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:

	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)	
Additional Evidence-Based Interventions (Optional)	
<p>All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.</p>	

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
Jodi Commerford	Principal
Roderick Gilmour	Vice Principal
TBD	Academy Principal, Innovation
Lawrence Moultrie	Academy Principal, Leadership
Torrie Chapple	Home School Coordinator/Parent
Kandi Antonetti	Academy Principal, Citizenship
Megan Donohue	Teacher - English Language Arts
TBD	Academy Principal, Discovery
Malcolm Gandy	Home School Coordinator
Kenneth Klein	Assistant Academy Principal, Citizenship
Alexandrea LaCoss	Assistant Academy Principal, Innovation
Timothy Pendergast	Teacher - Math
Jenny Brannon	Teacher -CCR
Eileen Ragone	Teacher-Science
Jennifer Miller	Teacher- Reading
Kimberly Carioto	Teacher- Special Ed
Tricia Linden	Math Coach
Rich Shea	Assistant Academy Principal, Discovery
Nicole Newman	Assistant Academy Principal, Leadership

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	BLT Meeting 5/2/19	See attachment	
Determining priorities and goals based on the needs identified	BLT Meetings 6/3/18, 6/18/19, 6/25/19		
Identifying an evidence-based intervention	BLT Meetings 6/3/18, 6/18/19, 6/25/19		

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	DABL Meeting 7/18/19		
Identifying a plan to communicate the priorities to different stakeholders	DABL Meeting 7/18/19		

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:	All Students 62.5, Black 54.5, Hispanic/Latino 60.6, Multi-racial 62.5, Eco 57.4, ELL 16.2, SWD 26	
A2. 5-Year Graduation Rate Baseline Data:	All Students 70.5, Black 66, Multi-racial 61.9, White 77.3, ELL 42.1, SWD 43.6	
A3. 6-Year Graduation Rate Baseline Data:	Hispanic/Latino 59.6, ELL 54.5	
<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	Through June of 2020, school leadership will progress monitor seniors through the RtI process to increase the graduation rates of the following subgroups: All Students 66.1, Black 61.8, Hispanic/Latino 63.5, Multi-racial 63.6, Eco 61.4, ELL 27.1, SWD 41.7	
B2. 5-Year Graduation Rate SCEP Goal	Through June of 2020, school leadership will progress monitor seniors through the RtI process to increase the graduation rates of the following subgroups: All Students 70.7, Black 67.4, Multi-racial 72.5, White 84.5, ELL 43, SWD 50	
B3. 6-Year Graduation Rate SCEP Goal	Through June of 2020, school leadership will progress monitor seniors through the RtI process to increase the graduation rates of the following subgroups: Hispanic/Latino 67.9, ELL 55.7	
<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.	Senior progress monitoring through the RtI process needs to start at the beginning of the school year with regular and consistent interventions.	
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.
9/09/19	9/30/19	Attendance teachers run senior attendance reports to identify senior absences/failed to enter for APs.
9/09/19	9/30/19	Phone calls for seniors w/absences by APs and failed to enter by attendance teachers.

9/09/19	9/30/19	Phone calls and home visits for seniors w/absences by APs/HSCs and failed to enter by attendance teachers.
10/15/19	10/18/19	APs run senior interim reports and work with counselors to hold meetings.
10/28/19	11/1/19	Academy Senior focused support provided in Academy Offices to complete assignments prior to end of Qtr. 1.
10/28/19	10/31/19	Special Education RtI team will meet bi-weekly to track seniors with disabilities. Team will report out to each Academy RtI team to ensure students are added to their meetings.
10/28/19	11/1/19	APs will hold monthly RtI Meetings every fourth week to progress monitor senior attendance and course pass rates to identify senior in need of student success plans.
11/4/19	11/8/19	Begin Regents Review to prepare students starting in November.
11/4/19	11/8/19	Academy Principals to hold Academy Senior Hallway Interventions for seniors to complete work prior to Qtr. 1 ending.
11/18/19	11/22/19	Teachers/Academy RtI/Spec. Ed teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
11/22/19	11/26/19	APs will hold monthly RtI Meetings every fourth week to progress monitor senior attendance and course pass rates to identify senior in need of student success plans.
11/25/19	12/20/19	School Counselors will meet with seniors to plan for graduation/post graduation plans.
12/16/19	12/20/19	APs run senior interim reports and work with counselors to hold meetings.
12/16/19	12/20/19	Teachers/Academy RtI/Spec. Ed teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
12/21/19	12/31/19	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.
1/2/20	1/31/20	Teachers/Academy RtI/Spec. Ed teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
1/21/20	1/24/20	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.
1/21/20	1/24/20	Senior Regents Attendance Plan to ensure all attend exams daily.
1/27/20	1/31/20	Academy Senior focused support provided in Academy Offices to complete assignments prior to end of Qtr. 2.
1/27/20	1/31/20	Special Education RtI team will meet bi-weekly to track seniors with disabilities. Team will report out to each Academy RtI team to ensure students are added to their meetings.
1/27/20	1/31/20	APs will hold monthly RtI Meetings every fourth week to progress monitor senior attendance and course pass rates to identify senior in need of student success plans.
1/27/20	1/31/20	Academy Principals to hold Academy Senior Hallway Interventions for seniors to complete work prior to quarter ending.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		By January of 2020, APs will progress monitor seniors/subgroups utilizing the Grades & Credits/At-Risk dashboards to assess 4, 5, and 6 year graduate success. This information will be reported out in administrative meetings and to the BLT.

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.
2/3/20	2/7/20	Attendance teachers run senior Semester 1 attendance reports reports to identify senior absences.
2/3/20	2/7/20	Phone calls for seniors w/absences by APs and failed to enter by attendance teachers .
2/3/20	2/14/20	Phone calls and home visits for seniors w/absences by HSCs and attendance teachers.
2/3/20	2/14/20	Teachers/Academy Rtl/Spec. Ed teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
2/10/20	2/14/20	APs run senior Qtr. 2 Report Cards reports and work with counselors to hold meetings.
2/10/20	2/14/20	Teachers/Academy Rtl/Spec. Ed teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
2/15/20	2/22/20	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.
2/24/20	2/28/20	APs will hold monthly Rtl Meetings every fourth week to progress monitor senior attendance and course pass rates to identify senior in need of student success plans.
2/24/20	2/28/20	Special Education Rtl team will meet bi-weekly to track seniors with disabilities. Team will report out to each Academy Rtl team to ensure students are added to their meetings.
3/2/20	6/16/20	Begin Regents Review to prepare students starting in March.
3/2/20	3/6/20	APs run senior Qtr. 3 Interim reports reports and work with counselors to hold meetings.
3/23/20	3/27/20	APs will hold monthly Rtl Meetings every fourth week to progress monitor senior attendance and course pass rates to identify senior in need of student success plans.
3/9/20	3/13/20	School Counselors will meet with seniors to plan for graduation/post graduation plans.
3/16/20	3/20/20	APs run senior Qtr. 3 Interim reports reports and work with counselors to hold meetings.
4/1/20	4/9/20	Academy Principals to hold Academy Senior Hallway Interventions for seniors to complete work prior to Qtr. 3 ending.
4/1/20	4/9/20	Teachers/Academy Rtl/Spec. Ed teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
4/10/20	4/18/20	Senior Online Success Attendance Plan to ensure all attend APEX during vacation.
4/27/20	5/1/20	APs will hold monthly Rtl Meetings every fourth week to progress monitor senior attendance and course pass rates to identify senior in need of student success plans.
5/18/20	5/22/20	APs run senior Qtr. 4 Interim reports reports and work with counselors to hold meetings.
6/8/20	6/16/20	Academy Principals to hold Academy Senior Hallway Interventions for seniors to complete work prior to Qtr. 4 ending.
6/8/20	6/16/20	Teachers/Academy Rtl/Spec. Ed teams will refer seniors to the Online Success Center for credit recovery and Regents prep.
6/17/20	6/26/20	Senior Online Success Attendance Plan to ensure all attend APEX during Regents exams.
6/17/20	6/26/20	Senior Regents Attendance Plan to ensure all attend exams daily.

ELA and Math

A1. ELA Baseline Data:	18-19 ELA Academic Achievement (Performance Index) All 127.4, A 145, B 109.94, H 113.3, W 172.5, ECO 106.29, ELL 16.91, SWD 57.79
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A2. Math Baseline Data:	18-19 Math Academic Achievement (Performance Index) All 85.03, A 115.711, B 68.61, H 74.31, W 120.36, ECO 73.57, ELL 38.24, SWD 24.68
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TSI Schools: For sections A1 and A2 indicate the subgroup and its corresponding baseline data for each identified subgroup

B1. ELA and Math SCEP Goal	By June 2020, Albany High School will increase the Measurement Interval Progress (MIP) for all students subgroups as identified below:
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B1. ELA SCEP Goal Data	All 159, A 182.8, B 145.5, H 146.3, W 192.7, ECO 149.4, ELL 71.9, SWD 89.0
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B1. Math SCEP Goal Data	All 115.5, A 141.3, B 98.9, H 95.0, W 166.1, ECO 109.9, ELL 82.8, SWD 51.6
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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,	Based upon the baseline performance data for ELA and Math at the subgroup level, it was revealed that instructional strategies and academic performance at the individual student level are inconsistently implemented/analyzed, and monitored throughout the building. As a result, leaders and teachers will implement and monitor effective instructional practices and analyze academic performance data at the student level to meet the needs of all students across all subgroups.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve 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. <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>
September 2019	September 2019	The Instructional Supervisor for ELA and Mathematics will provide professional development in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.
September 2019	October 2019	Building Administrators and Instructional Supervisors will establish expectations for the secondary data team model across all teacher teams.
September 2019	September 2019	Teacher teams will develop team norms, roles, and responsibilities for data teaming in alignment with the CSDA's established guidelines for common planning time.
October 2019	October 2019	Teacher teams will begin their first data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.
October 2019	October 2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
October 2019	October 2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
October 2019	October 2019	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
November 2019	November 2019	Teacher teams will begin their second data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on Benchmark exams.

November 2019	November 2019	The Instructional Supervisor for ELA and Mathematics will provide professional development at the monthly department meeting in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.
November 2019	November 2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
November 2019	November 2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
November 2019	November 2019	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
December 2019	December 2019	The Instructional Supervisor for ELA and Mathematics will provide professional development at the monthly department meeting in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.
December 2019	December 2019	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
December 2019	December 2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
December 2019	December 2019	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
December 2019	December 2019	The Instructional Supervisor for ELA and Mathematics will provide professional development at the monthly department meeting in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.
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.		
		Classroom Walkthrough data CPT Walkthrough data Teachers CPT minutes Benchmark data List of targeted students who have been identified
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful. <i>For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH</i>
January 2020	January 2020	The Instructional Supervisor for ELA and Mathematics will provide professional development at the monthly department meeting in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.

January 2020	January 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
January 2020	January 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
January 2020	January 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
February 2020	February 2020	Teacher teams will begin their third data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.
February 2020	February 2020	The Instructional Supervisor for ELA and Mathematics will provide professional development at the monthly department meeting in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.
February 2020	February 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
February 2020	February 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
February 2020	February 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
March 2020	March 2020	The Instructional Supervisor for ELA and Mathematics will provide professional development at the monthly department meeting in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.
March 2020	March 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
March 2020	March 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
March 2020	March 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
March 2020	March 2020	The Instructional Supervisor for ELA and Mathematics will provide professional development at the monthly department meeting in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.
April 2020	June 2020	Teacher teams will begin their fourth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.
April 2020	April 2020	The Instructional Supervisor for ELA and Mathematics will provide professional development at the monthly department meeting in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.
April 2020	April 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.

April 2020	April 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
April 2020	April 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
May 2020	May 2020	The Instructional Supervisor for ELA and Mathematics will provide professional development at the monthly department meeting in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.
May 2020	May 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
May 2020	May 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
May 2020	May 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
May 2020	May 2020	The Instructional Supervisor for ELA and Mathematics will provide professional development at the monthly department meeting in the CSDA's ELA and math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging learning activities, and questioning to improve student outcomes.
June 2020	June 2020	Building Administrators and Instructional Supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
June 2020	June 2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
June 2020	June 2020	Building Administrators (Principal and both Assistant Principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.

Survey

Survey		
A1. Survey Question: Provide the survey question for which the school is looking to improve its results	Student behavior does not interfere with instruction during class time.	
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.	Students: Strongly Agree/Agree: 27.7%. Strongly Disagree/Disagree: 39.4%. Parents: Strongly Agree/Agree: 28.7. Strongly Disagree/Disagree: 54.7. Teachers: Strongly Agree/Agree: 14.9%. Strongly Disagree/Disagree: 73.3%.	
B1. SCEP Goal for Survey Question	Reduce student behavior that interferes with instruction.	
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.	Our school experiences a high amount of negative student behavior in classrooms that adversely impact instruction and school culture.	
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.
8/12/2019	8/12/2019	Admin team will participate in professional development on restorative practices and PBIS.
9/5/2019	9/5/2019	Teachers will participate in professional development on classroom restorative practices.
9/5/2019	9/5/2019	PBIS plan and behavior flowchart will be rolled out to all faculty and staff around building wide expectations.
9/6/19	9/13/2019	Admin, faculty and staff will teach the PBIS 3B's expectations to their classes.
9/9/2019	9/30/2020	Members of the Restorative Practices Team will model restorative circles in targeted 9th grade classes.
9/10/2019	9/17/2019	School-wide Falcon 101 presentations that review behavioral expectations and the Code of Conduct with students.
10/1/2019	10/4/2019	AAPs review classroom incidents (9/6-11/30) on SafeSchoolsNY to identify possible trends.
10/1/2019	10/31/2019	Complete the modeling of restorative circles in the remainder of 9th grade classes.
10/3/2019	10/3/2019	AAPs review classroom incidents (9/6-9/30) on SafeSchoolsNY to identify possible trends.
11/1/2019	11/30/2019	Select teachers will begin facilitating restorative circles in their classroom.
11/5/2019	11/5/2019	Teachers will participate in professional development on the implementation of classroom restorative practices.
11/7/2019	11/7/2019	AAPs review classroom incidents (9/6-10/31) on SafeSchoolsNY to identify possible trends.
11/19/2019	11/19/2019	Individual students will be acknowledged and rewarded for positive behavior at pep rally.
12/5/2019	12/5/2019	AAPs review classroom incidents (9/6-11/30) on SafeSchoolsNY to identify possible trends.

1/2/2020	1/2/2020	AAPs review classroom incidents (9/6-12/30) on SafeSchoolsNY to identify possible trends.
1/31/2020	1/31/2020	Individual students will be acknowledged and rewarded for positive behavior at pep rally.
1/31/2020	1/31/2020	AAPs review classroom incidents (9/6-1/31) on SafeSchoolsNY to identify possible trends.
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.		Decrease student behavior that disrupts classroom instruction. Specifically, we would like to improve survey results for this indicator question by 3%.
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.
2/3/2020	02/07/2020	Quarter 1 and 2 disciplinary data will be reviewed by the administrative team and trends will be communicated with staff.
2/3/2020	02/07/2020	Teachers will review classroom expectations with students.
2/10/2020	02/14/2020	School-wide Falcon 201 presentations that review behavioral expectations and the Code of Conduct with students.
2/24/2020	02/28/2020	Members of the Restorative Practices Team will model restorative circles in targeted 9th grade classes.
3/2/2020	03/02/2020	AAPs review classroom incidents (2/3-2/28) on SafeSchoolsNY to identify possible trends.
4/1/2020	04/01/2020	AAPs review classroom incidents (2/3-3/31) on SafeSchoolsNY to identify possible trends.
4/10/2020	04/20/2020	Individual students will be acknowledged and rewarded for positive behavior at pep rally.
5/1/2020	05/01/2020	AAPs review classroom incidents (2/3-4/30) on SafeSchoolsNY to identify possible trends.
5/19/2020	05/19/2020	Teachers will receive professional development on how to employ restorative practices in their classrooms.
5/19/2020	05/19/2020	Mandated TCI-S training for all hall monitors and student support team.
6/1/2020	06/01/2020	AAPs review classroom incidents (2/3-5/29) on SafeSchoolsNY to identify possible trends.
6/12/2020	06/12/2020	Individual students will be acknowledged and rewarded for positive behavior at pep rally.
6/26/2020	06/26/2020	Quarter 3 and 4 disciplinary data will be reviewed by the administrative team and trends will be communicated with staff.

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

A1. College, Career, and Civic Readiness or School-Selected Baseline Data: Provide the most recently available information.	All Students - 91.35, Black - 72.02, White - 132.14, Economically Disadvantaged - 72.43, ELL - 17.65, SWD - 21.42
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B1. SCEP Goal for College, Career, and Civic Readiness (if required) or School-Selected (if CCCR goal is not required)	All Students - 91.7, Black - 79.2, White - 135.5, Economically Disadvantaged - 82.4, ELL - 47.5, SWD - 50.9 By June of 2020, Instructional leaders will increase and diversify enrollment in upper level courses, World Language classes and CTE pathways by increasing enrollment in the subgroups of Black, Economically Disadvantaged, ELL and SWD by 5%.
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	There is a disproportionate amount of Black, Economically Disadvantaged, ELL and IEP students enrolled in upper level courses and receiving an Advanced Regents diploma, Seal of Biliteracy and CTE endorsement.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Area(s) of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
8/1/2019	9/1/2019	CTE Principal will collaborate with counselors to audit the number of students who are eligible for CTE endorsement are on track with all required courses to complete pathway.
8/1/2019	9/1/2019	Guidance and Instructional Supervisor will identify and target students to earn the Seal of Biliteracy.
8/26/2019	9/3/19	Administration will request a report on the number a of students who are enrolled in: AP courses, IB courses, World Language courses and CTE courses (for DABL mtg).
8/26/2019	9/30/19	AP/IB Coordinator and CCR Counselor will collaborate with Communications to build Advanced Curriculum Website.
9/5/2019	9/27/19	AP/IB Coordinator will recruit AP/IB student mentors with first time AP/IB students to meet in a club and receive Passport to Good volunteer hours.
9/18/2019	9/18/2019	CTE Open House for parents and students for tour and exclusive direction on pathway to receive CTE endorsement.
9/25/2019	9/25/2019	Guidance will conduct College and Career Fair.
9/25/2019	9/25/2019	AP/IB, CTE & Seal of Biliteracy Information Session for students and parents at Open House.
9/30/2019	10/4/19	Administration will audit the number of students who are eligible for a local diploma, Regents diploma and Advanced Regents diploma.
10/1/2019	10/16/2019	Instructional Supervisor will visit all Level 3/4 world language classes to promote earning Seal of Biliteracy.
10/1/2019	10/4/2019	Administration and counselors will progress monitor and provide interventions to support students in an effort to maintain enrollment in the upper level courses.
10/1/2019	11/1/2019	CCR classes tour CTE programs so students can be familiar with the programs and pathway options.
10/7/2019	10/11/2019	Academy Principals will meet with students who have requested to drop of upper level classes originally scheduled.
10/16/2019	10/25/2019	Interim report cards check to implement interventions for students at-risk for not passing upper level, CTE pathway, and language courses.
10/17/2019	10/17/2019	AP/IB, CTE & Seal of Biliteracy information presented at 8th Grade Academy Information Night.

11/1/2019	12/1/2019	Administration and Guidance will develop criteria for targeted candidates for AP/IB, Seal of Biliteracy and CTE endorsement.
11/1/2019	12/1/2019	Student complete Naviance activities to develop career interest during college and career course work.
11/13/2019	11/18/2019	AP/IB Coordinator and CCR Counselor will create and communicate Qtr. 1 Advanced Curriculum Newsletter.
11/18/2019	12/4/2019	Personal invitation to students for curriculum fair in November through robo calls, paper invitations and teacher promotion.
11/18/2019	12/4/2019	Communication with parent (multiple modes) to invite them to curriculum fair and open houses (HST and teachers). Robo calls completed by admin.
12/1/2019	12/27/2019	Course selections books mailed to all students including grade 8 students.
12/1/2019	12/13/2019	Counselors will meet with students who are on target for to be eligible for CTE endorsement and needs CEIP for September.
12/1/2019	12/13/2019	Counselors will meet with student to discuss enrollment in upper level courses for the 2020-21 school year.
12/2/2019	12/20/2020	Administration and Guidance will conduct 1:1 meetings with students/families to promote enrollment in upper level courses.
12/2/19	12/20/19	AP/IB Coordinator and CCR Counselor will use data and specific courses to target students who are eligible for upper level classes.
12/10/19	12/1/19	AP/IB Coordinator and CCR Counselor will present advanced course offerings at PTSA meeting.
12/4/19	12/4/19	AHS Curriculum Fair will provide students and families with upper level course, CTE, and Seal of Biliteracy information.
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.	At this stage of our strategic planning and goal setting, enrollment in 19-20 courses has already occurred. From August 2019-January 2020, we will be able to audit, progress monitor and support enrollment in 2019-20 courses. Beginning in the fall of 2019, we will provide course offering informational sessions and conduct 1:1 meetings with students to assist in the scheduling of courses for the 2020-21 school year. Beginning in January, we will begin scheduling to increase and diversify enrollment in CTE, upper level courses and upper level World Language courses in the 20-21 school year.	
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.
1/2/2020	1/15/2020	CTE principal/teachers will inform students of next courses to complete academic/CTE pathways in higher level courses, encouraged to provide students with pathway sequence to present to school counselors highlighting the next courses to ensure completion.
1/2/2020	1/15/2020	AP/IB Coordinator and CCR Counselor will push-in to junior classes to provided advanced course information to students.
1/1/2020	2/1/2020	School counselors will increase enrollment of 10th - 12th in each subgroup accredited college courses, CTE pathways, and world languages/Seal of Biliteracy for the 20-21 school year - during course selection meetings with students individually based on student interested and completed courses.
1/3/2020	1/5/2020	Assembly held by counselors to introduce and inform students on multiple courses for upper level courses and pathways.
1/16/2020	1/17/2020	AP/IB Coordinator and CCR Counselor will push-in to sophomore classes to provided advanced course information to students.
2/3/2020	2/10/2020	Interim report cards check to implement interventions for students at-risk for not passing upper level, CTE pathway, and language courses
2/3/20	2/28/2020	AP/IB Coordinator and CCR Counselor to push into freshmen CCR classes to share upper level course information.
2/3/2020	2/13/2020	AP/IB Coordinator and CCR Counselor will hold Advanced Course Offering Nights.
3/9/2020	3/12/2020	Middle schoolers visit the HS CTE classrooms.
3/2/2020	3/13/2020	AP/IB Coordinator will recruit teachers for AP Review sessions.
3/1/2020	3/17/2020	Seal of Biliteracy applications distributed and submitted by deadline.
3/30/2020	4/30/2020	AP Review sessions will be provided to students after-school.
4/1/2020	4/15/2020	Scheduling team will review course selection data to ensure that upper level courses well enrolled, AP/IB coordinator, administrators and will work with teachers to ensure that students continue pathways by removing barriers to completion.
3/17/2020	4/15/2020	Seal of Biliteracy projects due.

4/20/2020	4/30/2020	Interim report cards check to implement interventions for students at-risk for not passing upper level, CTE pathway, and language courses.
5/1/2020	5/15/2020	Seal of Biliteracy students present culminating projects to panel by deadline.
5/18/2020	5/22/2020	School counselors will identify all student transcripts to determine students who are on track for advanced graduation credentials (i.e. Advanced Regents, CTE Endorsement, Seal of Biliteracy, etc.) to ensure that students take necessary exams).
5/29/2020	5/29/2020	Advanced Course Offering Breakfast Celebration.
6/1/2020	6/25/2020	Administrators and Home School Coordinators will assist with getting students to review courses and specialized examinations by communicating this information using multiple media formats, home visits, student pick-up etc.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.		
41.5 All Students - 35.30 Asian or Native Hawaiian/Other Pacific Islander - 21.50 Black or African American - 38.50 Hispanic or Latino - 42.10 Multiracial - 48.80 White - 25.70 Economically Disadvantaged - 42.70 English Language Learners - 34.40 Students with Disabilities - 41.20		
B1. SCEP Goal for Chronic Absenteeism (if required) or School Identified Area (if CA goal is not required)		
35.3 All Students - 22.60 Asian or Native Hawaiian/Other Pacific Islander - 14.00 Black or African American - 31.50 Hispanic or Latino - 31.60 Multiracial - 23.10 White - 15.60 Economically Disadvantaged - 30.20 English Language Learners - 33.80 Students with Disabilities - 32.80 By June of 2020, we will decrease our chronic absenteeism rate by 5% using a variety of Tier 1, 2 and 3 intervention strategies.		
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.		
Chronic absenteeism exists for all students and subgroups; Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, White, Economically Disadvantaged, English Language Learners, and Students with Disabilities.		
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.
7/1/2019	7/30/2019	District and school leaders will review 2018-19 attendance data to develop Chronic Absent List: 1. Returning students who were chronically absent in 18-19. These students will be given Tier 3 support. 2. Returning students who missed between 14 and 17 days in 18-19. These students will be given Tier 2 /3 supports during the year.
7/1/2019	7/30/2019	Tier 2/3 Targeted and Strategic Intervention - Summer home visits and parent conferences (Attendance Teachers).
8/1/2019	8/30/2019	Tier 1 Universal Intervention - District-wide taskforce campaign/slogan to increase awareness of the importance of good attendance.
8/1/2019	8/30/2019	School leaders will identify staff to serve as members of the attendance committee and develop protocols and expectations for this committee. Members of the committee will include assistant principal, attendance teacher, school nurse, community school site coordinator, home-school coordinator, school counselor, social worker, and teacher when available.
8/1/2019	8/30/2019	Tier 2/3 Targeted and Strategic Intervention - Summer home visits and parent conferences (Attendance Teachers).
8/1/2019	8/1/2019	Tier 2/3 Targeted and Strategic Intervention - Welcome back letter to chronically absent students outlining attendance expectations and policies for upcoming school year (Attendance Teachers).
9/1/2019	9/30/2019	School leaders will work toward developing Tier 2 and 3 supports. Attendance Teacher, Home School Coordinator, School Leaders, Social Workers, School Counselors.
9/1/2019	9/30/2019	Tier 1 Universal Intervention - Consistent Recognition of good, great, and improved attendance.
9/6/2019	9/30/2019	School Leaders and Attendance Committee will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will support the district's attendance initiative and display posters throughout the school emphasizing the importance of regular school attendance.

9/6/2019	9/30/2019	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each tier 2 and 3 student who is not in attendance each day.
9/1/2019	9/30/2019	Tier 1 Universal Intervention - Administration, security monitors, Home School Coordinators daily presence in halls at the change of classes to assist students getting to class on time.
9/1/2019	9/30/2019	Tier 1 Universal Intervention- Alarmed Exit Doors deterring students from leaving campus.
9/1/2019	9/30/2019	Tier 2 Targeted Intervention -Weekly Response to Intervention Academy Meetings that discuss behavior, attendance and academics and create targeted intervention plans for each student.
9/1/2019	9/30/2019	Tier 2/3 Targeted and Strategic Intervention - Daily attendance interventions from HSCs ,AAPs & APs using the data dashboard.
9/16/2019	9/30/2019	Tier 3 Strategic Intervention - Saturate the Streets home visits conducted every 6 weeks (intensive data driven targeted home visits (Attendance Teachers, HSCs, Administrators, Behavior Specialists, Psychologists conduct these visits together).
9/1/2019	9/30/2019	Tier 1 Universal Intervention - Tardy/Absent automated calls home to alert parents of absences.
9/1/2019	9/30/2019	Tier 1 Universal Intervention- Teacher interventions- Consistently making calls home, assigning detention, and recognizing good/great/improved attendance.
9/1/2019	9/30/2019	Tier 1 Universal Intervention- Tap it to Class Initiative- one minute musical prompt to alert students to not be tardy.
9/1/2019	9/30/2019	Tier 1 Universal Intervention- Period 1 Push Initiative- Use of data to identify and intervene with students who are chronically late to school to identify and assist with obstacles preventing their timely arrival (HSCs, Attendance Teachers, AAPs, APs).
9/1/2019	9/30/2019	Tier 2 Targeted Intervention -Weekly Response to Intervention Academy Meetings that discuss behavior, attendance and academics and create targeted intervention plans for each student.
9/1/2019	9/30/2019	Tier 2 Targeted Intervention - Administrative cross referencing of chronically absent students with documented interventions.
9/1/19	9/30/2019	Tier 2/3 Targeted and Strategic Intervention - Daily attendance interventions from HSCs ,AAPs & APs using the data dashboard.
9/1/2019	9/30/2019	Tier 2/3 Targeted and Strategic Intervention - Student Conferences/Interventions (Attendance Teachers).
9/1/2019	9/30/2019	Tier 2/3 Targeted and Strategic Intervention - In house referrals made by Attendance Teachers, HSCs, AAPs, and APs for additional student support (Guidance, Special Ed, SW, Psychologists, Admin, SRO)
9/1/2019	9/30/2019	Tier 3 - Failed to Enter Investigations/Verification -Attendance Teachers attempt to locate students who have yet to attend school although enrolled.
9/1/2019	9/30/2019	Tier 3 - Failed to Enter Investigations/Verification -Attendance Teachers attempt to locate students who have yet to attend school although enrolled.
9/1/2019	9/30/2019	Tier 3 - Failed to Enter Letters (Attendance Teachers mail out notification letters for those students who have failed to attend although enrolled offering assistance).
9/1/2019	9/30/2019	Tier 3- Residency Verification Investigations (Attendance Teachers conduct home visits to verify residency)
9/1/2019	9/30/2019	Tier 3 Strategic Intervention - Weekly Attendance Committee Meetings are conducted to review data/interventions, identify and support chronically absent students.
9/1/2019	9/30/2019	Tier 3 Strategic Intervention - CPS/PINS referrals are made in conjunction with district court liaison for chronic attendance students who have not improved with prior interventions (Attendance Teachers)
9/1/2019	9/30/2019	Tier 3 Strategic Intervention - Non-compulsory Drop Warning Letters (Attendance Teachers send out letters to inform parents/guardians of attendance concerns requesting a conference to problem solve and strategize.
9/1/2019	9/30/2019	Tier 3 Strategic Intervention - Outside agency referrals are made by Attendance Teachers, HSCs, APs. AAPs. Guidance, Social Workers, Psychologists)
9/1/2019	9/30/2019	Tier 3 Strategic Intervention - Proactive targeted home visits /parent conferences (Attendance Teachers)
10/1/19	10/30/2020	Tier 1 Universal Intervention - Universal School wide Attendance Letter to Families detailing attendance expectations and policies
10/1/19	10/30/2020	Tier 1 Universal Intervention - Consistent Recognition of good, great, and improved attendance.
10/1/19	10/30/2020	School Leaders and Attendance Committee will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will support the district's attendance initiative and display posters throughout the school emphasizing the importance of regular school attendance.
10/1/19	10/30/2020	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each tier 2 and 3 student who is not in attendance each day.
10/1/19	10/30/2020	Tier 1 Universal Intervention - Administration, security monitors, Home School Coordinators daily presence in halls at the change of classes to assist students getting to class on time.
10/1/19	10/30/2020	Tier 1 Universal Intervention- Alarmed Exit Doors deterring students from leaving campus.
10/1/19	10/30/2020	Tier 2 Targeted Intervention -Weekly Response to Intervention Academy Meetings that discuss behavior, attendance and academics and create targeted intervention plans for each student.
10/1/19	10/30/2020	Tier 2/3 Targeted and Strategic Intervention - Daily attendance interventions from HSCs ,AAPs & APs using the data dashboard.
10/1/19	10/30/2020	Tier 3 Strategic Intervention - Saturate the Streets home visits conducted every 6 weeks (intensive data driven targeted home visits (Attendance Teachers, HSCs, Administrators, Behavior Specialists, Psychologists conduct these visits together)

10/1/19	10/30/2020	Tier 1 Universal Intervention - Tardy/Absent automated calls home to alert parents of absences.
10/1/19	10/30/2020	Tier 1 Universal Intervention- Teacher interventions- Consistently making calls home, assigning detention, and recognizing good/great/improved attendance.
10/1/19	10/30/2020	Tier 1 Universal Intervention- Tap it to Class Initiative- one minute musical prompt to alert students to not be tardy .
10/1/19	10/30/2020	Tier 1 Universal Intervention- Period 1 Push Initiative- Use of data to identify and intervene with students who are chronically late to school to identify and assist with obstacles preventing their timely arrival (HSCs, Attendance Teachers, AAPs, APs)
10/1/19	10/30/2020	Tier 2 Targeted Intervention -Weekly Response to Intervention Academy Meetings that discuss behavior, attendance and academics and create targeted intervention plans for each student.
10/1/19	10/30/2020	Tier 2 Targeted Intervention - Administrative cross referencing of chronically absent students with documented interventions.
10/1/19	10/30/2020	Tier 2/3 Targeted and Strategic Intervention - Daily attendance interventions from HSCs ,AAPs & APs using the data dashboard.
10/1/19	10/30/2020	Tier 2/3 Targeted and Strategic Intervention - Student Conferences/Interventions (Attendance Teachers)
10/1/19	10/30/2020	Tier 2/3 Targeted and Strategic Intervention - In house referrals made by Attendance Teachers, HSCs, AAPs, and APs for additional student support (Guidance, Special Ed, SW, Psychologists, Admin, SRO)
10/1/19	10/30/2020	Tier 3 - Failed to Enter Investigations/Verification -Attendance Teachers attempt to locate students who have yet to attend school although enrolled.
10/1/19	10/30/2020	Tier 3 - Failed to Enter Investigations/Verification -Attendance Teachers attempt to locate students who have yet to attend school although enrolled.
10/1/19	10/30/2020	Tier 3 - Failed to Enter Letters (Attendance Teachers mail out notification letters for those students who have failed to attend although enrolled offering assistance)
10/1/19	10/30/2020	Tier 3- Residency Verification Investigations (Attendance Teachers conduct home visits to verify residency)
10/1/19	10/30/2020	Tier 3 Strategic Intervention - Weekly Attendance Committee Meetings are conducted to review data/interventions, identify and support chronically absent students.
10/1/19	10/30/2020	Tier 3 Strategic Intervention - CPS/PINS referrals are made in conjunction with district court liaison for chronic attendance students who have not improved with prior interventions (Attendance Teachers)
10/1/19	10/30/2020	Tier 3 Strategic Intervention - Non-compulsory Drop Warning Letters (Attendance Teachers send out letters to inform parents/guardians of attendance concerns requesting a conference to problem solve and strategize.
10/1/19	10/30/2020	Tier 3 Strategic Intervention - Outside agency referrals are made by Attendance Teachers, HSCs, APs. AAPs. Guidance, Social Workers, Psychologists)
10/1/19	10/30/2020	Tier 3 Strategic Intervention - Proactive targeted home visits /parent conferences (Attendance Teachers)
10/1/19	10/30/2020	Tier 3 Strategic Intervention - Saturate the Streets home visits conducted every 6 weeks (intensive data driven targeted home visits (Attendance Teachers, HSCs, Administrators, Behavior Specialists, Psychologists conduct these visits together)
11/1/2019	11/30/2019	Tier 1 Universal Intervention - Universal School wide Attendance Letter to Families detailing attendance expectations and policies.
11/1/2019	11/30/2019	Tier 1 Universal Intervention - Consistent Recognition of good, great, and improved attendance.
11/1/2019	11/30/2019	School Leaders and Attendance Committee will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will support the district's attendance initiative and display posters throughout the school emphasizing the importance of regular school attendance.
11/1/2019	11/30/2019	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each tier 2 and 3 student who is not in attendance each day.
11/1/2019	11/30/2019	Tier 1 Universal Intervention - Administration, security monitors, Home School Coordinators daily presence in halls at the change of classes to assist students getting to class on time.
11/1/2019	11/30/2019	Tier 1 Universal Intervention- Alarmed Exit Doors deterring students from leaving campus.
11/1/2019	11/30/2019	Tier 2 Targeted Intervention -Weekly Response to Intervention Academy Meetings that discuss behavior, attendance and academics and create targeted intervention plans for each student.
11/1/2019	11/30/2019	Tier 2/3 Targeted and Strategic Intervention - Daily attendance interventions from HSCs ,AAPs & APs using the data dashboard.
11/1/2019	11/30/2019	Tier 3 Strategic Intervention - Saturate the Streets home visits conducted every 6 weeks (intensive data driven targeted home visits (Attendance Teachers, HSCs, Administrators, Behavior Specialists, Psychologists conduct these visits together)
11/1/2019	11/30/2019	Tier 1 Universal Intervention - Tardy/Absent automated calls home to alert parents of absences.
11/1/2019	11/30/2019	Tier 1 Universal Intervention- Teacher interventions- Consistently making calls home, assigning detention, and recognizing good/great/improved attendance
11/1/2019	11/30/2019	Tier 1 Universal Intervention- Tap it to Class Initiative- one minute musical prompt to alert students to not be tardy.
11/1/2019	11/30/2019	Tier 1 Universal Intervention- Period 1 Push Initiative- Use of data to identify and intervene with students who are chronically late to school to identify and assist with obstacles preventing their timely arrival (HSCs, Attendance Teachers, AAPs, APs)
11/1/2019	11/30/2019	Tier 2 Targeted Intervention -Weekly Response to Intervention Academy Meetings that discuss behavior, attendance and academics and create targeted intervention plans for each student.
11/1/2019	11/30/2019	Tier 2 Targeted Intervention - Administrative cross referencing of chronically absent students with documented interventions.

11/1/2019	11/30/2019	Tier 2/3 Targeted and Strategic Intervention - Daily attendance interventions from HSCs ,AAPs & APs using the data dashboard.
11/1/2019	11/30/2019	Tier 2/3 Targeted and Strategic Intervention - Student Conferences/Interventions (Attendance Teachers)
11/1/2019	11/30/2019	Tier 2/3 Targeted and Strategic Intervention - In house referrals made by Attendance Teachers, HSCs, AAPs, and APs for additional student support (Guidance, Special Ed, SW, Psychologists, Admin, SRO)
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11/1/2019	11/30/2019	Tier 3 - Failed to Enter Letters (Attendance Teachers mail out notification letters for those students who have failed to attend although enrolled offering assistance)
11/1/2019	11/30/2019	Tier 3- Residency Verification Investigations (Attendance Teachers conduct home visits to verify residency)
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1/2/2020	1/30/2019	Tier 1 Universal Intervention - Consistent Recognition of good, great, and improved attendance.
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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.		The school would expect to see improvement in overall student attendance, as well as subgroups, as compared to same time within previous year. We will continue to review Chronic Absenteeism dashboard, biweekly at tier 3 attendance meetings as well as Albany High School's local Schooltool dashboards to identify trends.
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	2/28/2020	Tier 1 Universal Intervention - Universal School wide Attendance Letter to Families detailing attendance expectations and policies.
2/1/2020	2/28/2020	Tier 1 Universal Intervention - Consistent Recognition of good, great, and improved attendance.
2/1/2020	2/28/2020	School Leaders and Attendance Committee will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will support the district's attendance initiative and display posters throughout the school emphasizing the importance of regular school attendance.
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2/1/2020	2/28/2020	Tier 1 Universal Intervention - Administration, security monitors, Home School Coordinators daily presence in halls at the change of classes to assist students getting to class on time.
2/1/2020	2/28/2020	Tier 1 Universal Intervention- Alarmed Exit Doors deterring students from leaving campus.
2/1/2020	2/28/2020	Tier 2 Targeted Intervention -Weekly Response to Intervention Academy Meetings that discuss behavior, attendance and academics and create targeted intervention plans for each student.
2/1/2020	2/28/2020	Tier 2/3 Targeted and Strategic Intervention - Daily attendance interventions from HSCs ,AAPs & APs using the data dashboard.
2/1/2020	2/28/2020	Tier 3 Strategic Intervention - Saturate the Streets home visits conducted every 6 weeks (intensive data driven targeted home visits (Attendance Teachers, HSCs, Administrators, Behavior Specialists, Psychologists conduct these visits together)
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2/1/2020	2/28/2020	Tier 1 Universal Intervention- Teacher interventions- Consistently making calls home, assigning detention, and recognizing good/great/improved attendance.
2/1/2020	2/28/2020	Tier 1 Universal Intervention- Tap it to Class Initiative- one minute musical prompt to alert students to not be tardy.
2/1/2020	2/28/2020	Tier 1 Universal Intervention- Period 1 Push Initiative- Use of data to identify and intervene with students who are chronically late to school to identify and assist with obstacles preventing their timely arrival (HSCs, Attendance Teachers, AAPs, APs)
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4/1/2020	4/30/2020	Tier 3 Strategic Intervention - Outside agency referrals are made by Attendance Teachers, HSCs, APs. AAPs. Guidance, Social Workers, Psychologists)
4/1/2020	4/30/2020	Tier 3 Strategic Intervention - Proactive targeted home visits /parent conferences (Attendance Teachers)
4/1/2020	4/30/2020	Tier 3 Strategic Intervention - Saturate the Streets home visits conducted every 6 weeks (intensive data driven targeted home visits (Attendance Teachers, HSCs, Administrators, Behavior Specialists, Psychologists conduct these visits together)
5/1/2020	5/31/2020	Tier 1 Universal Intervention - Universal School wide Attendance Letter to Families detailing attendance expectations and policies.
5/1/2020	5/31/2020	Tier 1 Universal Intervention - Consistent Recognition of good, great, and improved attendance.
5/1/2020	5/31/2020	School Leaders and Attendance Committee will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will support the district's attendance initiative and display posters throughout the school emphasizing the importance of regular school attendance.
5/1/2020	5/31/2020	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each tier 2 and 3 student who is not in attendance each day.

5/1/2020	5/31/2020	Tier 1 Universal Intervention - Administration, security monitors, Home School Coordinators daily presence in halls at the change of classes to assist students getting to class on time.
5/1/2020	5/31/2020	Tier 1 Universal Intervention- Alarmed Exit Doors deterring students from leaving campus.
5/1/2020	5/31/2020	Tier 2 Targeted Intervention -Weekly Response to Intervention Academy Meetings that discuss behavior, attendance and academics and create targeted intervention plans for each student.
5/1/2020	5/31/2020	Tier 2/3 Targeted and Strategic Intervention - Daily attendance interventions from HSCs ,AAPs & APs using the data dashboard.
5/1/2020	5/31/2020	Tier 3 Strategic Intervention - Saturate the Streets home visits conducted every 6 weeks (intensive data driven targeted home visits (Attendance Teachers, HSCs, Administrators, Behavior Specialists, Psychologists conduct these visits together)
5/1/2020	5/31/2020	Tier 1 Universal Intervention - Tardy/Absent automated calls home to alert parents of absences.
5/1/2020	5/31/2020	Tier 1 Universal Intervention- Teacher interventions- Consistently making calls home, assigning detention, and recognizing good/great/improved attendance.
5/1/2020	5/31/2020	Tier 1 Universal Intervention- Tap it to Class Initiative- one minute musical prompt to alert students to not be tardy.
5/1/2020	5/31/2020	Tier 1 Universal Intervention- Period 1 Push Initiative- Use of data to identify and intervene with students who are chronically late to school to identify and assist with obstacles preventing their timely arrival (HSCs, Attendance Teachers, AAPs, APs)
5/1/2020	5/31/2020	Tier 2 Targeted Intervention -Weekly Response to Intervention Academy Meetings that discuss behavior, attendance and academics and create targeted intervention plans for each student.
5/1/2020	5/31/2020	Tier 2 Targeted Intervention - Administrative cross referencing of chronically absent students with documented interventions.
5/1/2020	5/31/2020	Tier 2/3 Targeted and Strategic Intervention - Daily attendance interventions from HSCs ,AAPs & APs using the data dashboard.
5/1/2020	5/31/2020	Tier 2/3 Targeted and Strategic Intervention - Student Conferences/Interventions (Attendance Teachers)
5/1/2020	5/31/2020	Tier 2/3 Targeted and Strategic Intervention - In house referrals made by Attendance Teachers, HSCs, AAPs, and APs for additional student support (Guidance, Special Ed, SW, Psychologists, Admin, SRO)
5/1/2020	5/31/2020	Tier 3 - Failed to Enter Investigations/Verification -Attendance Teachers attempt to locate students who have yet to attend school although enrolled.
5/1/2020	5/31/2020	Tier 3 - Failed to Enter Investigations/Verification -Attendance Teachers attempt to locate students who have yet to attend school although enrolled.
5/1/2020	5/31/2020	Tier 3 - Failed to Enter Letters (Attendance Teachers mail out notification letters for those students who have failed to attend although enrolled offering assistance)
5/1/2020	5/31/2020	Tier 3- Residency Verification Investigations (Attendance Teachers conduct home visits to verify residency)
5/1/2020	5/31/2020	Tier 3 Strategic Intervention - Weekly Attendance Committee Meetings are conducted to review data/interventions, identify and support chronically absent students.
5/1/2020	5/31/2020	Tier 3 Strategic Intervention - CPS/PINS referrals are made in conjunction with district court liaison for chronic attendance students who have not improved with prior interventions (Attendance Teachers)
5/1/2020	5/31/2020	Tier 3 Strategic Intervention - Non-compulsory Drop Warning Letters (Attendance Teachers send out letters to inform parents/guardians of attendance concerns requesting a conference to problem solve and strategize.
5/1/2020	5/31/2020	Tier 3 Strategic Intervention - Outside agency referrals are made by Attendance Teachers, HSCs, APs. AAPs. Guidance, Social Workers, Psychologists)
5/1/2020	5/31/2020	Tier 3 Strategic Intervention - Proactive targeted home visits /parent conferences (Attendance Teachers)
5/1/2020	5/31/2020	Tier 3 Strategic Intervention - Saturate the Streets home visits conducted every 6 weeks (intensive data driven targeted home visits (Attendance Teachers, HSCs, Administrators, Behavior Specialists, Psychologists conduct these visits together)
6/1/2020	6/30/2020	Tier 1 Universal Intervention - Universal School wide Attendance Letter to Families detailing attendance expectations and policies.
6/1/2020	6/30/2020	Tier 1 Universal Intervention - Consistent Recognition of good, great, and improved attendance.
6/1/2020	6/30/2020	School Leaders and Attendance Committee will send letters to parents explaining the importance of regular school attendance and the connection to school success. The attendance committee will support the district's attendance initiative and display posters throughout the school emphasizing the importance of regular school attendance.
6/1/2020	6/30/2020	The school's automated system will call the home of each student who is not in attendance each day. Staff will call the home of each tier 2 and 3 student who is not in attendance each day.
6/1/2020	6/30/2020	Tier 1 Universal Intervention - Administration, security monitors, Home School Coordinators daily presence in halls at the change of classes to assist students getting to class on time.
6/1/2020	6/30/2020	Tier 1 Universal Intervention- Alarmed Exit Doors deterring students from leaving campus.
6/1/2020	6/30/2020	Tier 2 Targeted Intervention -Weekly Response to Intervention Academy Meetings that discuss behavior, attendance and academics and create targeted intervention plans for each student.
6/1/2020	6/30/2020	Tier 2/3 Targeted and Strategic Intervention - Daily attendance interventions from HSCs ,AAPs & APs using the data dashboard.
6/1/2020	6/30/2020	Tier 3 Strategic Intervention - Saturate the Streets home visits conducted every 6 weeks (intensive data driven targeted home visits (Attendance Teachers, HSCs, Administrators, Behavior Specialists, Psychologists conduct these visits together)

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