VISION FOR LEARNING

Our vision at Robert Morris is to create a challenging learning environment that encourages high expectations for success for all students. Through a collaborative effort among staff, students, parents, and the community, we continually create a caring, safe and nurturing environment where students will achieve their greatest potential and become responsible, cooperative members of our society. This guidance will enable our children to successfully compete academically within society. Our goal is to prepare students through this elementary school experience at Robert Morris, that when they move onto high school and beyond, students will have the solid foundational skills graduate high school, college, or post-secondary school and be successful in achieving their career choice/dreams.

STEERING COMMITTEE

Name	Position	Building/Group
Carolyn K. Williams	Principal	Robert Morris School
James Fink	Additional Leadership Team Representative	Robert Morris School
Ebony Grant	School-based Climate Representative	Robert Morris School
Denise Stankiewicz	Parent	Robert Morris School
Karen Nichols	Community member	Robert Morris School
Express Printing	Business partner (other than parent or community member)	Express Printing
Leya Egea-Hinton	PESO	School District of Philadelphia-Central Office
Joan Tomczak	SPED Case Manager	School District of Philadelphia-Central Office
Molly Ashburn	Network Attendance Coach	School District of Philadelphia-Central Office
Cynthia Jones	Network Culture and Climate Coach	School District of Philadelphia-Central Office
Darrin Kalil	Grants Compliance Monitor	School District of Philadelphia-Central Office
Jackie Polidor	Central Office Talent Partner	School District of Philadelphia-Central Office
Felicia Brown	Director of Early Literacy	School District of Philadelphia-Central Office
Cathryn Anderson	PLS	School District of Philadelphia-Central Office
John Hale	Prevention and Intervention	School District of Philadelphia-

Name	Position	Building/Group
		Central Office

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices.	Mathematics Mathematics Early Literacy
Implement an evidence-based system of school-wide positive behavior interventions and supports.	School climate and culture Early Literacy Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
I-Ready

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% of 4-8th Proficient or Advanced Math PSSA	At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
% of 4-8th Below Basic Math PSSA	No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will provide students additional support in mathematics before, during or afterschool. Students will be provided instruction in a smaller group and at their individual learning needs.	2020-10-05 - 2021-04-05	SBTL	Funding for teachers for EC, Standards aligned materials/resources.
Implementation of I-Reading Mathematics Intervention to provide support for students in Tier 3 in mathematics.	2020-09-07 - 2021-06-11	SBTL	I-Ready Math Program
Teachers participating in half-day, full-day, and afterschool professional development in order to build upon their instructional skills and best practices in mathematics.	2020-08-24 - 2021-06-11	SBTL/Principal	
Teachers designing specific plans, as needed, aligned to the standard(s) based on student progress on I-Ready.	2020-08-24 - 2021-06-11	SBTL	I-Ready Program
Progress monitoring of I-Ready data to ensure that students are meeting the minimal requirement for use on the program.	2020-09-08 - 2021-06-11	SBTL	I-Ready Program
Progress monitoring and the analysis of Benchmark/STAR assessment data quarterly to determine the	2020-09-08 - 2021-06-11	SBTL/Principal	Benchmark/STAR Assessment Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
effectiveness of the I-Ready program in improving student achievement in mathematics.			

Anticipated Outcome

Increasing the number of students proficient and/or advance on the Mathematics PSSA. In addition, by using I-Ready math intervention, the focus will be on those skills that students will intervention support.

Monitoring/Evaluation

STAR and Benchmark quarterly assessment data, progressing monitoring tool, PSSA data.

Evidence-based Strategy

Progress Monitoring Tool

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
% of 4-8th Proficient or Advanced Math PSSA	At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
% of 4-8th Below Basic Math PSSA	No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional development on interpreting PSSA data, STAR and Benchmark Assessment data.	2020-08-24 - 2021-06-11	SBTL	PSSA, STAR and Benchmark Assessments Results

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teacher will review the mathematics results on the PSSA, Benchmark and STAR assessments in order to determine students' progress.	2020-08-24 - 2021-06-11	SBTL	PSSA Assessment Results
Progress monitoring of students' progress quarterly on Benchmark and STAR assessments.	2020-09-14 - 2021-06-11	Principal/SBTL	Benchmark and STAR Assessments
Provide teachers with professional development on how to effectively analyze data sources, PSSA, STAR and Benchmark assessments, and how to effectively progress monitor students' progress in order to improve student achievement.	2020-08-24 - 2021-06-11	SBTL/Principal	Progress Monitoring Tool, PSSA, STAR and Benchmark Assessments

Anticipated Outcome

Improvement in students' performance.

Monitoring/Evaluation

Progress monitoring data sheet

Evidence-based Strategy

Small Group Instruction/Cooperative Learning with Opportunities for Productive Struggle and Risk-Taking

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Goal Nickname	Measurable Goal Statement (Smart Goal)
% of 4-8th Proficient or Advanced Math PSSA	At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
% of 4-8th Below Basic Math PSSA	No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide teachers will professional development on how to identify student groups based on student results on PSSA, STAR and Benchmark data. Teachers will also be trained on how to capture real-time data.	2020-09-14 - 2021-06-11	SBTL/Principal	PSSA, STAR and Benchmark Assessment data/Common Planning Time
Through progress monitoring, teachers collect data quarterly using PSSA, STAR and Benchmark data in order to formulate small groups for struggling students.	2020-09-14 - 2021-06-04	SBTL/Principal	STAR, PSSA and Benchmark Assessments
The use of PSSA, STAR, and Benchmark assessments used to measure achievement and growth of students based on student performance.	2020-08-24 - 2021-06-11	SBTL/Principal	STAR, PSSA Benchmark Assessments
Through careful planning of lesson plans, teachers will identify strategies for integrating student choices and student	2020-08-24 - 2021-06-11	SBTL	Curriculum Materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
voice during small group instruction.			
Provide teachers with professional development to how to plan small group work that is cognitively challenging and appropriate for cognitive learning.	2020-08-24 - 2021-06-11	SBTL	Common Planning Time
Set and follow plan for the capturing of real-time student data/student work during classroom instruction in order to formulate small groups.	2020-09-14 - 2021-06-11	SBTL	Anecdotal Notetaking Document

Anticipated Outcome

Students engaged in cooperative learning. As a result of the priority focus on ELA, through professional development for teachers, student performance will increase. Teachers will analyze student data in order to identify the individual needs of students to move student achievement and growth by meeting the needs of diverse students.

Monitoring/Evaluation

Observation and Feedback Informal and Formal

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Evidence-based Strategy

Holistic Literacy for All Grades

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed

Implement continuous monitoring and collaborate with grade teams to maximize achievement toward goals and to monitor and promote consistent usages of the program.	2020-08-24 - 2021-06-11	Early Literacy Specialist	Aimsweb Data/Common Planning Time
Provide teachers with professional development on how to effectively analyze Aimsweb assessment, and how to effectively interpret the data to improve students' academic performance in Literacy.	2020-08-24 - 2021-06-11	Early Literacy Specialist	Aimsweb Data/Common Planning Time
Teachers will assess students using the Diagnostic Reading Assessment (DRA) in order to evaluate students' areas of strength and weaknesses in reading.	2020-09-14 - 2020-06-11	Early Literacy Specialist	DRA Assessment Kits
Teachers will be provided professional development on standards-aligned, grade-level text and strategies in order to drill down to the students' level and revisiting reading behaviors.	2020-08-24 - 2021-06-11	Early Literacy Specialist	Standards-aligned, grade level materials
Teachers will analyze Aimsweb and DRA data to set goals and plan instructions during the 120-literacy block.	2020-08-24 - 2021-06-11	Early Literacy Specialist	Aimsweb and Diagnostic Reading Assessment data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review DRAs & discuss behaviors and comprehension. Discuss next steps for students. Discuss flexible groupings for students			
Based on student-level data, teachers will strategically plan how to group students and to determine teaching skills/next steps to improve reading behaviors.	2020-08-24 - 2021-06-11	ELS/SBTL	DRA and Aimsweb assessments
Informal and Formal Observations take place on a weekly basis to check for best practices and high quality instruction. Feedback is provided more frequently and immediate based on concerns/successes seen and next steps for improvement are given. These observations are also used to guide Professional Development throughout the year.	2020-09-01 - 2021-06-01	Principal, ELS, SBTL	Aimsweb and Diagnostic Reading Assessment data, Lesson Plans, Guided Reading Binder, Anecdotal Notes
The use AIMSweb and DRA2 Assessment data is used to measure achievement and growth. Reports identify strengths and weaknesses based student performance, thus, providing the	2020-09-01 - 2021-06-01	ELS, SBTL and Teachers	Aimsweb and Diagnostic Reading Assessment data, Lesson Plans, Guided Reading Binder, Anecdotal Notes

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
teacher with data on standards which may need to be retaught.			
Teachers check for understanding by providing students with an exit ticket or by walking around the classroom. During small group instruction, teachers conference with students, noting reading behaviors and planning instruction accordingly.	2020-09-01 - 2021-06-01	Teachers	Lesson Plans, Guided Reading Binder, Anecdotal Notes
Teachers monitor formative data to alter instruction based on the needs of the students. To ensure that the instruction is aligned to curriculum standards, teachers indicate the Common Core Standard and the instructional outcome on their lesson plans. Lesson plans are reviewed for the activities that are differentiated based on student needs/data.	2020-09-01 - 2021-06-01	Teachers	Aimsweb and Diagnostic Reading Assessment data, Lesson Plans, Guided Reading Binder, Anecdotal Notes

Anticipated Outcome

Teachers will assess students using the Diagnostic Reading Assessment (DRA) in order to evaluate students' areas of strength and weaknesses in reading.

Monitoring/Evaluation

Early Literacy Specialist

Evidence-based Strategy
Data-driven Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide teachers with professional development on how to effectively analyze Aimsweb assessments, and how to effectively interpret the data to improve students' academic performance in literacy.	2020-08-24 - 2021-06-11	Early Literacy Specials/SBTL	DRA and Aimsweb assessments
The use of Aimsweb and DRA assessments used to measure achievement and growth of students based on student' reading performance/levels	2020-08-24 - 2021-06-11	Early Literacy Specialist/SBTL	DRA and Aimsweb assessments
Teachers will be provided professional development on standards-aligned, grade-level text and strategies in order to drill down to the students' level and revisiting reading behaviors.	2020-08-24 - 2021-06-11	Early Literacy Specialist/SBTL	PA Common Core Standards/Reading Behaviors
Teachers will be provided with	2020-08-24 - 2021-06-11	Early Literacy Specialist/SBTL	PA Common Core Standards/Reading

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
professional development on interpreting, planning and delivery of standards-aligned instruction in literacy.			Behaviors
Based on student-level data, teachers will strategically plan how to group students and to determine teaching skills/next steps to improve reading behaviors.	2020-08-24 - 2021-06-11	Early Literacy Specialist/SBTL	Aimsweb and DRA assessments
Teachers will assess students using the Diagnostic Reading Assessment (DRA) in order to evaluate students' areas of strength and weaknesses in reading.	2020-08-24 - 2021-06-11	Early Literacy Specialist	DRA assessments
Teachers will progress monitor students growth in literacy using a progress monitoring tool.	2020-08-24 - 2021-06-11	ELS/Principal	Progress Monitoring Tool

Anticipated Outcome

As a result of students attending more days of school, there would be an increase in student achievement because they are engaged in learning and interventions. Research has proven that their is a direct correlation between attendance and student achievement. By increasing attendance we can connect and build better learning environments and connections with teachers. As a result of the priority focus on ELA, through professional development for teachers, student performance will increase. Teachers will analyze student data in order to identify the individual needs of students to move student achievement and growth by meeting the needs of diverse students.

Monitoring/Evaluation

Progressing Monitoring Tool. Aimsweb and DRA assessments

Evidence-based Strategy

School Attendance Incentives

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
90% Attendance	At least 25% of students will attend school 90% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create Tier I team to oversee identified approach to improve overall attendance and to meet the attendance goals.	2020-08-24 - 2021-06-11	Principal	
Set meeting schedule for Tier I team to discuss attendance incentives	2020-08-24 - 2021-06-11	Counselor	
Consistently collect and review key data to determine the effectiveness of the program.	2020-08-24 -	Counselor	Attendance data monitoring sheet
Specify key data and process for monitoring effectiveness of the attendance incentives.	2020-08-24 - 2021-06-11	Counselor	Attendance data monitoring sheet
During professional development, establish clear roles and responsibilities for	2020-08-24 - 2021-06-11	Counselor	Attendance Incentives

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
oversight and implementation of the attendance incentives.			
During professional development, staff will Identify strategies for ensuring consistent application of school-wide norms and expectations for the implementation of the attendance incentives program.	2020-08-24 - 2021-06-11	Counselor	School wide handbook
Leverage external partnerships in alignment with the school-wide attendance incentive program.	2020-09-14 - 2021-06-11	Counselor	Community Partners

Anticipated Outcome

As a result of students attending more days of school, there would be an increase in student achievement because they are engaged in learning and interventions. Research has proven that their is a direct correlation between attendance and student achievement. By increasing attendance we can connect and build better learning environments and connections with teachers.

Monitoring/Evaluation

Attendance monitoring tool

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Proficient or Advanced Math PSSA) No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Below Basic Math PSSA)	I-Ready	Teachers participating in half-day, full-day, and afterschool professional development in order to build upon their instructional skills and best practices in mathematics.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Proficient or Advanced Math PSSA) No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Below Basic Math PSSA)	I-Ready	Teachers designing specific plans, as needed, aligned to the standard(s) based on student progress on I-Ready.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Proficient or Advanced Math PSSA) No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Below Basic Math PSSA)	Progress Monitoring Tool	Professional development on interpreting PSSA data, STAR and Benchmark Assessment data.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Proficient or Advanced Math PSSA) No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Below Basic Math PSSA)	Progress Monitoring Tool	Provide teachers with professional development on how to effectively analyze data sources, PSSA, STAR and Benchmark assessments, and how to effectively progress monitor students' progress in order to improve student achievement.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Proficient or Advanced Math PSSA)	Small Group Instruction/Cooperative Learning with Opportunities for Productive Struggle and Risk-Taking	Provide teachers will professional development on how to identify student groups based on student results on PSSA, STAR and Benchmark data. Teachers will also be trained on how to capture real-time data.	09/14/2020 - 06/11/2021
No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Below Basic Math PSSA)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Proficient or Advanced Math PSSA) No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Below Basic Math PSSA)	Small Group Instruction/Cooperative Learning with Opportunities for Productive Struggle and Risk-Taking	The use of PSSA, STAR, and Benchmark assessments used to measure achievement and growth of students based on student performance.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Proficient or Advanced Math PSSA) No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Below Basic Math PSSA)	Small Group Instruction/Cooperative Learning with Opportunities for Productive Struggle and Risk-Taking	Provide teachers with professional development to how to plan small group work that is cognitively challenging and appropriate for cognitive learning.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 15% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Proficient or Advanced Math PSSA) No more than 55% of students in grades 4-8 will score at Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (% of 4-8th Below Basic Math PSSA)	Small Group Instruction/Cooperative Learning with Opportunities for Productive Struggle and Risk-Taking	Set and follow plan for the capturing of real-time student data/student work during classroom instruction in order to formulate small groups.	09/14/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Holistic Literacy for All Grades	Implement continuous monitoring and collaborate with grade teams to maximize achievement toward goals and to monitor and promote consistent usages of the program.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Holistic Literacy for All Grades	Teachers will be provided professional development on standards-aligned, grade-level text and strategies in order to drill down to the students' level and revisiting reading behaviors.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Holistic Literacy for All Grades	Teachers will analyze Aimsweb and DRA data to set goals and plan instructions during the 120-literacy block. Review DRAs & discuss behaviors and comprehension. Discuss next steps for students. Discuss flexible groupings for students	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Holistic Literacy for All Grades	Provide teachers with professional development on how to effectively analyze Aimsweb assessment, and how to effectively interpret the data to improve students' academic performance in Literacy.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Data-driven Instruction	Provide teachers with professional development on how to effectively analyze Aimsweb assessments, and how to effectively interpret the data to improve students' academic performance in literacy.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Data-driven Instruction	Teachers will be provided professional development on standards-aligned, grade-level text and strategies in order to drill down to the students' level and revisiting reading behaviors.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Data-driven Instruction	Teachers will be provided with professional development on interpreting, planning and delivery of standards-aligned instruction in literacy.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Data-driven Instruction	Teachers will assess students using the Diagnostic Reading Assessment (DRA) in order to evaluate students' areas of strength and weaknesses in reading.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 25% of students will attend school 90% of days or more. (90% Attendance)	School Attendance Incentives	Create Tier I team to oversee identified approach to improve overall attendance and to meet the attendance goals.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 25% of students will attend school 90% of days or more. (90% Attendance)	School Attendance Incentives	During professional development, establish clear roles and responsibilities for oversight and implementation of the attendance incentives.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 25% of students will attend school 90% of days or more. (90% Attendance)	School Attendance Incentives	During professional development, staff will Identify strategies for ensuring consistent application of school-wide norms and expectations for the implementation of the attendance incentives program.	08/24/2020 - 06/11/2021