LEA Name:	ALBANY CITY SCHOOL DISTRICT
LEA BEDS Code:	10100010021
School Name:	Tony Clement Center for Education

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	William S. Rivers	Title	Principal
Phone	475-6525	Email	wrivers@albany.k12.ny.us
Website for Published Plan			

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

LEA Name:	ALBANY CITY SCHOOL DISTRICT
LEA BEDS Code:	10100010000
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Contact Name	William S. Rivers	Title	Principal
Phone	475-6525	Email	wrivers@albany.k12.ny.us
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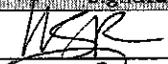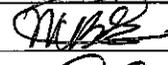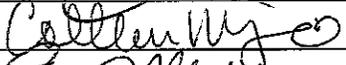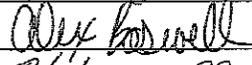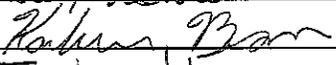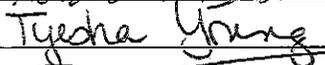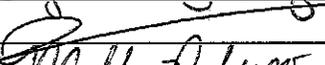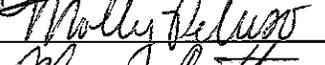
Implementation is required no later than the first day of regular student attendance.

SIGNATURES

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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
William Rivers	Principal	*(signature)*	6/25/19
Mary Bontathus Gamh	Teacher, Business	*(signature)*	6/25/19
Chris Monticell	Social Worker	*(signature)*	6/25/19
Colleen Maguire	Teacher, Math	*(signature)*	6/25/19
Renée Meade	Teacher, English	*(signature)*	6/25/19
Alex Boswell	Teacher, English	*(signature)*	6/25/19
Karleen Bookshire	Social Worker	*(signature)*	6/25/19
Tyesha Young	Community School Site Coordinator	*(signature)*	6.25.19
Sentaria Murray	HSC		6/25/19
Molly Peluso	School Psychologist	*(signature)*	6/25/19
Megan Britton	Behavior Specialist	*(signature)*	6/25/19

1

Teresa Adalon	Assistant principal	[signature]	6/25/19
Ken Dittmer	Head of Security		6/25/19
Jessica Samuel	School Counselor		6/25/19

Statement of Assurances

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

x	1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
	2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
x	3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
x	4. The SCEP contains at least one evidence-based intervention.
x	5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Evidence-Based Intervention

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

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

1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.

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

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

Strategy the school will implement:	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	

Evidence-Based Intervention

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

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
William Rivers	Principal
Teresa Adalian	Assistant Principal
Jessica Samuel	School Counselor
Sentaria DePass-Murray	Home School Coordinator
Ken Dittmer	Head of Security
Tyesha Young	Community School Site Coordinator
Colleen Maguire	9-12 Mathematics Teacher
Renee Meade	9-12 English Teacher
Mary Bonitatibus-Garrity	7-12 Business/ FACS Teacher
Chris Monticello	Middle School Social Worker
Karleen Brookshire	High School Social Worker
Molly Peluso	7-12 School Psychologist
Meg Britton	7-12 Behavior Specialist
Alex Boswell	9-12 English Teacher

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	

Graduation Rate	
All Graduation Rate data is based on AHS graduation rate data	
A1. 4-Year Graduation Rate Baseline Data:	**AHS DATA:** All Students 62.5, Black 54.5, Hispanic/Latino 60.6, Multi-racial 62.5, Eco 57.4, ELL 16.2, SWD 26
A2. 5-Year Graduation Rate Baseline Data:	**AHS DATA:** All Students 70.5, Black 66, Multi-racial 61.9, White 77.3, ELL 42.1, SWD 43.6
A3. 6-Year Graduation Rate Baseline Data:	**AHS DATA**: Hispanic/Latino 59.6, ELL 54.5
TSI Schools: For sections A1, A2, and A3, indicate the subgroup and its corresponding baseline data for each identified subgroup	
B1. 4-Year Graduation Rate SCEP Goal	**AHS DATA:** All Students 66.1, Black 61.8, Hispanic/Latino 63.5, Multi-racial 63.6, Eco 61.4, ELL 27.1, SWD 41.7
B2. 5-Year Graduation Rate SCEP Goal	**AHS DATA:** All Students 70.7, Black 67.4, Multi-racial 72.5, White 84.5, ELL 43, SWD 50
B3. 6-Year Graduation Rate SCEP Goal	**AHS DATA:** Hispanic/Latino 67.9, ELL 55.7
TSI Schools: For sections B1, B2, and B3, indicate the subgroup and its corresponding SCEP goal for each identified subgroup	
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.	TCCE needs to help increase the graduation rate by decreasing student FTE drops for 20 consecutive absences thereby increasing TCCE's stabilization rate (students that remain enrolled during the entire year or appropriately identifying students as transferring to other approved schools/districts). TCCE will need to support the graduation rate by ensuring any TCCE 4th, 5th and 6th year cohort students graduate. Finally, TCCE needs to further support the graduation rate by monitoring/intervening students on track by cohort via the At-Risk Report and GradesAndCredits report via the Admin Dashboard.

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 Area(s) of Need and Achieve Goals:** In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
8/1/2019	8/23/2019	Principal will identify (in collaboration with the technology office) TCCE's stabilization rate, as baseline, for 2018-19 (% of students remaining enrolled during the year or transferring to approved schools/ districts).

8/1/2019	8/23/2019	Principal will identify (in collaboration with the technology office) TCCE student FTE drops that will count against graduation rate for 2018-19 as baseline (2015 cohort).
9/5/2019	9/27/2019	BLT to develop a Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate. (2016 and all subsequent cohorts).
9/5/2019	9/27/2019	Data teams (including building and district admin) will set Regents pass rate Smart Goals based on 2018-19 baseline data to be used/monitored during data teaming which will occur via CPT.
9/1/2019	9/30/2019	MTSS team to monitor students by cohort using the AtRisk and the_GradesAndCredits Dashboard Amin report to monitor/ intervene with students by cohort based on credit obtainment every 10 weeks. Updates will be shared via monthly principal report.
9/1/2019	9/30/2019	MTSS team to monitor any placed 4th, 5th, or 6th year cohort students to ensure graduation via 5 week intervention meetings. Updates will be shared via monthly principal report via weekly MTSS meetings/ minutes.
9/1/2019	9/30/2019	MTSS team to use the universal screening (NWEA assessment) for reading and math to identify/ deliver/ progress monitor any academic interventions that may be required for reading or mathematics during Fall administration.
10/1/2019	10/1/2019	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate. (2016 and all subsequent cohorts). Updates will be shared via monthly principal report.
10/1/2019	10/1/2019	BLT to monitor Regents pass rate Smart Goal via data teaming, which occurs during CPT, via skill-based data cycles, benchmark assessments, analysis, and action planning.
10/1/2019	10/31/2019	MTSS team to monitor any placed 4th, 5th, or 6th year cohort students to ensure graduation via 5 week intervention meetings. Updates will be shared via monthly principal report via weekly MTSS meetings/minutes.
10/1/2019	10/31/2019	MTSS team to monitor students by cohort using the AtRisk and the_GradesAndCredits Dashboard Amin report to monitor/intervene with students by cohort based on credit obtainment every 10 weeks. Updates will be shared via monthly principal report.
10/1/2019	10/31/2019	MTSS team to use the universal screening (NWEA assessment) for reading and math to identify/deliver/progress monitor any academic interventions that may be required for reading or mathematics during Fall administration.
11/12/2019	11/12/2019	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate. (2016 and all subsequent cohorts). Updates will be shared via monthly principal report.
11/12/2019	11/12/2019	BLT to monitor Regents pass rate Smart Goal via data teaming, which occurs during CPT, via skill-based data cycles, benchmark assessments, analysis, and action planning.
11/1/2019	11/30/2019	MTSS team to monitor any placed 4th, 5th, or 6th year cohort students to ensure graduation via 5 week intervention meetings. Updates will be shared via monthly principal report via weekly MTSS meetings/minutes.
11/1/2019	11/30/2019	MTSS team to monitor students by cohort using the AtRisk and the_GradesAndCredits Dashboard Amin report to monitor/intervene with students by cohort based on credit obtainment every 10 weeks. Updates will be shared via monthly principal report.
11/1/2019	11/30/2019	MTSS team to use the universal screening (NWEA assessment) for reading and math to identify/deliver/progress monitor any academic interventions that may be required for reading or mathematics during Fall administration.
12/3/2019	12/3/2019	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate. (2016 and all subsequent cohorts). Updates will be shared via monthly principal report.
12/3/2019	12/3/2019	BLT to monitor Regents pass rate Smart Goal via data teaming, which occurs during CPT, via skill-based data cycles, benchmark assessments, analysis, and action planning.

12/1/2019	12/31/2019	MTSS team to monitor any placed 4th, 5th, or 6th year cohort students to ensure graduation via 5 week intervention meetings. Updates will be shared via monthly principal report via weekly MTSS meetings/minutes.
12/1/2019	12/31/2019	MTSS team to monitor students by cohort using the AtRisk and the_GradesAndCredits Dashboard Amin report to monitor/intervene with students by cohort based on credit obtainment every 10 weeks. Updates will be shared via monthly principal report.
12/1/2019	12/31/2019	MTSS team to use the universal screening (NWEA assessment) for reading and math to identify/deliver/progress monitor any academic interventions that may be required for reading or mathematics during Fall administration.
1/7/2020	1/7/2020	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate. (2016 and all subsequent cohorts). Updates will be shared via monthly principal report.
1/7/2020	1/7/2020	BLT to monitor Regents pass rate Smart Goal via data teaming, which occurs during CPT, via skill-based data cycles, benchmark assessments, analysis, and action planning.
1/1/2020	1/31/2020	MTSS team to monitor any placed 4th, 5th, or 6th year cohort students to ensure graduation via 5 week intervention meetings. Updates will be shared via monthly principal report via weekly MTSS meetings/minutes.
1/1/2020	1/31/2020	MTSS team to monitor students by cohort using the AtRisk and the_GradesAndCredits Dashboard Amin report to monitor/intervene with students by cohort based on credit obtainment every 10 weeks. Updates will be shared via monthly principal report.
1/1/2020	1/31/2020	MTSS team to use the universal screening (NWEA assessment) for reading and math to identify/deliver/progress monitor any academic interventions that may be required for reading or mathematics during Fall administration.
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.		1) 2019-20 stabilization rate through January compared to the 2018-19 baseline stabilization rate. 2) 2019-20 FTE drop number/ rate through January compared to the 2018-19 baseline FTE drop number/ rate. 3) Progress monitoring of any actively enrolled 4th, 5th, or 6th year cohort seniors. (% on track vs. % not on track). 4) Progress monitoring of student by cohort on track to move to the next grade. (% on track by cohort to move to next grade). 5.) Monitor teaming minutes from CPT to determine student growth via data cycles and Benchmark testing.
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 Area(s) 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.**
2/4/2020	2/4/2020	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate. (2016 and all subsequent cohorts). Updates will be shared via monthly principal report.
2/4/2020	2/4/2020	BLT to monitor Regents pass rate Smart Goal via data teaming, which occurs during CPT, via skill-based data cycles, benchmark assessments, analysis, and action planning.

2/1/2020	2/29/2020	MTSS team to monitor students by cohort using the AtRisk and the_GradesAndCredits Dashboard Amin report to monitor/intervene with students by cohort based on credit obtainment every 10 weeks. Updates will be shared via monthly principal report.
2/1/2020	2/29/2020	MTSS team to monitor any placed 4th, 5th, or 6th year cohort students to ensure graduation via 5 week intervention meetings. Updates will be shared via monthly principal report via weekly MTSS meetings/minutes.
2/1/2020	2/29/2020	MTSS team to use the universal screening (NWEA assessment) for reading and math to identify/deliver progress monitor any academic interventions that may be required for reading or mathematics during Fall administration.
3/3/2020	3/3/2020	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate. (2016 and all subsequent cohorts). Updates will be shared via monthly principal report.
3/3/2020	3/3/2020	BLT to monitor Regents pass rate Smart Goal via data teaming, which occurs during CPT, via skill-based data cycles, benchmark assessments, analysis, and action planning.
3/1/2020	3/31/2020	MTSS team to monitor any placed 4th, 5th, or 6th year cohort students to ensure graduation via 5 week intervention meetings. Updates will be shared via monthly principal report via weekly MTSS meetings/minutes.
3/1/2020	3/31/2020	MTSS team to monitor students by cohort using the AtRisk and the_GradesAndCredits Dashboard Amin report to monitor/intervene with students by cohort based on credit obtainment every 10 weeks. Updates will be shared via monthly principal report.
3/1/2020	3/31/2020	MTSS Team to use the universal screening (NWEA assessment) for reading and math to identify/deliver/progress monitor any academic interventions that may be required for reading or mathematics during Fall administration.
4/7/2020	4/7/2020	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate. (2016 and all subsequent cohorts). Updates will be shared via monthly principal report.
4/7/2020	4/7/2020	BLT to monitor Regents pass rate Smart Goal via data teaming, which occurs during CPT, via skill-based data cycles, benchmark assessments, analysis, and action planning.
4/1/2020	4/30/2020	MTSS team to monitor any placed 4th, 5th, or 6th year cohort students to ensure graduation via 5 week intervention meetings. Updates will be shared via monthly principal report via weekly MTSS meetings/minutes.

ELA 7-12

A1. ELA Baseline Data:	**MIDDLE SCHOOL** 2018-19 NWEA Spring "All students" CGP Reading Avg: 24.3 / **AHS DATA** All 127.4, A 145, B 109.94, H 113.3, W 172.5, ECO 106.29, ELL 16.91, SWD 57.79

TSI Schools: For sections A1 and A2 indicate the subgroup and its corresponding baseline data for each identified subgroup

B1. ELA SCEP Goal	**MIDDLE SCHOOL:** By June 2020, TCCE will Increase NWEA "All students" CGP Reading avg. from 24.3 to 50.0 / **AHS DATA** All 159, A 182.8, B 145.5, H 146.3, W 192.7, ECO 149.4, ELL 71.9, SWD 89.0

TSI Schools: For sections B1 and B2, indicate the subgroup and its corresponding SCEP goal for each identified subgroup

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.	**MIDDLE SCHOOL:** TCCE needs an efficient way to access student level MS ELA data to calculate our own Performance Index and MGP annually, based on individual annual enrollment. To write this SCEP plan, NWEA Common Growth Percentile data had to be used from the 0_ESSAAccountyability_38_tcce dashboard report with the goal being to meet or exceed expected student growth, or the 50% percentile. The middle school sections have historically been combined as 7th and 8th grade sections. Classes ran in 2018-19 for 60 minutes, which proved difficult for teachers to manage and even more challenging for students to maintain attention, especially during back to back blocks (and in many cases back to back to back blocks [180 minutes in a row]). The sections need to be separated to be true 7th and true 8th grade sections aligned to appropriate curriculum measured by 7th and 8th grade ELA assessments where student progress is monitored by 7th and 8th grade ELA Benchmarks given 3x/ year. Finally, historically, there has not been a systematic way to deliver reading to close the reading achievement disparity, but rather the separate classroom and staff have been used in an attempt to manage behavior rather than provide systematic reading or math intervention.

7-12: Student progress towards reaching proficiency on ELA assessments have not historically been monitored at TCCE outside of the teacher's gradebook. TCCE needs to implement Benchmark testing 3x/ year for ELA and teachers need continued training in data analysis protocols need to be embedded in Common Planning Time/ professional development days. Based on qualitative and quantitative measures of stakeholder performance (student, teacher, leader), it was revealed that the district's secondary data team model is inconsistently executed and monitored with fidelity. As a result, leaders and teachers will implement and monitor the model at the team meeting and classroom level to meet the needs of all students. Additionally, based on walkthrough data, students need to demonstrate increased cognitive engagement in all 7-12 classes (Evident in 7/64: 11% L3/L4 continuum). |

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 Area(s) of Need and Achieve Goals:** In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal. *For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH*
8/1/2019	8/23/2019	MS Math student data to be provided to TCCE (for TCCE students) so TCCE has it's own Performance Index and MGP that is calculated annually to set appropriate Smart Goals each year *or* TCCE will continue to use the average of Common Growth Percentile calculated by NWEA scores to measure 7th and 8th grade reading growth.
8/1/2019	8/23/2019	Principal and school counselor to build the master scheduling to shift from 60 minute blocks to 40 minute periods with students placed into grade level sections rather than combined 7/8 sections.
8/1/2019	8/23/2019	Principal and school counselor will ensure reading AIS is provided to all middle school students and HS SWD by building into the master schedule.

8/1/2019	8/23/2019	Principal to secure Lexia PowerUp reading licenses for all MS (48) and HS SWD (16) students.
8/1/2019	8/23/2019	Principal to ensure training is provided for Lexia Power Up to 7-12 reading AIS and SPED teachers.
8/1/2019	9/9/2019	Teachers attending the summer Project Based Learning training will lead the curriculum work over the summer and turn-key the PBL training to their teammates in September and evidenced by Rubicon Atlas updates to curriculum for the planned PBL unit.
9/6/2019	9/9/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development in the CSDA's ELA curriculum and Instructional Framework in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes.
9/4/2019	9/4/2019	Building administrators and instructional supervisors will establish expectations for the secondary data team model across all teacher teams.
9/23/2019	9/26/2019	Teacher teams will develop team norms, roles, and responsibilities for data teaming in alignment with the CSDA's established guidelines for common planning time.
9/30/2019	10/3/2019	Teacher teams will begin their first data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
10/1/2019	10/31/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
10/1/2019	10/31/2019	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
10/16/2019	11/12/2019	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
10/21/2019	11/1/2019	Grades 7-8 ELA teachers will administer their first ELA benchmark exam.
11/1/2019	12/1/2019	Teachers will be trained and be provided with ongoing, job embedded coaching around data analysis protocols and eDoctrina when reviewing Benchmark exam data by the instructional coach. This will occur during CPT and be evidenced in teaming minutes.
11/1/2019	11/26/2019	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
11/1/2019	11/26/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
11/1/2019	11/26/2019	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
11/4/2019	11/7/2019	Teacher teams will complete their first data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
11/5/2019	11/5/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development in the CSDA's ELA curriculum and Instructional Framework in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes.
11/13/2019	11/13/2019	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
11/14/2019	1/16/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.

11/14/2019	11/20/2019	Teacher teams will begin their second data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
12/2/2019	12/20/2019	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
12/2/2019	12/20/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
12/2/2019	12/20/0209	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
12/16/2019	12/19/2019	Teacher teams will complete their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
1/2/2020	1/31/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
1/2/2020	1/31/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
1/2/2020	1/31/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
1/2/2020	1/8/2020	Teacher teams will begin their third data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
1/13/2019	1/24/2019	Grades 7-8 ELA teachers will administer their second ELA benchmark exam.
1/24/2019	2/24/2019	Teachers will be trained and be provided with ongoing, job embedded coaching around data analysis protocols and eDoctrina when reviewing Benchmark exam data by the Instructional Coach. This will occur during CPT and be evidenced in teaming minutes.
1/17/2020	1/17/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
1/20/2020	2/11/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/27/2020	1/30/2020	Teacher teams will complete their third data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
Sep-19	Jan-20	**HIGH SCHOOL**: ELA 9, 10, 11 are to be administered at TCCE in accordance with the pacing timeline outlined in Rubicon Atlas. *(BOTH)*

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.	1) The completed revamped middle school master schedule (60 minute blocks with 3 blocks in a row to 40 minute periods with 2 cores split in AM/ PM).
	2.) One cross curricular unit modified by program (HS/ CH/ MS) resulting in a community based project evident in Rubicon Atlas.
	3.) Lexia Power Up internal data (baseline fall testing to growth).
	4.) Middle School NWEA Conditional Growth Percentile data (Fall to Winter) -- reading goal of 24.3 to 50.
	5.) Data Teaming Short Cycle Data
	6.) 7th grade ELA, 8th grade ELA, ELA 9, ELA 10, ELA 11 Benchmark data (student participation rate, item analysis, projected NYS pass rates, action plans) evidenced in data team minutes/ action plans.
	7.) Teacher growth in cognitive engagement based on walkthrough data from 2018-19 baseline (11% L3/L4).

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 Area(s) 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. *For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH*
2/3/2020	2/6/2020	Teacher teams will begin their fourth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
2/3/2020	2/28/2020	Each program (MS/ HS/ CH) will implement one cross curricular Project Based Learning unit during the 2019-20 school year culminating in the Black History month celebration.
2/3/2020	2/28/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
2/3/2020	2/28/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
2/3/2020	2/28/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
2/12/2020	2/12/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
2/13/2020	3/16/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
3/2/2020	3/5/2020	Teacher teams will complete their fourth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
3/2/2020	3/31/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
3/2/2020	3/31/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
3/2/2020	3/31/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
3/9/2020	3/12/2020	Teacher teams will begin their fifth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.

3/17/2020	3/17/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development to 7th and 8th grade ELA teachers in the CSDA's ELA curriculum and Instructional Framework, in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes. Facilitators will model practices with students for teachers to observe, discuss, and implement.
3/18/2020	4/9/2020	7th and 8th grade ELA teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
3/23/2020	4/3/2020	Grades 6-8 ELA teachers will administer their third ELA benchmark exam.
3/23/2020	4/23/2020	Teachers will be trained and be provided with ongoing, job embedded coaching around data analysis protocols and eDoctrina when reviewing Benchmark exam data by the Instructional Coach. This will occur during CPT and be evidenced in teaming minutes.
4/1/2020	4/30/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
4/1/2020	4/30/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
4/1/2020	4/30/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
4/6/2020	4/9/2020	Teacher teams will complete their fifth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
5/1/2020	5/29/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
5/1/2020	5/29/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
5/1/2020	5/29/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
5/1/2020	5/29/2020	Teacher teams will analyze longitudinal student performance throughout the course of the year to inform curricular adjustments, instructional design, and assessment design for the 2020-2021 school year.
5/19/2020	5/19/2020	The Instructional Supervisor for English Language Arts/Reading and middle-level literacy coaches will provide professional development in the CSDA's ELA curriculum and Instructional Framework in order to develop practice in the areas of student discourse, cognitive engagement, and student ownership of learning to improve student outcomes.
6/1/2020	6/30/2020	The Building Leadership Team will analyze the degree to which SCEP goals in ELA were achieved in preparation for 2020-2021 SCEP development.
Jan-20	Jun-20	**HIGH SCHOOL**: ELA 9, 10 ,11 Benchmarks are to be administered at TCCE in accordance with the pacing timeline outlined in Rubicon Atlas. *(BOTH)*

Math 7-12

A2. Math Baseline Data:	**MIDDLE SCHOOL** 2018-19 NWEA Spring "ALL students" CGP Math Avg: 30.4 / **AHS DATA** All 85.03, A 115.711, B 68.61, H 74.31, W 120.36, ECO 73.57, ELL 38.24, SWD 24.68
TSI Schools: For sections A1 and A2 indicate the subgroup and its corresponding baseline data for each identified subgroup	

B2. Math SCEP Goal	**MIDDLE SCHOOL:** By June 2020, TCCE will increase NWEA "All students" CGP Math avg. from 30.4 to 50.0 / **AHS DATA** All 115.5 A 141.3, B 98.9, H 95.0, W 166.1, ECO 109.9, ELL 82.8, SWD 51.6
TSI Schools: For sections B1 and B2, indicate the subgroup and its corresponding SCEP goal for each identified subgroup	

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.	**MIDDLE SCHOOL:** TCCE needs an efficient way to access student level MS Math data to calculate our own Performance Index and MGP annually, based on individual annual enrollment. To write this SCEP plan, NWEA Common Growth Percentile data had to be used from the 0_ESSAAccountyability_38_tcce dashbaord report with the goal being to meet or exceed expected student growth, or the 50% percentile. The middle school sections have historically been combined as 7th and 8th grade sections with 7th and 8th grade math being aligned to the Topics in Algebra coursework rather than the Math 7 and Math 8 coursework. Classes ran in 2018-19 for 60 minutes, which proved difficult for teachers to manage and even more challenging for students to maintain attention, especially during back to back blocks (and in many cases back to back to back blocks [180 minutes in a row]). The sections need to be separated to be true 7th and true 8th grade sections aligned to appropriate curriculum measured by 7th and 8th grade math assessments where student progress is monitored by 7th and 8th grade Math Benchmarks given 3x/ year. Finally, historically, there has not been a systematic way to deliver math AIS to close the math achievement disparity, but rather the separate classroom and staff have been used in an attempt to manage behavior rather than provide systematic reading or math intervention. **7-12:** Student progress towards reaching proficiency on math assessments have not historically been monitored at TCCE outside of the teacher's gradebook. TCCE needs to implement Benchmark testing 3x/ year for Math and teachers need continued training in data analysis protocols need to be embedded in Common Planning Time/ professional development days. Based on qualitative and quantitative measures of stakeholder performance (student, teacher, leader), it was revealed that the district's secondary data team model is inconsistently executed and monitored with fidelity. As a result, leaders and teachers will implement and monitor the model at the team meeting and classroom level to meet the needs of all students. Additionally, based on Walkthrough data, students need to demonstrate increased cognitive engagement in all 7-12 classes (Evident in 7/64: 11% L3/L4 continuum).

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 Area(s) of Need and Achieve Goals:** In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal. *For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH*
8/1/2019	8/23/2019	MS Math student data to be provided to TCCE (for TCCE students) so TCCE has it's own Performance Index and MGP that is calculated annually to set appropriate Smart Goals each year **_or_** TCCE will continue to use the average of Common Growth Percentile calculated by NWEA scores to measure 7th and 8th grade math growth.
8/1/2019	8/23/2019	Principal and school counselor to build the master scheduling to shift from 60 minute blocks to 40 minute periods with students placed into grade level sections rather than combined 7/8 sections. Topics in Algebra curriculum to shift to Math 7 and Math 8 curriculum.

8/1/2019	8/23/2019	Principal and school counselor will ensure math AIS is provided to all middle school students and HS SWD by building into the master schedule.
8/1/2019	8/23/2019	Principal to secure iReady math licenses for all MS (48) and HS SWD (16) students.
8/1/2019	9/1/2019	STEM/ math supervisor and principal will communicate to middle school math teacher that Topics in Algebra curriculum to shift to Math 7 and Math 8 curriculum.
8/1/2019	9/9/2019	Principal to ensure training is provided for iReady math to 7-12 AIS and SPED teachers.
8/1/2019	9/9/2019	Teachers attending the summer Project Based Learning training will lead the curriculum work over the summer and turn-key the PBL training to their teammates in September and evidenced by Rubicon Atlas updates to curriculum for the planned PBL unit.
9/4/2019	9/4/2019	The instructional supervisor for Mathematics and middle-level math coach will provide professional development in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
9/4/2019	9/4/2019	Building administrators and instructional supervisors will establish expectations for the secondary data team model across all teacher teams.
9/23/2019	9/26/2019	Teacher teams will develop team norms, roles, and responsibilities for data teaming in alignment with the CSDA's established guidelines for common planning time.
9/30/2019	10/3/2019	Teacher teams will begin their first data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.
10/1/2019	10/31/2019	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
10/1/2019	10/31/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
10/1/2019	10/31/2019	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
10/8/2019	10/8/2019	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 6 and 7 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
10/9/2019	1/2/2019	Grade 7 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/1/2019	11/26/2019	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
11/1/2019	11/26/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
11/1/2019	11/26/2019	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
11/4/2019	11/7/2019	Teacher teams will complete their first data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
11/8/2019	11/8/2019	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 6 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.

11/9/2019	1/2/2020	Grade 8 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
11/14/2019	11/20/2019	Teacher teams will begin their second data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on 2018-19 math state assessment.
12/2/2019	12/20/2019	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
12/2/2019	12/20/2019	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
12/2/2019	12/20/2019	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
12/16/2019	12/19/2019	Teacher teams will complete their second data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
12/17/2019	12/20/2019	Grades 7 math teachers will administer their first benchmark exam.
12/20/2019	1/20/2019	Teachers will be trained and be provided with ongoing, job embedded coaching around data analysis protocols and eDoctrina when reviewing Benchmark exam data by the instructional coach. This will occur during CPT and be evidenced in teaming minutes.
1/2/2020	1/31/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
1/2/2020	1/31/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
1/2/2020	1/31/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
1/3/2020	1/3/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 7 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
1/4/2020	2/24/2020	Grade 7 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/4/2020	3/18/2020	Grade 8 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
1/24/2020	1/31/2020	Grades 8 math teachers will administer their first benchmark exam.
1/31/2020	2/28/2020	Teachers will be trained and be provided with ongoing, job embedded coaching around data analysis protocols and eDoctrina when reviewing Benchmark exam data by the instructional coach. This will occur during CPT and be evidenced in teaming minutes.
1/2/2020	1/8/2020	Teacher teams will begin their third data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on and student performance on 2018-19 math state assessment.
1/27/2020	1/30/2020	Teacher teams will complete their third data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on post-assessments.
Sep-19	Jan-20	**HIGH SCHOOL**: Topics in Algebra and Algebra Benchmarks are to be administered at TCCE in accordance with the pacing timeline outlined in Rubicon Atlas.

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.	1) The completed revamped middle school master schedule (60 minute blocks with 3 blocks in a row to 40 minute periods with 2 cores split in AM/ PM). 2. One cross curricular unit modified by program (HS/ CH/ MS) resulting in a community based project evident in Rubicon Atlas. 3.iReady Math internal data (baseline fall testing to growth). 4. Middle School NWEA Conditional Growth Percentile data (Fall to Winter) -- reading goal of 24.3 to 50. 5. Data Teaming Short Cycle Data 6. 7th grade Math, 8th grade math, Topics, Algebra Benchmark data (student participation rate, item analysis, projected NYS pass rates, action plans) evidenced in data team minutes/ action plans. 7. Teacher growth in cognitive engagement based on walkthrough data from 2018-19 baseline (11% L3/L4).	

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 Area(s) 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.** *For each step, indicate in parentheses if the step will assist the school toward its ELA goal or its MATH goal or BOTH*
2/3/2020	2/6/2020	Teacher teams will begin their fourth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
2/3/2020	2/28/2020	Each program (MS/ HS/ CH) will implement one cross curricular Project Based Learning unit during the 2019-20 school year culminating in the Black History month celebration.
2/3/2020	2/28/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
2/3/2020	2/28/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
2/3/2020	2/28/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
2/25/2020	2/25/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 6 and 7 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
2/26/2020	4/1/2020	Grade 7 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
3/2/2020	3/5/2020	Teacher teams will complete their fourth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
3/2/2020	3/31/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
3/2/2020	3/31/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.

3/2/2020	3/31/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
3/6/2020	3/13/2020	Grades 8 math teachers will administer their second benchmark exam.
3/13/2020		Teachers will be trained and be provided with ongoing, job embedded coaching around data analysis protocols and eDoctrina when reviewing Benchmark exam data by the instructional coach. This will occur during CPT and be evidenced in teaming minutes.
3/9/2020	3/12/2020	Teacher teams will begin their fifth data cycle, setting SMART goals based on the curricular unit's priority standards and student performance on pre-assessments.
3/12/2020	3/19/2020	Grades 7 math teachers will administer their second benchmark exam.
3/19/2020	4/19/2020	Teachers will be trained and be provided with ongoing, job embedded coaching around data analysis protocols and eDoctrina when reviewing Benchmark exam data by the instructional coach. This will occur during CPT and be evidenced in teaming minutes.
3/19/2020	3/19/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 6 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
3/20/2020	4/1/2020	Grade 8 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
4/1/2020	4/30/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
4/1/2020	4/30/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
4/2/2020	4/2/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development to grade 7 and 8 teachers in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
4/1/2020	4/30/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.
4/3/2020	5/18/2020	Grade 7 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
4/3/2020	5/18/2020	Grade 8 math teachers will engage in coaching cycles to plan, implement, and/or analyze the implementation of practices modeled in professional development with their students.
4/6/2020	4/9/2020	Teacher teams will complete their fifth data cycle, analyzing the achievement of their SMART goals based on the curricular unit's priority standards and student performance on benchmark assessments.
5/1/2020	5/29/2020	Building administrators and instructional supervisors will visit all team meetings, at least once, to provide meaningful feedback and support to teacher teams in alignment with the secondary data team model, including review of data team minutes, using the CSDA team meeting feedback form.
5/1/2020	5/29/2020	Building and district administrators will conduct two paired/group walkthroughs this month using the CSDA walkthrough form to provide teachers with meaningful feedback and support and calibrate instructional leadership practices to improve the fidelity with which the district curriculum and Instructional Framework is implemented.
5/1/2020	5/29/2020	Building administrators (principal and both assistant principals) will provide meaningful feedback and support to teachers through classroom walkthroughs using the CSDA district walkthrough form, completing at least four walkthroughs each during this month.

5/1/2020	5/29/2020	Teacher teams will analyze longitudinal student performance throughout the course of the year to inform curricular adjustments, instructional design, and assessment design for the 2020-2021 school year.
5/19/2020	5/19/2020	The Instructional Supervisor for Mathematics and middle-level math coach will provide professional development in the CSDA's math curriculum and Instructional Framework in order to develop practice in the areas of student discourse, engaging mathematical tasks, and questioning to improve student outcomes.
6/1/2020	6/30/2020	The building leadership team will analyze the degree to which SCEP goals in Math were achieved in preparation for 2020-2021 SCEP development.
6/3/2020	6/10/2020	Grade 7 math teachers will administer their third benchmark exam.
6/10/2020	6/26/2020	Teachers will be trained and be provided with ongoing, job embedded coaching around data analysis protocols and eDoctrina when reviewing Benchmark exam data by the instructional coach. This will occur during CPT and be evidenced in teaming minutes.
6/10/2020	6/17/2020	Grades 8 math teachers will administer their third benchmark exam.
6/17/2020	6/26/2020	Teachers will be trained and be provided with ongoing, job embedded coaching around data analysis protocols and eDoctrina when reviewing Benchmark exam data by the Instructional Coach. This will occur during CPT and be evidenced in teaming minutes.
Jan-20	Jun-20	**MIDDLE SCHOOL & HIGH SCHOOL**: Topics in Algebra, Algebra Benchmarks are to be administered at TCCE in accordance with the pacing timeline outlined in Rubicon Atlas. *(BOTH)*

Survey

A1. Survey Question: Provide the survey question for which the school is looking to improve its results	T.51: Our school provides a safe environment for staff and students where learning is valued.
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.	**Teachers (T51 - 16.7%):** Strongly agree 0%/ Agree 16.7%/ Somewhat Agree: 41.7%/ Disagree 16.7%/ Strongly Disagree 25% **Students (Potential Supporting Evidence S42 57.1%):** I feel safe in my school: SA 28.6%/ A 28.6%/ S 20%/ D 11.4%/ SD 11.4% **Students (Potential Supporting Evidence T21: 40%):** Classes are interesting & keep my attention: 20% SA/ 20% A/ 25.7% S/ D 22.9%/ SD 11.4% **Families (Potential Supporting Evidence):** TCCE needs to select targeted family survey questions in 2019-20 to determine family perception of providing a safe environment where students valuing learning.
B1. SCEP Goal for Survey Question	By the completion of the 2019-20 DTSDE survey, TCCE will increase the % of teachers at least "Agreeing" with question T51: Our school provides a safe environment for staff and students where learning is valued from 16.7% to 33% (or from 1 out of 6 staff to 1 out of 3 staff at least agreeing with this statement).
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.	**PRINCIPAL VISION:** Clearly communicate the vision regarding student discipline at TCCE by aligning all district initiatives (Resilience/ Trauma Informed, PBIS, Restorative Practices, CRE, Instructional Lookfors) in a sense making way. **TEACHER, MONITOR, TA, & TUTOR EXPECTATIONS:** Clearly define roles and responsibilities for teachers, monitors, TAs, and tutors. Provide Resilience focused trainings so all understand how to access and use the Ready Room verses the Alternate Work Location verses supporting in class in real time verse implementing Restorative Practices. **TEACHER EXPECTATIONS:** Clearly define the teacher's role by continuing to provide resilience focused trainings so all understand how to access and use the Ready Room verses the Alternate Work Location verses supporting in class in real time/ implementing Restorative Practices. **RESILIENCE BLOCK:** Communicate BLT outcomes/ expectations for this time period to increase staff-student relationship development and students valuing learning. **ATTENDANCE:** Need to increase daily attendance (74.0%) and decrease chronic absenteeism (58%), which is a supporting indicator that shows students feel safe and learning is valued. **DISCIPLINE:** Need to decrease overall suspension rate (52%) and more specifically MS suspension rate (73%), which is a supporting indicator that shows a decrease in potential student unsafe conduct/ actions. Need to continue to monitor weighted safety incidents (Keep 10 or fewer). **ACADEMIC:** Need to increase Math Regents performance (2nd year cohort from 12%) and ELA Regents performance (3rd year cohort from 41%), and MS NWEA growth as measure by the CGP (meet or exceed 50% avg CGP from 24.3% reading and 30.4% math), which will show an increase in the value of learning from the lens of the student. **PBIS CELEBRATIONS:** Need to increase celebrations/acknowledgement events from 3 (Community Partner/ Honor Roll Breakfast & End Year Awards Ceremony) to 6 and explicitly teach students and their families how to access these events in advance (i.e. PBIS behavior of month).

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 Area(s) 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.**
7/1/2019	8/31/2019	Principal to finalize and coordinate office moves to ensure 7-12 alignment with a focus on ensuring building safety/ security to maintain focus on prioritizing student time in class/ intervene with a focus on increasing time in class.
7/1/2019	8/31/2019	Building leaders will identify MTSS T2/ T3 members.
7/1/2019	8/31/2019	Attendance Committee (HSC, CSSC, Att Teacher, Admin, Clinical Staff) to finalize TCCE attendance plan in alignment with district attendance initiative.
7/1/2019	8/31/2019	7-12 APSTA & APSUE staff on BLT, PBIS & MTSS committees complete TCCE Handbook in preparation to turnkey the handbook as training in September PD to all staff targeting the following areas outlined above (Principal vision, PBIS celebrations, Teacher/ Monitor/ Teacher/ TA/ Tutor expectations for increasing student SEL/ behavioral outcomes, establishing protocol/ procedures for Resilience Block). Teacher leaders along with admin will turnkey the training together.
7/1/2019	8/31/2019	Building wide Circle of Courage and PBIS expectations posters will be displayed in their designated areas around the building (classrooms, cafeteria, bathrooms, hallways, entry and exit points).
7/1/2019	8/31/2019	BLT to establish the annual PD calendar.
9/3/2019	9/3/2019	**Monthly Faculty Meeting:** Clearly define role and responsibilities and provide an overview of aligned principal vision. Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) unique suspension data and weighted safety incidents, and (C) academic data (2nd year cohort Algebra, 3rd year cohort ELA Benchmarks, and MS NWEA CGP data) and review targeted monthly PBIS behavior/ incentive and preventative strategy.
9/3/2019	9/6/2019	BLT, MTSS & PBIS Committees to provide Opening Month (Sept) PD aligned to each section of the TCCE Handbook. During Teacher PD day, school building administrators will give teachers and staff a clear and concise visual organizer explaining protocols and procedures (ex. Push-ins, behavior flow chart, building leadership responsibilities) for mitigating classroom disruptions. Teachers will also work together, in their teams, to discuss and record their program "team" expectations (HS/CH/ MS), to show consistency across the classrooms. Teachers will finalize their Tier 1 Classroom Behavior Support Plans to support behavior management systems. Plans will be reviewed by building Behavioral Specialist and Administrators; feedback will be provided to teachers.
9/3/2019	9/6/2019	Building leaders and the MTSS Team will share out student Behavior Support Plans (BSPs) and Individual Crisis Management Plans (ICMPs) to all staff who come into contact with the student, including hall monitors and cafeteria staff. In addition, Individual Education Plans (IEPs) and 504 plans will be reviewed with all appropriate staff.
9/9/2019	9/13/2019	All classroom teachers will introduce to students building-wide PBIS expectations and establish classroom expectations that are unique to their classroom environments. Teachers will roll out team expectations and non-negotiables with students to highlight/note the similarities and consistency across the classrooms. Teams will familiarize students with the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and identify responses to undesired behavior, based on the Code of Conduct.
9/16/2019	9/16/2019	PBIS Committee will review PBIS expectations quizzes and action Team meetings accordingly
9/16/2019	9/30/2019	School building leaders will use a Fidelity checklist, while visiting classrooms, to track whether expectations are being followed and provide immediate feedback to staff. All classrooms will receive at least one fidelity check in September.
9/16/2019	9/30/2019	All staff will re-teach building-wide and classroom expectations in the moment when students deviate from expectations.

9/9/2019	9/30/2019	Teacher teams will meet with members of the MTSS Team to discuss students who are displaying behaviors that are impeding learning in multiple classrooms and develop strategies for teachers to use to mitigate disruptive classroom behaviors. It is the expectation that one of the strategies is for teachers to communicate with parents/guardians the concerns they have with student behaviors and ask parent/guardians for their support in addressing behavioral concerns. If the students discussed are new to the building, members of the SST will review the student's cumulative record file and reach out to their previous school to gather information that may be helpful in addressing the student's behavioral need.
9/9/2019	9/30/2019	Members of the MTSS Team members by program will report back weekly this month to the MTSS committee team concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
9/9/2019	9/30/2019	BLT, MTSS, & PBIS Committee to continue delivering PD during CPT aligned to the TCCE Handbook on T, W, Th during CPT.
10/7/2019	10/7/2019	**Monthly Faculty Meeting:** Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data and weighted safety incidents, and (C) academic data (2nd year cohort Algebra, 3rd year cohort ELA Benchmarks, and MS NWEA CGP data) and review targeted monthly PBIS behavior/ incentive and preventative strategy.
10/1/2019	10/31/2019	The Resilience Coaches and building leaders will conduct PBIS Tier 1 fidelity checks and provide trauma informed feedback during the month of October for each program.
10/1/2019	10/31/2019	All staff will re-teach building-wide and classroom expectations in the moment when students deviate from expectations.
10/1/2019	10/31/2019	"The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for September and identify students who have 3 or more behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS team will identify students to refer to the Tier 2/3 for additional support and interventions. 4) School social workers will schedule parent-teacher conferences based on number of behavioral infractions.
10/1/2019	10/31/2019	Members of the MTSS team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
10/14/2019	10/25/0209	Building leaders will review teacher discipline referral data and push-in data and meet with the top 10 teachers who submitted the most referral and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity. The behavior specialist will be made available to the teachers.
11/1/2019	11/29/2019	The Resilience Coaches and building leaders will conduct PBIS Tier 1 fidelity checks and provide trauma informed feedback during the month of November for each program.
11/4/2019	11/4/2019	**Monthly Faculty Meeting:** Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data and weighted safety incidents, and (C) academic data (2nd year cohort Algebra, 3rd year cohort ELA Benchmarks, and MS NWEA CGP data) and review targeted monthly PBIS behavior/ incentive and preventative strategy.
11/12/2019	11/15/2019	All classroom teachers will reteach students building-wide PBIS expectations and establish classroom expectations that are unique to their classroom environments. Teachers will roll out team expectations and non-negotiables with students to highlight/note the similarities and consistency across the classrooms. Teams will familiarize students with the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and identify responses to undesired behavior, based on the Code of Conduct.
11/18/2019	11/18/2019	PBIS Committee will review PBIS expectations quizzes and action Team meetings accordingly.
11/1/2019	11/29/2019	All staff will re-teach building-wide and classroom expectations in the moment when students deviate from expectations.

11/1/2019	11/29/2019	"The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for October and identify students who have 5 or more cumulative behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS team will identify students to refer to the Tier 2/3 for additional support and interventions. 4) School social workers will schedule parent-teacher conferences based on number of behavioral infractions.
11/1/2019	11/29/2019	Members of the MTSS team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
11/1/2019	11/29/2019	Building leaders will review teacher discipline referral data and push-in data and meet with the top 10 teachers who submitted the most referral and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity. The behavior specialist will be made available to the teachers.
11/22/2019	11/22/2019	Community Partner Spotlight/ Honor Roll Breakfast (Community members, School members, parents, students) held as PBIS Student Acknowledgement event to identify honor roll students, most improved academic/ behavior/ attendance and honor Community Partners that helped with the outcomes.
11/25/2019	12/6/2019	Building leaders will review the discipline referral and push in data for the top 10 teachers they met with in October and recognize teachers who have shown improvement in decreasing their referrals. For teachers still on the top 10 list, they will receive Tier 2 support (i.e. behavior specialist support, coach support, teacher mentor support, PAR consultant teacher support for untenured teachers). Building leaders will review teacher discipline referral data and push-in data and meet with the top 10 teachers who submitted the most referral and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity.
12/2/2019	12/2/2019	**Monthly Faculty Meeting:** Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data and weighted safety incidents, and (C) academic data (2nd year cohort Algebra, 3rd year cohort ELA Benchmarks, and MS NWEA CGP data) and review targeted monthly PBIS behavior/ incentive and preventative strategy.
12/2/2019	12/20/2019	All staff will continue to re-teach building-wide and classroom expectations in the moment when students deviate from expectations.
12/2/2019	12/20/2019	"The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for November and identify students who have 8 or more cumulative behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS team will identify students to refer to the Tier 2/3 for additional support and interventions. 4) School social workers will schedule parent-teacher conferences based on number of behavioral infractions.
12/2/2019	12/20/2019	Members of the MTSS team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
12/6/2019	12/6/2019	The PBIS Leadership team will meet and finalize reteach lesson plans to be used by staff when students return from the holiday recess.
12/13/2019	12/13/2019	The PBIS Leadership team will meet and finalize reteach lesson plans to be used by staff when students return from the holiday recess.
12/18/2019	12/18/2019	The PBIS Leadership team will roll-out PBIS reteach lesson plans at the Wednesday APTSA PD.

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.	Identify progress towards realizing goals in C1 (which should overflow into the DTSDE survey data we will receive in February): **(A) Daily attendance** (increase from 74% to 80%) and **chronic absenteeism** (decrease from 58% to 48%), **(B) Unique suspension data** (decrease from 52% 7-12 and 73% MS to 40% 7-12 and 50% MS) and **weighted safety incidents** (maintain at or below 10 for 7-12) **(C) Academic data:** 2nd year cohort Algebra (increase from 12% to 25%) and 3rd year cohort ELA (increase from 41% to 50%) and MS NWEA CGP meet/ exceed 50% from 24.3% reading and 30.4% math as measured by Benchmarks (ELA, Math) and NWEA growth from Fall to Winter testing windows. **D) Walkthrough data** (Instructional walkthroughs, CRE walkthroughs, Trauma-informed walkthroughs, PBIS Fidelity Checks). Baseline data only available for instructional walkthroughs from 2018-19 (7/64, or 11% -- evidenced high levels of the cognitive engagement continuum).

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 Area(s) 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.
1/6/2020	1/6/2020	**Monthly Faculty Meeting:** Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data and weighted safety incidents, and (C) academic data (2nd year cohort Algebra, 3rd year cohort ELA Benchmarks, and MS NWEA CGP data) and review targeted monthly PBIS behavior/ incentive and preventative strategy.
1/2/2019	1/10/2020	All classroom teachers will reteach students building-wide PBIS expectations and establish classroom expectations that are unique to their classroom environments. Teachers will roll out team expectations and non-negotiables with students to highlight/note the similarities and consistency across the classrooms. Teams will familiarize students with the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and identify responses to undesired behavior, based on the Code of Conduct.
1/13/2019	1/13/2019	PBIS Committee will review PBIS expectations quizzes and action Team meetings accordingly.
1/2/2020	1/31/2020	All staff will continue to re-teach building-wide and classroom expectations in the moment when students deviate from expectations.
1/2/2020	1/31/2020	The Resilience Coaches and building leaders will conduct PBIS Tier 1 fidelity checks and provide trauma informed feedback during the month of November for each program.
1/2/2020	1/31/2020	"The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for December and identify students who have 10 or more cumulative behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS team will identify students to refer to the Tier 2/3 for additional support and interventions. 4) School social workers will schedule parent-teacher conferences based on number of behavioral infractions.
1/2/2020	1/31/2020	Members of the MTSS team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
1/13/2020	1/31/2019	Building leaders will review teacher discipline referral data and push-in data and meet with the top 10 teachers who submitted the most referral and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity. The behavior specialist will be made available to the teachers.

1/15/2020	2/14/2020	School building administrators will re-administer the School Performance Scan and analyze the data to identify growth, particular in Question: T.51: "Our school provides a safe environment for staff and students where learning is valued." Growth will be measured by an increase from 16.7% (2018-19) to 33% (2019-20).
2/3/2020	2/3/2020	**Monthly Faculty Meeting:** Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data and weighted safety incidents, and (C) academic data (2nd year cohort Algebra, 3rd year cohort ELA Benchmarks, and MS NWEA CGP data) and review targeted monthly PBIS behavior/ incentive and preventative strategy.
2/14/2020	2/14/2020	Community Partner Spotlight/ Honor Roll Breakfast (Community members, School members, parents, students) held as PBIS Student Acknowledgement event to identify honor roll students, most improved academic/ behavior/ attendance and honor Community Partners that helped with the outcomes.
2/24/2020	2/28/2020	All classroom teachers will reteach students building-wide PBIS expectations and establish classroom expectations that are unique to their classroom environments. Teachers will roll out team expectations and non-negotiables with students to highlight/note the similarities and consistency across the classrooms. Teams will familiarize students with the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and identify responses to undesired behavior, based on the Code of Conduct.
3/2/2020	3/2/2020	PBIS Committee will review PBIS expectations quizzes and action Team meetings accordingly.
2/3/2020	2/28/2020	"The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for January and identify students who have 12 or more cumulative behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS team will identify students to refer to the Tier 2/3 for additional support and interventions. 4) School social workers will schedule parent-teacher conferences based on number of behavioral infractions.
2/3/2020	2/28/2020	Members of the MTSS team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
2/3/2020	2/28/2020	Building leaders will review teacher discipline referral data and push-in data and meet with the top 10 teachers who submitted the most referral and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity. The behavior specialist will be made available to the teachers.
3/2/2020	3/2/2020	**Monthly Faculty Meeting:** Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data and weighted safety incidents, and (C) academic data (2nd year cohort Algebra, 3rd year cohort ELA Benchmarks, and MS NWEA CGP data) and review targeted monthly PBIS behavior/ incentive and preventative strategy.
3/2/2020	3/31/2020	"The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for February and identify students who have 14 or more cumulative behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS team will identify students to refer to the Tier 2/3 for additional support and interventions. 4) School social workers will schedule parent-teacher conferences based on number of behavioral infractions.
3/2/2020	3/31/2020	Members of the MTSS team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.

3/9/2020	3/26/2020	Building leaders will review teacher discipline referral data and push-in data and meet with the top 10 teachers who submitted the most referral and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity. The behavior specialist will be made available to the teachers.
4/1/2020	4/24/2020	"The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for March and identify students who have 16 or more cumulative behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS team will identify students to refer to the Tier 2/3 for additional support and interventions. 4) School social workers will schedule parent-teacher conferences based on number of behavioral infractions.
4/1/2020	4/24/2020	Members of the MTSS team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
4/6/2020	4/6/2020	**Monthly Faculty Meeting:** Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data and weighted safety incidents, and (C) academic data (2nd year cohort Algebra, 3rd year cohort ELA Benchmarks, and MS NWEA CGP data) and review targeted monthly PBIS behavior/ incentive and preventative strategy.
4/24/2020	4/30/2020	Building leaders will review teacher discipline referral data and push-in data and meet with the top 10 teachers who submitted the most referral and push-ins. School leaders will review the teacher's Tier 1 Classroom Behavior Plan with the teacher to be sure the plan is executed with fidelity and make modifications to it if necessary. The types of referrals being written will also be reviewed with teacher to ensure teacher is using the school-wide behavior flow chart and push-in protocol with fidelity. The behavior specialist will be made available to the teachers.
4/20/2020	4/24/2019	All classroom teachers will reteach students building-wide PBIS expectations and establish classroom expectations that are unique to their classroom environments. Teachers will roll out team expectations and non-negotiables with students to highlight/note the similarities and consistency across the classrooms. Teams will familiarize students with the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and identify responses to undesired behavior, based on the Code of Conduct.
4/27/2020	4/27/2020	PBIS Committee will review PBIS expectations quizzes and action Team meetings accordingly.
4/29/2020	5/3/2020	Building leaders and the PBIS team will create and administer a short climate and culture survey to students. One of the questions will be "Our school provides a safe environment for staff and students where learning is valued." Building leaders and the Building Leadership Team will analyze the results to see if our SCEP goal has been met and determine next steps for next school year.
5/1/2020	5/1/2020	Community Partner Spotlight/ Honor Roll Breakfast (Community members, School members, parents, students) held as PBIS Student Acknowledgement event to identify honor roll students, most improved academic/ behavior/ attendance and honor Community Partners that helped with the outcomes.
5/4/2020	5/4/2020	**Monthly Faculty Meeting:** Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data and weighted safety incidents, and (C) academic data (2nd year cohort Algebra, 3rd year cohort ELA Benchmarks, and MS NWEA CGP data) and review targeted monthly PBIS behavior/ incentive and preventative strategy.
5/1/2020	5/29/2020	Building leaders and content level supervisors will meet with teachers not responding to Tier 2 and Tier 3 teacher supports to create a plan of action for the next school year.

5/1/2020	5/29/2020	"The MTSS Team will meet with each team of teachers to conduct a monthly student review and cover the following: 1) Review behavioral data for April and identify students who have 18 or more cumulative behavioral infractions. Discuss strategies attempted and suggest additional strategies to implement. 2) Review and update BSPs and ICMPs. 3) Based on discipline data, MTSS team will identify students to refer to the Tier 2/3 for additional support and interventions. 4) School social workers will schedule parent-teacher conferences based on number of behavioral infractions.
5/1/2020	5/29/2020	Members of the MTSS team will report concerns regarding student behaviors and strategies attempted to mitigate them. The MTSS team will review student data and supports already in place and decide what students need to be discussed at the next Tier 2/3 committee.
6/1/2020	6/1/2020	**Monthly Faculty Meeting:** Progress monitor & intervene for the following based on goals above each month via faculty meetings/ principal report: (A) daily attendance and chronic absenteeism, (B) Unique suspension data and weighted safety incidents, and (C) academic data (2nd year cohort Algebra, 3rd year cohort ELA Benchmarks, and MS NWEA CGP data) and review targeted monthly PBIS behavior/ incentive and preventative strategy.
6/1/2020	6/5/2020	All classroom teachers will reteach students building-wide PBIS expectations and establish classroom expectations that are unique to their classroom environments. Teachers will roll out team expectations and non-negotiables with students to highlight/note the similarities and consistency across the classrooms. Teams will familiarize students with the components of the Code of Conduct manual that address behavior. In small groups, students will review the classroom and building wide expectations and identify responses to undesired behavior, based on the Code of Conduct.
6/8/2020	6/8/2020	PBIS Committee will review PBIS expectations quizzes and action Team meetings accordingly.
6/12/2020	6/12/2020	Community Partner Spotlight/ Honor Roll Breakfast (Community members, School members, parents, students) held as PBIS Student Acknowledgement event to identify honor roll students, most improved academic/ behavior/ attendance and honor Community Partners that helped with the outcomes. Will highlight "TCCE graduates" moving onto Night School or AHS.
6/3/2020	6/21/2020	MTSS Team will meet to discuss Tier 2 and 3 students and decide if they are responding supports and interventions in place. They will update BSPs and ICMPs if necessary and make other recommendations for interventions for the next school year.

College, Career, and Civic Readiness or School-Selected Indicator

A1. College, Career, and Civic Readiness or School-Selected Baseline Data: Provide the most recently available information.	2.0 (0) + 1.5 (0) + 1.0 (2) + .5(0) +/ 10 x 100 = 20 - ALL STUDENTS *Data only from 2018-19 on available (2015 cohort). Any FTE drops prior to 2018-19 school year are not accounted for.
B1. SCEP Goal for College, Career, and Civic Readiness (if required) or School-Selected (if CCCR goal is not required)	Increase students counting for only 1.0 point (Local or Regents diploma) to 2.0 points by challenging graduates to receive a CTE endorsement or complete a dually enrolled course (2020-21).
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.	TCCE can help increase the CCCR index by decreasing student FTE drops for 20 consecutive absences thereby increasing TCCE's stabilization rate (students that remain enrolled during the entire year or appropriate identifying students as transferring to other approved schools/ districts). TCCE will also support the CCCR index by increasing CTE coursework enrollment (2019-20) and will begin looking into dually enrolled courses for students testing at or above grade level in NWEA reading for 2020-21.

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 Area(s) 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.
7/1/2019	8/31/2019	TCCE principal to collaborate with the ACTC principal to ensure TCCE students have equitable access to CTE coursework via summer collaboration.
7/1/2019	8/31/2019	TCCE to increase CTE enrollment from 2 (02%) students to 10 students in 2019-20 (08%) during master scheduling.
8/1/2019	8/23/2019	Principal will identify (in collaboration with the technology office) TCCE's stabilization rate, as baseline, for 2018-19 (% of students remaining enrolled during the year or transferring to approved schools/ districts).
8/1/2019	8/23/2019	Principal will identify (in collaboration with the technology office) TCCE student FTE drops that will count against graduation rate for 2018-19 as baseline (2015 cohort).
9/5/2019	9/27/2019	BLT to develop a Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate. (2016 and all subsequent cohorts).
9/1/2019	9/30/2019	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate and intervene via the attendance plan. (2016 and all cohorts thereafter). Updates will be shared via monthly principal report. **See CA tab for more details.**
9/1/2019	9/30/2019	BLT to monitor the progress of our CTE enrolled students. School counselor to intervene as appropriate.
10/1/2019	10/31/2019	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate and intervene via the attendance plan. (2016 and all cohorts thereafter). Updates will be shared via monthly principal report. **See CA tab for more details.**
10/1/2019	10/31/2019	BLT to monitor the progress of our CTE enrolled students. School counselor to intervene as appropriate.
10/1/2019	10/31/2019	Begin investing potential for offering a CTE course (TBD) or offering a dually enrolled course at TCCE (ELA Honors/ CH ELA Honors).

11/1/2019	11/30/2019	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate and intervene via the attendance plan. (2016 and all cohorts thereafter). Updates will be shared via monthly principal report. **See CA tab for more details.**
11/1/2019	11/30/2019	BLT to monitor the progress of our CTE enrolled students. School counselor to intervene as appropriate.
11/1/2019	12/31/2019	Request approval for offering CTE course (TBD) or a dually enrolled course at TCCE (ELA Honors/ CH ELA Honors).
12/1/2019	12/31/2019	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate and intervene via the attendance plan. (2016 and all cohorts thereafter). Updates will be shared via monthly principal report. **See CA tab for more details.**
12/1/2019	12/31/2019	BLT to monitor the progress of our CTE enrolled students. School counselor to intervene as appropriate.
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.	1) 2019-20 stabilization rate through January compared to the 2018-19 stabilization rate 2) 2019-20 FTE drop number/ rate through January compared to the 2018-19 FTE drop number/ rate 3) 2019-20 enrollment in CTE coursework progress monitoring (2 students to 10). 4) Approval achieved to offer at least one CTE or dually enrolled course at TCCE. (Yes or no.)	

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 Area(s) 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.**
1/1/2020	1/31/2020	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate and intervene via the attendance plan. (2016 and all cohorts thereafter). Updates will be shared via monthly principal report. **See CA tab for more details.**
1/1/2020	1/31/2020	BLT to monitor the progress of our CTE enrolled students. School counselor to intervene as appropriate.
2/1/2020	2/29/2020	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate and intervene via the attendance plan. (2016 and all cohorts thereafter). Updates will be shared via monthly principal report. **See CA tab for more details.**
2/1/2020	2/29/2020	BLT to monitor the progress of our CTE enrolled students. School counselor to intervene as appropriate.
3/1/2020	3/31/2020	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate and intervene via the attendance plan. (2016 and all cohorts thereafter). Updates will be shared via monthly principal report. **See CA tab for more details.**
3/1/2020	3/31/2020	Counselor to begin the course request process and encourage students to enroll in CTE coursework and dually enrolled courses
4/1/2020	4/30/2020	BLT to monitor the progress of our CTE enrolled students. School counselor to intervene as appropriate.
4/1/2020	4/30/2020	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate and intervene via the attendance plan. (2016 and all cohorts thereafter). Updates will be shared via monthly principal report. **See CA tab for more details.**
4/1/2020	4/30/2020	Counselor to continue the course request process and encourage students to enroll in CTE coursework and dually enrolled courses
5/1/2020	5/29/2020	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate and intervene via the attendance plan. (2016 and all cohorts thereafter). Updates will be shared via monthly principal report. **See CA tab for more details.**
5/1/2020	5/29/2020	BLT to monitor the progress of our CTE enrolled students. School counselor to intervene as appropriate.
5/1/2020	5/29/2020	Counselor to finalize course offerings at TCCE (CTE or dually enrolled).
6/1/2020	6/26/2020	BLT to monitor the Smartgoal to increase TCCE stabilization rate and decrease the FTE drop rate and intervene via the attendance plan. (2016 and all cohorts thereafter). Updates will be shared via monthly principal report. **See CA tab for more details.**
6/1/2020	6/26/2020	BLT to monitor the progress of our CTE enrolled students. Goals for 2020-21 to be established for CCR ESSA category.

English Language Proficiency or School-Selected Indicator

A1. English Language Proficiency or School-Selected Baseline Data	2 ENL HS and 0 ENL MS students enrolled in 2018-19. 0 ENL HS and 1 ENL MS student enrolled in 2019-20. This student is currently testing at the commanding level.
B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)	Increase 1 ENL student RAW ELA score from 16 to 25 and RAW Math score from 9 to 15. Increase PR in NWEA Reading testing from 18 (Spring 2019) to 25 (Spring 2020). Increase PR in NWEA Math testing from 12 (Highest 2018-19) to 20 (Spring 2020).
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.	Make sure there is an ENL teacher to provide mandated services to any ENL student enrolled at TCCE (.5 units required, based on testing at the "Commanding" Level in 2017-18.

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 Area(s) 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.
7/1/2019	8/31/2019	Align the district provided .2 ENL FTE to the student's ELA 8 class (.5 units required).
9/1/2019	9/30/2019	BLT & counselor to progress monitor student growth/ intervene (grades, NWEA, Benchmarks)
10/1/2019	10/31/2019	BLT & counselor to progress monitor student growth/ intervene (grades, NWEA, Benchmarks)
11/1/2019	11/30/2019	BLT & counselor to progress monitor student growth/ intervene (grades, NWEA, Benchmarks)
12/1/2019	12/31/2019	BLT & counselor to progress monitor student growth/ intervene (grades, NWEA, Benchmarks)

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.	Fall NWEA, Winter NWEA, ELA 8 Benchmark, Math 8 Benchmark

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 Area(s) 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.
1/1/2020	1/30/2020	BLT & counselor to progress monitor student growth/ intervene (grades, NWEA, Benchmarks)
2/1/2020	2/28/2020	BLT & counselor to progress monitor student growth/ intervene (grades, NWEA, Benchmarks)
3/1/2020	3/31/2020	BLT & counselor to progress monitor student growth/ intervene (grades, NWEA, Benchmarks)
4/1/2020	4/30/2020	BLT & counselor to progress monitor student growth/ intervene (grades, NWEA, Benchmarks)
5/1/2020	5/29/2020	BLT & counselor to progress monitor student growth/ intervene (grades, NWEA, Benchmarks)
6/1/2020	6/26/2020	BLT & counselor to progress monitor student growth/ intervene (grades, NWEA, Benchmarks)

Chronic Absenteeism or School-Selected Indicator

A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information.	**MIDDLE SCHOOL** CHRONICALLY ABSENT (28+ Days): 15/44 = 34%/ **HIGH SCHOOL** CHRONICALLY ABSENT (28+ Days) = 80/121 = 67%/ **7-12 TOAL CHRONICALLY ABSENT:** 95/165 = 58%.

B1. SCEP Goal for Chronic Absenteeism (if required) or School Identified Area (if CA goal is not required)	TCCE 7-12 Chronic absenteeism rate will decrease from 58% in 2018-19 to 48% in 2019-20 (~20 kids total).

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.	TCCE needs to align appropriate staff to engage families, provide a welcoming entry point for visitors, message and recognize the importance of good attendance at TCCE events and family interactions (PBIS student acknowledgement ceremonies), and implement/ align the district-wide attendance campaign. Additionally, TCCE needs to use the data dashboard to review and monitor chronic attendance data to identify needs/ align support of individual students who are missing 10% of days.

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 Area(s) 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.
8/1/2019	8/31/2019	HSC to provide personalized summer outreach for incoming students with history of chronic absenteeism. Meet with students, set an attendance goal, and document action plan that addresses barriers - to be completed during the intake process for every TCCE student.
8/1/2019	8/31/2019	Community Site Coordinator will create a pamphlet of community resource to support basic needs; grooming, clothing, laundry facilities, etc. that the family will receive during the intake process. (Community School Site Coordinator)
8/1/2019	8/31/2019	Administration will establish an attendance team that will be meeting bi-weekly to address attendance; the team will monitor data trends, examine causes of chronic absenteeism, and acquire the necessary supports to ensure students receive the necessary school and community support. (Admin, HSC, CSSC, Attendance Teacher, Clinical Team).
9/3/2019	9/6/2019	Professional Development offered to all staff by Attendance Committee - Why Attendance Matters; the impact of absences on achievement
9/9/2019	10/1/2019	Identify students who were chronically absent for the previous academic year. Attendance committee to collaborate with MTSS team to meet with students at the beginning of the year.(Admin, HSC, CSSC, Attendance Teacher, Clinical Team)
9/3/2019	9/3/2019	Communicate building SCEP attendance goal/progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report
9/1/2019	9/30/2019	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school)
9/1/2019	9/30/2019	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and Home School Coordinator will meet with student and contact families when mail is returned to school.
9/1/2019	9/30/2019	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.

9/1/2019	9/30/2019	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (Nursing staff)
9/1/2019	9/30/2019	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (Admin, HSC, CSSC, Attendance Teacher, Clinical Team)
10/7/2019	10/7/2019	Communicate building SCEP attendance goal/progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report
10/1/2019	10/31/2019	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school)
10/1/2019	10/31/2019	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and Home School Coordinator will meet with student and contact families when mail is returned to school.
10/1/2019	10/31/2019	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.
10/1/2019	10/31/2019	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (Nursing staff)
10/1/2019	10/31/2019	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (Admin, HSC, CSSC, Attendance Teacher, Clinical Team)
11/4/2019	11/4/2019	Communicate building SCEP attendance goal/progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report
11/22/2019	11/22/2019	Community Partner Spotlight/ Honor Roll Breakfast (Community members, School members, parents, students) held as PBIS Student Acknowledgement event to identify honor roll students, most improved academic/ behavior/ attendance and honor Community Partners that helped with the outcomes. Will highlight "TCCE graduates" moving onto Night School or AHS.
11/1/2019	11/29/2020	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school)
11/1/2019	11/29/2020	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and Home School Coordinator will meet with student and contact families when mail is returned to school.
11/1/2019	11/29/2020	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.
11/1/2019	11/29/2020	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (Nursing staff)
11/1/2019	11/29/2020	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (Admin, HSC, CSSC, Attendance Teacher, Clinical Team)
12/2/2019	12/2/2019	Communicate building SCEP attendance goal/progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report
12/1/2019	12/31/2020	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school)
12/1/2019	12/31/2020	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and Home School Coordinator will meet with student and contact families when mail is returned to school.
12/1/2019	12/31/2020	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.
12/1/2019	12/31/2020	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (Nursing staff)
12/1/2019	12/31/2020	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (Admin, HSC, CSSC, Attendance Teacher, Clinical Team)

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.	Progress towards realizing the Smart Goal based on pro-rated data from Sept - January: 7-12 Daily attendance rate decrease from 58% to 48%. HS will decrease form 67% to 57% and MS from 34% to 24%. A secondary monitoring tool will be increasing daily attendance from 74% to 80%.	

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 Area(s) 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.
1/6/2020	1/6/2020	Communicate building SCEP attendance goal/progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report
1/1/2020	1/31/2020	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system (period 3 and after school)
1/1/2020	1/31/2020	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and Home School Coordinator will meet with student and contact families when mail is returned to school.
1/1/2020	1/31/2020	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.
1/1/2020	1/31/2020	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (Nursing staff)
1/1/2020	1/31/2020	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (Admin, HSC, CSSC, Attendance Teacher, Clinical Team)
2/3/2020	2/3/2020	Communicate building SCEP attendance goal/ progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report
2/14/2020	2/14/2020	Community Partner Spotlight/ Honor Roll Breakfast (Community members, School members, parents, students) held as PBIS Student Acknowledgement event to identify honor roll students, most improved academic/ behavior/ attendance and honor Community Partners that helped with the outcomes. Will highlight "TCCE graduates" moving onto Night School or AHS.
2/1/2020	2/29/2020	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system. (period 3 and after school)
1/1/2020	1/31/2020	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and Home School Coordinator will meet with student and contact families when mail is returned to school.
1/1/2020	1/31/2020	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.
1/1/2020	1/31/2020	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (Nursing staff)
1/1/2020	1/31/2020	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings. (Admin, HSC, CSSC, Attendance Teacher, Clinical Team)
3/2/2020	3/2/2020	Communicate building SCEP attendance goal/ progress to staff (Monthly principal report) and students. (visual awareness campaign) - Monthly principal report
3/1/2020	3/31/2020	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system. (period 3 and after school)
3/1/2020	3/31/2020	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and Home School Coordinator will meet with student and contact families when mail is returned to school.
3/1/2020	3/31/2020	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.

3/1/2020	3/31/2020	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (Nursing staff)
3/1/2020	3/31/2020	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings (Admin, HSC, CSSC, Attendance Teacher, Clinical Team)
4/6/2020	4/6/2020	Communicate building SCEP attendance goal/ progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report.
4/1/2020	4/30/2020	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system. (period 3 and after school)
4/1/2020	4/30/2020	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and Home School Coordinator will meet with student and contact families when mail is returned to school.
4/1/2020	4/30/2020	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.
4/1/2020	4/30/2020	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (Nursing staff)
4/1/2020	4/30/2020	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings. (Admin, HSC, CSSC, Attendance Teacher, Clinical Team)
5/4/2020	5/4/2020	Communicate building SCEP attendance goal/ progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report.
5/1/2020	5/29/2020	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system. (period 3 and after school)
4/1/2020	4/30/2020	Maintain accurate parental contact information, to include addresses and phone numbers. Attendance teacher, office staff, and Home School Coordinator will meet with student and contact families when mail is returned to school.
4/1/2020	4/30/2020	Visual attendance awareness campaign displayed on the first floor of the school (Attendance Committee/ Student Acknowledgement PBIS Subcommittee) updated monthly by HSC.
4/1/2020	4/30/2020	Medical alerts listed in schooltool will be updated and reviewed after each enrollment. (Nursing staff)
4/1/2020	4/30/2020	Chronic absence data monitored and reviewed at bi-weekly attendance committee meetings. (Admin, HSC, CSSC, Attendance Teacher, Clinical Team)
6/1/2020	6/1/2020	Communicate building SCEP attendance goal/ progress to staff (Monthly principal report) and students (visual awareness campaign) - Monthly principal report.
6/12/2020	6/12/2020	Community Partner Spotlight/ Honor Roll Breakfast (Community members, School members, parents, students) held as PBIS Student Acknowledgement event to identify honor roll students, most improved academic/ behavior/ attendance and honor Community Partners that helped with the outcomes. Will highlight "TCCE graduates" moving onto Night School or AHS.
6/1/2020	6/26/2020	Daily phone calls made to homes of students who remain absent at the close of period 3 (TCCE main office) in addition to the all-call system. (period 3 and after school)