

LEA Name:	City School District of Albany
LEA BEDS Code:	010100010023
School Name:	Albany School of Humanities

ENTER DATA INTO ALL YELLOW CELLS.

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

Contact Name	Marie A. Culihan	Title	Principal
Phone	518-475-6575	Email	<a href="mailto:mculihan@albany.k12.ny.us">mculihan@albany.k12.ny.us</a>
Website for Published Plan	<a href="http://albanyschools.org">albanyschools.org</a>		

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
Marie Culihan	Principal		
Amy Irwin	Assistant Principal		
Caroline Adam	Second grade classroom teacher		
William Behrle	Sixth grade classroom teacher		
Shauna Edwards	ELA Coach		
Lynn Foley	SPED - Self Contained Teacher		
Susan Googins	Math Coach		
Christina Hettie	SPED - Resource Room K-6		
Amy Kaiser	Speech & Language Therapist		
Linda Neenan	Kindergarten classroom teacher		
Jennifer Oertel	Fifth grade classroom teacher		
Geraldine Pressley	Fourth grade classroom teacher		
Susannah Sheehan	Third grade classroom teacher		
Dr. Marsha Strosberg	Reading Specialist		
Peter McDaniel	PTA President/Parent Liaison		

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Phone	518-475-6575	Email	mculihan@albany.k12.ny.us
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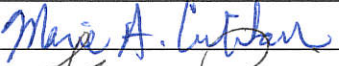

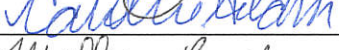

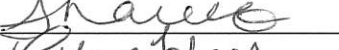

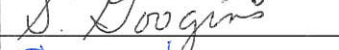
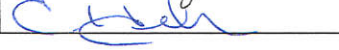
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### SIGNATURES

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Name	Title	Signature	Date
Marie Culihan	Principal		7/19/19
Amy Irwin	Assistant Principal		7/19/19
Caroline Adam	Second grade classroom teacher		7/25/19
William Behrle	Sixth grade classroom teacher		7/19/19
Shauna Edwards	ELA Coach		7/23/19
Lynn Foley	SPED - Self Contained Teacher		7/29/19
Susan Googins	Math Coach		7/22/19
Christina Hettie	SPED - Resource Room K-6		7/22/19

Amy Kaiser	Speech & Language Therapist	Amy Kaiser	7/29/19
Linda Neenan	Kindergarten classroom teacher	Linda Neenan	7/23/19
Jennifer Oertel	Fifth grade classroom teacher	Jennifer Oertel	7/23/19
Geraldine Pressley	Fourth grade classroom teacher	Geraldine Pressley	7/19/19
Susannah Sheehan	Third grade classroom teacher	Susannah Sheehan	7/19/19
Dr. Marsha Strosberg	Reading Specialist	Dr. Marsha Strosberg	7/25/19
Peter McDaniel	PTA President/Parent Liason		

## 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 type="checkbox"/>	<b>State-Supported</b>
If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.	
Strategy the school will implement:	Instructional Coaching
<b>Clearinghouse-Identified</b>	
If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.	
Strategy the school will implement: Clearinghouse Rating from Clearinghouse	
<b>School-Identified</b>	
If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.	
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)	
<b>Additional Evidence-Based Interventions (Optional)</b>	
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.	

**English Language Arts**

<b>A1. ELA Baseline Data: Provide the most recently available information.</b>			17-18 ELA Academic Achievement (Performance Index) and Median Growth Percentile: Students with Disabilities-PI-78, Growth 49.8%ile, All-PI- 94.4, Growth 52.1%ile, Asian-PI- 113.7, Growth 57.2%ile, African American-PI- 69.3, Growth 49.2%ile, ED-PI- 83.5 Growth, 51.8%ile, ELL-PI- 47.8, Growth 56.2%ile, Hispanic-PI- 107.5, Growth 57%ile, Multiracial-PI- 86.7, Growth 56.6%ile, SWD-PI-78, Growth 49.8%ile, Caucasin-PI-104.2, Growth 52.4%ile
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>			By June 2020, ASH will increase Median Growth Percentile (MGP) for all subgroups to the 54th percentile and the ELA Academic Achievement (Performance Index).
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>			Based on a review of data and DTSDE recommendations, Albany School of Humanities has identified the need to increase lesson rigor using grade-level standards and analyzing multiple data points to intentionally plan and deliver instruction based on student needs.
<b>D1. Action Plan - August 2019 through January 2020</b>			
<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>D4. Steps to Address Areas of Need and Improve 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.</b>	
		<b>Standards-Based Instruction</b>	
July 2019	July 2019	Principal will attend Standards Conference in July 2019 and turn-key train all staff in September.	
September 2019	October 2019	All teaching staff will receive training in Standard progression and text complexity to provide rigorous instruction.	
October 2019	December 2019	ELA coach, supported by reading teachers, will offer bi-monthly PD on research-based instructional strategies on Close Reading tied to the ELA standards (Teacher PD Thursdays).	
October 2019	January 2020	ELA coach will model lessons for grade level teams including a debrief with teachers (two times per year).	
November 2019	January 2020	ELA coach will observe and give feedback to teacher after model lesson or coaching cycle.	
October 2019	January 2020	Administrators will conduct walkthroughs to ensure consistent monitoring and feedback on standards-based instruction. Administrators will analyze walk-through data to identify first round of coaching cycles needed along with building professional development cycle.	
October 2019	January 2020	Teachers in grades three will engage in professional development and learning walks in collaboration with other schools in the district. They will focus on best practices for scaffolding complex texts.	
		<b>Data Triangulation</b>	
August 2019	August 2019	Administrators and instructional coaches will identify priority standard from NYS ELA assessments and NWEA to create a school-wide data wall to develop standards/skills focus for Response to Intervention instruction in ELA.	
September 2019	October 2019	Administrators and instructional coaches will launch Data Teams to set norms for team roles and expectations.	
September 2019	January 2020	Principal will facilitate at least two data teams along with assistant principal, literacy coach and math coach.	
September 2019	January 2020	Administration will review teacher and student NWEA data with instructional coach to target coaching cycles.	
September 2019	January 2020	Coaches will provide embedded support to teachers based on student data.	
September 2019	January 2020	Interventionists (reading, ENL, SPED) will meet monthly to analyze grade level data and make strategic instructional decisions to ensure that students are receiving appropriate targeted interventions.	
October 2019	November 2019	Students will know their target RIT score after each NWEA assessment and their areas of strength and growth by standard by engaging in a goal setting conference after each NWEA assessment.	

		<b>Writing Instruction</b>
August 2019	October 2020	Teachers will implement standards-based writing pacing guide: K-2, 3-6 with the support of the Literacy Coach.
August 2019	October 2020	Teachers will implement standards-based writing rubrics utilizing the Wonders writing dashboard with the support of the Literacy Coach.
September 2019	January 2020	Teacher-driven PD on writing strategies (targeting process writing) facilitated by second grade teacher, literacy coach, and reading team.
November 2019	January 2020	Teachers will implement 1 classroom writing celebration.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		NWEA- Level 2 and above projections for each subgroup- Fall and Winter NWEA Conditional Growth Percentile Winter Fall to Winter Curriculum Based Measures Wonders Benchmark Assessment Fall to Winter Proficiency Data Teaming Short Cycle Data <b>DO NOT ADD ADDITIONAL INDICATORS-any metrics you add must be written into the activity for impact.</b>
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date: Identify the projected start date for each activity.</b>	<b>F3. End Date: Identify the projected end date for each activity.</b>	<b>F4. Steps to Address 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.</b>
		<b>Standards-Based Instruction</b>
January 2020	June 2020	Administrators will conduct walkthroughs to ensure consistent monitoring and feedback on standards-based instruction. Administrators will analyze walk-through data to identify second round of coaching cycles needed along with building professional development cycle.
January 2020	June 2020	ELA coach will model lessons for grade level teams including a debrief with teachers (two times per year).
January 2020	June 2020	ELA coach will observe and give feedback to teacher after model lesson or coaching cycle.
January 2020	June 2020	ELA coach, supported by reading teachers, will offer bi-monthly PD on research-based instructional strategies tied to the ELA standards (Teacher PD Thursdays) on Scaffolding through the lens of current curriculum.
January 2020	June 2020	All teaching staff will complete an inter-visitation of a colleague in ELA (best practice share out embedded in faculty meeting).
		<b>Data Triangulation</b>
January 2020	June 2020	Principal will facilitate at least two data teams along with ELA coach and Assistant Principal.
January 2020	June 2020	Administration will review teacher and student NWEA data with instructional coach to target coaching cycles.
January 2020	June 2020	Coaches will provide embedded support to teachers based on student data.
January 2020	June 2020	Interventionists (reading, ENL, SPED) will meet monthly to analyze grade level data and make strategic instructional decisions to ensure that students are receiving appropriate targeted interventions.
February 2020	March 2020	Students will know their target RIT score after each NWEA assessment and their areas of strength and growth by standard by engaging in a goal setting conference after each NWEA assessment.
		<b>Writing Instruction</b>
January 2020	June 2020	Teachers will implement standards-based writing pacing guide: K-2, 3-6 with the support of the Literacy Coach.
January 2020	June 2020	Teachers will implement standards-based writing rubrics utilizing the Wonders writing dashboard with the support of the Literacy Coach.
January 2020	June 2020	Teacher-driven PD on writing strategies (targeting process writing) facilitated by second grade teacher, literacy coach, and reading team.
January 2020	June 2020	Teachers will implement 1 classroom writing celebration.

## Mathematics

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>	17-18 Math Academic Achievement (Performance Index) and Median Growth Percentile: Students with Disabilities- PI - 67.5 - Growth 49.8%ile ALL-PI-84.3, Growth 52.1%ile Asian-PI-122.4, Growth 57.2%ile African American-PI-58.4, Growth 49.2%ile ED-PI-70.4, Growth 51.8%ile ELL-PI-39.1, Growth 56.2%ile Hispanic-PI-90.7, Growth 57%ile Multiracial-PI-65, Growth 56.6%ile Caucasin-PI-129.3, Growth 52.4%ile
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<b>B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	By June 2020, Albany School of Humanities will increase Median Growth Percentile (MGP) for All subgroups to the 54th percentile and the Math Academic Achievement (Performance Index) from: Students with Disabilities- PI - 67.5 to 97.8 ELL - PI - 39.1 to 51.5
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	Based on a review of data and DTSDE recommendations, Albany School of Humanities staff need training and opportunities to analyze multiple math data points and draw connections to rigor of instruction aligned to the language of the Next Gen standards and key mathematical practices.
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### D1. Action Plan - August 2019 through January 2020

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
<b>Standards-Based Instruction</b>		
July 2019	September 2019	Principal will attend Standards Conference in July 2019 and turn-key train all staff.
September 2019	October 2019	All teaching staff will receive training in standard progression (specifically coherence) during principal directed PD.
September 2019	November 2019	Math coach will provide professional development to teacher on implementing Dreambox during RTI block.
September 2019	November 2019	Math coach will create quarterly parent newsletter identifying important notes of standard progression, priorities/content covered in the 1st and 2nd quarter.
October 2019	January 2020	Administrators will conduct walkthroughs to ensure consistent monitoring and feedback on standards-based instruction. Administrators will analyze walk-through data to identify first round of coaching cycles needed along with building professional development cycle.
October 2019	January 2020	Math coach will model lessons for grade level teams including a debrief with teachers (two times per year).
October 2019	January 2020	Math coach will observe and give feedback to teacher after model lesson or coaching cycle.
October 2019	January 2020	All teaching staff will complete 1 inter-visitation of a colleague in math (best practice share out embedded in faculty meeting).
October 2019	January 2020	Students in grades K-6 will be exposed to math sprints 2 to 3 times a week with individualized goal setting to promote proficiency and fluency in basic math facts.
November 2019	January 2020	Math coach, supported by identified classroom teachers, will offer bi-monthly PD on research-based instructional strategy (specifically, Number Talks) tied to the math standards (Teacher PD Thursdays).



<b>Data Triangulation</b>		
August 2019	August 2019	Administrators and instructional coaches will identify priority standard from NYS Math assessments and NWEA to create a school-wide data wall to develop standards/skills focus for RtI instruction in math.
September 2019	October 2019	Administration will review teacher and student NWEA data with instructional coach.
September 2019	January 2020	Teachers in grades 3-5 will group students across grade levels based on individual skill deficits identified through NWEA data in order to maximize math RtI time.
September 2019	January 2020	All classroom teachers will utilize Dreambox during math RtI block and use the data to adjust RTI instruction.
October 2019	January 2020	Principal will facilitate at least two data teams along with assistant principal and math coach.
October 2019	June 2020	Coaches will provide embedded support to teachers based on student data.
October 2019	November 2020	Students will know their target RIT score after each NWEA assessment and their areas of strength and growth by standard by engaging in a goal setting conference after each NWEA assessment.
<p><b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b></p> <p>NWEA- Level 2 and above projections for each subgroup- Fall and Winter,  NWEA Conditional Growth Percentile Winter  Math Checkpoint Data  Data Teaming Short Cycle Data  <b>DO NOT ADD ADDITIONAL INDICATORS-any metrics you add must be written into the activity for impact.</b></p>		
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
<b>Standards-Based Instruction</b>		
January 2020	June 2020	Administrators will conduct walkthroughs to ensure consistent monitoring and feedback on standards-based instruction. Administrators will analyze walk-through data to identify second round of coaching cycles needed along with building professional development cycle.
January 2020	June 2020	Math coach will model lessons for grade level teams including a debrief with teachers (two times per year).
January 2020	June 2020	Math coach will observe and give feedback to teacher after model lesson or coaching cycle.
January 2020	April 2020	Math coach, supported by identified classroom teachers, will offer bi-monthly PD on research-based instructional strategy (specifically, Numberless word problems) tied to the math standards (Teacher PD Thursdays).
January 2020	June 2020	Math coach will create quarterly parent newsletter identifying important notes of standard progression, priorities/content covered in the 3rd and 4th quarter.
January 2020	June 2020	Students in grades K-6 will be exposed to math sprints 2 to 3 times a week with individualized goal setting to promote proficiency and fluency in basic math facts.
<b>Data Triangulation</b>		
January 2020	June 2020	Principal will facilitate at least two data teams along with assistant principal and math coach.
January 2020	June 2020	Administration will review teacher and student data, engage in individual data meetings with teachers to identify next steps, and provide embedded coaching support.
January 2020	June 2020	All classroom teachers will utilize Dreambox during math RtI block and use the data to adjust RTI instruction.
February 2020	March 2020	Teachers in grades 3-5 will group students horizontally based on individual skill deficits identified through NWEA data in order to maximize math RtI time.
February 2020	March 2020	Students will know their target RIT score after each NWEA assessment and their areas of strength and growth by standard by engaging in a goal setting conference after each NWEA assessment.

**English Language Proficiency (ELP) or School-Selected Indicator**

<b>A1. ELP or School-Selected Baseline Data: Provide the most recently available information.</b>	Science Proficiency Data: African American- 79% Economically Disadvantaged- 76% Hispanic- 77% Students with Disabilities- N/A ALL Students- 83%
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<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required).</b>	By June 2020, Albany School of Humanities will implement Next Generation Learning Standards through FOSS Units and Flying Classroom.
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<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	ASH teachers are currently using 2005 NYS science standards and a text-based science curriculum. There is a need to introduce and implement the Next Generation Learning in conjunction with a more hands on approach to science instruction that engages students in science instruction in a way that sustains their learning.
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**D1. Action Plan - August 2019 through January 2020**

<b><u>D2. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>D3. End Date:</u> Identify the projected end date for each activity.</b>	<b><u>D4. Steps to Address 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.</b>
August 2019	September 2019	Building leader will develop a timeline for implementation of Flying Classroom units for Grades 5th & 6th.
September 2019	October 2019	Teachers will engage in district-led professional development related to implementation of Foss units and aligned labs led by Mr. Finn and share best practices on ASH Google Classroom.
October 2019	January 2020	Administrators and math coach will support the implementation of Foss units in fall semester for grades 4 & 5.
October 2019	January 2020	Math Coach will support implementation of Mystery Science Curriculum for Grades K-2.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>	
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**F1. Action Plan - January 2020 through June 2020**

<b><u>F2. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>F3. End Date:</u> Identify the projected end date for each activity.</b>	<b><u>F4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</b>
January 2020	June 2020	Foster implementation of district developed required units in spring semester for grades 4 & 5.
January 2020	June 2020	Teachers will continue to implement Mystery Science in Grades K-2.
January 2020	June 2020	Teachers will implement Flying Classroom units in grades 5 & 6 supported by Mr. Finn

<b>Survey</b>		
<b>A1. Survey Question: Provide the survey question for which the school is looking to improve its results.</b>	The question that Albany School of Humanities has identified to improve its results from the 2018-19 to the 2019-20 school year is: Family S39: Student behavior does not interfere with instruction. Staff S69: Student behavior does not interfere with instruction.	
<b>A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.</b>	Based on the 2018-19 survey data, the baseline data for the question above is 62.5% of families disagree. 85% of ASH faculty also disagree with the statement identified above.	
<b>B1. SCEP Goal for Survey Question</b>	By June 2020, Albany School of Humanities School will decrease the percentage of parents who disagree with the survey question above by 10%. By June 2020, Albany School of Humanities School will decrease the percentage of staff who disagree with the survey question above by 20%.	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	Based on the 2018-19 DTSDE survey 62.5% of families and 85% of staff feel that student behavior interferes with instruction. As a result, Albany School of Humanities staff need more clear and consistent Tier 1 plans and Tier 2/3 plans needs strategic, targeted interventions that are implemented with fidelity.	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date: Identify the projected start date for each activity.</b>	<b>D3. End Date: Identify the projected end date for each activity.</b>	<b>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.</b>
		<b>Refining Tier 1</b>
August 2019	August 2019	PE and Art Teacher will create a Sensory/Restorative pathway on the playground to assist with students with conflict resolution.
September 2019	September 2019	Administrators and the PBIS Committee will implement handbook and review Discipline Flowchart and clearly define the purpose of the ReFocus Room - Purple and Yellow Sheets - and share out to faculty and staff at Opening Day.
September 2019	September 2019	Behavior Specialist will train staff on use of the Sensory Room for students to use as a break space.
September 2019	September 2019	PBIS team will provide teachers strategies for proactively teaching students clearly defined behavioral expectations twice a year: September and February.
		<b>Social Emotional Learning</b>
September 2019	September 2019	Behavior Specialist and PBIS coaches will lead professional development on restorative practices at Principal PD for all staff.
September 2019	January 2020	Mindful Moments will take place every morning over the loudspeaker @ 8:15am by Ms. Curtis, grade 6 teacher.
September 2019	January 2020	Classroom meetings including restorative conversations will take place daily led by classroom teacher.
September 2019	January 2020	Second Step will be delivered with fidelity by classroom teachers for 30 minutes per week as per the master schedule.
October 2019	October 2019	Teachers will receive training in de-escalation strategies through TCIS Training by behavior specialist - Teacher PD day.
November 2019	January 2019	Professional Book Study -"Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom" led by Behavior Specialist.
		<b>Tier 1 Data Triangulation</b>
September 2019	September 2019	Administrators will assign support staff as grade level liaisons for social emotional support based on data.
September 2019	January 2020	Assistant Principal will collect and review Tier 1 Behavior Plans /monthly Tier 1 Fidelity Checks .
September 2019	January 2020	Grade Level Data Team meetings will focus on behavioral data once per month. Behavioral data will be collected by Behavior Specialist and Assistant Principal and shared with appropriate data team facilitators.
September 2019	January 2020	Trends in school-wide behavioral data shared with faculty on a monthly basis by members of the behavior support team, and action plans created to address patterns (locations, grade levels).
September 2019	January 2020	Behavioral data shared weekly with faculty through News and Notes (office managed referrals, PSS forms, ReFocus Room Visits).
		<b>Refining Tier 2/3</b>
September 2019	January 2020	Behavior Support Team Meetings held weekly and include hall monitors and Refocus Room TA led by Assistant Principal.
September 2019	January 2020	Tier 2/3 Behavior Team Meetings held weekly to review data and to monitor the effectiveness of intervention and make adjustments as necessary led by Behavior Specialist.
November 2019	November 2019	BST will create a restorative practice toolkit and model one strategy in each classroom.
September 2019	January 2020	All Tier 2/3 students will be assigned check in/check out or an adult mentor in the building by BST as an additional support person.
October 2019	October 2019	Behavior Specialist will conduct PD on implementation of Tier 2/3 plans and data collection.

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.	10% Decrease in Monthly Referral Data.	
<b>F1. Action Plan - January 2020 through June 2020</b>		
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.
<b>Refining Tier 1</b>		
<b>Tier 1 Social Emotional Learning</b>		
January 2020	June 2020	Mindful Moments will take place every morning over the loudspeaker @ 8:15am by Ms. Curtis, grade 6 teacher.
January 2020	June 2020	Classroom meetings including restorative conversations will take place daily led by classroom teacher.
January 2020	June 2020	Second Step delivered with fidelity by classroom teachers for 30 minutes per week/input in master schedule.
February 2020	April 2020	Professional Book Study - "School-Talk" led by Behavior Specialist and members of the BST.
<b>Tier 1 Data Triangulation</b>		
January 2020	June 2020	Monthly Tier 1 Fidelity Checks will be completed by Assistant Principal.
January 2020	June 2020	Grade Level Data Team meetings will focus on behavioral data once per month. Behavioral data will be collected by Behavior Specialist and Assistant Principal and shared with appropriate data team facilitators.
January 2020	June 2020	Behavioral data shared weekly with faculty through News and Notes (office managed referrals, PSS forms, ReFocus Room Visits).
January 2020	June 2020	Trends in school-wide behavioral data shared with faculty on a monthly basis by members of the behavior support team and action plans created to address patterns (locations, grade levels).
<b>Refining Tier 2/3</b>		
January 2020	June 2020	Behavior Support Team Meetings held weekly and include hall monitors and Refocus Room TA led by Assistant Principal.
January 2020	June 2020	Tier 2/3 Behavior Team Meetings held weekly to review data and monitor the effectiveness of intervention and make adjustments as necessary to move Tier 2/3 students led by Behavior Specialist.
January 2020	June 2020	All Tier 2/3 students will be assigned check in/check out or an adult mentor in the building by BST as an additional support person.

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.</b>	17-18 Chronic Absenteeism: All students - 15 Hispanic - 24.1 Students with Disabilities - 40.8	
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required).</b>	All students - 18.7 Hispanic - 16.8 Students with Disabilities - 36.3	
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	Albany School of Humanities lacks consistent procedures and protocols for ensuring early interventions and wrap around support for chronically absent students.	
<b><u>D1. Action Plan - August 2019 through January 2020</u></b>		
<b><u>D2. Start Date:</u> Identify the projected start date for each activity.</b>	<b><u>D3. End Date:</u> Identify the projected end date for each activity.</b>	<b><u>D4. Steps to Address 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.</b>
<b>Building-Wide Attendance</b>		
August 2019	August 2019	Building Leaders will identify 2018-2019 students identified as chronically absent and identify factors that contribute to the Chronic Absenteeism (CA).
August 2019	September 2019	Attendance Committee will develop a plan to proactively address transportation needs of students with chronic absenteeism.
August 2019	September 2019	HSC will communicate attendance campaign to staff, highlighting their roles and responsibilities in intervention at opening day.
September 2019	January 2020	Administration will meet with attendance team monthly to analyze CA data, monitor trends, and create student action plans.
September 2019	January 2020	Visual attendance campaign displayed outside of the main office on the first floor of the school (Attendance Team).
September 2019	January 2020	Focus Room TA will complete daily attendance percentages that will be posted outside every classroom door. Classes with 5 days of 100% attendance will receive a Principal's Red Dragon Award.
September 2019	January 2020	Administration will provide monthly attendance percentages with all staff in weekly News & Notes.
<b>Parent Outreach</b>		
July 2019	August 2019	Provide personalized summer outreach for students with histories of chronic absenteeism. HSC will meet with students and their families, set an attendance goal, and document action plan that addresses barriers.
August 2019	August 2019	Summer Principal letter will include information regarding Why Attendance Matters, ASH Attendance Campaign Slogan- "Everyday Counts".
September 2019	January 2020	Administration will share monthly attendance percentages in ASH quarterly newsletters by grade level.
September 2019	January 2020	Teachers will make a phone call after 3rd absence to stress the importance of daily attendance and to check-in about ways ASH can support.
September 2019	January 2020	Per district policy, letters will be mailed out to families after students reach 5, 10, 15+ days absent by clerk typist.
August 2019	January 2020	Home school coordinator will complete both positive and preventative home visits for students who have received the district letters for attendance.
<b>Student Leadership Team</b>		
September 2019	January 2020	Monthly attendance meetings will be led by the Sixth Grade Leadership Team to support students who had more than three absences for the month.

September 2019	January 2020	Focus Room TA will Maintain "Olympic Theme" attendance bulletin board outside of the main office - Gold-98% and higher, Silver-96%-97.9%, Bronze - Below 95%.
September 2019	January 2020	Sixth Grade Leadership Team will complete and mail positive postcards to students who have shown growth/improvement in attendance.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b>		
Monthly Chronic Absenteeism Data by subgroup from 2018-19 to 2019-20		
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date: Identify the projected start date for each activity.</b>	<b>F3. End Date: Identify the projected end date for each activity.</b>	<b>F4. Steps to Address 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.</b>
<b>Building-Wide Attendance</b>		
January 2020	June 2020	Administration will meet with attendance team monthly to analyze CA data, monitor trends, and create action plans.
January 2020	June 2020	Visual attendance campaign displayed outside of the main office on the first floor of the school (Attendance Team).
January 2020	June 2020	Focus Room TA will complete daily attendance percentages that will be posted outside every classroom door. Classes with 5 days of 100% attendance will receive a Principal's Red Dragon Award.
January 2020	June 2020	Administration will provide monthly attendance percentages with all staff in weekly News & Notes.
<b>Parent Outreach</b>		
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January 2020	June 2020	Home school coordinator will complete both positive and preventative home visits for students who have received the district letters for attendance.
<b>Student Leadership Team</b>		
January 2020	June 2020	Monthly committee meetings will be led by the Sixth Grade Leadership Team to support students who had more than three absences for the month.
January 2020	June 2020	Maintain "Olympic Theme" attendance bulletin board outside of the main office - Gold-98% and higher, Silver-96%-97.9%, Bronze - Below 95%.
January 2020	June 2020	Sixth Grade Leadership Team will complete and mail positive postcards to students who have shown growth/improvement in attendance.