

;	City School District of Albany
LEA BEDS Code:	010100010044
School Name:	Sheridan Preparatory

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Zuleika Sanchez-Gayle	Title	Principal
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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
Zuleika Sanchez-Gayle	Principal		
Tina Marie Cascone	Assistant Principal		
Caryn Dwyer	BLT Co-Chair		
Patrice Loomis	BLT Co-Chair		
Melissa Hunt	Kindergarten teacher		
Tara Bosiak	1st grade teacher		
Melissa Maioriello	2nd grade teacher		
Elizabeth Palmer	3rd grade teacher		
Erica Sottosanti	Special Education teacher		
Lynette McGovern	PBIS Coach		
Rebecca DeVries	Behavior Specialist		
Linda Cepiel	4th and 5th grade Reading teacher		
Abigail Gomes	Community School Site Coordinator		

Patrice Loomis	BLT Co-Chair	Patrice Loomis	
Melissa Hunt	Kindergarten teacher		
Tara Bosiak	1st grade teacher	Tara Bosiak	
Melissa Maioriello	2nd grade teacher	Melissa Maioriello	
Elizabeth Palmer	3rd grade teacher		
Erica Sottosanti	Special Education teacher	Erica Sottosanti	7/22/19
Lynette McGovern	PBIS Coach	Lynette McGovern	7/23/19
Rebecca DeVries	Behavior Specialist		
Linda Cepiel	4th and 5th grade Reading teacher		
Abigail Gomes	Community School Site Coordinator	AG	7/23/19

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:
	Instructional 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
Zuleika Sanchez-Gayle	Principal
Tina Marie Cascone	Assistant Principal
Caryn Dwyer	BLT Co-Chair, 4th grade teacher
Patrice Loomis	BLT Co-Chair, 1st grade teacher
Rebecca DeVries	PBIS Co-Chair, Behavior Specialist
Lynette McGovern	PBIS Co-Chair, Music teacher
Melissa Hunt	Kindergarten teacher
Elizabeth Palmer	3rd grade teacher
Jennifer Wilson	ELA Coach
Erica Sottosanti	Special education teacher
Abigail Gomes	Community School Site Coordinator
Tara Bosiak	1st grade teacher
Linda Cepiel	Reading Specialist
Melissa Maioriello	2nd grade teacher
Tiffany Jeanotte	Parent

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.	

Math

A1. Mathematics Baseline Data: Provide the most recently available information.	<p>Level 1: 3-8 All Core Subject Students Performance Index - 46.3 3-8 All Students MGP - 36</p> <p>Level 2: NWEA All students Grades 1 and 2 CGP - 37.7 3-8 ELL Core Subject Performance Index - 38.1 3-8 African American Students MGP - 35.2</p>
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B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	<p>By June 2020, Sheridan Preparatory Academy will meet or exceed the following progress targets for Math:</p> <p>Level 1: 3-8 All Core Subject Students Performance Index - 56.3 3-8 All Students MGP - 38.5</p> <p>Level 2: NWEA All students Grades 1 and 2 CGP - 39.7 3-8 ELL Core Subject Performance Index - 43.4 3-8 African American Students MGP - 37.6</p>
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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.	<p>The areas of need that have emerged in the SCEP Development Team's review of data, practices, resources and the DTSDE recommendations, Sheridan Preparatory Academy has recognized the need to increase lesson rigor using standards based instruction and learning targets.</p>
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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.	
		Rigorous Standards-based Instruction
September 2019	January 2020	Math Instructional Coaches will provide quarterly professional development (PD) to teachers in grades k-5, with topics focused on Next Generation Standards; learning targets; developing rigorous tasks; and Data Driven Instruction (DDI).
September 2019	January 2020	Based on 2018-2019 NWEA data, Math Instructional Coaches will support Grades 3, 4, and 5 math teachers through the Math Studio "Workshop" ongoing PD model. Instructional coaches will support based on consultant teachings and teacher needs.
September 2019	September 2019	Based on March 2019 informal walkthrough anecdotal data, Math Instructional Coaches will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets.
September 2019	October 2019	Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered.
Oct 2019	October 2019	Building Leadership Team (BLT) will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in October 2019.

November 2019	November 2019	On November 5, 2019, PD will be provided to instructional and support staff with a focus on "Learning Targets" and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective and are explicitly communicated and connected to the learning standards.
November 2019	November 2019	Math Instructional Coach will provide PD to instructional staff to focus on learning targets that are referenced throughout the lesson and with multiple pathways to success to account for student needs.
November 2019	December 2019	Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of November PDs in instructional practices and request evidence of planning.
November 2019	November 2019	The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during Math, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.
November 2019	December 2019	Based on 2018-2019 NWEA data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data.
December 2019	December 2019	BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards.
		Student Engagement
September 2019	September 2019	Using 2018-2019 VADIR data, Math Instructional Coaches and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well-being, based on homerooms that did not meet 80% benchmark for behavior.
October 2019	October 2019	Math Instructional Coaches and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement.
December 2019	December 2019	Using Q1 2019-2020 VADIR data, Math Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well-being, based on homerooms that did not meet 80% benchmark for behavior.
		Data Driven Resource Allocation
September 2019	December 2019	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
September 2019	December 2019	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.
September 2019	January 2020	The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
September 2019	January 2020	The Community School Site Coordinator will use the data collected to share with the Advisory Committee, so that partnerships and resources can be selected based on student academic needs.

E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.	NWEA- Level 2 and above projections for each subgroup - Fall and Winter, NWEA Conditional Growth Percentile Winter Math Checkpoint Data Data Teaming Short Cycle Data
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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 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.
Rigorous Standards-based Instruction		
January 2020	January 2020	Math Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing ample opportunities to delve deeply into content and lessons that are designed to promote higher-level thinking.
January 2020	January 2020	Based on 2018-2019 NWEA data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data.
January 2020	June 2020	Based on 2018-2019 NWEA data, Math Instructional Coaches will support Grades 3, 4, and 5 math teachers through the Math Studio "Workshop" ongoing PD model. Instructional coaches will support based on consultant teachings and teacher needs.
February 2020	March 2020	Math Instructional Coaches will support "Science Studio" model for 3rd, 4th, and 5th grades as outlined in "Science" section of SCEP.
February 2020	March 2020	The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made.
February 2020	February 2020	The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during ELA, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.
February 2020	February 2020	BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in March 2019.
February 2020	February 2020	Math Instructional coach will analyze 2020 Winter NWEA Benchmark in Kindergarten to determine any adjustments to embedded Math Studio PD for final iteration of PD series.
March 2020	March 2020	Math Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of engagement and opportunities to be active participants in their learning.
March 2020	March 2020	Based on winter 2020 NWEA math data, Math coach will provide Kindergarten with a coaching cycle in the form of the Math workshop Model so that classroom instruction is reflective of strategies that are focused on Next Generation Standards and student data.
March 2020	April 2020	Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of March PD in instructional practices and request evidence of planning.
March 2020	April 2020	BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in May 2019.
April 2020	April 2020	BLT will meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for entire teaching staff.
January 2020	February 2020	Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of January PD in instructional practices and request evidence of planning.
May 2020	May 2020	Consultant will provide professional development to Sheridan Prep staff based off of planning meeting with BLT in April 2020.

May 2020	June 2020	The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year.
June 2020	June 2020	BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.
		Student Engagement
January 2020	January 2020	Math Instructional Coach and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends in grades 1 and 3 to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement.
February 2020	February 2020	Using Q2 2019-2020 VADIR data, Math Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well-being, based on homerooms that did not meet 80% benchmark for behavior.
April 2020	April 2020	Math Instructional Coach and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends in grades 1 and 3 to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement.
		Strategic Resource Allocation
January 2020	June 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
January 2020	June 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.
January 2020	June 2020	The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
June 2020	June 2020	The Community Schools Site Coordinator will present all end of the year student data and analysis to CET and Advisory Committee during June 2020 for any recommendations or action steps needed.

English Language Arts

A1. ELA Baseline Data: Provide the most recently available information.

Level 1:
 3-8 All Core Subject Students Performance Index - 60.9
 3-8 All Students MGP - 36
Level 2:
 NWEA All students Grades 1 and 2 CGP - 42.28
 3-8 Black Students MGP - 41.2

B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.

By June 2020, Sheridan Preparatory Academy will meet or exceed the following progress targets for ELA:
Level 1:
 3-8 All Core Subject Students Performance Index - 70.9
 3-8 All Students MGP - 43.9
Level 2:
 NWEA All students Grades 1 and 2 CGP - 44.28
 3-8 Black Students MGP - 43.2

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.

The areas of need that have emerged in the SCEP Development Team's review of data, practices, resources and the DTSDE recommendations, Sheridan Preparatory Academy has recognized the need to increase lesson rigor using standards based instruction and learning targets.

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.

Rigorous Standards-based Instruction

August 2019

September 2019

ELA Instructional Coach and administrators will analyze writing curriculum resources to ensure that students are provided with regular and ample opportunities to develop writing stamina, content, and voice throughout the year.

Sept 2019

January 2020

Academic Coach for Reading will provide quarterly professional development (PD) to teachers in grades k-5, with topics focused on Next Generation Standards; learning targets; developing rigorous tasks; and Data Driven Instruction (DDI).

Sept 2019	September 2019	Based on March 2019 informal walkthrough anecdotal data, ELA Instructional Coach will provide all instructional staff professional development on NYS Learning and Next Generation standards. PD will focus on using standards to inform instruction and begin development of learning targets.
September 2019	September 2019	ELA Instructional Coach will provide all instructional staff with the writing support resource. Administrators will provide explicit guidance on expectations for writing within the 2019-2020 school year.
September 2019	October 2019	Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect a baseline of learning targets posted as related to instruction being delivered.
October 2019	October 2019	BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in November 2019.
November 2019	November 2019	On November 5, 2019, PD will be provided to instructional and support staff with a focus on "Learning Targets" and "Learning Standards" in ELA and Math by Instructional Coaches with support from BLT. Instructional focus will be on lessons that have a clear objective and are explicitly communicated and connected to the learning standards.
November 2019	December 2019	Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of November PDs in instructional practices and request evidence of planning.
December 2019	December 2019	The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during ELA, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.
December 2019	December 2019	BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards.
		Student Engagement
September 2019	September 2020	Using 2018-2019 VADIR data, ELA Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well-being, based on homerooms that did not meet 80% benchmark for behavior.
October 2019	October 2019	Academic Coach for Reading and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends in grades 1 and 3 to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement.
December 2019	December 2019	Using Q1 2019-2020 VADIR data, ELA Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well-being, based on homerooms that did not meet 80% benchmark for behavior.
		Strategic Resource Allocation
September 2019	January 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
September 2019	January 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Community Engagement Team (CET), so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.

September 2019	January 2020	The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
September 2019	January 2020	The Community School Site Coordinator will use the data collected to share with the Advisory Committee, so that partnerships and resources can be selected based on student academic needs.
E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		NWEA - Level 2 and above projections for each subgroup - Fall and Winter NWEA Conditional Growth Percentile Winter Fall to Winter Curriculum Based Measures Wonders Benchmark Assessment Fall to Winter Proficiency Data Teaming Short Cycle Data
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
Rigorous Standards-based Instruction		
January 2020	January 2020	ELA Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing ample opportunities to delve deeply into content and lessons that are designed to promote higher-level thinking.
January 2020	January 2020	Academic Coach for Reading and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends in grades 1 and 3 to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement.
January 2020	February 2020	Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of January PD in instructional practices and request evidence of planning.
February 2020	March 2020	The Instructional leaders will analyze the results of the Winter NWEA benchmark data to determine if any adjustments to professional development and instructional support needs to be made.
February 2020	February 2020	The school leaders will use informal walkthroughs of classrooms (grade level and special areas), a minimum of twice per year (November and February) to note rigor of tasks during ELA, to gather and provide evidence for the BLT to analyze, so that trends and impact of PD can be measured.
February 2020	February 2020	BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in March 2019.
March 2020	March 2020	ELA Instructional Coach will provide PD to instructional staff to focus on rigor of instruction. Specifically, on providing students with multiple modes of engagement and opportunities to be active participants in their learning.
March 2020	April 2020	Administrators will conduct Informal walkthroughs of all instructional staff (minimum of four per week; per administrator), to collect learning targets posted to measure application of March PD in instructional practices and request evidence of planning.

March 2020	April 2020	BLT will analyze the information in walkthroughs to support development of PD to be offered to instructional staff in May 2019.
April 2020	April 2020	BLT will meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for entire teaching staff.
May 2020	May 2020	Consultant will provide professional development to Sheridan Prep staff based on planning meeting with BLT in April 2020.
May 2020	June 2020	The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year.
June 2020	June 2020	BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.
		Student Engagement
February 2020	February 2020	Using Q2 2019-2020 VADIR data, ELA Instructional Coach and Behavioral Specialist will support classroom teacher practice via coaching cycles, peer observations and individual coaching opportunities, so that classroom instruction is reflective of strategies that support student achievement and social emotional well-being, based on homerooms that did not meet 80% benchmark for behavior.
April 2020	April 2020	Academic Coach for Reading and Behavioral Specialist will meet 3 times per year (October, January and April) to review and interpret both behavioral and academic data trends in grades 1 and 3 to provide instructional and behavioral strategies during data team meetings in October, January and April to improve social emotional well-being and academic achievement.
		Strategic Resource Allocation
January 2020	June 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
January 2020	June 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.
January 2020	June 2020	The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
June 2020	June 2020	The Community Schools Site Coordinator will present all end of the year student data and analysis to CET and Advisory Committee during June 2020 for any recommendations or action steps needed.

Science

A1. Science Baseline Data: Provide the most recently available information.	Level 1: 4th Grade All Students Core Subject Performance Index - 185
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B2. SCEP Goal for Science TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.	By June 2020, Sheridan Preparatory Academy will meet or exceed the following progress target for Science: Level 1: 4th Grade All Students Core Subject Performance Index - 189.2
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C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on New York State's 4th grade science assessment data, students need consistent, structured science instruction before, during and after fourth grade.
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D1. Action Plan - August 2019 through January 2020

<u>D2. Start Date: Identify the projected start date for each activity.</u>	<u>D3. End Date: Identify the projected end date for each activity.</u>	<u>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.</u>
		Rigorous Standards-based Instruction
August 2019	November 2020	The Building Leadership Team will identify units of study (science topics) and vocabulary, as determined by New York State's Science standards that need to be taught at each grade level by January 2020.
September 2019	September 2019	Grade level teams will plan a STEM lesson, as aligned to New York Science standards, to be taught to students using interdisciplinary strategies during the first quarter. BLT members will provide anecdotal reports on the results of the lessons during the December 2019 BLT meeting.
September 2019	October 2019	4th grade students will take previously available NYS Science exams as a "Pre-Test" to measure their strengths and instructional gaps, to support progress towards 4th grade Science Standards.
October 2019	December 2019	Science "Studio Model" Professional Development will be provided to Science/Social Studies teachers in 3rd, 4th, and 5th grades, by Math/Science Instructional coaches and Instructional Technology Coach to support activities designed for students to utilize technology applications and tools to support learning of specific standards, skills, and objectives. Series will be 3 PDs to focus on specific grades and standards. First PD will focus on 4th grade standards.
November 2019	December 2019	3rd, 4th, and 5th grade Science teachers will implement instructional strategy presented at October 2019 "Science Studio." Strategy will focus on increased exposure for students in 21st century skills, such as collaboration, digital literacy, critical thinking, and problem solving. Teachers will collect student work for future PD.
November 2019	December 2019	Administrators will conduct informal walkthroughs to focus on standard alignment in science and to support the efforts of teachers' implementing PD strategies.
December 2019	December 2019	Second "Science Studio" PD will be held to focus on 5th grade standards and different instructional technology technique/strategy.
December 2019	December 2019	Instructional Coaches for Math/Science will present a summary report to BLT providing progress and actionable recommendations for "Science Studio."

January 2020	January 2020	3rd, 4th, and 5th grade Science teachers will implement instructional strategy presented at December 2019 "Science Studio." Strategy will focus on increased exposure for students in 21st century skills, such as collaboration, digital literacy, critical thinking, and problem solving. Teachers will collect student work for future PD.
December 2020	January 2020	Administrators will conduct informal walkthroughs to focus on standard alignment in science and to support the efforts of teachers' implementing PD strategies.
Strategic Allocation of Resources		
September 2019	January 2020	The Community Schools Site Coordinator will establish Superstar Clubs to include but not limited to Science/STEM (Mad Lab/3-5, Little Einstein's/K-2), Gardening (Ready, Set, Grow), Culinary (Top Chef Junior,) and Tutoring (Study Hall).
September 2019	January 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
September 2019	January 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.
September 2019	January 2020	The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
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.		
		Sheridan Prep will monitor progress towards science core performance index by providing a pre, mid-year, and post assessment using previously available NYS Science exams, with a percentage increase of 25% for students scoring proficient.
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: <u>Identify the projected start date for each activity.</u>	F3. End Date: <u>Identify the projected end date for each activity.</u>	F4. Steps to Address Areas of Need and Achieve Goal: <u>In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</u>
Rigorous Standards-based Instruction		
January 2020	May 2020	The Building Leadership Team will identify units of study (science topics) and vocabulary, as determined New York State Science standards that need to be taught at each grade level by May 2020.
January 2020	May 2020	Grade level teams will plan a STEM lesson, as aligned to New York Science standards, to be taught to students using interdisciplinary strategies during the second quarter. BLT members will provide anecdotal reports on the results of the lessons during the April 2020 BLT meeting.
January 2020	January 2020	4th grade students will take previously available NYS Science exams as a "mid-year benchmark" to monitor their progress towards 4th grade Science Standards. Data will be used to share at final "Science Studio" PD in February 2020.
February 2020	February 2020	Third and final "Science Studio" PD will be held to focus on 3rd grade standards and different instructional technology technique/strategy.
March 2020	April 2020	3rd, 4th, and 5th grade Science teachers will implement instructional strategy presented at December 2019 "Science Studio." Strategy will focus on increased exposure for students in 21st century skills, such as collaboration, digital literacy, critical thinking, and problem solving. Teachers will collect student work for future PD.
February 2020	April 2020	Administrators will conduct informal walkthroughs to focus on standard alignment in science and to support the efforts of teachers' implementing PD strategies.

April 2020	April 2020	Instructional Coaches for Math/Science will present a summary report to BLT providing progress and actionable recommendations for "Science Studio."
April 2020	May 2020	4th grade students will take previously available NYS Science exams as a "post-assessment" to monitor their progress towards 4th grade Science Standards. Data will be used to analyze impact of "Science Studio."
May 2020	June 2020	The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year.
		Strategic Resource Allocation
January 2020	May 2020	The Community Schools Site Coordinator will monitor Superstar Clubs to include but not limited to Science/STEM (Mad Lab/3-5, Little Einstein's/K-2), Gardening (Ready, Set, Grow), Culinary (Top Chef Junior,) and Tutoring (Study Hall).
January 2020	May 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
January 2020	May 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.
January 2020	May 2020	The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.

Curriculum Development and Support (DTSDE Tenet3)

A1. ELP or School-Selected Baseline Data: Provide the most recently available information.	<p>Level 2: In March of 2019, the school leader took anecdotal walkthrough data on learning targets as aligned to learning standards:</p> <p>Total Classrooms: 18</p> <p>Learning Target present and aligned to standards: 17%</p> <p>Learning Target present and not aligned to standards or instruction: 50%</p> <p>No Learning Target present: 33%</p>
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B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	<p>Level 2: By June 2020, 100% of content (ELA, Math, Science, and Social Studies) instruction will have the use of learning targets that are aligned to grade level standards and demonstrated by the tasks assigned to the students.</p>
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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.	<p>Based on the anecdotal data and DTSDE recommendations, Sheridan Preparatory Academy (Sheridan Prep) has recognized the need to provide students with rigorous, coherent, and relevant curricula that prepares students for success. Specifically focusing on the depth and breadth of instruction, the lesson focus and organization, and relevance, challenge, and enjoyment of students.</p>
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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.
September 2019	September 2019	BLT will facilitate building-wide Professional Development (PD) to focus on preliminary NYS data, standards-based instructional alignment, 2018-2019 student data, and Sheridan Prep's comprehensive plan initiatives, so that all instructional and support staff are informed and prepared to implement all initiatives with fidelity.
September 2019	September 2020	As a result of the September 5, 2019 PD, Sheridan Prep will establish a school-wide focus and expectation for daily learning targets related to current instruction.
October 2019	June 2020	As a result of the September 5, 2019 PD, all homeroom classes will publically post priority standards (ELA, Math, Science) for current unit near classroom door in the hallway, for example: RL.2.1.
October 2019	October 2019	BLT will meet to analyze NYS testing data trends and NWEA 2019 fall data to develop PD focus for November 2019 - January 2020.
October 2019	January 2020	Consultant will work with BLT, every other month to support a continuum for the instructional focus around "standards-based instructional practices," "current learning targets aligned to standards," "instructional practices that follow school-based definitions of rigor" so that student academic achievement is sustained.
October 2019	October 2019	BLT and consultant will analyze informal walkthroughs conducted by administrators, to begin analyzing the instructional alignment to NYS standards. Analysis will begin to develop PD focus for Instructional coaches PD in November 2019.
October 2019	October 2019	Instructional coaches will use October 2019 PD to launch school-wide focus of "Standards-based instructional practices," specifically learning targets and rigor of student tasks.
October 2019	October 2019	Administrators will conduct informal walkthrough to collect evidence of standards alignment in instruction. This evidence will be provided to establish baseline information on professional development needs.

October 2019	October 2019	Administrators will provide opportunities for peer observations for 3rd grade teachers, so that best practices can be observed in action.
November 2019	November 2019	Instructional Coaches will use student data to provide PD around NYS Next Gen Standards as it relates to instruction. Teachers will unpack standards using curricular resources and student data (benchmarks, formative assessments, and NYS exams) to begin development of learning targets.
November 2019	November 2019	BLT will meet to analyze informal walkthrough data and peer observation to determine impact of November 2019 PD by instructional coaches. Analysis will focus on instructional alignment to NYS standards.
November 2019	November 2019	BLT will support focus of December 2019 PD topic, following the continuum developed with consultant.
November 2019	November 2019	Administrators will conduct informal walkthroughs to collect evidence of planning to focus on alignment of standards to instruction and learning targets. Informal walkthroughs will also document learning targets for BLT analysis.
December 2019	December 2019	Instructional Coaches will use student data to provide PD around NYS Next Generation Standards as it relates to instruction. Teachers will unpack standards using curricular resources and student data (benchmarks, formative assessments, and NYS exams) to begin development of learning targets.
December 2019	December 2019	BLT will analyze informal walkthrough evidence for evidence of planning that is reflective of NYS Standards.
Strategic Resource Allocation		
September 2019	January 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
September 2019	January 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.
September 2019	January 2020	The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
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.		Anecdotal evidence from informal walkthroughs completed by administrators will be codified based on: <i>Evidence of planning that reflects standards-based learning targets and tasks</i> <i>Learning targets aligned to grade-level standards and evident in student tasks</i>
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.
Rigorous Standards-based Instruction		
January 2020	March 2020	Teacher leaders and administrative staff will attend the National Standards Conference to then turn-key the information to the remaining instructional staff.
January 2020	January 2020	Instructional Coaches will provide PD to instructional staff around data analysis of NWEA data to develop data driven instructional practices.
January 2020	June 2020	Consultant will work with BLT, every other month to support a continuum for the instructional focus around "standards-based instructional practices," "current learning targets aligned to standards," "instructional practices that follow school-based definition of rigor." so that student academic achievement is sustained.

January 2020	February 2020	Instructional leaders' support of data teams will be re-evaluated based on a team's familiarity with the process of looking at student work, aligning to standards, and digital fluency.
January 2020	January 2020	Instructional leaders will provide data analysis PD of mid-year assessment data to entire instructional staff, so that all faculty members are aware of data trends, mid-year adjustments, and progress of initiatives.
January 2020	January 2020	Administrators will conduct informal walkthroughs with a focus on learning targets and alignment to NYS standards. Administrators will request evidence of planning to analyze for alignment of NYS standards and learning targets.
January 2020	February 2020	BLT and consultant will analyze informal walkthroughs conducted by administrators, to begin analyzing learning targets and their alignment to NYS standards. Analysis will begin to develop PD focus for Instructional coaches PD in February 2020.
February 2020	April 2020	Coaches (English Language Arts, Mathematics, and Behavior Specialist), will conduct coaching cycles with homerooms based on fall 2019 to winter 2020 NWEA data and VADIR data.
February 2020	March 2020	Administrators will provide second opportunity for peer observations for 3rd grade teachers, so that peer observation can be rotated around each homeroom.
February 2020	March 2020	Instructional coaches will use February 2020 PD to launch school-wide focus of "Standards-based instructional practices," specifically rigor of student tasks.
February 2020	April 2020	Administrators will conduct informal walkthrough to collect evidence of students tasks and alignment to NYS standards, learning targets, and to measure rigor of tasks.
March 2020	March 2020	BLT will meet to analyze informal walkthrough data and peer observations to determine impact of 2020 PD by instructional coaches. Analysis will focus on rigor of student tasks.
April 2020	April 2020	BLT will meet with consultant to analyze all anecdotal evidence collected from informal walkthroughs, PDs, and evidence of planning to plan professional development for entire teaching staff.
May 2020	May 2020	Consultant will provide professional development to Sheridan Prep staff based off of planning meeting with BLT in April 2020.
May 2020	June 2020	The 2019-2020 school year data will be analyzed by the BLT and used to develop instructional plans for professional development for the 2020-2021 school year.
June 2020	June 2020	BLT will continue PD focus with entire teaching staff as determined by May 2020 PD, to provide instructional staff an opportunity to begin reflecting on student progress in the 2019-2020 school year.
		Strategic Allocation of Resources
January 2020	June 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
January 2020	June 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.
January 2020	June 2020	The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.
June 2020	June 2020	The Community Schools Site Coordinator will present all end of the year student data and analysis to CET and Advisory Committee during June 2020 for any recommendations or action steps needed.

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information	Level 1: 3-8 Chronic Absenteeism All Students - 38%	
B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)	Level 1: 3-8 Chronic Absenteeism All Students - 34%	
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 DTSDE recommendations and student data, Sheridan Preparatory Academy has recognized the need to decrease the chronic absenteeism rate of students from 38% to 34%. Areas of Need: Parent/Building Communication, Staff to parent communication, staff to staff communication; Areas of Need: Increase attendance rates for Kindergarten & 1st grade students; differentiate services for families based on determined need; transportation for after school enrichment program.	
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.
Reducing Barriers to Attendance		
July 2019	September 2019	Whitney M. Young Health Center will provide summer hours to students to address the medical needs of all students. Summer hours will provide more access to families to ensure that students' medical records are up to date for participation in the 2019-2020 school year.
September 2019	December 2019	Offer nutritional access in support of consistent positive attendance. The Mobile Food Pantry will also support this in providing support each month to students who may be tethering on the upper end of the Tier 1 attendance spectrum. To be offered from October 2019 - June 2020. Students and families are given strict requirements of 3 allowable unexcused absences, before participation in the program will be evaluated.
September 2019	December 2019	All students participating in after school enrichment activities will have after-school bus available to take them home afterwards. To encourage school connectedness, which may lead to increased attendance rate.
Parent Communication		
September 2019	December 2019	Remind App will be used by Home School Coordinator, Nurse, and Community School Site Coordinator and all Sheridan Preparatory Academy (SPA) stakeholders as a 2-way communication platform with parents/families. Parents will be encouraged to use the app to communicate child's lateness or absence. Parents will also receive notifications and updates, from attendance staff, on their children's as appropriate.

September 2019	December 2019	Health Center Staff will use Remind App to encourage parents to reach out to the nurse on call when they think their child may be sick. The nurse on call will make the determination if the child should come in to the center for a check-up or should be taken to urgent care/their pediatrician. Health Center Procedures: Health center staff will notify teachers and attendance staff of students' need to be out for additional days because of particular illness (i.e. pink eye, strep throat, fever, etc.), so that absences related to health concerns are reduced.
September 2019	December 2019	Community School Site Coordinator will analyze use of Remind App monthly, share data with BLT.
August 2019	August 2019	StarShips Program (Kindergarten Warm Up) will focus on increasing the awareness of families on the importance of regular attendance during primary school years (Pre-K through 2nd grade) with a specific focus on kindergarten and 1st grade students. The program will be supported throughout the year with "It's Lit" series for families.
September 2019	September 2019	Back to School Blast (Fall Open House) will be held as a Community resource sharing opportunity and parent goal setting with teachers. Home School Coordinator will take this event as an opportunity to share out resources and research that supports the importance of attendance. Public recognition of students who achieved 95% attendance rate during 2018-2019 school year by announcement and certificate will occur.
November 2019	November 2019	"It's Lit" series: Pasta & Movie Night for families will focus on increasing the awareness of families on the importance of regular attendance during primary school years (Pre-K through 2nd grade) with a specific focus on kindergarten and 1st grade students.
		Attendance Monitoring, Incentives, and Intervention
September 2019	December 2019	Bi-weekly Attendance Meetings will occur to monitor chronically absent students, programs designed to support barriers to school access, and any health issues/concerns. Bi-weekly meetings will be chaired by Home School Coordinator, with Principal, Community School Site Coordinator, School Nurse, School Secretary, and attendance support staff in attendance.
September 2019	December 2019	Monthly Attendance Meeting will occur to create action steps and plans for students who are developing attendance concerns. Meetings will be chaired by Home School Coordinator, with Principal, Community School Site Coordinator, School Nurse, School Secretary, and attendance support staff in attendance.
September 2019	December 2019	Monthly Recognition of Attendance during Blue & Gold days. Classes with best attendance and children with 100% attendance will be recognized monthly with an invitation to families. (9/27, 10/25, 11/22, 12/13)
September 2019	December 2019	Afterschool program to support students who are absent 3 or more days in any given week that provides missed instruction. Participation in the program will be based on weekly emails sent to Attendance Officer. Attendance Officer will provide families with a notification of the program.
December 2019	December 2019	BLT will analyze attendance data for September 2019 - December 2019 to make adjustments in interventions and support services to address chronic absenteeism.
		Strategic Allocation of Resources
September 2019	December 2019	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
September 2019	December 2019	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.
September 2019	December 2019	The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.

<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>Monthly Chronic Absenteeism Data by subgroup from 2018-19 to 2019-20</p>
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F1. Action Plan - January 2020 through June 2020

<p>F2. Start Date: Identify the projected start date for each activity.</p>	<p>F3. End Date: Identify the projected end date for each activity.</p>	<p>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.</p>
Reducing Barriers to Attendance		
<p>January 2020</p>	<p>June 2020</p>	<p>Remind App will be used by Home School Coordinator, Nurse, and Community School Site Coordinator and all Sheridan Preparatory Academy (SPA) stakeholders as a 2-way communication platform with parents/families. Parents will be encouraged to use the app to communicate children's lateness or absence. Parents will also receive notifications and updates, from attendance staff, of their children's as appropriate.</p>
<p>January 2020</p>	<p>June 2020</p>	<p>Offer nutritional access in support of consistent positive attendance. The Mobile Food Pantry will also support this in providing support each month to students who may be tethering on the upper end of the Tier 1 attendance spectrum. To be offered from October 2019 - June 20. Students and families are given strict requirements of 3 allowable unexcused absences, before participation in the program will be evaluated.</p>
<p>January 2020</p>	<p>June 2020</p>	<p>Health Center Staff will use Remind App to encourage Parents to reach out to the nurse on call when they think their child may be sick. The nurse on call will make the determination if the child should come in to the center for a check-up or should be taken to urgent care/their pediatrician. Health Center Procedures: Health center staff will notify teachers and attendance staff of students' need to be out for additional days because of particular illness (i.e. pink eye, strep throat, fever, etc.), so that absences related to health concerns are reduced.</p>
<p>January 2020</p>	<p>June 2020</p>	<p>Community School Site Coordinator will analyze use of Remind App monthly, share data with BLT.</p>
Attendance Monitoring, Incentives, and Intervention		
<p>January 2020</p>	<p>June 2020</p>	<p>Bi-weekly Attendance Meetings will occur to monitor chronically absent students, programs designed to support barriers to school access, and any health issues/concerns. Bi-weekly meetings will be chaired by Home School Coordinator, with Principal, Community School Site Coordinator, School Nurse, School Secretary, and attendance support staff in attendance.</p>
<p>January 2020</p>	<p>June 2020</p>	<p>Monthly Attendance Meeting will occur to create action steps and plans for students who are developing attendance concerns. Meetings will be chaired by Home School Coordinator, with Principal, Community School Site Coordinator, School Nurse, School Secretary, and attendance support staff in attendance.</p>
<p>January 2020</p>	<p>June 2020</p>	<p>Monthly Recognition of Attendance during Blue & Gold days. Classes with best attendance and children with 100% attendance will be recognized monthly with an invitation to families. (1/31, 2/28, 3/27, 5/1, 5/29, 6/19)</p>
<p>January 2020</p>	<p>June 2020</p>	<p>Home School Coordinator will conduct home-visits a minimum of 3 days per week to families on chronic absenteeism list and those students whose attendance rate falls below 90%.</p>
<p>January 2020</p>	<p>May 2020</p>	<p>All students participating in after school enrichment activities will have after-school bus available to take them home afterwards. To encourage school connectedness, which may lead to increased attendance rate.</p>

January 2020	June 2020	Afterschool program to support students who are absent 3 or more days in any given week that provides missed instruction. Participation in the program will be based on weekly emails sent to Attendance Officer. Attendance Officer will provide families with a notification of the program.
January 2020	June 2020	"It's Lit" series: Warm & Cozy Night for families will focus on increasing the awareness of families on the importance of regular attendance during primary school years (Pre-K through 2nd grade) with a specific focus on kindergarten and 1st grade students.
January 2020	June 2020	Offer nutritional access in support of consistent positive attendance. The Mobile Food Pantry will also support this in providing support each month to students who may be tethering on the upper end of the Tier 1 attendance spectrum. To be offered from October 2019 - June 2020. Students and families are given strict requirements of 3 allowable unexcused absences, before participation in the program will be evaluated.
January 2020	June 2020	BLT will analyze attendance data for December 2019 - June 2020 to make adjustments in interventions and support services to address chronic absenteeism.
May 2019	May 2019	Atten"Dance" will be held for all students and families who meet 90% attendance rate.
June 2020	June 2020	Ice Cream Social (Spring Open House) will be held as a Community resource sharing opportunity and parent goal setting with teachers. Home School Coordinator will take this event as an opportunity to share out resources and research that supports the importance of attendance. Public recognition of students who achieved 95% attendance rate during 2019-2020 school year by announcement and certificate will occur.
June 2020	June 2020	The 2019-2020 school year data will be analyzed by the BLT and used to develop attendance plans for the 2020-2021 school year.
		Strategic Allocation of Resources
January 2020	June 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with Advisory Committee, so that partnerships and resources can be selected to support the academic needs of students. Advisory Committee meets monthly.
January 2020	June 2020	The Community Schools Site Coordinator will use student data (NYS exams and NWEA data) to share with CET, so that partnerships and resources can be selected to support the academic needs of students. CET meets quarterly.
January 2020	June 2020	The Community Schools Site Coordinator will report monthly to BLT any recommendations provided by the Advisory Committee or CET to support the goals of the comprehensive plan.