

LEA Name:	Ogdensburg City School District
LEA BEDS Code:	512300010000
School Name:	Ogdensburg Free Academy

ENTER DATA INTO ALL YELLOW CELLS.

2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Roberta Stillin-Dowman	Title	Title I Coordinator
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Website for Published Plan	https://www.ogdensburg12.org/		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

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

SIGNATURES

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

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

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

Signature	Title	Signature	Date
Jacquelyn L. Kelly	Elementary Principal	Jacquelyn L. Kelly	May 22, June 3, 4
William L. Skelly	SPEC Educ Teacher	William L. Skelly	May 22, June 3, 4
Kathleen H. Smith	High School Math Teacher	Kathleen H. Smith	May 22, June 3, 4
Amy E. Sweeney	Parent	Amy E. Sweeney	May 22, June 3, 4
Shawn Sweeney	Senior Student	Shawn Sweeney	June 3, 4
Hailey Weber	Junior Student	Hailey Weber	May 22, June 3, 4
Kathryn L. Roman	School Counselor	K. Roman	May 22, June 3, 4
Ben Matthews	English Teacher	B. Matthews	May 22, June 3, 4
David Fiske	7/8 Teacher	David Fiske	May 22, June 3, 4
Cecily Twiss	Principal 9-12	Cecily Twiss	May 22, June 3, 4

Statement of Assurances

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

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

Evidence-Based Intervention

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

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

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

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

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:	Principal Leadership Development

N/A	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	

N/A	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 is located behind a paywall, then the school must submit the supporting research when submitting the SCEP.
	Strategy the school will implement:	
	ESSA Evidence-Based Tier (1, 2, 3)	

Evidence-Based Intervention

	Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	
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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 document entitled, "Requirements for Meaningful Stakeholder Participation."

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 page marked "Signatures."

[illegible]

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	22-May-19	JK, CT, DP, BM, HS, KS, KP, AS, HW	
Determining priorities and goals based on the needs identified	3-Jun-19	JK, CT, DP, BM, HS, KS, KP, AS, HW, JS	
Identifying an evidence-based intervention	3-Jun-19	JK, CT, DP, BM, HS, KS, KP, AS, HW, JS	

Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	4-Jun-19	JK, CT, DP, BM, HS, KS, KP, AS, HW, JS	
Identifying a plan to communicate the priorities to different stakeholders	4-Jun-19	JK, CT, DP, BM, HS, KS, KP, AS, HW, JS	

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	

Tenet 1

A1. DTSDE Pillar 1D: Attendance

A2. DTSDE Sub-Pillar (if applicable)

B1. Baseline Data: Provide the most recently available information.

The 2016-2017 district baseline chronic absenteeism rate for all students in grades 7-8 was 13.7% and in grades 9-12 was 20.9%

C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 1 or Tenet 2

By June 2020, the chronic absenteeism rate for all students in grades 7-8 will be 12.8% and in grades 9-12 will be 19.7%.

D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.

Based on recommendations from the IIT review and a review of the chronically absent data, it was identified that the school needs to further develop their attendance tracking procedures to identify at-risk students and develop a mentoring program for those students.

E1. Action Plan - August 2019 through January 2020

E2. Start Date:
Identify the projected start date for each activity.

E3. End Date: Identify the projected end date for each activity.

E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.

July 2019

August 2019

During the summer the school leaders will develop an attendance team called the Child Study Team (CST) of counselors, nurses, principals, teachers, SRO and school psychologist to review attendance data, review attendance notification procedures and discuss social emotional needs of the students.

August 2019

January 2019

The Child Study Team will use Data Warehouse reports to identify students with chronic or problematic attendance rates to identify barriers and concerns to provide needed interventions and supports. The CST will meet during staff development days and every two weeks during the school year.

September 2019

September 2019

The school leaders will remind/retrain all staff on the procedural paperwork for attendance reporting in accordance with the current code of conduct at the September staff development day.

September 2019

January 2020

Monthly the chronic absenteeism data will be reviewed by the CST to monitor progress towards mid-year benchmark and identify any additional interventions needed.

September 1, 2019

September 30, 2019

By September 30, the school leaders will assign mentors to the top 10 absentees or those students prioritized by the CST.

October 1, 2019

October 30, 2019

During October, a consultant will work with mentors to establish roles, responsibilities, and expectations.

September 1, 2019	January 30, 2020	Beginning in September and throughout the year the counselors will make calls to students missing 3 consecutive days and the office staff will send letters home once students miss 8, 16, and 24 days. Parent meetings are requested, as needed.
September 1, 2019	November 30, 2019	In the fall, the Child Study Team will review the data tracking of attendance that can be done within School Tool to refine the protocol for identifying at-risk students.
November 2019	January 2020	Quarterly, (November and January) the school leaders will meet with the mentors to discuss progress and concerns about the chronically absent at-risk students and identify any needed supports.
October 2019	January 2020	In the fall, the Child Study Team will look for motivational resources, such as posters, to display around the school to encourage good attendance.
September 1, 2019	November 30, 2019	Throughout the year, the Child Study Team will celebrate students with improved attendance.
September 2019	January 2020	Throughout the year, the Child Study Team will recognize mentors who have contributed to helping improve student attendance.
F1. 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.		By January 2020, no more than 10% of students in grades 7-12 will have 7 or more absences.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
March 2020	June 2020	Quarterly (March and June), the school leaders will meet with the mentors to discuss progress and concerns about the chronically absent at-risk students.
January 2020	June 2020	Biweekly, the Child Study Team will use Data Warehouse reports to identify students with chronic or problematic attendance rates to identify barriers and concerns to provide needed interventions and supports.
January 2020	June 2020	Monthly the chronic absenteeism data will be reviewed by the CST to monitor progress towards the mid-year benchmark and identify any additional interventions needed.
January 2020	June 2020	Throughout the year the counselors will make calls to students missing 3 consecutive days and the office staff will send letters home once students miss 8, 16, and 24 days. Parent meetings are requested, as needed.

Tenet 2

A1. DTSDE Pillar	2D:Provides High Quality Instructional Leadership	
A2. DTSDE Sub-Pillar (if applicable)		
B1. Baseline Data: Provide the most recently available information.	Effective Teaching strategies (bellringers, checking for understanding, and open-ended (cognitively engaging) questions) were seen in 10% of classrooms visited in 2018-2019.	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	By June 2020, school leaders will conduct classroom visits and provide actionable feedback to all teachers a minimum of three times leading to 75% of classroom visits showing evidence of implementing the priority Effective Teaching strategies, as evidence by the look-for tool.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on recommendations from the IIT visit and Instructional Quality Review, it was identified that the school leaders need to conduct regular classroom visits and provide actionable feedback to teachers. The lack of implementation of the Effective Teaching strategies was noted by the IIT review team.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
July 2019	August 2019	During the summer, the school leaders will establish an Instructional Leadership Team (ILT) made up of the principals and teachers representing grades 7-12 to discuss and review the priority Effective Teaching strategies and a look-for tool.
August 2019	August 2019	During the staff development days, the ILT will establish protocols and expectations for department teams that will meet monthly.
September 3, 2019	September 3, 2019	The school leaders will share the department team structure and protocols and expectations at the beginning of the year staff development day.
September 3, 2019	September 3, 2019	At the beginning of the year staff development day, the school leaders and the ILT will share the priority Effective Teaching strategies with the department heads.
September 3, 2019	September 3, 2019	The department heads will share the Effective Teaching strategies with their teams at the beginning of the year meetings.
November 2019	January 2020	The ILT will arrange for best practices about Effective Teaching Strategies to be shared at quarterly (November and January) faculty meetings by the consultant, instructional coach, and/or teacher volunteers.
July 2019	August 2020	The school leaders will participate in the Leveraged Leadership Program to develop their instructional skills. The program is presented monthly and includes coaching on conducting classroom visits, data collection and providing feedback to teachers.
September 2019	January 2020	The school leaders will conduct 8-10 monthly classroom visits using the look-for tool and provide feedback to teachers within a week of visit.
September 2019	November 2019	In the fall, the assistant superintendent will arrange for an Effective Teaching refresher workshop(s) (to include bellringers, checking for understanding, and open-ended (cognitively engaging) questions among other techniques) for all staff.

November 2019	January 2020	The school leaders will meet quarterly with the ILT to review look-for data which will then be shared at quarterly (November and January) faculty meetings.
F1. 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.		By January 2020, school leaders will conduct classroom visits and provide actionable feedback to all teachers a minimum of one time leading to 50% of classroom visits showing evidence of implementing the priority Effective Teaching strategies, as evidence by the look-for tool.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	Starting in January, based on the look-for tool data, the school leaders will conduct meetings with any teachers struggling to implement the strategies and use the support of the consultant and/or instructional coach.
January 2020	January 2020	In January, the school leaders will identify mentor teachers based on implementing exemplar Effective Teaching strategies as seen during classroom visits. The school leaders will assign mentors to teachers needing extra support to implement the Effective Teaching strategies.
January 2020	January 2020	Starting in January, the school leaders and ILT will schedule peer observations for teachers to visit classrooms to increase their knowledge and skills in implementing the Effective Teaching Strategies.
January 2020	June 2020	The school leaders will participate in the Leveraged Leadership Program to develop their instructional skills. The program is presented monthly and includes coaching on conducting classroom visits, data collection and providing feedback to teachers.
January 2020	June 2020	The school leaders will conduct 8-10 monthly classroom visits using the look-for tool and provide feedback to teachers within a week of visit.
March 2020	May 2020	The school leaders will arrange for best practices about Effective Teaching Strategies to be shared at quarterly (March and May) faculty meetings by teacher volunteers.
March 2020	May 2020	The school leaders will meet quarterly with the ILT to review look-for data which will then be shared at quarterly (March and May) faculty meetings.

Tenet 3

A1. DTSDE Pillar		3D: Lesson Focus and Organization
A2. DTSDE Sub-Pillar (if applicable)		
B1. Baseline Data: Provide the most recently available information.	In the school year 2018-19, 20% of teachers had lesson plans that included the priority lesson elements (learning targets, bellringers, checking for understanding, and open-ended (cognitively engaging) questions, and student engagement).	
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Tenet 3 or Tenet 4	By June 2020, a minimum of 80% of teachers will have lesson plans that include the priority lesson elements (learning targets, lesson structure, etc.) as evidenced by the lesson plan look-for tool.	
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	Based on recommendations from the IIT visit and Instructional Quality Review, it was identified that the teachers need to develop lesson plans to reflect the priority lesson plan elements to meet the academic needs of all students in the classroom.	
E1. Action Plan - August 2019 through January 2020		
E2. Start Date: Identify the projected start date for each activity.	E3. End Date: Identify the projected end date for each activity.	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
June 30, 2019	August 30, 2019	By August 30, the school leaders and Instructional Leadership Team (ILT) will discuss and review the priority lesson planning elements and a look-for tool.
September 3, 2019	September 3, 2019	The school leaders and ILT will share the priority lesson elements with the department heads and grade level leaders during the beginning of the year meetings.
September 3, 2019	September 3, 2019	The department heads and grade level leaders will share the lesson planning elements at the beginning of the year meetings.
November 2019	January 2020	The ILT will arrange for best practices about lesson plan elements to be shared at quarterly (November and January) faculty meetings by the instructional coach and/or teacher volunteers.
September 2019	January 2020	Teachers' lesson plans will be handed in weekly to the school leaders.
September 2019	January 2020	Starting in September the school leaders will randomly select 10-12 teachers per month to review a sample plan with the look-for tool so that by the end of the year all teachers will have lesson plans reviewed at least twice. The school leaders will provide teachers with feedback about strengths and improvement of their lesson plans.
November 2019	January 2020	The school leaders will meet quarterly with the ILT to review look-for data which will then be shared at quarterly (November and January) faculty meetings.
September 2019	January 2020	During the school year, the literacy coach(es) will provide ongoing support to teachers through quarterly department meetings, as well as, one-to-one support by request or assignment by school leaders.

F1. 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.		By January 2020, a minimum of 50% of teachers will have lesson plans that include the priority lesson elements (learning targets, lesson structure, etc.) as evidenced by the lesson plan look-for tool.
G1. Action Plan - January 2020 through June 2020		
G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
March 2020	May 2020	The ILT will arrange for best practices about lesson plan elements to be shared at quarterly (March and May) faculty meetings by instructional coach and/or teacher volunteers.
January 2020	June 2020	Teachers' lesson plans will be handed in weekly to the school leaders.
January 2020	June 2020	Starting in September the school leaders will randomly select 10-12 teachers per month to review a sample plan with the look-for tool so that by the end of the year all teachers will have lesson plans reviewed at least twice. The school leaders will provide teachers with feedback about strengths and improvement of their lesson plans.
March 2020	May 2020	The school leaders will meet quarterly with the ILT to review look-for data which will then be shared at quarterly (March and May) faculty meetings.
March 2020	May 2020	During the school year, the literacy coach will provide ongoing support to teachers through quarterly (March and May) department and grade level meetings, as well as, one to one support by request or assignment by school leaders.

Tenet 4

A1. DTSDE Pillar		4E: Instructional Techniques that Deepen Engagement
A2. DTSDE Sub-Pillar (if applicable)		
B1. Baseline Data: Provide the most recently available information.		Currently, approximately 25% of teachers include student engagement strategies (learning targets, open-ended (cognitively engaging) questions, maximizing student talk/minimizing teacher talk) in their lessons.
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal		By June 2020, teachers will implement lessons that include the school's priority student engagement strategies (i.e. questioning, higher level thinking, grouping) in a minimum of 80% of lessons, as evidenced by informal classroom visit data.
D1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.		Based on the self-reflection document and recommendations from the IIT visit and Instructional Quality Review, it was identified that the teachers need to implement lessons that include student engagement strategies to improve student achievement.
E1. Action Plan - August 2019 through January 2020		
E2. Start Date:	E3. End Date: Identify	E4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
Identify the projected start date for each activity.	the projected end date for each activity.	
June 30, 2019	August 30, 2019	By August 30, the school leaders with support from a leadership consultant, will determine the priority student engagement strategies and develop a look-for tool.
September 3, 2019	September 3, 2019	The ILT will share the priority student engagement strategies with the department heads at the beginning of the year meetings.
September 3, 2019	September 3, 2019	At the beginning of the year meetings, the department heads will share the priority student engagement strategies with their teams.
July 2019	August 2020	The school leaders will participate in the Leveraged Leadership Program monthly to develop their instructional skills. The program is presented monthly and includes coaching on conducting classroom visits, data collection and providing feedback to teachers.
November 2019	January 2020	The leadership consultant will provide professional development quarterly to all teachers on the priority student engagement strategies.
September 2019	January 2020	School leaders will conduct 8 - 10 monthly classroom visits using the look-for tool and provide feedback to the teachers.
November 2019	January 2020	The leadership consultant will review the classroom visit data with school leaders quarterly (November and January) to determine progress towards the mid-year benchmark.
November 2019	January 2020	School leaders will share the classroom visit data at quarterly (November and January) faculty meetings and best practices about priority student engagement strategies will be shared by instructional coach and/or teacher volunteers.
September 2019	January 2020	Throughout the school year, the literacy coach(es) will provide ongoing support to teachers through quarterly department meetings, as well as one-to-one support by request or assignment by school leaders.

F1. 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.	By January 2020, teachers will implement lessons that include the school's priority student engagement strategies (i.e. questioning, higher level thinking, grouping) in a minimum of 50% of lessons, as evidenced by informal classroom visit data.
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G1. Action Plan - January 2020 through June 2020

G2. Start Date: Identify the projected start date for each activity.	G3. End Date: Identify the projected end date for each activity.	G4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	August 2020	School leaders will participate in the Leveraged Leadership Program monthly to develop their instructional skills. The program is presented monthly and includes coaching on conducting classroom visits, data collection and providing feedback to teachers.
March 2020	May 2020	The leadership consultant will provide professional development quarterly (March and May) to all teachers on the priority student engagement strategies.
January 2020	Jun-20	School leaders will conduct 8 - 10 monthly classroom visits using the look-for tool and provide feedback to the teachers.
March 2020	May 2020	The leadership consultant will review the classroom visits data with school leaders quarterly (March and May) to determine progress towards the mid-year benchmark.
March 2020	May 2020	School leaders will share the classroom visits data at quarterly (March and May) faculty meetings and best practices about priority student engagement strategies will be shared by teacher volunteers.
January 2020	June 2020	Throughout the school year, the literacy coach(es) will provide ongoing support to teachers through quarterly department meetings, as well as one-to-one support by request or assignment by school leaders.

Survey Results

A1. Survey Baseline Data: Provide the most recently available information.	<p>Survey conducted March 2019.</p> <p>Survey question: Student behavior does not interfere with instruction.</p> <p>Teacher survey results: 15.6% Strongly Agree or Agree</p> <p>Student survey results: 25.3% Strongly Agree or Agree</p> <p>Parent survey results: 21.3% Strongly Agree or Agree</p>
C1. SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal for Survey Results	<p>In the Spring 2020, the survey question: Student behavior does not interfere with instruction will be administered to the teachers, students and parents. The response to the survey question on the teacher, student and parent surveys will be at least 30% Strongly Agree or Agree to the statement.</p>
C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.	<p>According to the survey administered to teachers, students and parents in March 2019, improving student behavior was identified as a need.</p>
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.
July 25-26, 2019	D4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal. The District Trauma Sensitive Team (DTST) made up of a district administrator, teachers and McKinney-Vento grant funded District Support Leaders will attend a 2-day training on developing trauma sensitive schools.
September 2019	September 2019 The Child Study Team (CST) which is made up of school leaders, counselors and instructional support staff, will meet in September to review the 2018-2019 behavioral data: office referrals, out of school suspensions, etc. and identify trends in the data. They will identify any students having multiple risk factors to develop behavior goals and interventions that will be supported and monitored by the counselors and identified staff.
September 2019	January 2020 The CST will meet monthly to review and monitor the behavioral data: office referrals, out of school suspensions, etc. (There will be a quarterly review of all students.) There will be a monthly review the progress of identified at-risk students to adjust interventions, as needed.
August 2019	August 2019 During the summer, the assistant superintendent will arrange for teachers, TAs and instructional staff to be trained in the de-escalating strategies of the Therapeutic Crisis Intervention for Schools (TCIS) program by district trainers to improve classroom management.
August 2019	August 2019 School leaders will identify teachers, TAs and instructional staff to attend the 2-day (TCIS) Verbal De-escalation Training.
September 2019	January 2020 McKinney-Vento grant funded District Support Leaders (who are members of the DTST) will provide training on trauma sensitive strategies including mindfulness, at a faculty meetings two times in the first semester.

November 2019	January 2020	Quarterly (November and January), the school leaders will review behavioral data and conduct classroom visits to provide additional support to teachers identified as struggling with classroom management based on class visits and serious incident report data.
November 2019	January 2020	Quarterly (November and January), the school leaders will report the behavioral data to the staff at faculty meetings and teacher volunteers will share classroom management best practices.
October 2019	January 2020	Teachers, Tas, and instructional staff will have the opportunity to participate in one book study during the year. A facilitator will lead book studies on social/emotional learning topics which will be offer each semester.
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.		The survey question: Student behavior does not interfere with instruction will be administered to the teachers, students and parents in January 2020. The response to the survey question on the teacher, student and parent surveys will be at least 25% Strongly Agree or Agree to the statement.
F1. Action Plan - January 2020 through June 2020		
F2. Start Date: Identify the projected start date for each activity.	F3. End Date: Identify the projected end date for each activity.	F4. Steps to Address Areas of Need and Achieve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	The CST will meet monthly to review and monitor the behavioral data: office referrals, out of school suspension, etc. (quarterly review of all students) and monthly review the progress of identified at-risk students to adjust interventions, as needed.
March 2020	May 2020	Quarterly (March and May), the school leaders will review behavioral data and conduct classroom visits to provide additional support to teachers identified as struggling with classroom management based on class visits and serious incident report data.
March 2020	May 2020	Quarterly (March and May), the school leaders will report the behavioral data to the staff at faculty meetings and teacher volunteers will share classroom management best practices.
January 2020	June 2020	McKinney-Vento grant District Support Leaders (who are members of the DTST) will provide training on trauma sensitive strategies including mindfulness, at a faculty meeting at least once in the second semester.
January 2020	June 2020	A facilitator will lead a book study on social/emotional learning topics.
January 2020	June 2020	During the Spring 2020 semester, a consultant will provide a mindfulness training for all instructional staff.