	City School District of Albany
LEA BEDS Code:	010100010045
School Name:	Stephen and Harriet Myers Middle School

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Andrea Piper	**Title**	Principal
Phone	518-475-6425	**Email**	apiper@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
Kate Carroll	Parent	*Kate Carroll*	7/12/19
Laura Duran	Parent	*Laura Duran*	7/12/19
Jeena Madden	"	*Jeena Madden*	7/12/19
Jenn Mattross	Parent	*Jenn Mattross*	7/12/19

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LEA Name:	City School District of Albany
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2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Lisa House	Title	Assistant Principal
Phone	518-475-6425	Email	lhouse@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.

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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
Kate Carroll	Parent	Kate Carroll	7/12/19
Laura Duran	Parent	Lai Dui	7/12/19
Jeena Madden	"		7/12/19
Jenn Mattrazzo	Parent		7/12/19

Meaningful Stakeholder Participation

Meaningful Stakeholder Participation: The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in ac 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
Elena Carell	Student
HASSan Lains	Student
Meghan Kelly	Student
Emily O'Keefe	Student
Thea Brenneman	Student
Donovan Jones	Student
Zoe Silvestri	Student
Olayvi Wary	Student
Paige Cartwright	Student
Leah John	Student
Marita Johnson	Student
IRU-GUYAN SCOTT	STUDENT

the five b ?? ?? as involved in developing a SCEP. Include the initial
?? ?? vole options that the scho

		Initials of those involved
?? ?? guard ?? of ?? ?? ??		
Identifying an evidence-based intervention		
Scheduling activities to occur during the year to		

2019/2020 School Comprehensive Education Plan (SCEP) Meeting

Name	Title	Signature	Date
Ashley Gaston	ELA Teacher	Ashley Gaston	6/3/19
Raymond Parker	Math Teacher	Raymond Parker	6/3/19
Jennifer Pryor	Literacy Coach		6/3/19
Jessie Lapolla	Social Studies Teacher		6/3/19
Kaitlin Duffany	ENL Teacher	Karen Duffany	6/3/19
Jenna Mosher	Rdg. Teacher		6/3/19
Kristen Buyce	ENL Teacher		6/3/19
Anna Rita Mele	Clerk Typist		6/3/19
Alexandra Russell	Behavior Specialist		6/3/19
Cheryl Backman	Science Teacher		6/3/19
David Weiss	Social Studies Teacher		6/3/19
Glen Mathis	School Psychologist		6/3/
Ellen Green	School Counselor	Ellen Green	7/10/19
Lisa Hons	Assistant Principal		7/10/19
Malik Jones	Principal		7/10/19
Allison Brodie	Assistant Principal	allison Brown	7/10/19
Chris Stanley	Attendance Teacher		

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.
X	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.

x	**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:	Establish an Early Warning Intervention and Monitoring System

	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.

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
Malik Jones	Principal
Lisa House	Assistant Principal
Allisen Brodie	Assistant Principal
Jenna Mosher	Teacher
Glen Mathis	School Psychologist
Lexie Russell	Behavior Specialist
Jessie LaPolla	Teacher
Jen Pryor	Literacy Coach
Jeff Gilchrist	Data Coach
Chris Stanley	Attendance Teacher
AnnaRita Mele	Guidance Secretary
Kristen Buyce	Teacher
Kaitlyn Duffany	Teacher
Ashley Gaston	Teacher
Heidi Sabatino	Teacher
Ray Parker	Teacher
Ellen Green	Guidance Counselor
Jen Houlihan	ELA Supervisor
Frank DelSignore	Math Supervisor
Lori McKenna	Assistant Superintendent for Secondary
Kate Carroll	Parent
Laura Doran	Parent
Jeena Madden	Parent
Jenn Matrazzo	Parent
Eleanor Farrell	Student
Hasson Laing	Student
Meghan Kelly	Student
Emily O'Keefe	Student
Thea Brenneman	Student
Donnovan Jones	Student
Zoe Silvestri	Student
Quayvi Wavi	Student
Paige Cartwright	Student
Leah John	Student
Marita Johnson	Student
Tru-Quan Scott	Student

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.	May 20, May 30, June 3, June 8, June 10, June 15, June 27, July 8, 9, 11	LH, MJ, AB,	
Determining priorities and goals based on the needs identified.	May 20, May 30, June 3, June 8, June 10, June 15, June 27, July 8, 9, 11		
Identifying an evidence-based intervention.	May 30	All Participants	
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified.	June 27, July 8-11	JM, LH, AB, MJ, GM, JP,	
Identifying a plan to communicate the priorities to different stakeholders.	June 15, June 27, July 8	LM, LH	

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.	

		Mathematics
A1. Mathematics Baseline Data: Provide the most recently available information.		17-18 Math Academic Achievement (Performance Index) and Mean Growth Percentile: All Students Performance: 36.4 All students Growth: 41.2
B2. SCEP Goal for Mathematics **TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**		By June 2020, Stephen and Harriet Middle School will increase Mean Growth Percentile (MGP) for all students to the 50th percentile and the Math Academic Achievement (Performance Index) for all student subgroup from: 36.4 to 59.6
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 qualitative and quantitative measures of stakeholder performance (student, teacher, leader), it was revealed that the district's secondary data team model is inconsistently executed and monitored with fidelity. As a result, leaders and teachers will implement and monitor the model at the team meeting and classroom level to meet the needs of all students.

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.**
9/4/2019	9/4/2019	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
9/4/2019	9/4/2019	Building Administrators and Instructional Supervisors will establish expectations for the secondary data team model across all teacher teams.
9/23/2019	9/26/2019	Teacher teams will develop team norms, roles, and responsibilities for data teaming in alignment with the CSDA's established guidelines for common planning time.
9/30/2019	10/3/2019	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.
10/1/2019	10/31/2019	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.
10/1/2019	10/31/2019	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.
10/1/2019	10/31/2019	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.
10/8/2019	10/8/2019	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 6 and 7 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
10/9/2019	11/7/2019	Grade 6 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
10/9/2019	1/2/2019	Grade 7 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/1/2019	11/26/2019	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.
11/1/2019	11/26/2019	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.
11/1/2019	11/26/2019	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.
11/4/2019	11/7/2019	Teacher teams will complete their first data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
11/8/2019	11/8/2019	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 6 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
11/9/2019	1/2/2020	Grade 8 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/9/2019	2/24/2020	Grade 6 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/14/2019	11/20/2019	Teacher teams will begin their second data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.

11/15/2019	11/22/2019	Grades 6 Math teachers will administer their first benchmark exam.
12/2/2019	12/20/2019	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.
12/2/2019	12/20/2019	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.
12/2/2019	12/20/0209	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.
12/16/2019	12/19/2019	Teacher teams will complete their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
12/17/2019	12/20/2019	Grades 7 math teachers will administer their first benchmark exam.
1/2/2020	1/31/2020	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.
1/2/2020	1/31/2020	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.
1/2/2020	1/31/2020	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.
1/3/2020	1/3/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 7 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
1/4/2020	2/24/2020	Grade 7 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/4/2020	3/18/2020	Grade 8 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/24/2020	1/31/2020	Grades 8 Math teachers will administer their first benchmark exam.
1/2/2020	1/8/2020	Teacher teams will begin their third data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on and student performance on 2018-19 math state assessment.
1/27/2020	1/30/2020	Teacher teams will complete their third data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to		NWEA - Level 2 and above projections for each subgroup - Fall and Winter Conditional Growth Percentile Winter
F2. Start Date: Identify the projected start date	**F3. End Date: Identify the projected end date for each**	**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.**
2/3/2020	2/6/2020	Teacher teams will begin their fourth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
2/3/2020	2/28/2020	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.
2/3/2020	2/28/2020	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.
2/3/2020	2/28/2020	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.
2/25/2020	2/25/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 6 and 7 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
2/26/2020	3/18/2020	Grade 6 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
2/26/2020	4/1/2020	Grade 7 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
2/27/2020	3/5/2020	Grades 6 Math teachers will administer their second benchmark exam.
3/2/2020	3/5/2020	Teacher teams will complete their fourth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
3/2/2020	3/31/2020	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.

3/2/2020	3/31/2020	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.
3/2/2020	3/31/2020	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.
3/6/2020	3/13/2020	Grades 8 math teachers will administer their second benchmark exam.
3/9/2020	3/12/2020	Teacher teams will begin their fifth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
3/12/2020	3/19/2020	Grades 7 math teachers will administer their second benchmark exam.
3/19/2020	3/19/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 6 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
3/20/2020	4/1/2020	Grade 8 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
3/20/2020	5/18/2020	Grade 6 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
4/1/2020	4/30/2020	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.
4/1/2020	4/30/2020	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.
4/2/2020	4/2/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 7 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
4/1/2020	4/30/2020	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.
4/3/2020	5/18/2020	Grade 7 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
4/3/2020	5/18/2020	Grade 8 Math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
4/6/2020	4/9/2020	Teacher teams will complete their fifth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
5/1/2020	5/29/2020	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.
5/1/2020	5/29/2020	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.
5/1/2020	5/29/2020	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.
5/1/2020	5/29/2020	Teacher teams will analyze longitudinal student performance throughout the course of the year to inform curricular adjustments, instructional design, and assessment design for the 2020-2021 school year.
5/19/2020	5/19/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
6/1/2020	6/30/2020	The Building Leadership Team will analyze the degree to which SCEP goals in Math were achieved in preparation for 2020-2021 SCEP development.
6/3/2020	6/10/2020	Grade 7 math teachers will administer their third benchmark exam.
6/4/2020	6/11/2020	Grades 6 math teachers will administer their third benchmark exam.
6/10/2020	6/17/2020	Grades 8 math teachers will administer their third benchmark exam.

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.	17-18 ELA Academic Achievement (Performance Index) and Mean Growth Percentile: All Students Performance: 49.1 All students Growth: 41.2

<div align="center">Performance</div>

B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	By June 2020, Stephen and Harriet Middle School will increase Mean Growth Percentile (MGP) for all students to the 50th percentile and the ELA Academic Achievement (Performance Index) for all student subgroup from: 49.1 to 61.7.

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 qualitative and quantitative measures of stakeholder performance (student, teacher, leader), it was revealed that the district's secondary data team model is inconsistently executed and monitored with fidelity. As a result, leaders and teachers will implement and monitor the model at the team meeting and classroom level to meet the needs of all students.

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.
9/4/2019	9/4/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development in the CSDA's ELA curriculum and Instructional Framework in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes.
9/4/2019	9/4/2019	Building Administrators and Instructional Supervisors will establish expectations for the secondary data team model across all teacher teams.
9/23/2019	9/26/2019	Teacher teams will develop team norms, roles, and responsibilities for data teaming in alignment with the CSDA's established guidelines for common planning time.
9/30/2019	10/3/2019	Teacher teams will begin their first data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
10/1/2019	10/31/2019	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.
10/1/2019	10/31/2019	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.
10/1/2019	10/31/2019	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.
10/11/2019	10/11/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
10/15/2019	11/8/2019	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
10/15/2019	10/15/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
10/16/2019	11/12/2019	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
10/21/2019	11/1/2019	Grades 6-8 ELA teachers will administer their first ELA benchmark exam.
11/1/2019	11/26/2019	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.
11/1/2019	11/26/2019	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.
11/1/2019	11/26/2019	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.
11/4/2019	11/7/2019	Teacher teams will complete their first data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
11/5/2019	11/5/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development in the CSDA's ELA curriculum and Instructional Framework in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes.
11/12/2019	11/12/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
11/13/2019	1/15/2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/13/2019	11/13/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
11/14/2019	1/16/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/14/2019	11/20/2019	Teacher teams will begin their second data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
12/2/2019	12/20/2019	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.
12/2/2019	12/20/2019	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.
12/2/2019	12/20/0209	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.

12/16/2019	12/19/2019	Teacher teams will complete their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
1/2/2020	1/31/2020	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.
1/2/2020	1/31/2020	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.
1/2/2020	1/31/2020	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.
1/2/2020	1/8/2020	Teacher teams will begin their third data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
1/13/2019	1/24/2019	Grades 6-8 ELA teachers will administer their second ELA benchmark exam.
1/16/2020	1/16/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
1/17/2020	2/10/2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/17/2020	1/17/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
1/20/2020	2/11/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/27/2020	1/30/2020	Teacher teams will complete their third data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
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 Conditional Growth Percentile Winter Fall to Winter Curriculum-Based Measures 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.
2/3/2020	2/6/2020	Teacher teams will begin their fourth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
2/3/2020	2/28/2020	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.
2/3/2020	2/28/2020	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.
2/3/2020	2/28/2020	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.
2/11/2020	2/11/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
2/12/2020	3/13/2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
2/12/2020	2/12/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
2/13/2020	3/16/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
3/2/2020	3/5/2020	Teacher teams will complete their fourth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
3/2/2020	3/31/2020	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.
3/2/2020	3/31/2020	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.
3/2/2020	3/31/2020	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.
3/9/2020	3/12/2020	Teacher teams will begin their fifth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
3/16/2020	3/16/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 6th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
3/17/2020	4/9/2020	6th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
3/17/2020	3/17/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
3/18/2020	4/9/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
3/23/2020	4/3/2020	Grades 6-8 ELA teachers will administer their third ELA benchmark exam.
4/1/2020	4/30/2020	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.
4/1/2020	4/30/2020	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.
4/1/2020	4/30/2020	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.
4/6/2020	4/9/2020	Teacher teams will complete their fifth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.

5/1/2020	5/29/2020	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.
5/1/2020	5/29/2020	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.
5/1/2020	5/29/2020	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.
5/1/2020	5/29/2020	Teacher teams will analyze longitudinal student performance throughout the course of the year to inform curricular adjustments, instructional design, and assessment design for the 2020-2021 school year.
5/19/2020	5/19/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development in the CSDA's ELA curriculum and Instructional Framework in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes.
6/1/2020	6/30/2020	The Building Leadership Team will analyze the degree to which SCEP goals in ELA were achieved in preparation for 2020-2021 SCEP development.

		Survey
A1. Survey Question: Provide the survey question for which the school is looking to improve its results.		The question that Stephen and Harriet Myers Middle School has identified to improve its results from the 2018-19 to the 2019-20 school year is: Parents Item S39 from Parent Engagement Survey and Staff Item S69 from the Staff Survey, "Student behavior does not interfere with instruction".
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 4.3% for parents strongly agreeing/agreeing, meaning 95.7% of the parents/families that took the survey feel that student behavior does interfere with instruction. The same question for staff resulted in 1.9% of staff members strongly agreeing or agreeing that student behavior does not interfere with instruction.
B1. SCEP Goal for Survey Question		By June 2020, Stephen and Harriet Myers Middle School will increase the percentage of parents and staff strongly agreeing/agreeing by 5.0% for the survey question item S39 from Parent Engagement Survey and S69 from the Staff Survey, "Student behavior does not interfere 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.		Myers Middle School needs to establish clear, non-negotiable routines and expectations for behavior that will be followed throughout the building and across the classrooms with consistency with an increased focus on preventative strategies and relationship building among students, parents, teachers.
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.**
08/01/19	09/01/19	The PBIS team and BLT will review team and building wide "non-negotiables" to develop a school wide, consistent list of expectations regarding student behaviors.
08/01/19	09/01/19	PBIS Behavior Expectation posters will be displayed in common areas (cafeteria, bathrooms, office, hallways, etc).
08/01/19	09/01/19	The PBIS Committee will create a calendar of weekly focuses for Falcon Dollar handout for the first 6 weeks of school to ensure recognition of positive behavior is plentiful and consistent.
09/01/19	09/06/19	The PBIS team and BLT, along with building leaders, will disseminate information to staff regarding non-negotiables and staff will display information in their classrooms along with the 3 Be's expectations poster. The team will also introduce staff to Falcon Dollars and share the calendar of weekly focuses.
09/01/19	09/06/19	Building leaders will identify members of the Tier 2/3 Committee to include representation from various grade-levels and cohorts.
09/04/19	09/13/19	During the initial staff PD days, building leaders will provide staff with the Myers Middle School Flowchart, reviewing classroom and office managed infractions and working through situational examples utilizing the flowchart. Staff will work in grade level teams to develop consistent Tier 1 Behavior Support Plans, posting each individual plan on the Shared Drive. Plans will be reviewed by the Behavior Specialist and Building Leaders to provide meaningful feedback.
09/06/19	09/13/19	Communication will be sent home via SNN and backpack mailer reviewing building wide expectations and non-negotiables to ensure everyone is on the same page regarding behavioral expectations at Myers Middle School.
09/06/19	09/20/19	The PBIS Committee will share the PBIS Rollout Plan with staff, to include lesson plans and a calendar to explicitly teach building wide expectations. The focus is to teach, enforce, and re-teach the expectations in all areas of the school consistently during the first 2 weeks of school.
09/01/19	09/30/19	SST and Building leaders will share out with staff all Behavior Support Plans, Individual Crisis Management Plans, IEP's, and 504's. Teams will identify a "Plans Liaison" from their team who will be a point person for those plans for the school year.
9/9/19	9/30/19	SST and Building leaders will meet with teams to identify students with behaviors that are interfering with instruction in order to develop Tier 1 strategies that will be impactful in addressing that behavior. An emphasis will be placed on making parent/guardian contact. The Myers Middle School Flowchart will be reviewed, along with Tier 1 Classroom Behavior Support Plans as needed.
9/9/19	9/30/19	School building leaders will use a Fidelity checklist, while visiting classrooms, to track whether expectations are being followed and provide immediate feedback to staff. All classrooms will receive at least one fidelity check in September.
10/1/19	10/7/19	A representative from the SST will meet with each team to review the past month's data: 1) behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement, emphasizing contact with families/guardians. 2) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support and interventions. 3) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
10/7/19	10/14/19	Members of the SST will report back to the SST Committee with information from the teams to determine who will be brought up for the Tier 2/3 meeting.
10/1/19	10/31/19	Building leaders will review teacher discipline referral data to identify the top 10 teachers who submitted the most referrals. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart with fidelity. The behavior specialist will be made available to the teachers.
10/1/19	10/31/19	Building Leaders and the Behavior Specialist will conduct a total of at least 5 fidelity checks, providing teachers with meaningful feedback.

Start Date	End Date	Steps
11/1/19	11/8/19	A representative from the SST will meet with each team to review the past month's data: 1) behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement, emphasizing contact with families/guardians. 2) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support and interventions. 3) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
11/4/19	11/11/19	Members of the SST will report back to the SST Committee with information from the teams to determine who will be brought up for the Tier 2/3 meeting.
11/1/19	11/30/19	Building leaders will review teacher discipline referral data to identify the top 10 teachers who submitted the most referrals. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart with fidelity. The behavior specialist will be made available to the teachers.
11/1/19	11/30/19	Building Leaders and the Behavior Specialist will conduct a total of at least 5 fidelity checks, providing teachers with meaningful feedback.
12/2/19	12/9/19	A representative from the SST will meet with each team to review the past month's data: 1) behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement, emphasizing contact with families/guardians. 2) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support and interventions. 3) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
12/9/19	12/16/19	Members of the SST will report back to the SST Committee with information from the teams to determine who will be brought up for the Tier 2/3 meeting.
12/2/19	12/31/19	Building leaders will review teacher discipline referral data to identify the top 10 teachers who submitted the most referrals. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart with fidelity. The behavior specialist will be made available to the teachers.
12/2/19	12/31/19	Building Leaders and the Behavior Specialist will conduct a total of at least 5 fidelity checks, providing teachers with meaningful feedback.
12/2/19	12/31/19	The PBIS Committee will develop an abridged "Re-Rollout" of behavioral expectations to be explicitly taught when students return from break.

F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
01/02/20	01/10/20	Staff will utilize the "Re-Rollout" schedule from PBIS when students return from break, explicitly teaching expectations for students.
01/01/20	01/08/20	A representative from the SST will meet with each team to review the past month's data: 1) behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement, emphasizing contact with families/guardians. 2) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support and interventions. 3) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
01/13/20	01/20/20	Members of the SST will report back to the SST Committee with information from the teams to determine who will be brought up for the Tier 2/3 meeting.
01/01/20	01/31/20	Building leaders will review teacher discipline referral data to identify the top 10 teachers who submitted the most referrals. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart with fidelity. The behavior specialist will be made available to the teachers.
01/01/20	01/31/20	Building Leaders and the Behavior Specialist will conduct a total of at least 5 fidelity checks, providing teachers with meaningful feedback.
02/03/20	02/10/20	A representative from the SST will meet with each team to review the past month's data: 1) behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement, emphasizing contact with families/guardians. 2) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support and interventions. 3) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
02/10/20	02/17/20	Members of the SST will report back to the SST Committee with information from the teams to determine who will be brought up for the Tier 2/3 meeting.
02/03/20	02/28/20	Building leaders will review teacher discipline referral data to identify the top 10 teachers who submitted the most referrals. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart with fidelity. The behavior specialist will be made available to the teachers.
02/03/20	02/28/20	Building Leaders and the Behavior Specialist will conduct a total of at least 5 fidelity checks, providing teachers with meaningful feedback.
03/02/20	03/09/20	A representative from the SST will meet with each team to review the past month's data: 1) behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement, emphasizing contact with families/guardians. 2) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support and interventions. 3) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
03/09/20	03/16/20	Members of the SST will report back to the SST Committee with information from the teams to determine who will be brought up for the Tier 2/3 meeting.
03/02/20	03/31/20	Building leaders will review teacher discipline referral data to identify the top 10 teachers who submitted the most referrals. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart with fidelity. The behavior specialist will be made available to the teachers.
03/02/20	03/31/20	Building Leaders and the Behavior Specialist will conduct a total of at least 5 fidelity checks, providing teachers with meaningful feedback.

04/01/20	04/10/20	A representative from the SST will meet with each team to review the past month's data: 1) behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement, emphasizing contact with families/guardians. 2) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support and interventions. 3) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
04/06/20	04/13/20	Members of the SST will report back to the SST Committee with information from the teams to determine who will be brought up for the Tier 2/3 meeting.
04/01/20	04/30/20	Building leaders will review teacher discipline referral data to identify the top 10 teachers who submitted the most referrals. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart with fidelity. The behavior specialist will be made available to the teachers.
04/01/20	04/30/20	Building Leaders and the Behavior Specialist will conduct a total of at least 5 fidelity checks, providing teachers with meaningful feedback.
05/01/20	05/08/20	A representative from the SST will meet with each team to review the past month's data: 1) behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement, emphasizing contact with families/guardians. 2) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support and interventions. 3) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
05/04/20	05/11/20	Members of the SST will report back to the SST Committee with information from the teams to determine who will be brought up for the Tier 2/3 meeting.
05/01/20	05/29/20	Building leaders will review teacher discipline referral data to identify the top 10 teachers who submitted the most referrals. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart with fidelity. The behavior specialist will be made available to the teachers.
05/01/20	05/29/20	Building Leaders and the Behavior Specialist will conduct a total of at least 5 fidelity checks, providing teachers with meaningful feedback.
06/01/20	06/08/20	A representative from the SST will meet with each team to review the past month's data: 1) behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement, emphasizing contact with families/guardians. 2) Based on discipline data, teachers and SST will identify students to refer to the Tier 2/3 team for additional support and interventions. 3) School counselors will schedule parent-teacher conferences based on number of behavioral infractions.
06/08/20	06/15/20	Members of the SST will report back to the SST Committee with information from the teams to determine who will be brought up for the Tier 2/3 meeting.
06/01/20	06/30/20	Building leaders will review teacher discipline referral data to identify the top 10 teachers who submitted the most referrals. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart with fidelity. The behavior specialist will be made available to the teachers.
06/01/20	06/30/20	Building Leaders and the Behavior Specialist will conduct a total of at least 5 fidelity checks, providing teachers with meaningful feedback.

		English Language Proficiency (ELP) or School-Selected Indicator
A1. ELP or School-Selected Baseline Data: Provide the most recently available information.		18-19 Disproportionality data for Discipline Referrals (R) and Suspensions (S) (as of 5/5/2019) **Black subgroup- 66.07% (R)76.43% (S)** **Economically Disadvantaged: 72.37% (R) 72.61% (S)** **Students with Disabilities- 17.42% (R) 23.57% (S)**
B1. SCEP Goal for English Language Proficiency (if		By June 2020, Stephen and Harriet Middle School will reduce discipline referrals and suspensions for each identified subgroup by **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.		A review of the data has revealed: 1. there is inconsistency in the implementation of Tier 1 behavior management in all classrooms; 2. Behavior Improvement Plans and contracts are not being implemented with fidelity and therefore are not having the intended impact on student behavioral outcomes; and 3. There is inconsistency in the application of the Code of Conduct and referral process.
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.
08/01/19	08/30/19	The PBIS committee, to include a building leader, will review the comprehensive PBIS Handbook. The handbook will outline all Tier 1 supports, resources, and include a year at a glance calendar.
09/03/19	09/06/19	Teachers will develop classroom level support plans to support behavior management systems. Plans will be reviewed by Building Behavioral Specialist and Administrators and posted in the shared drive.
09/03/19	09/03/19	Building leader will provide professional development to all staff to review preventative strategies, restorative practices, and trauma informed care.
09/03/19	09/06/19	PBIS Committee members and teachers will display 3B posters in each classroom and common area spaces.
09/09/19	09/13/19	School building leader and PBIS committee members will facilitate team town hall meetings with students to review the district's Code of Conduct and school-wide expectations.
09/11/19	09/11/19	In collaboration with the MTSS team, representatives will meet to analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, and attendance.
09/16/19	09/30/19	Building leaders will provide meaningful feedback and support to teachers through the PBIS fidelity checklist; paired group walkthroughs with members of PBIS, Student Support Team, and Administration. All classrooms will receive at least one fidelity check and be provided with feedback. Trends will be compiled and shared out by grade level team.
10/01/19	10/01/19	School building leaders will share September's VADIR/ discipline and attendance data with staff.
10/01/19	10/08/19	The PBIS committee will conduct its monthly meeting and cover four set topics: 1) Review discipline data for September. Students in the top 20 percent of discipline referrals will be identified, and recommended for tier 2/3 review. 2) Analyze behavioral data and plan 5 week celebration for students that meet the behavioral benchmark. 3) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
10/07/19	10/11/19	School building leader and PBIS committee members will facilitate team town hall meetings with students to review current attendance and behavioral data and review school-wide expectations.
10/01/19	10/31/19	Building leaders and the Behavioral Specialist will conduct 8 fidelity checks for the month of October, providing feedback as warranted.
10/23/19	10/23/19	In collaboration with the MTSS team, representatives will meet to analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, and attendance.
11/01/19	11/01/19	School building leaders will share October's VADIR/ discipline and attendance data with staff.
11/01/19	11/08/19	The PBIS committee will conduct its monthly meeting and cover four set topics: 1) Review discipline data for October. Students in the top 20 percent of discipline referrals will be identified, and recommended for tier 2/3 review. 2) Analyze behavioral data and plan 5 week celebration for students that meet the behavioral benchmark. 3) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
11/11/19	11/15/19	School building leader and PBIS committee members will facilitate team town hall meetings with students to review current attendance and behavioral data and review school-wide expectations.
11/22/19	11/22/19	In collaboration with the MTSS team, representatives will meet to analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, and attendance.
12/02/19	12/02/19	School building leaders will share November's VADIR/ discipline and attendance data with staff.
12/02/19	12/06/19	The PBIS committee will conduct its monthly meeting and cover four set topics: 1) Review discipline data for November. Students in the top 20 percent of discipline referrals will be identified, and recommended for tier 2/3 review. 2) Analyze behavioral data and plan 5 week celebration for students that meet the behavioral benchmark. 3) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
12/09/19	12/13/19	School building leader and PBIS committee members will facilitate team town hall meetings with students to review current attendance and behavioral data and review school-wide expectations.
12/16/19	12/20/19	In collaboration with the MTSS team, representatives will meet to analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, and attendance.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	Monthly Discipline and Suspension Data by subgroup form 2018-19 to 2019-20 Monthly Disproportionality by subgroup form 2018-19 to 2019-20

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
01/06/20	01/06/20	School building leaders will share December's VADIR/ discipline and attendance data with staff.
01/06/20	01/10/20	The PBIS committee will conduct its monthly meeting and cover four set topics: 1) Review discipline data for December. Students in the top 20 percent of discipline referrals will be identified, and recommended for tier 2/3 review. 2) Analyze behavioral data and plan 5 week celebration for students that meet the behavioral benchmark. 3) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
01/13/20	01/17/20	School building leader and PBIS committee members will facilitate team town hall meetings with students to review current attendance and behavioral data and review school-wide expectations.
01/06/20	01/31/20	Building leaders and the Behavioral Specialist will conduct 3 fidelity checks for the month of January, providing feedback as warranted.
01/20/20	01/24/20	In collaboration with the MTSS team, representatives will meet to analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, and attendance.
02/03/20	02/03/20	School building leaders will share January's VADIR/ discipline and attendance data with staff.
02/03/20	02/07/20	The PBIS committee will conduct its monthly meeting and cover four set topics: 1) Review discipline data for January. Students in the top 20 percent of discipline referrals will be identified, and recommended for tier 2/3 review. 2) Analyze behavioral data and plan 5 week celebration for students that meet the behavioral benchmark. 3) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
02/10/20	02/14/20	School building leader and PBIS committee members will facilitate team town hall meetings with students to review current attendance and behavioral data and review school-wide expectations.
02/17/20	02/21/20	In collaboration with the MTSS team, representatives will meet to analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, and attendance.
03/02/20	03/02/20	School building leaders will share February's VADIR/ discipline and attendance data with staff.
03/02/20	03/06/20	The PBIS committee will conduct its monthly meeting and cover four set topics: 1) Review discipline data for February. Students in the top 20 percent of discipline referrals will be identified, and recommended for tier 2/3 review. 2) Analyze behavioral data and plan 5 week celebration for students that meet the behavioral benchmark. 3) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
03/09/20	03/13/20	School building leader and PBIS committee members will facilitate team town hall meetings with students to review current attendance and behavioral data and review school-wide expectations.
03/16/20	03/20/20	In collaboration with the MTSS team, representatives will meet to analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, and attendance.
04/01/20	04/01/20	School building leaders will share March's VADIR/ discipline and attendance data with staff.
04/01/20	04/03/20	The PBIS committee will conduct its monthly meeting and cover four set topics: 1) Review discipline data for March. Students in the top 20 percent of discipline referrals will be identified, and recommended for tier 2/3 review. 2) Analyze behavioral data and plan 5 week celebration for students that meet the behavioral benchmark. 3) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
04/13/20	04/17/20	School building leader and PBIS committee members will facilitate team town hall meetings with students to review current attendance and behavioral data and review school-wide expectations.
04/20/20	04/24/20	In collaboration with the MTSS team, representatives will meet to analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, and attendance.
05/01/20	05/01/20	School building leaders will share April's VADIR/ discipline and attendance data with staff.
05/04/20	05/08/20	The PBIS committee will conduct its monthly meeting and cover four set topics: 1) Review discipline data for April. Students in the top 20 percent of discipline referrals will be identified, and recommended for tier 2/3 review. 2) Analyze behavioral data and plan 5 week celebration for students that meet the behavioral benchmark. 3) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
05/11/20	05/15/20	School building leader and PBIS committee members will facilitate team town hall meetings with students to review current attendance and behavioral data and review school-wide expectations.
05/18/20	05/22/20	In collaboration with the MTSS team, representatives will meet to analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, and attendance.
06/01/20	06/01/20	School building leaders will share May's VADIR/ discipline and attendance data with staff.
06/08/20	06/12/20	The PBIS committee will conduct its monthly meeting and cover four set topics: 1) Review discipline data for May. Students in the top 20 percent of discipline referrals will be identified, and recommended for tier 2/3 review. 2) Analyze behavioral data and plan 5 week celebration for students that meet the behavioral benchmark. 3) Based on teacher discipline trends, the Behavioral specialist will consult with teacher(s) in need of additional tier 1 behavioral intervention support.
06/15/20	06/19/20	School building leader and PBIS committee members will facilitate team town hall meetings with students to review current attendance and behavioral data and review school-wide expectations.
06/22/20	06/26/20	In collaboration with the MTSS team, representatives will meet to analyze school wide data, using the data dashboard. Data points to include discipline referrals, suspensions, and attendance.

		Chronic Absenteeism or School-Selected Indicator			

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.	While Stephen and Harriet Myers Middle School had a 12.9% chronic absenteeism rate for all students during the 2017-18 school year and is not required to have a goal for Chronic Absenteeism; however, the school's data has shown an increase in the percentage of students chronically absent; therefore, Chronic Absenteeism will remain a goal for the 2019-20 school year. 2018-19 baseline data as of 5/5/2019: All students: 23.63% Asian: 19.61% Black subgroup: 23.91% Hispanic Subgroup: 28.57% Economically Disadvantaged subgroup: 28.09% Students with Disabilities subgroup: 40.66%
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	By June 2020, Stephen and Harriet Myers Middle School will have a chronic absenteeism rate not to exceed the following for each subgroup: **All students: 20%** **Asian subgroup: 18.2%** **Black subgroup: 19.4%** **Hispanic Subgroup: 19%** **Economically Disadvantaged subgroup: 24%** **Students with Disabilities subgroup: 31.8%**
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.	1. Better handle on tracking attendance. 2. Engage parents and students in the importance of attendance. 3. Recognition of non-chronic students.

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.
08/01/19	08/23/19	School leaders will review 2018-19 attendance data to develop three lists: 1) returning students who were chronically absent in 18-19. These students will be given Tier 3 supports. 2) incoming students who are siblings of those who were chronically absent in 18-19. These students will be given Tier 2 supports in the first half of the year. 3) returning students who missed between 14 and 17 days in 18-19. These students will be given Tier 2 supports in the first half of the year.
08/12/19	08/30/19	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, home-school coordinator, school counselor, social worker, and teacher when available.
08/12/19	08/30/19	School leaders will work toward developing Tier 2 and 3 supports. For Tier 3, this will involve identifying student support staff who are willing to serve as Check and connect mentors for students and developing expectations for the role of mentor (Attendance Teacher, Home School Coordinator, School Leaders, Social Workers, School Counselors). For Tier 2 supports, this will involve communicating to all assigned teachers that the student is potentially at-risk for chronic absenteeism, and that attendance should be supported by positively reacting to the child's presence in the class, establishing contact early and often with the child's home, and monitoring for factors that may be likely to negatively affect the child's attendance.
09/03/19	09/03/19	School leaders will clearly communicate the expectation that the attendance clerk will call the home of Tier 3 students who are not in attendance each day.
09/03/19	09/05/19	School Leaders and Attendance Teacher 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.
09/06/19	09/30/19	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.

09/30/19	10/04/19	The attendance committee will conduct its monthly meeting and cover four set topics: 1) Review attendance data for September and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Identify students that have missed more than three days of school. The attendance committee will determine which of the students require individualized plans for October to address barriers to school attendance. 3) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 4) Review the attendance of those receiving Tier 3 supports.
10/01/19	10/31/19	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
11/01/19	11/08/19	The attendance committee will conduct its monthly meeting and cover five set topics: 1) Review attendance data for September and October, and identify students who have missed four or five days of school. Members of the attendance committee will contact families of these students with unexcused absences by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the success of the October individualized attendance intervention plans developed in September. Determine if supports should continue, increase, or decrease for November. 3) Identify any student that has missed five or more days thus far. Develop an individualized attendance plan for November for those particular students. 4) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 5) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with any student in this group that has missed more than 4 unexcused days of school to determine if additional support is needed.
11/01/19	11/29/19	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The principal will emphasize the importance of regular school attendance in the quarterly parent newsletter. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
11/18/19	11/26/19	Staff will develop an informational sheet to be shared at Parent Teacher Conference that identifies each students' attendance for first quarter.
12/02/19	12/20/19	The attendance committee will conduct its monthly meeting and cover six set topics: 1) Review attendance data for September, October and November, and identify students who have missed six or seven unexcused days of school. The attendance committee will identify students that would benefit from a home visit. Those home visits will be conducted by an Attendance Teacher and/or Home School Coordinator to discuss with families the importance of regular school attendance and identify any barriers. 2) Review the October and November attendance data to identify any student that missed four in those two months that did not appear in the lists of those that have missed six or more. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 3) Review the success of the November individualized attendance plans developed at the last meeting for those that had missed five or more days in September to October. Determine if supports should continue, increase, or decrease for December. 4) Identify any student that has missed eight or more days thus far. Develop an individualized attendance plan for December for that student. 5) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports. 6) Review the attendance of those receiving Tier 3 supports. Schedule a meeting with any student in this group that has missed more than 6 days of school to determine if additional support is needed.
12/02/19	12/20/19	The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Clerical staff will call the home of each student who is not in attendance each day. Student support staff mentors will meet weekly with student mentees to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. Home visits will be conducted by attendance teacher and/or home school coordinator. The PBIS committee will create student attendance bulletin board to be displayed to recognize good and improved monthly attendance.
01/06/20	01/31/20	The attendance committee will conduct its monthly meeting and cover five set topics: 1) Review attendance data for the year to date and identify any child that has missed more than 15% of the days they have been enrolled. Members of the attendance committee will contact families of these students by phone to discuss the importance of regular school attendance and identify any barriers. 2) Review the success of the December individualized attendance plans developed at the last meeting for those that had missed eight or more days. Determine if supports should continue, increase, or decrease for January. 3) Identify any student that has missed ten or more days thus far. Develop an individualized attendance plan for January for that student. 4) Review the attendance of those receiving Tier 2 supports. Consider moving any student in Tier 2 to Tier 3 supports.
01/06/20	01/31/20	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will continue to display student attendance on bulletin board to recognize good and improved monthly attendance.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	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.
02/03/20	02/28/20	The attendance committee will work with families to engage the support of outside agencies to address barriers that are beyond the school's capacity. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will continue to display student attendance bulletin board to recognize good and improved monthly attendance.
02/03/20	02/28/20	The attendance committee will meet to discuss the following: 1) Analyze the impact of school wide attendance strategies thus far and identify if other strategies should be considered. 2) Determine if additional items should be considered for future attendance team meeting.
02/03/20	02/28/20	The attendance committee will continue to meet monthly. Staff will continue with identified supports. Additional supports may be provided at the direction of the attendance team.
02/03/20	02/28/20	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
03/02/20	03/26/20	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
03/02/20	03/26/20	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will display student attendance bulletin board to recognize good and improved monthly attendance.
03/02/20	03/26/20	The attendance committee will continue to meet monthly. Staff will continue with identified supports. Additional supports may be provided at the direction of the attendance team.
04/01/20	04/30/20	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
04/01/20	04/30/20	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will display student attendance bulletin board to recognize good and improved monthly attendance.
04/01/20	04/30/20	The attendance committee will continue to meet monthly. Staff will continue with identified supports. Additional supports may be provided at the direction of the attendance team.
05/01/20	05/29/20	Should any child record a 15th day of absence, the child will be placed on "high alert." The attendance committee will identify a series of strategies to ensure that child limits absences in the future.
05/01/20	05/29/20	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will display student attendance bulletin board to recognize good and improved monthly attendance.
06/01/20	06/24/19	The school's automated system will call the home of each student who is not in attendance each day. Clerical staff will call the home of each tier 2 and 3 student who is not in attendance each day. Student support staff will meet weekly with student mentees receiving tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee. School staff will implement the individualized plans developed by the attendance committee to address barriers to school attendance. The School Leader and Attendance Teacher will mail monthly chronic attendance letters home to families who meet the attendance threshold. The PBIS committee will display student attendance bulletin board to recognize good and improved monthly attendance.
05/01/20	05/29/20	The attendance committee will work with the PBIS committee to identify a series of strategies to encourage and promote attendance in June.
06/10/20	06/12/20	The attendance committee will review the success of its June initiatives to promote attendance and determine if additional strategies or different strategies are warranted for the remaining two weeks of school.

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