

LEA Name:	City School District of Albany
LEA BEDS Code:	010100010014
School Name:	Montessori Magnet School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	John C. Powell	Title	Principal
Phone	518-475-6675	Email	jpowell@albany.k12.ny.us
Website for Published Plan	albanyschools.org		

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
John Powell	Principal		
	Assistant Principal		
	Fifth Grade Teacher		
	Reading Coach		
	ENL Teacher		
	Social Worker		
	Parent		
	Parent		

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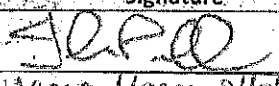
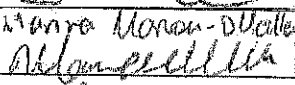
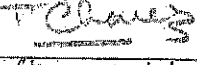
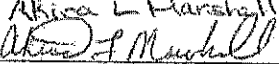

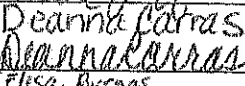
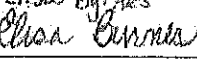
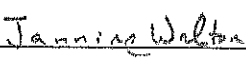
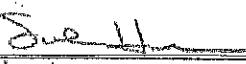
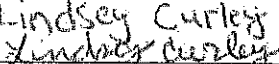
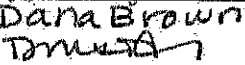
Implementation is required no later than the first day of regular student attendance.

SIGNATURES

DIRECTIONS: The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. in the "Stakeholder Participation" tab shall provide their signatures in the space below.

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If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature
John Powell	Principal	
Maria Flanagan-O'Malley	Parent	
Therese Chavez	Teacher	
Akira Marshall	H.S.C.	
Michael Myers	Parent	
Deanna Carras	Teacher	
Elisa Byrne	Teacher	
Jannine Walton	Teacher	
Sue Haddam	Social Worker	
Lindsey Curley	Teacher	
Dana Brown	Parent	

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.

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:	Coaching

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

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

Additional Evidence-Based Interventions (Optional)

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.

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English Language Arts

English Language Arts		
A1. ELA Baseline Data: Provide the most recently available information.	17-18 ELA Academic Achievement (Performance Index) and Median Growth Percentile: African American - PI - 65.1 Growth - 62.5 Hispanic - PI - 95.9, Growth - 55 Caucasian PI - 140.4, Growth - 60.3 Economically Disadvantaged - PI 106.7, Growth-58.6 ALL Students - 129.9 - Growth - 60.2	
B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	By June 2020 Montessori Magnet School will continue to exceed Median Growth Percentile (MGP) 54th %tile for all subgroups, and increase the ELA Academic Achievement (Performance Index) from: African American - 65.1 to 70 Hispanic - 95.9 to 104 Caucasian - 140.4 to 145.4 Economically Disadvantaged - 106.7 to 111.7 ALL Students - 129.9 to 134.9	
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on a review of data and DTSDE recommendations, Montessori Magnet has recognized 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. Additionally, in an effort to better align our Montessori practices we have identified the need for vertical alignment specifically focused on the consistent delivery of instruction across the grade levels.	
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and 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.
Standards		
September	September	Coaches will establish a schedule that allows them to meet 2 - 3 times per month with teachers to focus on standards progression, the creation of rigorous tasks, and solidify the teachers understanding of standards aligned work done within their grade.
September	January	Instructional leaders will provide professional development to teachers at least monthly on the progression of ELA standards across the grade levels.
October	November	Grade level teams will analyze the standards aligned "Instructional Areas" within the Fall NWEA Reading Assessment data to develop a plan for continued student growth.
November	January	Teachers will implement strategies for individual and groups of students based on the needs identified in the instructional areas.
Writing		
September	September	The Literacy Coach will develop a schedule for coaching cycles on writing.

September	September	Reading Coach will work with teachers to implement a calendar of writing which will result in all students engaging in the formal writing process around Informative, Opinion, and Narrative writing (Research-Based for grades 3 - 5) as well as a plan for reporting out on student progress with student families.
September	September	The administrator will develop a schedule to conduct at least 1 walkthrough in every classroom focused standards aligned writing.
November 11th	November 11th	The Building Leadership Team will schedule at least 1 Vertical teaming session for each grade level in an effort to align reading/writing efforts and Montessori shelf work supportive of reading and writing.
September	October	Reading Coach will lead an effort to identify visuals, acronyms, anchor charts and rubrics to be used uniformly across the building.
October	November	The Literacy Coach will conduct the first round of coaching cycles on writing and schedule the next round of coaching cycles.
October	January	Administrator conducts at least 1 walkthrough on each teacher, focused on standards aligned writing.
November	January	The Literacy Coach will conduct the 2nd round of coaching cycles on writing and schedule the next round of coaching cycles.
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.		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
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
		Standards
January	June	Instructional leaders will provide ongoing professional development to teachers during data teaming on the progression of ELA standards across the grade levels.*** Carry forward in grade level teams and vertical teaming.
January	February	Grade level teams will analyze the standards aligned "Instructional Areas" within the Winter NWEA Reading Assessment data to develop a plan for continued student growth.
February	May	Teachers will implement strategies for individual and groups of students based on the needs identified in the instructional areas.
		Writing
January	March	The Literacy Coach will conduct the 3rd round of coaching cycles on writing.
January	June	The Building Leadership Team will schedule at least 1 Vertical teaming session for each grade level in an effort to align reading/writing efforts and Montessori shelf work supportive of reading and writing.
January	May	Administrator conducts at least 1 walkthrough on each teacher, focused on standards aligned writing.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	17-18 Math Academic Achievement (Performance Index) and Median Growth Percentile: African American - PI-62.5 Growth - 62.5 Hispanic - PI-87.8, Growth - 55 Caucasion PI - 144.2, Growth - 60.3 Economically Disadvantaged - PI-100, Growth-58.6 ALL Students - 130.3 Growth - 60.2
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	By June 2020, Montessori Magnet School will exceed the 54th Median Growth Percentile (MGP) for all subgroups and increase the Math Academic Achievement (Performance Index) from: African American - PI 62.5 to 74 Hispanic - PI 87.8 to 99.9 Caucasian PI - 144.2 to 149.2 Economically Disadvantaged - PI 100 to 105 ALL Students PI - 130.3 to 135.3
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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.	Based on recommendations from DTSDE, data provided by various benchmarks, there is a need for focus on standards progression with an eye on developing rigorous, grade appropriate learning activities. Additionally, the building has identified a need for renewed vertical focus on the use of Montessori materials to support math concepts.
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D1. Action Plan - August 2019 through January 2020

<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Standards		
September	September	Coaches will establish a schedule that allows them to meet 2 - 3 times per month with teachers to focus on standards progression, the creation of rigorous tasks, and solidify the teachers understanding of standards aligned work done within their grade.
September	September	The math coach will develop a schedule for the first round of coaching cycles.
September	September	The Administrator will develop a schedule to conduct at least 1 walkthrough in every classroom focused standards aligned writing.
September	January	Along with math coach, grade level teams will focus on established Math map checking for accuracy and inclusion of necessary guidance of items which are covered in the first half of the school year.
October	November	Math coach will conduct the first round of coaching cycles (inclusive of but not limited to opportunities for coach to observe and conference) regarding Montessori materials for (fractions, the four operations, geometry, numeracy).
November 11th	November 11th	The Building Leadership Team will develop a schedule for Vertical teaming opportunities, focusing on the integration of Montessori materials to teach to mastery.
November	January	Math coach will conduct the second round of coaching cycles (inclusive of but not limited to opportunities for coach to observe and conference) regarding Montessori materials for (fractions, the four operations, geometry, numeracy).

October	January	The Administrator will conduct at least 1 walkthrough in every classroom focused standards aligned mathematics instruction.
Academic Intervention		
September 5	& through January	Math coach will provide professional development to teachers on Dreambox computer based software.
September	October	Instructional coach will work with grade level teachers to establish data - based RTI groupings using available benchmarks (Spring NWEA, district created benchmarks).
September	January	Students in grades K-5 will engage in Dreambox for 60 minutes per week (20 p/day x 3) with a goal of increasing growth and achievement for students starting the year below, on, and above grade level.
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.		
		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
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
Standards Alignment		
January	February	Instructional coach will work with grade level teachers to establish data-based RTI groupings using available benchmarks (Winter NWEA, district created benchmarks).
January	June	Along with math coach, grade level teams will focus on established Math map checking for accuracy and inclusion of necessary guidance of items which are covered in the second half of the school year.
January	May	Math coach will conduct the second round of coaching cycles (inclusive of but not limited to opportunities for coach to observe and conference) regarding Montessori materials for (fractions, the four operations, geometry, numeracy).
January	May	The Administrator will conduct at least 1 walkthrough in every classroom focused standards aligned mathematics instruction.
May 19th	May 19th	The Building Leadership Team will develop a schedule for Vertical teaming opportunities focusing on the integration of Montessori materials to teach to mastery.
Academic Intervention		
January	February	Math coach will work with grade level teachers to revise data-based RTI groupings using available benchmarks (Winter NWEA, district created benchmarks).
January	June	Students in grades K-5 will engage in Dreambox for 60 minutes per week (20 p/day x 3) with a goal of increasing growth and achievement for students starting the year below, on, and above grade level.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	18-19 School Discipline and Suspension Data African American - 0 Hispanic - 0 Economically Disadvantaged - 0 Students with Disabilities - 0 ALL Students - 0 Engagement with district created point sheets and discipline referral methods indicate: 4/14 teachers completed point sheets with fidelity during the 18-19 school year. 10/14 teachers completed discipline referrals during the 18-19 school year.
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	The goal is to increase engagement with both the district created point sheets and the student discipline referral system. For the 2019-20 school year the goal is: 8/14 teachers engaging faithfully with point sheets and 14/14 teachers engaging with the discipline referral system.
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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.	Based on recommendations from DTSDE, data provided by various benchmarks, there is a need for focus on the social and emotional needs of our students through better alignment of PBIS expectations with the Montessori philosophy (specifically inclusive of practical life skills). There is a need for more frequent/accurate data collection around internalizing and externalizing behaviors.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
		Social Emotional Supports
August	September	Behavior support team will use data to determine and deploy support team members for Tier One-Tier Three case management.
August	August	Realignment of PBIS matrix mindful of Montessori philosophy completed by PBIS committee with a goal of increasing staff engagement with a program more in line with Montessori practices and philosophy.
August	August	PBIS committee will create new PBIS lesson plans respective of matrix changes done during the summer. This work is being completed with a goal of providing instruction/terminology to students that is aligned with Montessori terminology and practices.
August	January	Ongoing orientation effort by PBIS committee members for Grades 1-5 students new to the building inclusive of PBIS expectations, Montessori expectations, family mentor and student mentor. The goal of this effort is to minimize the adjustment period to the PBIS practices employed in our school.
September	September	PBIS team and some additional teachers will provide training for all staff focused on the implementation of the PBIS point sheets, classroom/office managed discipline reports, and other PBIS protocols and procedures.
September	January	PBIS Tier 1 team will review point sheets on a monthly basis to look at classroom trends and consider supports needed for individual classrooms.

Practical Life		
August	September	PBIS committee will infuse practical life into PBIS matrix (care of self and environment). Change of all headings from (Safe, Respectful, Responsible) to (Peace, Grace /Courtesy, Care of Self and Environment).
September	September	PBIS committee members will give explicit instruction of expectations given to students regarding care of self and environment done through field trips in the school and conversations in the classroom.
September	January	The principal will provide Parent-focused information regarding Practical Life and what it will look like within our school building (cafe, hallways, outdoor environments, bathrooms, playground). This will be delivered through a series of principal delivered communications.
Number of Teachers Utilizing Point Sheets		
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
Social Emotional Supports		
January	May	Behavior support team re-evaluates the service needs of classes for Tier One-Tier Three case management and redistributes case managers if needed.
January	January	PBIS committee members will continue ongoing orientation effort for Grades 1-5, students new to the building inclusive of PBIS expectations, Montessori expectations, family mentor and student mentor.
January	June	PBIS Tier 1 team will continue to review point sheets on a monthly basis to look at classroom trends and consider supports needed for individual classrooms.
February	June	Training for all staff focused on the implementation of the PBIS point sheets, classroom/office managed discipline reports, and other social/emotional screening tools. Effort lead by team more inclusive of gen ed teachers.
Practical Life		
January	June	PBIS Committee will provide support for the PBIS matrix implementation through building-wide efforts aimed at promoting care of self and environment.
February	February	PBIS Committee and Teachers will conduct re-teach sessions/field trips will be conducted with a goal of reinforcing expectations regarding care of self and environment.
September	January	The principal will use various communication platforms to provide parent-focused training on Practical Life and what it looks like within our school building (cafe, hallways, outdoor environments, bathrooms, playground).

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results.			The question that Montessori Magnet School has identified to improve its results from the 2018-19 to the 2019-20 school year is: (from the Student Voice survey) We work with partners, or in groups in my class.
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.			Based on the 2018-19 survey data, the baseline data for the question above is: The School Performance Scan historically indicates that 100% of teachers feel they "construct classroom activities to ensure high student engagement". Over the last three years the Student Voice survey data reveals that regarding "work with partners, or in groups in my class." students have agreed only at levels of 75.7%, 80.6%, and 80.3%. Additionally, according the Student Voice survey data, 81.4% of students report "my teachers explain things clearly when I make mistakes in class or on a test."
B1. SCEP Goal for Survey Question			By June 2020, Montessori Magnet School will increase the percentage of students strongly agreeing by 5% for "We work with partners, or in groups in my class" and "my teachers explain things clearly when I make mistakes in class or on a test."
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.			According to the DTSDE survey from 2018-19, there is an identified need for students to take part in more cooperative learning activities, working with partners or in groups. Additionally, there is a student identified need for varied remediation and an ability for students to receive additional clarifying instruction.
<u>D1. Action Plan - August 2019 through January 2020</u>			
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.	
September	October	By October 1st all grade level teachers will have engaged in at least one meeting focused on collaborative instructional practices. Teachers will in turn work with students to help them understand what collaborative group work is and what their responsibilities are.	
September	January	Coaches will work with teachers to incorporate self-reflection opportunities into student work plans.	
September	January	Coaches, as a part of scheduled Vertical teaming and Data teaming sessions, will guide teachers in identifying opportunities where collaborative instructional practices can be infused/employed.	
September	January	Coaches will work with teachers/students to identify remediation opportunities (inclusive of but not limited to iRead, Dreambox, Khan Academy) and ensure that students have the ability to access independently.	
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.			Mid-Year Survey

F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January	June	Coaches, as a part of scheduled vertical teaming and data teaming sessions, will guide teachers in identifying ongoing opportunities where collaborative instructional practices can be employed.
February	February	As a mid-year checkpoint, students in grades 3-5 will be surveyed regarding their experiences around working with partners, or in groups within the classroom, and perceived ability to find clarification when confused on a topic, and the student's ability to access digital remediation resources.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information		
17-18 Chronic Absenteeism: African American - 23.4 Economically Disadvantaged - 21.9 All Students - 11.1		
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)		
19-20 Chronic Absenteeism Goals: African American - 8.4 Economically Disadvantaged - 15.2 All Students - 8.5		
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.		
Based on data collected, survey results, DTSDE recommendations, and a review of practices, Montessori Magnet School recognizes that there is a need to more clearly and frequently promote the importance of 95% or greater attendance. Additionally, we recognize the need to engage the entire building in the attendance conversation.		
D1. Action Plan - August 2019 through January 2020		
D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Building-Wide Professional Development / Focus on Attendance		
September	September	Attendance teacher presents to MMS staff on attendance goals for the year and steps teachers should make to improve student attendance.
September	January	MTSS committee will review and consider action steps needed for students trending towards, or already considered chronically absent and in need of Tier 2 or 3 services.
Family Engagement		
August	September	The Principal and Home School Coordinator will provide MMS families with communications geared towards the importance of daily attendance. Our assigned attendance teacher will be present during new family orientation, and our Home School Coordinator will promote their role as a partner in keeping students present each day.
September	January	The Principal will generate a bi-weekly newsletter, communication focused on attendance efforts (letters, calls, etc.).
September	October	Attendance committee will survey parents, students (grades 3-5), and teachers relative to the barriers to school attendance.
October	October	Attendance committee will review the results of the survey with an eye on implementation of measures aimed at removing the identified barriers.
October	January	Proactive measures and communications relative to typical winter barriers will be generated and disseminated by attendance teacher and Home School Coordinator.
October	January	Attendance teacher and Home-School Coordinator will engage in home visits with families of students identified by the attendance committee as C.A. or potentially C.A.
Attendance Committee		
September	September	Attendance committee will set a schedule for 2019-20 attendance committee meetings.
September	September	Debrief, determine next steps, and monitor on home visits made during the summer to students who missed 18+ days during the 2018-19 school year.

October	January	Attendance committee will maintain a regular meeting schedule with a specific focus on monitoring and providing interventions to students maintaining 2 or more absences per month for any reason. Supports and preventions will be discussed, implemented, and monitored for both C.A. students and students in general.
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.		
		Monthly Chronic Absenteeism Data by subgroup from 2018-19 to 2019-20
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
Building-Wide Professional Development / Focus on Attendance		
January	June	MTSS committee will review and determine interventions and next steps based on attendance figures as covered in monthly attendance committee meetings.
January	June	MTSS committee will review and consider action steps needed for students trending towards, or already considered chronically absent and in need of Tier 2 or 3 services.
June	June	Computer Based Student Survey focused on attendance barriers will be created by attendance teacher and Home School Coordinator and administered by classroom teachers.
Family Engagement		
January	June	During the months of January through June members of the attendance team will conduct home visits to students who are chronically absent or trending in that direction.
January	June	Newsletter (generated bi-weekly by the Principal) communication focused on attendance efforts (letters, calls, etc.).
January	June	During the months of January through June members of the attendance team will generate and send home letters specifically outlining the level of concern around developing attendance problems
January	June	Parent /Principal - Home School Coordinator conferences scheduled with parents of students who have been unresponsive to efforts to date.
January	June	During the months of January through June members of the attendance team will facilitate tutoring or transportation opportunities aimed at helping students recover lost learning if they were not here to begin the school day. Specific priority will be given to students trending towards or already considered chronically absent.
Attendance Committee/ Principal Efforts		
January	June	Attendance committee will maintain a regular meeting schedule with a specific focus on students maintaining 2 or more absences per month for any reason.
March	June	Attendance committee members will focus on those students who sit close to the threshold for C.A., but have not yet met the threshold. Home visits by attendance teacher/Home School Coordinator, communications, meetings with Principal held to convey the importance of attending both to the student and to the school.