

LEA Name:	City School District of Albany
LEA BEDS Code:	0101000100043
School Name:	Schuyler Achievement Academy

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Kendra Chaires-Francis	Title	Principal
Phone	518-475-6700	Email	kchaires-francis@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
Kendra Chaires-Francis	Principal		
Emma Steckman	Assistant Principal		
Susan Lofrumento	teacher		
Laurie Ellis	Math Coach		
Carrie Kot	teacher		
Michael-Aaron Poindexter	Community Schools Site Coordinator		

Tonya Venable	Home School Coordinator		
Sahadia Pierre	Behavior Specialist		
Bashiyra Reed	Parsons Mental Health Clinician		
Sarah Itwaru	Parsons Behavior Specialist		
Karen Pirozzi	School Psychologist		
Beth Cino	teacher		
Amy Henges	teacher		
Lindsay Hoyt	reading teacher		
Ann Kennedy	teaching assistant		
Ralph Tashjian	Hall Monitor		
Stephanie Gray	Hall Monitor		
Jesenia Rios-Gibson	Social Worker		

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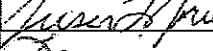
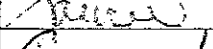
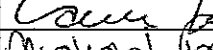


Implementation is required no later than the first day of regular student attendance.

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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
Kendra Chaires-Francis	Principal		6/30/19
Emma Steckman	Assistant Principal		6/30/19
Susan Lofrumento	teacher		6/25/19
Laurie Ellis	Math Coach		6/25/19
Carrie Kot	teacher		6/25/19
Michael-Aaron Poindexter	Community Schools Site Coordinator		6/30/19
Tonya Venable	Home School Coordinator		6/30/19

Sahadia Pierre	Behavior Specialist	<i>Sahadia Pierre</i>	6/25/19
Bashyra Reed	Parsons Mental Health Clinician	<i>Bashyra Reed</i>	6/25/19
Sarah Itwaru	Parsons Behavior Specialist	<i>Sarah Itwaru</i>	6/25/19
Karen Pirozzi	School Psychologist	<i>Karen Pirozzi</i>	6/24/19
Beth Cino	teacher	<i>Beth Cino</i>	7/1/19
Ann Kennedy	teaching assistant	<i>Ann Kennedy</i>	6/25/19
Ralph Tashjian	Hall Monitor	<i>Ralph Tashjian</i>	
Stephanie Gray	Hall Monitor	<i>Stephanie Gray</i>	6/25/19
Jesenia Rios-Gibson	Social Worker	<i>Jesenia Rios-Gibson</i>	6/25/19
Danielle Camarata	Lit Coach	<i>Danielle Camarata</i>	6/25/19
Dawn Whitman	Parent	<i>Dawn Whitman</i>	6-25-19

Statement of Assurances

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

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

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

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

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

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

Evidence-Based Intervention

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

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

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

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

	State-Supported	If selected, indicate below the specific strategy found at http://www.nysed.gov/accountability/state-supported-evidence-based-strategies that the school is implementing in 2019-20.
	Strategy the school will implement:	Coaching

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

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

Additional Evidence-Based Interventions (Optional)

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
Kendra Chaires-Francis	Principal
Emma Steckman	Assistant Principal
Susan Lofrumento	Teacher
Laurie Ellis	Math Coach
Carrie Kot	Teacher
Michael-Aaron Poindexter	Community Schools Site Coordinator
Tonya Venable	Home School Coordinator
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Amy Henges	Teacher
Lindsay Hoyt	Reading teacher
Ann Kennedy	Teaching assistant
Ralph Tashjian	Hall Monitor
Stephanie Gray	Hall Monitor
Jesenia Rios-Gibson	Social Worker

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			
Determining priorities and goals based on the needs identified			
Identifying an evidence-based intervention			

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified			
Identifying a plan to communicate the priorities to different stakeholders			

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

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

English Language Arts

<p>A1. ELA Baseline Data: Provide the most recently available information.</p>	<p>17-18 ELA Academic Achievement (Performance Index) and Median Growth Percentile (MGP): African American- PI 62.5, MGP 51 Economically Disadvantaged-PI-55.9, MGP 50.2 Hispanic- PI-54.3, MGP 48.1 Students with Disabilities-19, MGP 49.6 ALL Students -PI 58.1, MGP 50.2 Multiracial PI 61.8, MGP 48.2 ELL PI 26.8, MGP 57.1</p>
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<p>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</p>	<p>By June 2020, Schuyler Achievement Academy will increase Median Growth Percentile (MGP) to exceed the 54th percentile for all subgroups, and the ELA Academic Achievement (Performance Index) from: African American- 62.5 to 62.6 Economically Disadvantaged -55.9 to 71. 3 Hispanic- 54.3 to 64. 4 Students with Disabilities-19 to 33.1 ALL Students- 58.1 to 68 Multiracial 61.8 to 85.6 ELL 26.8 to 47</p>
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<p>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.</p>	<p>Data indicates that the faculty and staff of Schuyler Achievement Academy need to build instructional capacity to scaffold student learning to grade level standards. Instructional staff need to develop a clear understanding of what the standards require of our students (i.e. concepts, vocabulary) and provide exposure to exemplars that reflect mastery.</p>
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D1. Action Plan - August 2019 through January 2020

<p><u>D2. Start Date:</u> Identify the projected start date for each activity.</p>	<p><u>D3. End Date:</u> Identify the projected end date for each activity.</p>	<p><u>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.</u></p>
Standards Aligned Planning and Instruction		
<p>July</p>	<p>January</p>	<p>Building and assistant principals will collaborate with CASDA mentors monthly to develop an organizational plan that supports the effective implementation and monitoring of school improvement initiatives.</p>

July	July	Building principal will collaborate with a staff developer to create an action plan for supporting standards based instructional planning and delivery.
August	August	BLT and instructional staff will work with a staff developer to identify a lesson internalization protocol to unpack a standard that clearly identifies what skills are needed to master the standard.
September	September	Standards staff developer in collaboration with the instructional coach/building principal will provide professional development on the lesson internalization protocol.
October	October	Administration and BLT will collaborate with Carmen Jiminez to develop the capacity of the BLT to lead the shift towards a climate and culture focused around rigorous instructional practices.
October	December	Instructional coach will support and provide feedback to teachers on the use of the lesson internalization protocol.
October	December	Building principal/coach and staff developer will use the Instructional Practice Guide (IPG) to conduct tiered walkthroughs to monitor and provide feedback on standards based planning and instructional delivery.
November	November	Staff developer will collaborate with the instructional coach to provide professional development for teachers on evaluating text complexity.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	NWEA- Level 2 and above projections for each subgroup- Fall and Winter NWEA Conditional Growth Percentile Winter Fall to Winter Curriculum Based Measures Wonders Benchmark Assessment Fall to Winter Proficiency Data Teaming Short Cycle Data
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F1. Action Plan - January 2020 through June 2020

F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
Standards Planning and Instruction		
January	March	Instructional staff, instructional coach, and Standards Staff developer will use established protocol to unpack the standards and craft learning targets/success criteria and learning experiences that align to the standards.
January	February	Members of the faculty will attend the Standards Institute to further develop their ability to provide standards aligned instruction and build capacity.
March	May	Principal will create a schedule and coverage that allows for intervisitation with instructional staff.
March	May	Instructional staff, instructional coach/Standards Staff developer will visit classrooms and use the Instructional Practice Guide to provide feedback on standards alignment of learning target/success criteria and learning experiences.
May	May	Staff developer, instructional coach, and instructional staff will use the IPG and lesson internalization protocol to plan the unit of study for the 2020-2021 school year.

Mathematics

A1. Mathematics Baseline Data: Provide the most recently available information.	17-18 Math Academic Achievement (Performance Index) and Median Growth Percentile (MGP): African American- PI-36.3 , Economically Disadvantaged-PI-44.4 Hispanic- PI-34.6 . Students with Disabilities-PI-0 ALL Students- PI 48.2 to 78
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	By June 2020, Schuyler Achievement Academy will exceed the 54th percentile Median Growth Percentile (MGP) for all subgroups and the Math Academic Achievement (Performance Index) from: African American-PI 36.3 to 45 Economically Disadvantaged- PI 44.4 to 63.5 Hispanic- PI 34.6 to 55.2 Students with Disabilities- PI 0 to 25.2 ALL Students- PI 48.2 to 78
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	SAA students are experiencing growth that exceeds the 54th percentile and yet, data indicates that students are not on track to make the performance growth required to meet the state benchmarks. Hence data indicates that faculty and staff need to improve their capacity to scaffold learning to grade level standards. Instructional staff need a clear understanding of what the standards require of our students (i.e. concepts, vocabulary) and provide exposure to exemplars that reflect mastery.
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D1. Action Plan - August 2019 through January 2020

D2. Start Date: Identify the projected start date for each activity.	D3. End Date: Identify the projected end date for each activity.	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Standards Aligned Instruction		
July	July	Building principal will collaborate with Standards Staff developer to create an action plan for supporting standards based instructional planning and instructional delivery.
August	August	BLT and instructional staff will work with a Standards Staff developer to identify a protocol to unpack a standard that clearly identifies what skills are needed to master the standard.
August	August	Coach will create a template for teachers that enables them to break the standards covered in a unit into success criteria to monitor for learning targets in a unit.
August	September	Building principal in collaboration with the scheduling team will craft a master schedule that allows for common preps and weekly data team block.

September	September	Standards Staff Developer/Coach/Building principal will provide professional development on creating learning targets with success criteria that is aligned to the standards
September	September	Building principal and instructional coach will revise the current data team protocol to include unpacking of the standard and review (or Data Dive) with NWEA data (3 times per year).
September	November	Standards Staff Developer and Coach will offer grade level embedded planning session to create learning targets and corresponding success criteria for standards covered within the first marking period.
September	November	Building principal/Instructional Coach/Instructional staff will participate in weekly data team sessions.
October	December	Coach/Standards Staff developer will provide professional development on creating learning experiences that are aligned to standards based learning targets.
November	November	Standards Staff developer/Coach will offer grade level embedded planning session to create learning targets and corresponding success criteria for standards covered within the second marking period.
Research Based Instructional Protocols		
August	August	BLT will identify accountable talk routines to support increased student voice and engagement.
September	September	Coach will provide PD on one math (3 Read) language routine.
October	October	Principal will use walkthroughs to monitor implementation of language routine.
October	June	Principal and instructional coach will share out walkthrough data with BLT monthly.
November	November	Coach will provide PD on second language routine (Number Talks)
December	December	Principal will use walkthroughs to monitor implementation of language routine.
<p>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.</p> <p>NWEA- Level 2 and above projections for each subgroup- Fall and Winter, NWEA Conditional Growth Percentile Winter Math Checkpoint Data Data Teaming Short Cycle Data</p>		
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
Standards Aligned Instruction		
January	June	BLT will meet monthly to review and analyze data to ensure the building to monitor fidelity of implementation and impact on performance data.
January	January	Teachers will participate in grade level embedded planning sessions, facilitated by the Standards Staff developer/coach to create learning targets and corresponding success criteria for standards covered within the third marking period.
January	June	Building principal/Instructional Coach/Instructional staff will participate in weekly data team sessions.
January	June	Technology tools (Chromebooks, iPads, Brightlinks) will be utilized to support NWEA administration and use of online subscriptions to aide students in meeting their projected growth.
February	February	Principal walkthroughs will be used to monitor implementation.
April	April	Coach and or instructional staff will participate in grade level embedded planning sessions to create learning targets and corresponding success criteria for standards covered within the fourth marking period.
Research Based Instructional Protocols		

January	January	Coach/Teacher will provide PD on third math language routine (Information Gap Card)
February	February	Principal will use walkthroughs to monitor implementation of language routine.
January	June	Principal and Instructional Coach will share out walkthrough data with BLT monthly.
January	June	The Instructional Coach will push into classrooms during math blocks each week to provide feedback on implementation of protocols.

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	The question that Schuyler Achievement Academy has identified to improve its results from the 2018-19 to the 2019-20 school year is: 90 on the School Performance Scan Survey completed by staff. Question 90: We provide programs so that families can help their children at home.
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 51.4% for the staff strongly agreeing/agreeing.

B1. SCEP Goal for Survey Question	By June 2020, Schuyler Achievement Academy will increase the percentage of staff strongly agreeing/agreeing by 10% for the survey question 90.
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	There is a need to identify what type of programs and supports parents want that will help them support their students with academics at home. Once these are identify, we then need to make sure these resources are effectively communicated to families and staff and ensure that we reduce barriers that may prevent families from accessing these resources.
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D1. Action Plan - August 2019 through January 2020

<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Educational Programs and Strategies for Parents to Help Their Child		
July	August	Community Schools Site Coordinator (CSSC) and Home School Coordinator (HSC) and faculty members will provide recommendations/supports for families to support their children with success at school -- at every school sponsored event.
September	December	Parents will complete exit surveys to determine whether they found the activity/event to be useful.
August	September	Faculty will sign up and commit to supporting at least one of these events through planning, attendance, and execution.
Educational Programs and Strategies for Parents to Help Their Child		
September	September	CSSC and HSC will execute the 2019 BYCTSD (Dads Breakfast) where parents will learn about our 2019-20 initiatives (i.e.. Restorative Justice, Accountable Talk, Process Based Writing, Mindfulness) and ways they can support this work.
September	October	CSSC and Coach will use Remind App to share with parents a video link for the 3 Read Math Routine.
September	October	Collaborate with The Children's Aid Society to provide focus group sessions with parents which will provide data on barriers to helping their children succeed academically and capture recommendations for the school to address these barriers.

September	December	CSSC will collaborate with HATAS and Grassroot Givers to provide food and books for families during weekends and breaks. Teachers will create a strategy that parents can use to support their child's success in school that will be added to each bag (this will occur at least once per quarter).
October	October	CSSC will develop and implement a Family Fun Night; Igniting Joy (Self-care and Wellness).
October	December	CSSC will share Remind APP to survey parents after every event to determine whether they found the activity/event/video to be useful.
October	December	CSSC will work with math instructional coach to share Number Talk videos with families via the Remind App.
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.		DTSDE Survey Data form 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.
Educational Programs and Strategies for Parents to Help Their Child		
January	June	Faculty will sign up and commit to supporting at least one of these events through planning, attendance, and execution.
January	June	CSSC and ELA Coach will use Remind App to share with parents a video link for literacy.
January	June	CSSC will share Remind APP to survey parents to determine whether they found the activity/event/video to be useful.
January	June	CSSC will collaborate with HATAS and Grassroot Givers to provide food and books for families during weekends and breaks. Teachers will create a strategy that parents can use to support their child's success in school that will be added to each bag (this will occur at least once per quarter).
March	March	STEAM night planning team will collaborate with CSSC and HSC to ensure translation services (i.e. - translators and technology utilized to provide accessibility to our ENL families and student) are available at Family STEAM Night.
April	April	"Schuyler Serves" Family and Community Service Event (Collaborate with Soul Fire Farm to convert the school courtyard and to provide programming on healthy eating and combating food insecurity.)
May	May	Health and Wellness Fair in collaboration with WMYHC.

English Language Proficiency (ELP) or School-Selected Indicator

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	18-19 School Discipline and Suspension Data African American- 53% of school population--received 69% (283) of discipline referrals, a disproportionate percentage ALL Students-381 discipline referrals total	
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	School Identified Area: By the end of the 2019-2020 school year, SAA will implement new tier 1, 2, and 3 behavioral support systems that will lead to discipline referrals decreasing by at least 15% overall. Referrals submitted will be proportionate to the percentage of African American/Black students.	
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.	PLC survey result question 69 (Student behavior does not interfere with instruction.) and 77 (Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties). A review of our survey data, discipline data and DTSDE review indicate that our tier 1,2 and 3 supports are not clearly understood and consistently implemented by all stakeholders.	
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.
Tier 1 Strategies-Increasing Student Voice through Restorative Circles		
July 2019	August 2019	Assistant principal and PBIS and committee will review SEL survey data. Policies and procedures around FBP, discipline referrals, PBIS systems to determine areas of improvement and to link that work with the trauma informed work from STARR. The goal of this work is to create classroom environments that minimize disruption and non-compliance.
August 2019	August 2019	STARR will meet with administrators to discuss previous work and to develop an action plan for trauma informed protocols, including implementing restorative circles in the classrooms. This work will inform the PD classroom teachers receive, and the plan for ongoing support for teachers.
October 2019	November 2019	PBIS team will review tier 1 data monthly in order to assess impact of restorative circles, continued usage of peace corners, and STARR tier 1 look fors.
September 2019	October 2019	Assistant principal and behavior support team will provide PD to grade level teams around classroom restorative circles in order to teach all students ways to discuss and resolve harm.
October 2019	October 2019	Assistant principal will create a google spreadsheet for teachers to track the frequency and topics of restorative circles.

October 2019	November 2019	Behavior support team will work with classroom teachers to implement restorative circles in a gradual release model, with teachers taking full control of the circle by November
November 2019	December 2019	Case managers will continue to attend restorative circles in order to provide ongoing coaching, support, and feedback.
December 2019	December 2019	Assistant principal will create, disseminate, and analyze survey results around the ongoing impact of restorative circles.
December 2019	December 2019	PBIS team will review tier 1 data, restorative circles spread sheet, and restorative circles survey results to date to discuss impact of restorative circles and determine teachers in need of additional support around implementing the model.
Tier 2/3 Strategies-Creation of a "Ready Room" to target tier 2 and 3 students		
July 2019	August 2019	The assistant principal, PBIS committee, and behavior support team will create a protocol for a "ready room" and alternative work space based on trauma informed practice. The "ready room" will serve as a de-escalation, reflection, and learning space for escalated tier 2 and 3 students, with a goal of helping students learn self-regulation skills and successfully re-enter class after a disruption. The alternative work space will serve as a mid-point between the ready room and reintegrating the student back into the learning environment.
September 2019	September 2019	The assistant principal and behavior support team will provide a full staff PD around the rationale for, protocols, procedures, and data collection of the ready room, and how that data will be used to inform individualized student behavior plans.
October 2019	November 2019	Classroom case managers from the behavior support team will meet with teachers every 4 to 6 weeks to discuss student behavioral data, including discipline referrals, FBP/DPR points, and ready room usage to create and update individualized behavior support plans.
December 2019	December 2019	Assistant principal will create, disseminate, and evaluate the results of a staff survey around the impact and efficacy of the ready room.
Tier 2/3 Strategies--Resilience Coaches		
September 2019	October 2019	STARR will visit monthly to provide resilience coaches with turnkey training around best practices and data analysis. The three coaches will receive differentiated training based on their interest and expertise. The behavior specialist will be focused on using the "circle of courage" tool to analyze tier 1 trends in the classroom in order to help teachers understand the various needs driving student behavior and group dynamics. The social worker will focus on the role the universal needs assessment and trauma informed bsp/BIP tool can play in the creation of student specific plans. The ISS TA will focus on supporting teachers in the implementation of restorative practices, including circles, but also conferences.
October 2019	December 2019	Resilience coaches will provide push in support for classroom teachers with students experiencing high levels of office managed referrals.
November 2019	December 2019	The resilience coaches will meet with STARR to review tier 2/3 behavioral data in order to make changes to their coaching strategies and plans.
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 from 2018-19 to 2019-20 Monthly Disproportionality by subgroup from 2018-19 to 2019-2020 Tier I FBP data, tier 2/3 student snapshot data

F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
		Tier 1 Strategies-Increasing Student Voice through Restorative Circles
January 2020	February 2020	Assistant principal and behavior support team will provide teachers with differentiated levels of support around implementation of restorative circles, including additional targeted PD and modeling.
January 2020	March 2020	Classroom teachers will regularly use restorative classroom circles to discuss and resolve conflict. In grades 3-5, students will take ownership of the circle and help lead it.
February 2020	April 2020	The PBIS team will link reteaches and incentives to restorative circle spreadsheet data.
		Tier 2/3 Strategies-Ready Room
January 2020	January 2020	The assistant principal and behavior support team will use ready room survey data to update existing protocols and procedures for the ready room.
June 2020	June 2020	The assistant principal will create, disseminate, and analyze the results of a staff survey around the implementation and efficacy of the ready room
		Tier 2/3 Strategies-Resilience Coaches
January 2020	June 2020	Resilience coaches will continue to meet with STARR monthly for ongoing data analysis and training.
January 2020	June 2020	Resilience coaches will continue to provide push in supports for teachers experiencing high levels of office managed referrals.
January 2020	June 2020	Case managers will meet monthly to continue to use trauma informed approaches in the creation of and for updating tier 2 and 3 behavioral plans.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	18-19 Chronic Absenteeism-All students 27.2 %	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	By June 2020, Schuyler Achievement Academy will decrease the CA for all students from 27.2% to 20.8%.	
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.	In the 18-19' school year data showed a school-wide attendance rate of 91.56% with a total of 49 students identified as chronically absent. Through further investigation it was determined that contributing factors were inefficiencies in the monitoring of attendance and inadequate support to remove barriers that impede regular attendance.	
<u>D1. Action Plan - August 2019 through January 2020</u>		
<u>D2. Start Date:</u> Identify the projected start date for each activity.	<u>D3. End Date:</u> Identify the projected end date for each activity.	<u>D4. Steps to Address Areas of Need and Achieve Goal:</u> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
		Revise system for managing attendance
July	August	HSC and CSSC will analyze current system inefficiencies and develop a stream lined system to monitor attendance.
August	September	Attendance team will create a flowchart for responding to chronic absenteeism/tardies.
September	December	HSC or designee will make daily phone calls home by 10:00 a.m.
September	December	CSSC will develop and execute a marketing campaign to send to parents via social media, robocalls, and text message focusing on the benefits of being in school.
September	December	Attendance team will conduct monthly attendance meetings and audits to monitor effectiveness of the new system.
September	December	Attendance team will share attendance data with classroom teachers each month.
November	December	CSSC and HSC will develop a plan with transportation in an effort to improve attendance during the cold winter months.
July	December	CSSC will coordinate the purchase and utilization of equipment which will address barriers to in-school attendance (washing machines and dryers).
		Educational Program for students and parents
July	August	CSSC and HSC will coordinate the 2019-2020 before school, in-school, and after-school enrichment schedule for students (Boys and Girls Club, YMCA, 4th Family).
August	September	CSSC and HSC will coordinate the 2019-2020 adult education programming that address barriers that impede student attendance in school.

September	December	Staff will coordinate building-wide family engagement night.
October	October	CSSC and members of the faculty/staff will participate in the NCCS conference to gain strategies to improve student attendance.
November	November	CSSC will meet with attendance team to develop an implementation plan for strategies learned at the conference.
December	December	CSSC and BLT will share plan and recommendations with teachers during PD.
Incentive for parents and students		
July	August	PBIS Team will develop a token economy for participants that rewards both parents and student attendance in school.
July	August	Collaborate with community partners to secure donations for the school store.
August	September	School store set up and operating for parents and students to "purchase" items.
September	December	Monthly incentives for the class with the best attendance.
September	December	Quarterly recognition for parents of CA students who have experienced significant improvement in 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 for school and /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.
Revise system for managing attendance		
January	March	Provide a winter bus for students who do not qualify for transportation to ensure lack of transportation does not interfere with their ability to come to school during the cold winter months.
January	June	HSC or designee will make daily phone calls home by 10:00 a.m.
January	June	CSSC will continue to execute and monitor impact of marketing campaign to send to parents via social media, robocalls, and text message focusing on the benefits of being in school
January	June	Attendance team conducts monthly attendance meetings and audits to monitor effectiveness of the new system.
January	June	Attendance team will share attendance data with classroom teachers each month.
Educational Program for students and parents		
January	June	CSSC and HSC will coordinate the 2019-2020 before school, in-school, vacation, and after-school enrichment schedule for students. (Boys and Girls Club, YMCA, 4th Family, etc.).
January	June	CSSC and HSC will coordinate the 2019-2020 adult education programming that address barriers that impede student attendance in school.
January	June	Staff will coordinate building-wide family engagement night.
February	June	Students will embark on a grade level project about the history and contributions of African-Americans to the world which will be culminated with a trip to the Smithsonian National Museum of African-American History and Culture in Washington, D.C.

May	May	CSSC and members of the faculty/staff will participate in the 2020 National Community School Conference to gain tools and be further educated on how to utilize the community school strategy to empower our students, families, and community.
		Incentive for parents and students
January	June	CSSC and HSC will set up and coordinate the operation of a school store for parents and students to "purchase" items.
January	June	HSC will distribute monthly incentives for the class with the best attendance.