

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010000
School Name:	School 5 - John Williams

ENTER DATA INTO ALL YELLOW CELLS.

## 2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Terrilyn Hammond	Title	Principal
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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.

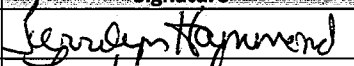

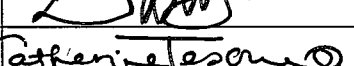
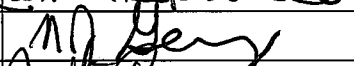
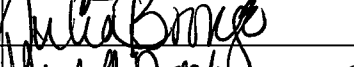


Implementation is required no later than the first day of regular student attendance.

### 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
Terrilyn Hammond	Principal		5-17-19
Loretta Hollomon	Administrator		5-17-19
Dave Gizzi	Administrator		5-17-19
Catherine Tesoriero	Teacher		5-17-19
Julia Brongo	Teacher		5-17-19
Nicholas Gengler	Teacher		5/17/19
Nichole Drechsler	Teacher		

Diane Leone	Parent Liaison	Diane Leone	5/17/19
Alyshia Thomas	Teacher	Alyshia Thomas	5/17/19
Kimkena Jordan	Teacher	Kimkena Jordan	5/17/19
Ebony Stubbs	Parent	Ebony Stubbs	5/30/19
LaToya Jones	Teacher	LaToya Jones	5-17-19
Olympia Gonzalez	Parent	Olympia Gonzalez	5-30-19
Rasaud Hinds		Rasaud Hinds	
Carrie Gilroy	teacher	Carrie Gilroy	5.30.19

## Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
  
2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet,
  
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.

<input checked="" type="checkbox"/>	<b>State-Supported</b>
	If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.
	Strategy the school will implement: Professional Learning Communities

	<b>Clearinghouse-Identified</b>
	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

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

<p><b>Additional Evidence-Based Interventions (Optional)</b></p> <p>All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.</p>

## 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
Terrilyn Hammond	Principal
David Gizzi	Assistant Principal
Loretta Hollolmon	Assistant Principal
Diane Leone	Parent Liaison
Ebony Stubbs	Parent
Julia Brongo	Teacher
Nichole Dreschler	Teacher
Nicholas Gengler	Teacher
Alyshia Thomas	Teacher
Kimkena Jordan	Teacher
Latoya Jones	Teacher
Crystal Guzman	Parent
Olynpia Gonzalas	Parent
Rashaud Hinds	Parent
Iris Perez	Parent

**Instructions:** Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: ideas discussed but not pursued (up to 2)
Reviewing multiple sources of	5/1,2 5/3 5/7,8	TH, JB,ES,CT,AT,LJ,GL,CG,DG,DL	
Determining priorities and goals based on the needs identified	5/1,2 5/3 5/7,8	TH, JB,ES,CT,AT,LJ,GL,CG,DG,DL,	

Identifying an evidence-based intervention	5/1,2 5/3 5/7,8	TH, JB,ES,CT,AT,LJ,GL,CG,DG,DL,	
Scheduling activities to occur	5/7,8 5/13,14,15	TH, JB,ES,CT,AT,LJ,GL,CG,DG,DL,	
Identifying a plan to communicate the priorities to different stakeholders	5-16-19	FH,GO,CE,LR,ES,CG,CC,AB,OG,	

**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	The teachers of the identified subgroups are members of our SBPT and contributed to the development and monitoring of the SCEP. Each member
Parents with children from each identified subgroup.	Parents often attend our evening events which is where the parent liaison has handed out survey questions that addresses questions or concern parents may have with the school. Parents also take the opportunity at evening and day time events to have a conversation with the principal or a teacher about their child's progress in the school and social emotional status.
Secondary Schools: Students from each identified subgroup	

## English Language Arts

<b>A1. ELA Baseline Data: Provide the most recently available information.</b>	All Students-49.2 SWD- 7.7 ELL- 47.7 Black or African American-37.6	
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	All Students-58.8 SWD- 32 ELL- 57.1 Black or African American-49.9	
<b>C1. Area(s) of Need: Indicate the area(s) of</b>	Based on the (Date) DTSDE - There was a lack of culturally relevant and differentiated lessons across all classrooms.	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date: Identify</b> the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Improve Goal:</b> 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	8/30/2019	Instructional Leadership Team will identify a professional learning plan to support ELA for the school year.
8/1/2019	1/30/2020	The Instructional coach will deliver school wide professional development on creating student centered, workshop modeled ELA blocks.
8/1/2019	1/30/2020	The Instructional coach will provide support in development of lesson plans, model lessons, and encourage best practice through engaging professional development opportunities.
8/1/2019	1/30/2020	VMA teachers will provide PD about culturally responsive teaching and engaging all students.
9/4/2019	1/30/2020	Teachers in grades K-8 will post and review learning targets at the beginning and end of each ELA block.
9/4/2019	1/30/2020	Administration will perform lesson plan checks to ensure that classrooms are effectively using the Instructional Framework including the workshop model. Administration will provide timely and constructive feedback.
9/4/2019	1/30/2020	At grade level PLC teachers will utilize the "at a glance" assessment data sheet (google doc) to analyze multiple measures (NWEA, CKLA, Aimsweb, report card, common formative assessments, teacher created progress monitoring) in order to make informed decisions and to support planning of differentiated instruction and grouping of students.
9/4/2019	1/30/2020	At grade level PLC all K-8 teachers will analyze data, review student work, and receive professional development on a weekly basis.
9/4/2019	1/30/2020	All 7-8 teachers will develop a student centered academic zone to assist students with ELA.
9/16/2019	1/30/2020	At grade level PLC all K-6 classrooms will utilize data to create flexible groupings to use in the ELA workshop model and revisit data on a 4 week cycle.
10/7/2019	1/30/2020	At grade level PLC all K-6 teachers will use data to create grade level Walk to Success intervention block and will revisit data on a 4 week cycle.



<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>	Data will be utilized to include nwea, aimsweb plus, common formative assessments, school focus list, Core Knowledge Language Acquisition (CKLA)
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Improve Goal:</b> 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.
9/2019	6/2020	The instructional leadership team will analyze fall and winter data, revisit utilization of instructional support staff, examine the ELA data for strengths and weaknesses,
9/2019	6/2020	The instructional leadership team will determine if WTS is successful based on data and student growth. They look for consistency between report card grades and results of standardized, localized & state assessments
9/2019	6/2020	Administration will continue perform lesson plan checks to ensure that classrooms are effectively using the workshop model. Administration will provide timely and constructive feedback.
9/2019	6/2020	Instructional coach will continue to offer school wide professional development on creating student centered, workshop modeled ELA blocks.
9/2019	6/2020	Teachers will continue to utilize the "at a glance" assessment data sheet (google doc) to analyze multiple measures in order to make informed decisions and to support planning of differentiated instruction and grouping of students.
9/2019	6/2020	VMA teachers will provide PD about culturally responsive teaching and engaging all students.
9/2019	6/2020	All K-6 teachers will use data to create grade level Walk to Success intervention block.
9/2019	6/2020	All K-6 classrooms will continue to utilize data to create flexible groupings to use in the ELA workshop model and revisit in 5 week cycles.

## Mathematics

<b>A1. Mathematics Baseline Data: Provide the most recently available information.</b>	All Students- 38.1 SWD- 4.5 ELL- 44.2 Black or African American-24.7
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<b>B2. SCEP Goal for Mathematics TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	All Students-51.2 SWD- 29.1 ELL- 47.7 Black or African American-41.6
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<b>C1. Area(s) of Need: Indicate the area(s) of</b>	Based on the (Date) DTSDE - There was a lack of culturally relevant and differentiated lessons across all classrooms.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> 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	1/30/2020	The Instructional coach will deliver school wide professional development on creating student centered, workshop modeled math blocks.
8/1/2019	1/30/2020	The Instructional coach will provide support in the development of lesson plans, model lessons, and encourage best practice through engaging professional development opportunities.
9/4/2019	1/30/2020	Administration will perform lesson plan checks to ensure that classrooms are effectively using the Instructional Framework including the workshop model for math. Administration will provide timely and constructive feedback.
9/4/2019	1/30/2020	Teachers in grades K-8 will post and review learning targets at the beginning, middle and end of each math block.
9/4/2019	1/30/2020	At grade level PLC teachers will utilize the "at a glance" assessment data sheet (google doc) to analyze multiple measures in order to make informed decisions and to support planning of differentiated instruction and grouping of students.
9/4/2019	1/30/2020	All 7-8 teachers will develop a student centered academic zone to assist students with math.
9/16/2019	1/30/2020	At grade level PLC all K-6 classrooms will utilize data to create flexible groupings to use in the math workshop model.
9/16/2019	1/30/2020	All K-2 classrooms will have an intervention teacher push in for their math block to provide extra support.
10/7/2019	1/30/2020	At grade level PLC all 3-6 teachers will use data to create grade level Walk to Success intervention block for math 2/3 times a week.

<b>E1. Mid-Year Benchmark(s) - Identify what</b>	Data will be utilized to include nwea, aimsweb, cfa, focus
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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.
9/2019	6/2020	analyze fall and winter data, revisit utilization of instructional support staff, examine the Math data for student's strenghts and weaknesses, determine if WTS is successful based on data and student growth, look for consistency between report card grades and results of standarized, localized & state assessments

## Survey

<b>A1. Survey Question: Provide the survey</b>	Students at this school try to work out their disagreements with other students by talking to them	
<b>A2: Baseline Data: Provide the most recent</b>	0% of students agree , 0% strongly agreed, 66% disagreed and 33% strongly disagreed with this statement.	
<b>B1. SCEP Goal for Survey Question</b>	Students agreeing or strongly agreeing with statement will increase to 50% or higher through a future survey of the same question.	
<b>C1. Area(s) of Need: Indicate the area(s) of</b>	Students are not working out their disagreements with other students by talking to them.	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date: Identify</b> the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> 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	1/30/2020	Teachers will participate in restorative practice PD offerings and turn key them in their classrooms
8/1/2019	1/30/2020	The restorative practice team will meet monthly to assess the climate of the building using referral/suspension data, and staff and student surveys.
8/1/2019	9/30/2019	A peer mentoring team will be constructed and trained by the Center for Youth staff and restorative practices TA.
8/1/2019	1/30/2020	Teachers will continue to utilize peace circles and emphasize restorative language in their classrooms.
8/1/2019	1/30/2020	A restorative practices intervention teacher will be available for consult 2-3 days a week .
10/1/2019	1/30/2020	The peer mentoring team will conduct mediation sessions with the supervision of the Center for Youth Staff and the restorative practices TA.
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>	The administrative team and the restorative practice team will evaluate the restorative climate to determine if the process is working and how to better implement restorative practices moving forward.	
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date: Identify</b> the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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.
1/30/2020	6/25/2020	Teachers will continue to actively participate in restorative practice PD offerings and turn key them in their classrooms
1/30/2020	6/25/2020	The school restorative practice team will meet monthly to evaluate the restorative climate in the school and determine next steps
1/30/2020	6/25/2020	A peer mentoring team will help students discuss their problems
1/30/2020	6/25/2020	Teachers will continue to utilize peace circles and emphasize restorative language in their classrooms.
1/30/2020	6/25/2020	Teachers will discuss restorative practices as part of their 5 week grade level meeting cycle and continue incorporate peace circles into their classroom routines
1/30/2020	6/25/2020	A restorative practices intervention teacher will continue to meet with students for 2-3 days a week .

**English Language Proficiency (ELP) or School-Selected Indicator**

<b>A1. ELP or School-Selected Baseline Data:</b> Provide the most recently available information.	All Students-.98 SWD- NA ELL- .98 Black or African American-NA
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<b>B1. SCEP Goal for English Language Proficiency (if required) or School Identified Area (if ELP goal is not required)</b>	All Students-1.00 SWD- NA ELL- 1.00 Black or African American-NA
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<b>C1. Area(s) of Need: Indicate the area(s) of</b>	Based on the DTSDE there is a need for culturally responsive and vocabulary rich lessons to further build their English Language skills.
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**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> 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	9/4/2020	Create and print parent/student handbooks in 6 different languages: Arabic, Somali, Nepali, Karen, Spanish, and English
8/1/2019	1/30/2020	Administrators will conduct walkthroughs with a template specific for ELL classrooms.
8/1/2019	1/30/2020	The ENL coach will provide exemplars, model lessons and encourage best practice through engaging professional development opportunities.
8/1/2019	1/30/2020	ENL teachers will participate in a back to school orientation with interpreters to answer student/parent concerns.
8/1/2019	1/30/2020	ENL teachers will actively participate in weekly grade level PLCs and co-planning with their classroom/grade level teachers.
9/4/2019	1/30/2020	The instructional leadership team will monitor ELL student academics and attendance utilizing the focus list
9/4/2019	1/30/2020	Administration will perform lesson plan checks to ensure that ENL teachers and classroom teachers are collaborating to create culturally relevant and vocabulary rich lessons. Administration will provide timely and constructive feedback.
9/4/2019	1/30/2020	Teachers will utilize the "at a glance" assessment data sheet (google doc) to analyze multiple measures in order to make informed decisions and to support planning of differentiated instruction and grouping of students.
9/16/2019	1/30/2020	All K-6 classrooms with utilize data to create flexible groupings to use in the ELA workshop model.
10/7/2019	1/30/2020	All K-6 ENL teachers will participate in the school wide Walk to Success intervention block.

<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>	ENL students will continue to work toward their individual progress targets on the NYSESLAT as evidence through ENL and classroom teacher observation and their NWEA (winter 2020) scores.
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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.
1/30/2020	6/25/2020	The instructional team and the ENL teachers will analyze fall and winter data
1/30/2020	6/25/2020	ENL teachers will continue utilize "at a glance" data to determine focus groups to target before the NYSESLAT

1/30/2020	6/25/2020	ENL teachers will continue to actively participate in weekly grade level meetings and coplanning with their cooperating classroom/ grade level teachers.
1/30/2020	6/25/2020	Administrators will continue conduct walkthroughs with a template specific for ELL classrooms.
1/30/2020	6/25/2020	The instructional leadership team will continue to monitor ELL student academics and attendance utilizing the focus list

**Chronic Absenteeism or School-Selected Indicator**

<b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</b>	All Students-28.1% SWD- 45.3% ELL- 13.6% Black or African American-35.2%	
<b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b>	All Students-27% SWD- 41.6% ELL- 13.2% Black or African American-29.3%	
<b>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,</b>	Based on the DTSDE recommendation and the SCEP Development Team's review of data, we found that many students lose days due to transportation delays (due to students moving and unable to gain access to a bus for 5-7 days) as well as students who have moved out of state or are homeschooled and are unable to track or withdraw and SWD who are assigned a seat in the school, however the child does not start for several days.	
<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> 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	9/13/2019	Teachers will contact parents and express the need for students to be in attendance everyday.
8/1/2019	1/30/2020	A attendance team (administration, parent liason, social workers, parent representative, and teacher representative) will meet weekly to discuss chronically absent students.
8/1/2019	1/30/2020	Instructional Leadership Team, the PBIS team, and teachers will create an incentive system for students who have excellent and improved attendance.
9/4/2019	1/30/2020	Teachers will contact parents when a student is absent for three consecutive days and enter information into Attend Actions
9/4/2019	1/30/2020	The parent liaison will contact the parents and send home a letter if the student is absent for more than three, five, ten, and twenty days.
9/4/2019	1/30/2020	The social workers and Parent Liaison will participate in the district wide attendance blitz.
9/4/2019	1/30/2020	At grade level PLC teachers will discuss chronically absent students and strategies for encouraging students to come to school daily.
9/4/2019	1/30/2020	Community partners will provide resources to support attendance related initiatives
<b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to</b>	The leadership team with the attendance team will evaluate their progress towards the 27% goal. They will also look deeper into the subgroups and evaluate how their attendance is improving.	
<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> 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.
1/30/2020	6/25/2020	Teachers will continue to reach out to parents to build relationships and encourage daily attendance.
1/30/2020	6/25/2020	Teachers will continue to contact parents when a student is absent for three consecutive days.
1/30/2020	6/25/2020	The parent liaison will continue to send home a letter if the student is absent for more than five days.

1/30/2020	6/25/2020	The social workers will continue to participate in the district wide attendance blitz.
1/30/2020	6/25/2020	Administrators, the PBIS team, and teachers will evaluate the incentive system for students who have excellent attendance.
1/30/2020	6/25/2020	Administration will continue to have bi weekly meetings with attendance team to evaluate if strategies are successful.