THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)	
School Grade Span	00-08
ULCS Code	6200
Name of School	Anna B. Day School
Neighborhood Network	Network 12
Assistant Superintendent	Jamina Clay
ESSA Federal Designation	CSI
Admission Type	Neighborhood
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	N/A
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A
Principal Name	Karen White
Years as Principal	9
Years as Principal at this School	9

Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Karen White	A.B. Day	kawhite@philasd.org
Additional Leadership Team Representative	Yvette Benning	A.B. Day	ybenning@philasd.org
Math Content Specialist/Teacher Leader	Sharon Crombie	A.B. Day	scrombie@philasd.org
Literacy Content Specialist/Teacher Leader	Dr. Melissa Thompson	A.B. Day	medjones@philasd.org
Science Content Specialist/Teacher Leader	Mark Nicolella	A.B. Day	mnicolella@philasd.org
School-based Climate Representative	Dante Clark	A.B. Day	daclark@philasd.org
Parent	Katrice Graham-Adams	A.B. Day	
Attendance Designee	Veronica Belton-Pittman	A.B. Day	vbeltonpittman@philasd.org
Business partner (other than parent or community member)	Gary King	Mt. Airy CDC	gking@mtairycdc.org
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Joseph Taylor	School District of Philadelphia	jctaylor@philasd.org
Special Education Case Manager	Lynda Larubio	School District of Philadelphia	lsupplee@philasd.org
Network Attendance Coach	Kesha Hines	School District of Philadelphia	khines2@philasd.org
Network Culture and Climate Coach	Dianna Phelps	School District of Philadelphia	dphelps@philasd.org
Grants Compliance Monitor	Marie Levine	School District of Philadelphia	mlevine@philasd.org
Central Office Talent Partner	Andi Starks	School District of Philadelphia	astarks@philasd.org
Network Early Literacy/Literacy Director	Jen Dianna	School District of Philadelphia	jdianna@philasd.org
Network Professional Learning Specialist	Patricia Ayres	School District of Philadelphia	payres@philasd.org
Prevention and Intervention Liaison	Cynthia van Otoo	School District of Philadelphia	cvanotoo@philasd.org
PBIS Coach (if applicable)	N/A	N/A	N/A
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Aaron MacLennan	School District of Philadelphia	apmaclennan@philasd.org
EL Point Person	N/A	N/A	N/A

What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)
Our vision at the A. B. Day School is to promote collaboration between staff, parents, and students to achieve academic excellence. We envision a standard based and challenging curriculum that stimulates learning and creativity in a positive and safe environment.

Anna B. Day - ADDITIONAL DATA ANALYSIS

ELA Assessment Data
(Leading Indicators for Board Goals #1-2, 3, and 4)
AIMSweb Reading Gr K-5 Data (Click for link to data)

aimsweb Reading	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	97.1%	5.9%	11.8%	82.4%	32	76.5%	11.5%	11.5%	76.9%
1st	97.8%	25.0%	13.6%	61.4%	33	91.3%	23.8%	9.5%	66.7%
2nd	47.6%	55.0%	0.0%	45.0%	24	69.0%	79.3%	13.8%	6.9%
3rd	85.1%	40.0%	7.5%	52.5%	33	81.6%	37.5%	30.0%	32.5%
4th	89.1%	51.2%	12.2%	36.6%	43	89.4%	40.5%	9.5%	50.0%
5th	90.9%	32.5%	17.5%	50.0%	47	95.3%	36.6%	17.1%	46.3%

STAR Reading Assessment (Click for link to data)

STAR Reading	Winter 2020-21						Winter 2019-2020					
	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP
6th	94.7%	13.9%	11.1%	33.3%	41.7%	57	95.9%	19.1%	12.8%	31.9%	36.2%	65
7th	90.0%	24.4%	11.1%	15.6%	48.9%	47	96.2%	14.0%	18.0%	36.0%	32.0%	44
8th	91.5%	9.3%	11.6%	27.9%	51.2%	46	95.8%	19.6%	15.2%	23.9%	41.3%	43

Math Assessment Data
(Leading Indicators for Board Goals 3, and 4)
AIMSweb Math Gr K-5 Data (Click for link to data)

aimsweb Math	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	91.4%	9.4%	15.6%	75.0%	37	76.5%	7.7%	23.1%	69.2%
1st	97.8%	18.2%	9.1%	72.7%	54	87.0%	2.5%	17.5%	80.0%
2nd	57.1%	33.3%	16.7%	50.0%	43	64.3%	40.7%	25.9%	33.3%
3rd	89.4%	16.7%	16.7%	66.7%	33	77.6%	18.4%	31.6%	50.0%
4th	91.3%	31.0%	26.2%	42.9%	57	78.7%	13.5%	24.3%	62.2%
5th	95.5%	14.3%	26.2%	59.5%	41	93.0%	20.0%	22.5%	57.5%

STAR Math Assessment (Click for link to data)

STAR Math	Winter 2020-21						Winter 2019-2020					
	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP
6th	86.8%	33.3%	18.2%	9.1%	39.4%	50	100.0%	53.1%	12.2%	12.2%	22.4%	43
7th	90.0%	46.7%	13.3%	17.8%	22.2%	55	94.2%	42.9%	10.2%	34.7%	12.2%	55
8th	85.1%	40.0%	15.0%	27.5%	17.5%	54	89.6%	46.5%	16.3%	23.3%	14.0%	54

Climate Data

Annual Attendance Data (Click for link to data)
Monthly Attendance Snapshots (Click for link to data)
Suspension Data (Click for link to data)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	45.9%	53.4%	43.6%	45.5%	47.5%	54.2%	53.4%	48.5%	All students	99.0%	98.1%	97.4%
90-95% days	18.4%	23.7%	26.7%	26.8%	18.3%	23.8%	23.7%	27.2%	Black/Afr Amer	98.9%	98.0%	97.1%
85-90% days	10.2%	9.7%	12.4%	13.1%	10.1%	8.6%	9.7%	11.8%	Hispanic/Latino	100.0%	100.0%	100.0%
80-85% days	6.9%	4.9%	7.1%	5.6%	6.7%	4.0%	4.9%	3.5%	Asian	100.0%	100.0%	100.0%
<80% days	18.6%	8.3%	10.2%	9.0%	17.3%	9.3%	8.3%	9.1%	White	100.0%	100.0%	100.0%

Anna B. Day School [6200] 2021-2022 School Plan

Monitoring
Evidence Based Strategy #1:

PBIS - New Schools (Focus: Tier I Climate Framework)	

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least _% of all students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
At least 90% of staff can list at least 67% of the expectations Formal system for acknowledging student behavior is used by at least 90% of staff	Quarterly, the climate team will review Zero OSS and Serious Incident data to determine whether we are on-track to meet our EOY Zero OSS goal. The climate team will review minor and major referral data as well as fidelity check data every month during TIPS meetings to determine whether behavior initiatives and climate deployment plans need tweaking.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Build a PBIS team	8/23/21	10/31/21	Karen White/Principal and Veronica Belton-Pittman/Climate Manager	PBIS Manual	N
Establish team operating procedures	8/23/21	10/31/21	Veronica Belton-Pittman/Climate Manager	PBIS Manual	N
Plan for regular PD time to get input and update staff on PBIS development	8/23/21	10/31/21	Karen White/Principal and Veronica Belton-Pittman/Climate Manager	Calendar	Y
Create 3-5 schoolwide behavior expectations and associated behavior skills	8/23/21	10/31/21	Karen White/Principal and Veronica Belton-Pittman/Climate Manager	PBIS Manual	N
Develop formal lesson plans for teaching behavior expectations	8/23/21	10/31/21	Veronica Belton-Pittman/Climate Manager	Lesson Plan Templates, PBIS Manual	N
Make a school Behavior Management Flowchart	8/23/21	10/31/21	Karen White/Principal and Veronica Belton-Pittman/Climate Manager	Behavior Management Flowchart Template	N
Solicit input on all core features and permanent products from students, staff, and families	8/23/21	2/1/22	Karen White/Principal and Veronica Belton-Pittman/Climate Manager	Feedback Form	N
Students not responding to Tier I will be referred for Tier II and behavior interventions	10/1/21	4/30/22	Gloria Enyondo/Behavioral Health Counselor	SIS Data, EWI Report	N
Tier II plans for behavior - including goals and interventions - will be created and implemented	10/1/21	4/30/22	Gloria Enyondo/Behavioral Health Counselor	Tier II Plans, SIS Data	N
Tier II plans for behavior will be progress monitored. Students making improvements will be exited, while students who continue to struggle will be referred for Tier III supports.	11/1/21	5/31/22	Gloria Enyondo/Behavioral Health Counselor	Tier II Plans, SIS Data	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/1/21	5/31/22	Karen White/Principal and Veronica Belton-Pittman/Climate Manager	School Plan, Routines Agenda	N
Schedule for entire PBIS team to attend 3 full days of training throughout the year	11/1/21	12/1/21	Karen White/Principal and Veronica Belton-Pittman/Climate Manager	Calendar	Y
Create school-contextual classroom managed and office managed behavior definitions	11/1/21	1/31/22	Karen White/Principal and Veronica Belton-Pittman/Climate Manager	Definitions Template, PBIS Manual	N
Complete all action plan steps between each day of training	12/1/21	6/1/21	PBIS Team	PBIS Training Deliverables	N
Prepare formal PBIS manual with all permanent products	2/1/22	6/1/22	PBIS Team	PBIS Manual	N
Complete annual Tiered Fidelity Inventory (TFI) & Action Plan for next year	4/1/22	5/1/22	Karen White/Principal	Tiered Fidelity Inventory (TFI) & Action Plan	N
Complete the Self-Assessment Survey	4/1/22	5/1/22	PBIS Team	Self-Assessment Survey	N
Schedule, plan for, and prepare to deliver student kickoffs and staff trainings for next year	5/1/22	6/1/22	Veronica Belton-Pittman/Climate Manager	Calendar, PBIS Manual, PBIS Lesson Plans	N

Anna B. Day - Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #2:						
Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)						

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	We have students who are not responding to Tier I and our staff is not adequately trained around Tier II and Tier III practices	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
100% of K-8 classrooms have a daily, consistent time to conduct Community Meeting 90% of staff complete the training module on Community Meeting during the back-to-school reorganization week, approximately 1 hour	The Student Well-being Survey will be administered to students monthly during Community Meeting. The Climate Team will review Student Well-Being Survey data monthly to inform planning for Community Meeting and other Tier 1 Climate programming. Quarterly, the climate team will review Zero OSS and serious incident data to determine whether we are on-track to meet our EOY Zero OSS goal.

	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Establish Community Meeting schedule for each grade	9/1/21	10/1/21	Veronica Belton-Pittman/Climate Manager	Calendar	N
	Train staff in Community Meeting (and its connections to social-emotional learning)	9/1/21	10/15/21	Veronica Belton-Pittman/Climate Manager	Community Meeting Training Materials	Y
	Create a Year-Long calendar of Community Meeting topics and responsibilities	9/1/21	10/15/21	Veronica Belton-Pittman/Climate Manager	Calendar and Community Meeting Curriculum	N
	Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	10/15/21	6/1/22	Veronica Belton-Pittman/Climate Manager	Calendar, Qualitative data (informal engagement evaluation, coaching feedback forms) and school-level data (e.g. ODRs, bullying reports)	N
	Progress monitor implementation	11/1/21	6/1/22	Veronica Belton-Pittman/Climate Manager	"Check for Understanding" Survey for Staff	N
	Incorporate Student Well-Being Survey	11/1/21	12/22/21	Veronica Belton-Pittman/Climate Manager	Student Well-Being Survey	N
	Make a plan for ongoing coaching and support	11/1/21	12/22/21	Veronica Belton-Pittman/Climate Manager	District Climate Support Staff	Y

Anna B. Day - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

MTSS (Focus: Tier I Academics)	Improving Adolescent Literacy WWC Practice Guide- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf Assisting Students Struggling with Mathematics- https://ies.ed.gov/ncee/wwc/PracticeGuide/2

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Teachers are not effective enough at analyzing data from serveral sources and then coming to a conclusion about how their instruction needs to be modified to meet student needs	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP03: 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
Board Goal 2	Teachers are not effective enough at analyzing data from serveral sources and then coming to a conclusion about how their instruction needs to be modified to meet student needs	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP03: 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
Board Goal 3	Teachers are not effective enough at analyzing data from serveral sources and then coming to a conclusion about how their instruction needs to be modified to meet student needs	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP03: 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

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
90% of Tier III (Intensive Intervention) students will have an ELA MTSS plan in SIS (and a math MTSS plan saved within the school) 85% of Tier III (Intensive Intervention) students will be progress monitored at least once in between quarterly assessment cycles 80% of Tier II and Tier III students will receive SGI or one-to-one instruction at least three times a week. 90% of lesson plans will contain details around SGI for Tier II and Tier III students. 80% of teacher lesson plans and informal lesson delivery observations will include planned modifications and differentiation to meet student needs based on data analysis from several sources. 80% of teacher lesson plans include planned formative assessment strategies at multiple points in the instructional process	On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. On a quarterly basis, administration will review participation rates on the district's within-year assessment to ensure that all students are completing the assessment. On a quarterly basis, Tier II and III students will be progress monitored using the district's within-year assessment platform bi-weekly, and teachers will make adjustments to MTSS plans accordingly. Teachers will monitor benchmark and progress monitoring data monthly during Collaborative Team Meetings to become more comfortable using data to evaluate instruction and plan small group instruction. Monthly, the leadership team will review lesson plans and informal observation notes to determine the planned use of modifications, formative assessment strategies, and differentiation meeting the students' needs based on data from various sources.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Teachers will receive PD at the start of the school year around the district's assessment platform. This PD will include training on how to utilize the platform to do the following: (1) to administer the assessment, (2) to create goals for students in the platform, and (3) to create groups in the platform.	8/23/21	9/30/21	Dr. Thompson/SBTL and Ms. Crombie-Smiley/SBTL	PD Calendar, Assessment Platform	Y
At the beginning of the school year, ELA and Math teachers will be normed on implementing interventions in the classroom.	8/23/21	9/30/21	Dr. Thompson/SBTL and Ms. Crombie-Smiley/SBTL	Approved Intervention(s)	N
Early Literacy Teachers who will be implementing Fundations will receive professional development around selecting Learning Activities, utilizing the Teacher Guide, and administering pre- and post-assessments. The use of SMARTboards will support the virtual component of Fundations.	8/23/21	10/31/21	Dr. Thompson/SBTL	Fundations, PD Calendar	Y
Early Literacy Teachers will include the use of Fundations Learning Activities in their weekly lesson plans.	8/31/21	6/14/22	ELA Teachers	Fundations, Lesson Plans	N
Early Literacy Teachers (with the assistance of SSAs) will assign and implement Fundations Learning Activities on a daily basis during Literacy Blocks to teach foundational reading skills.	8/31/21	6/14/22	ELA Teachers and Supportive Services Assistants	Fundations Learning Activities	N
Supportive Services Assistants will receive training at the beginning of the year around how to properly conduct progress monitoring and how to implement small group and one-to-one interventions	9/1/21	10/31/21	Dr. Thompson/SBTL and Ms. Crombie-Smiley/SBTL	Assessment Platform, Interventions	N
ELA and Math teachers will administer the district's screener assessment to identify students' reading and math difficulties.	9/1/21	10/15/21	Dr. Thompson/SBTL and Ms. Crombie-Smiley/SBTL	Assessment Platform, Assessment Calendar	N
During the school year, teachers will receive PD around (1) which assessment reports to utilize for identifying class-level learning needs by content, standard, concept, and skill and (2) adjusting instruction based on that class-level data analysis.	10/1/21	11/30/21	Dr. Thompson/SBTL and Ms. Crombie-Smiley/SBTL	Smartboards, PD Calendar, Assessment Platform	Y
Early literacy teachers will provide intensive, systematic instruction on up to three foundational reading skills in small groups to Tier II and Tier III students.	10/1/21	5/31/21	Dr. Thompson/SBTL	Smartboards, Intervention Materials and Supplies, Student Data, Lesson Plans	N
Teachers will use Common Planning Time to review student work and collaboratively develop lesson plans, including planning for small group/one-to-one instruction/interventions based on student work and assessment data.	10/1/21	5/31/21	Karen White/Principal, Yvette Benning/Assistant Principal. Dr. Thompson/SBTL, and Ms. Crombie-Smiley/SBTL	Smartboards, Intervention Materials and Supplies, Student Work Analysis Protocol, ELA Framework, Math Framework, Lesson Plans, SDP Look Fors Document	N
During Common Planning Time, teachers will review key assessment reports using Data Analysis Protocols to pinpoint each student's instructional needs, and then adjust the MTSS intervention intensity and instructional focus to explicitly meet each student's identified learning needs. During these meetings, teachers will discuss strategies for small group instruction based on the trends in the data .	10/16/21	5/31/21	Dr. Thompson/SBTL and Ms. Crombie-Smiley/SBTL	Smartboards, Data Analysis Protocol, Assessment Platform, Student Data, Lesson Plans	N
The Instructional Leadership Team will review lesson plans to ensure that they align with the various components of the district's Look For documents, which are tied to the ELA and Math Frameworks	10/16/21	5/31/21	Karen White/Principal, Yvette Benning/Assistant Principal. Dr. Thompson/SBTL, and Ms. Crombie-Smiley/SBTL	ELA Framework, Math Framework, Lesson Plans, SDP Look Fors Document	N
Early literacy teachers and SSAs will provide intensive one-to-one and pull-out instruction/interventions (as possible based on additional staff support) on a daily basis to Tier II and Tier III students who show minimal progress after spending a reasonable time receiving small group instruction.	10/16/21	5/31/21	Supportive Services Assistants and ELA and Math Teachers	Intervention Materials and Supplies, ELA Framework, Lesson Plans, Student Data	N

During the school year, teachers will receive PD around (1) the district's expectations for progress monitoring, (2) how to access progress monitoring reports in the assessment platform, and (3) how to create MTSS plans for Tier III students in SIS. The use of SMARTboards will support the virtual component of Fundations as well as the mathematical visual representation instruction and blended learning.	11/1/21	12/31/21	Dr. Thompson/SBTL and Ms. Crombie-Smiley/SBTL	Smartboards, SDP MTSS Guidance Document, SIS, Assessment Platform, Data Tracker	Y
Teachers will create MTSS plans in SIS for all Tier III students and will update those plans after each testing event.	11/1/21	4/30/21	ELA and Math Teachers	Intervention Materials and Supplies, SDP MTSS Guidance Document, SIS, Assessment Platform, Data Tracker	N
SSAs and teachers will progress monitor all Tier III students at least once a month using the district's assessment platform.	11/1/21	4/30/21	Supportive Services Assistants and ELA and Math Teachers	SDP MTSS Guidance Document, SIS, Assessment Platform, Data Tracker	N
Teachers will receive PD around how to utilze a variety of student data, including Star data, to create flexible small groups that address common skill gaps.	11/1/21	4/30/22	Dr. Thompson/SBTL and Ms. Crombie-Smiley/SBTL	Smartboards, Star Data, Formative Assessment Data	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/1/21	5/31/22	Karen White/Principal, Yvette Benning/Assistant Principal. Dr. Thompson/SBTL, and Ms. Crombie-Smiley/SBTL	School Plan, Routines Agenda	N

Anna B. Day - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Early Warning Indicator Monitoring System/SAIP Process(Focus: Tiers I-III Attendance)	

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 2	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least _% of all students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
70% of students who require a Student Attendance Improvement Conference will have one. 90% of students who require a Student Attendance Improvement Plan will have one.	Quarterly, the attendance team will review 95% attendance data to determine whether we are on-track to meet our EOY 95% attendance goal. SAIPs will be progress monitored every 30 days to determine whether interventions are having a positive impact on individual student attendance.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Review the roles and responsibilities of the attendance team	8/23/21	8/27/21	Veronica Belton Pittman/Attendance Designee Gloria Enyondo/Behavior Health Counselor	Organizational Chart	N
Set attendance team meeting schedule	8/23/21	8/27/21	Veronica Belton Pittman/Attendance Designee Gloria Enyondo/Behavior Health Counselor	Calendar	N
Conduct attendance workshops each semester with parents to explain the attendance policies and provide them with resources to support their students' attendance (this information is also provided in the parent/student handbook). Timing of the workshops may be adjusted depending on next year's needs at the school.	11/1/21	4/30/22	Veronica Belton Pittman/Attendance Designee Gloria Enyondo/Behavior Health Counselor	Workshop Materials	N
Develop an attendance incentive calendar	8/23/21	9/30/21	Veronica Belton Pittman/Attendance Designee Gloria Enyondo/Behavior Health Counselor	Calendar, Incentives	N
Track and review student attendance using SIS and the Early Warning Indicator (EWI) report in SchoolNet	9/1/21	5/31/22	Veronica Belton Pittman/Attendance Designee Gloria Enyondo/Behavior Health Counselor	SIS, EWI Report	N
For students with 3+ absences, C-31 letters will be generated and mailed home on a rolling basis.	9/1/21	5/31/22	Veronica Belton Pittman/Attendance Designee Gloria Enyondo/Behavior Health Counselor	SIS, EWI Report, C-31 Letters	N
For students with 6+ absences, a Student Attendance Improvement Conference (SAIC) will be scheduled with their parents and the Juvenile Justice Center	10/1/21	5/31/22	Veronica Belton Pittman/Attendance Designee Gloria Enyondo/Behavior Health Counselor	SIS, EWI Report, SAIC Calendar	N
During SAICs, attendance team members will work with the student and parent(s)/guardian(s) to identify barriers to attendance and create a Student Attendance Improvement Plan (SAIP) that addresses these barriers.	10/1/21	5/31/22	Veronica Belton Pittman/Attendance Designee Gloria Enyondo/Behavior Health Counselor	SIS, EWI Report, SAIC Calendar, SAIPs	N
SAIPs will be progress monitored at least every 30 days. The team will check in with the parents to discuss their students' attendance goals, if they are meeting their goals (as in, if their attendance is improving), if there are barriers, discuss how to overcome those barriers with strategies, and monitor progress again in 30 days to see if the strategies worked. These strategies include ongoing support to the families and assistance from the Juvenile Justice Center in order to prevent students from going to truancy. In 60 days, if students have met their goal, then the team will close the case. If there is no improvement after 60 days, the team will refer students to truancy.	11/1/21	5/31/22	Veronica Belton Pittman/Attendance Designee Gloria Enyondo/Behavior Health Counselor	SIS, EWI Report, SAIC Calendar, SAIPs	N
For students with 10+ absences, truancy paperwork will be drawn up and students will be referred to the Office of Attendance and Truancy	11/1/21	5/31/22	Veronica Belton Pittman/Attendance Designee Gloria Enyondo/Behavior Health Counselor	SIS, EWI Report, SAIPs, Truancy Paperwork	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/1/21	5/31/22	Karen White/Principal and Veronica Belton-Pittman/Climate Manager	School Plan, Routines Agenda	N

Anna B. Day School [6200] 2021-2022 School Plan

BOARD GOAL 1

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least 36% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 27% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 30% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 33% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 36% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
Actual Performance				
Met Target?				

BOARD GOAL 2

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least 36% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 27% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 30% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 33% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 36% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
Actual Performance				
Met Target?				

BOARD GOAL 3

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least 17% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 8% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 11% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 17% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
Actual Performance				
Met Target?				

95% ATTENDANCE GOAL

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least 48% of all students will attend school 95% of days or more	At least 63% of all students will attend school 95% of days or more in Q1.	At least 58% of all students will attend school 95% of days or more in Q2.	At least 53% of all students will attend school 95% of days or more in Q3.	At least 48% of all students will attend school 95% of days or more in Q4.
Actual Performance				
Met Target?				

ZERO SUSPENSION GOAL

Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
At least 98% of students will have zero out-of-school suspensions	At least 99% of students will have zero out-of-school suspensions in Q1.	At least 99% of students will have zero out-of-school suspensions in Q2.	At least 98% of students will have zero out-of-school suspensions in Q3.	At least 98% of students will have zero out-of-school suspensions in Q4.
Actual Performance				
Met Target?				