

HOPKINSON FRANCIS SCH

4001 L St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

We, the stakeholders of Hopkinson School, envision a school community where all of our students are performing to their full potential academically and socially. Our staff is committed to educating the whole child and providing resources to support each family.

STEERING COMMITTEE

Name	Position	Building/Group
Margaret Shriver	Principal	Hopkinson
Robin Williams	Additional Leadership Team Representative	Hopkinson
Drew decker	Math Content Teacher Leader	Hopkinson
Marc Cohen	Literacy Content Teacher Leader	Hopkinson
Dawn Weber	School Based Climate Representative	Hopkinson
Taalen Traub	Community Member	Concilio
Anthony Jenkins	Business Partner	Progressions
Cari Cantor	Planning Support	School District of Philadelphia
Jillian Damiano	Special Ed Case Manager	Hopkinson
keisha Hlnes	Network Attendance Coach	School District of Philadelphia
Luis Rosario	Network Culture and Climate Coach	School District of Philadelphia
Ashley Sobrinski	Central Office Talent Partner	School District of Philadelphia
Toni OKarma	Network Early Literacy Director	School District of Philadelphia
Muchaeli Batista	Network Professional Learning Specialist	School District of Philadelphia
Tania Leonard	Prevention and Intervention Liaison	School District of Philadelphia
Veronica Hill	Parent	Hopkinson

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Implementation of a multi-tiered system of supports for academics and behavior is needed. A MTSS team must be established with defined roles. This team will be responsible for scheduling MTSS meetings every 6 weeks, providing support on MTSS data trackers, MTSS plans in SIS, monitoring student progress and identifying individual student needs. This will be able to increase the percentage of students performing at proficient/advanced in Math while decreasing the percentage performing at below basic. It will also increase the percentage of K-3 students scoring at Tier 1 on the Spring Aimsweb assessment. Overall, the successful implementation will elevate the achievement score for our school. We will need to ensure that we have a counselor and MTSS champion to be MTSS leads and 2 SBTL's in our budget to support classroom differentiation. We will provide professional development in August regarding the MTSS SIS app and the MTSS data trackers. A calendar will be established to ensure that MTSS meetings are conducted every 6 weeks. Counselor, champion and teachers will collaborate to review individualized student plans/data to ensure that student academic and non-academic needs are being addressed. SBTL's, ESL and Spec. Ed teachers will work collaboratively with classroom teachers to differentiate instruction.</p>	<p>Early Literacy Mathematics Career Standards Benchmark</p>
<p>By identifying professional learning needs using multiple sources of data, we will be able to coach and support teachers on a more timely and individualized basis. We would also use student data (growth/achievement) as a source to evaluate the impact of professional learning and more importantly student learning. Successful implementation of identifying professional learning needs will increase the amount of students performing at a proficient/advanced level in Literacy, Math and Science while increasing the overall school achievement score. First, multiple data sources will need to be identified as tools to identify professional learning needs. We will need to purchase an Assistant Principal and two School Based teacher leaders so coaching can be conducted. We will need to develop a leadership calendar aligned to professional development sessions to review student data by our Principal, Assistant Principal and SBTL's for pre professional coaching and post professional coaching. After the professional development has been conducted, a coaching calendar will be implemented for the Principal, Assistant Principal and SBTL's to identify the impact on student learning. In order to ensure that a variety of data sources are identified to address professional learnings, we will need to create a list of available sources</p>	<p>Mathematics English Language Arts Career Standards Benchmark</p>

Priority Statement

Outcome Category

including: walkthroughs/ informals/student,family surveys/ teacher surveys/student work,/ and student data. Also, in order for the data sources to be relevant, timely analysis and timely feedback must be provided so the impact of professional learning can be monitored in regards to student growth.

Hopkinson has previously relied on utilizing only an attendance designee, rather than implementing a full MTSS process to address attendance issues. We would like to create an MTSS team to delegate and define roles. The team will identify students, create attendance plans, monitor the plans, ensure they are documented and updated in SIS on a consistent basis. This will help to monitor the positive student outcomes, and if necessary modify plans., Specifically, the SBTLs will use the data to identify students, support teachers in the development of plans in SIS, and monitor the implementation and students outcomes. The Counselor will train all staff and specifically the MTSS team on the process as well as support the team with identifying students supports and resources. The Assistant Principal will monitor the MTSS process to ensure accountability and modify the process as needed.

Career Standards Benchmark
Career Standards Benchmark
Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy

Holistic Literacy Instruction for all grades

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Aimsweb Tier 1	At least 53% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.
ELA Proficiency	At least 29% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use aimsweb plus and STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify strategic scaffolds to support students' access and processing of grade level texts, content and skills	09/01/2020 - 06/15/2021	Marc Cohen/SBTL Literacy	Standards Companion, District Scope and Sequence, Grade Level Texts; SDP K-3 Revised Framework
Train teachers in understanding and implementing these norms /look fors	08/26/20 - 06/15/2021	Marc Cohen/SBTL Literacy	Standards Companion; SDP K-3 Framework
Set instructional norms or look fors associated with the identified approach	08/26/20 - 06/15/2021	Marc Cohen/SBTL Literacy	Standards Companion; SDP K-3 Framework

Anticipated Outcome

We will see students engaged in activities aligned to their specific needs. We will see teachers working more with small groups rather than whole groups. We will hear more student talk in classrooms rather than teacher talk. We will hear teachers collaboratively planning after professional development is conducted.

Monitoring/Evaluation

Weekly, Principal and AP will conduct walkthroughs to monitor. Administrative team will evaluate data biweekly to determine if approach is working. Strategies will be adjusted based upon data and walkthrough findings.

Evidence-based Strategy

Common Planning Time

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Aimsweb Tier 1	At least 53% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.
Math Proficiency	At least 23% of students in grades 4-8 will score at Proficient or

Goal Nickname**Measurable Goal Statement (Smart Goal)**

	Advanced on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor).
Math Below Basic	No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor).
ELA Proficiency	At least 29% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use aimsweb plus and STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Determine and align CPT protocols and practices to school wide expectations and goals	09/20 - 06/21	Margaret Shriver/Principal	CPT Schedule, Agenda, CPT protocols, Schoolwide goals, Common Assessments, Interim Data
Determine how data from interventions will help guide conversations during CPT	09/20 - 06/21	Marc Cohen/SBTL-Literacy Drew Decker-SBTL-Math	CPT Protocols for analyzing student work and data, CPT agendas
Plan for monitoring implementation of coaching or CPT norms and expectations	09/20 - 06/21	Margaret Shriver/Principal	Coaching schedule, Common Assessment Data, Achieve 3000 Data, Lexia Data, Imagine Math Data, STAR DATA, Aimsweb, data

Anticipated Outcome

We will hear teachers collaboratively planning after professional development is conducted. Staff will be collaborating in an MTSS process with fidelity, which will result in up to date plans being entered and monitored in SIS.

Monitoring/Evaluation

Weekly, Principal and AP will conduct walkthroughs to monitor. Administrative team will evaluate data biweekly to determine if approach is working. Strategies will adjusted based upon walkthrough findings and classroom data.

Evidence-based Strategy

Content Focus Coaching

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Aimsweb Tier 1	At least 53% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.
Math Proficiency	At least 23% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor).
Math Below Basic	No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor).
ELA Proficiency	At least 29% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use aimsweb plus and STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Determine roles/expectations for instructional coaching	09/20 - 06/21	Margaret Shriver/Principal	Instructional Leader Responsibility Job Description
Establish coaching schedules and assignments	08/20 - 06/20	Margaret Shriver/Principal	Prep Schedule/staff schedule/PSSA DATA/AIMSWEB DATA/Star data/
Identify CPT groupings	08/20 - 06/21	Margaret Shriver/Principal	Prep Schedule/staff schedule

Anticipated Outcome

We will see students engaged in activities aligned to their specific needs. We will hear more

student talk in classrooms rather than teacher talk. We will see teacher growth in Domain 3(INstruction) as evidenced by the Danielson Framework.

Monitoring/Evaluation

Weekly, Principal and AP will conduct walkthroughs to monitor. Administrative team will evaluate data biweekly to determine if approach is working. Strategies will adjusted based upon walkthrough findings and classroom data.

Evidence-based Strategy

Mathematical Tasks that address conceptual, procedural and applied understanding

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Proficiency	At least 23% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use Aimsweb PLus and STAR to monitor).
Math Below Basic	No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify a content specific approach to planning and/or delivering standards aligned instruction	08/20 - 06/21	Drew Decker/SBTL-Math	Math Standards Companion, SDP scope and sequence, Imagine Math data
Support Teachers in leveraging standards-aligned resources and identifying grade level materials to implement the identified approach	09/20 - 06/21	Drew Decker/SBTL-Math	Math Standards Companion, SDP scope and sequence, Imagine Math data
Identify a plan to support students who need	09/20 - 06/21	Drew Decker/SBTL	Math Standards Companion, SDP scope and

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
conceptual/skill-based reinforcement		Math	sequence, Imagine Math data

Anticipated Outcome

We will see students engaged in activities aligned to their specific needs. We will see teachers working more with small groups rather than whole groups.

Monitoring/Evaluation

Weekly, Principal and AP will conduct walkthroughs to monitor. Administrative team will evaluate data biweekly to determine if approach is working. Strategies will adjusted based upon walkthrough findings and classroom data.

Evidence-based Strategy

Small Group Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Aimsweb Tier 1	At least 53% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.
Math Proficiency	At least 23% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor).
Math Below Basic	No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor).
ELA Proficiency	At least 29% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use aimsweb plus and STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Train teachers in identifying students for small groups instruction	09/20 - 06/21	Robin Williams/AP; Mary Jo Frasso/ELS; Marc Cohen/SBTL; Drew Decker/SBTL	Achieve 3000, LEXIA, Imagine Math Data, Common Assessment Data, CPT DATA Protocol
Train teachers in setting small group work that is cognitively challenging and appropriate for cooperative learning	09/20 - 06/21	Robin Williams/AP; Mary Jo Frasso/ELS; Marc Cohen/SBTL; Drew Decker/SBTL	Achieve 3000, LEXIA, Imagine Math Data, Common Assessment Data, CPT DATA Protocol, Lesson Plans

Anticipated Outcome
 We will see teachers working more with small groups rather than whole groups. We will hear more student talk in classrooms rather than teacher talk.

Monitoring/Evaluation
 Weekly, Principal and AP will conduct walkthroughs to monitor. Administrative team will evaluate data biweekly to determine if approach is working. Strategies will adjusted based upon walkthrough findings and classroom data.

Evidence-based Strategy
 Targeted Attendance Interventions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	At least 43% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish clear roles and responsibilities for oversight and implementation of identified approach.	08/20 - 06/21	Rian Berger/Counselor	Role/Responsibility Document that outlines expectations; Attendance Data
Train Teachers in their role in identified approach.	08/20 - 06/21	Rian Berger/Counselor	Role/Responsibility Document that outlines expectations; Attendance Data
Identify key data and process for monitoring implementation of identified approach	08/20 - 06/21	Robin Williams, AP; Rian Berger/Counselor; Dawn Weber/Drew Decker/Marc Cohen-SBTL's	Attendance Data; Attendance Plans
Progress monitor all students receiving Tier 2 and 3 interventions.	08/20 - 06/21	Dawn Weber/Drew Decker/Marc Cohen-SBTL's	Attendance Data; Attendance Plans

Anticipated Outcome

Staff will be collaborating in an MTSS process with fidelity, which will result in up to date plans being entered and monitored in SIS. The school will see a larger percentage of students attending regularly (95% of days or more), which will result in higher capacity in the classrooms for engaged learners.

Monitoring/Evaluation

CPT's will be conducted to support the MTSS process. Attendance plans that are developed will be monitored bi weekly by each lead to ensure that plans are in place as well as interventions to support an increase in attendance. Weekly, the leadership team will meet to review attendance data inclusive of students who are not at 95% or better.

Evidence-based Strategy

Evidence based Small Group Interventions

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Attendance

At least 43% of students will attend school 95% of days or more.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Establish clear roles and responsibilities for oversight and implementation of identified approach.

08/20 - 06/21

Rian Berger/Counselor

Role/Responsibility Document that outlines expectations; Attendance Data

Train teachers in their role in identified approach.

08/20 - 06/21

Rian Berger/Counselor

Role/Responsibility Document that outlines expectations; Attendance Data

Identify key data and process for monitoring implementation of identified approach

08/20 - 06/21

Robin Williams/AP; Rian Berger/Counselor; Dawn Weber/Drew Decker/Marc Cohen-SBTL's

Attendance Data; Attendance Plans

Progress monitor all students receiving Tier 2 and 3 interventions.

08/20 - 06/21

Dawn Weber/Drew Decker/Marc Cohen-SBTL's

Attendance Data; Attendance Plans

Anticipated Outcome

Staff will be collaborating in an MTSS process with fidelity, which will result in up to date plans being entered and monitored in SIS. The school will see a larger percentage of students attending regularly (95% of days or more), which will result in higher capacity in the classrooms for engaged learners.

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CPT's will be conducted to support the MTSS process. Attendance plans that are developed will be monitored bi weekly by each lead to ensure that plans are in place as well as interventions to support an increase in attendance. Weekly, the leadership team will meet to

review attendance data inclusive of students who are not at 95% or better.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 53% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 1)	Holistic Literacy Instruction for all grades	Train teachers in understanding and implementing these norms /look fors	08/26/2020 - 06/15/2021
At least 29% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use aimsweb plus and STAR to monitor). (ELA Proficiency)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 53% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Aimsweb Tier 1)</p>	<p>Common Planning Time</p>	<p>Determine and align CPT protocols and practices to school wide expectations and goals</p>	<p>09/20/2020 - 06/21/2020</p>
<p>At least 23% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor). (Math Proficiency)</p>			
<p>No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor). (Math Below Basic)</p>			
<p>At least 29% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use aimsweb plus and STAR to monitor). (ELA Proficiency)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 53% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Aimsweb Tier 1)</p>	<p>Common Planning Time</p>	<p>Determine how data from interventions will help guide conversations during CPT</p>	<p>09/20/2020 - 06/21/2020</p>
<p>At least 23% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor). (Math Proficiency)</p>			
<p>No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor). (Math Below Basic)</p>			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 23% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use Aimsweb PPlus and STAR to monitor). (Math Proficiency)</p>	<p>Mathematical Tasks that address conceptual, procedural and applied understanding</p>	<p>Identify a content specific approach to planning and/or delivering standards aligned instruction</p>	<p>08/20/2020 - 06/21/2020</p>
<p>No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor). (Math Below Basic)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 23% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use Aimsweb PPlus and STAR to monitor). (Math Proficiency)</p>	<p>Mathematical Tasks that address conceptual, procedural and applied understanding</p>	<p>Identify a plan to support students who need conceptual/skill-based reinforcement</p>	<p>09/20/2020 - 06/21/2020</p>
<p>No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor). (Math Below Basic)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 53% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Aimsweb Tier 1)</p>	<p>Small Group Instruction</p>	<p>Train teachers in identifying students for small groups instruction</p>	<p>09/20/2020 - 06/21/2020</p>
<p>At least 23% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor). (Math Proficiency)</p>			
<p>No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor). (Math Below Basic)</p>			
<p>At least 29% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use aimsweb plus and STAR to monitor). (ELA Proficiency)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 53% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Aimsweb Tier 1)</p>	<p>Small Group Instruction</p>	<p>Train teachers in setting small group work that is cognitively challenging and appropriate for cooperative learning</p>	<p>09/20/2020 - 06/21/2020</p>
<p>At least 23% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor). (Math Proficiency)</p>			
<p>No more than 42% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use Aimsweb Plus and STAR to monitor). (Math Below Basic)</p>			
<p>At least 29% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use aimsweb plus and STAR to monitor). (ELA Proficiency)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 43% of students will attend school 95% of days or more. (Attendance)	Targeted Attendance Interventions	Establish clear roles and responsibilities for oversight and implementation of identified approach.	08/20/2020 - 06/21/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 43% of students will attend school 95% of days or more. (Attendance)	Targeted Attendance Interventions	Train Teachers in their role in identified approach.	08/20/2020 - 06/21/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 43% of students will attend school 95% of days or more. (Attendance)	Targeted Attendance Interventions	Identify key data and process for monitoring implementation of identified approach	08/20/2020 - 06/21/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 43% of students will attend school 95% of days or more. (Attendance)	Evidence based Small Group Interventions	Establish clear roles and responsibilities for oversight and implementation of identified approach.	08/20/2020 - 06/21/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 43% of students will attend school 95% of days or more. (Attendance)	Evidence based Small Group Interventions	Train teachers in their role in identified approach.	08/20/2020 - 06/21/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 43% of students will attend school 95% of days or more. (Attendance)	Evidence	Identify key data	08/20/2020
	based Small	and process for	-
	Group	monitoring	06/21/2020
	Interventions	implementation of identified approach	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 43% of students will attend school 95% of days or more. (Attendance)	Evidence based Small Group Interventions	Progress monitor all students receiving Tier 2 and 3 interventions.	08/20/2020 - 06/21/2020