

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	06-08		
ULCS Code	6480		
Name of School	Academy for the Middle Years at Northwest		
Neighborhood Network	Network 6		
Assistant Superintendent	Kimberly Newman		
ESSA Federal Designation	Non-Designated		
Admission Type	Special Admit		
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	Jodan Floyd		
Years as Principal	8		
Years as Principal at this School	8		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Jodan Floyd	AMY NW	jnfloyd@philasd.org
Additional Leadership Team Representative	Walter Myrick	AMY NW	wmyrick@philasd.org
Math Content Specialist/Teacher Leader	Kristen Hettel	AMY NW	khettel@philasd.org
Literacy Content Specialist/Teacher Leader	Stephanie McKenna	AMY NW	smkenna@philasd.org
Science Content Specialist/Teacher Leader	Mary Jones	AMY NW	mjones4@philasd.org
School-based Climate Representative	Michelle Brathwaite	AMY NW	mbrathwaite@philasd.org
Parent	Jeannette Rivera	AMY NW	working-momof6@live.com
Community member	Eric McMahon	Watershed Church	EMAC79@ME.COM
Business partner (other than parent or community member)	Stephen Nejman	ACME	Stephen.Nejman@acmemarkets.com
Student (required for High Schools)			
Planning and Evidence-based Support (PESO) member	Leya Egea-Hinton	SDP Central Office	legeahinton@philasd.org
Special Education Case Manager	Lynda Larubio	SDP Central Office	lsuplee@philasd.org
Network Attendance Coach	Michaela Finkelstein	SDP Central Office	mfinkelstein@philasd.org
Network Culture and Climate Coach	Daniel Merin	SDP Central Office	dmerin@philasd.org
Grants Compliance Monitor	Patty Nelson	Grants & Compliance Office	pnelson@philasd.org
Central Office Talent Partner	Laurese Harper	Talent Office	lharper@philasd.org
Network Early Literacy/Literacy Director	Toni O'Karma	SDP Central Office	aokarma@philasd.org
Network Professional Learning Specialist	Martha Schlatter	SDP Central Office	mdschlatter@philasd.org
Prevention and Intervention Liaison	Howard Marcus	SDP Central Office	hcmarcus@philasd.org
PBIS Coach (if applicable)	Hasana Ahmad	SDP Central Office	hahmad@philasd.org
Relationships First Coach (if applicable)	Cynthia Jones	SDP Central Office	cjones3@philasd.org
Youth Court Coach (if applicable)	John Papiano	SDP Central Office	jpapiano@philasd.org
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Maria Villella	SDP Central Office	mvillella@philasd.org
EL Point Person			
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.)			
<p>VISION To graduate all students with the skills they will need to be accepted and successful in a high school of their choice</p> <p>MISSION STATEMENT Students and staff work collaboratively at AMY NW through supporting and encouraging each other to become socially responsible, self-disciplined agents of change. Our rigorous curriculum promotes intellectual curiosity, creative thinking, and challenges students to meet their full potential.</p> <p>WE BELIEVE: The academic achievement of each student is our primary goal. Learning is a lifelong process. Education is a shared responsibility among students, family, school staff, and community.</p> <p>School staff serve as role models of professionalism, integrity, commitment and ethical behavior through visionary leadership to promote sustainable skill sets for future success. Every student is a valuable part of the AMY NW community able to make positive contributions. Students learn in different ways and at different rates. A respectful and safe school environment contributes to educational and social GROWTH for all. Students develop self-esteem through compassionate, respectful relationships with caring adults and meaningful experiences in school and the community.</p>			

### ADDITIONAL DATA ANALYSIS

#### ELA Assessment Data (Leading Indicators for Board Goals #1-2, and 4)

[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	92.9%	26.4%	15.4%	27.5%	30.8%	40	95.5%	46.7%	21.9%	25.7%	5.7%	43
7th	92.5%	35.4%	19.2%	23.2%	22.2%	46	89.2%	40.7%	24.2%	20.9%	14.3%	49
8th	91.8%	42.7%	23.6%	21.3%	12.4%	49	95.0%	39.6%	25.0%	25.0%	10.4%	33

#### Math Assessment Data (Leading Indicators for Board Goals 3, and 4)

[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	91.8%	36.7%	22.2%	15.6%	25.6%	41	98.2%	42.6%	21.3%	17.6%	18.5%	40
7th	87.9%	50.0%	17.0%	20.2%	12.8%	49	95.1%	58.8%	20.6%	13.4%	7.2%	55
8th	91.8%	61.8%	16.9%	13.5%	7.9%	46	90.1%	63.7%	13.2%	13.2%	9.9%	53

### 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	Monthly Attendance Snapshots				Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
					Jan 2021	Jan 2020	March 2020	March 2019				
95%+ days	80.2%	78.9%	69.6%	67.7%	81.2%	78.9%	78.9%	69.9%	All students	98.5%	97.3%	100.0%
90-95% days	12.0%	13.1%	19.8%	20.4%	10.1%	13.1%	13.1%	20.1%	Black/Afr Amer	98.2%	96.8%	100.0%
85-90% days	3.2%	3.7%	6.1%	6.7%	3.9%	3.7%	3.7%	6.7%	Hispanic/Latino	100.0%	100.0%	100.0%
80-85% days	1.3%	0.6%	2.7%	4.2%	1.9%	1.2%	0.6%	1.5%	Asian	100.0%	100.0%	100.0%
<80% days	3.2%	3.7%	1.8%	1.0%	2.9%	3.1%	3.7%	1.8%	White	100.0%	100.0%	100.0%

**Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #1:**

**Math Framework (Focus: Tier I Academics)**

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	We have created a perpetual cycle of not getting through the content in a deep meaningful way because we are trying to fill the instructional gaps that students arrive to us with.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

**Anticipated Outputs (link out to EP Look Fors)**

**Monitoring/Evaluation**

The standards-aligned curriculum is delivered with fidelity to all students.  
 Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students.  
 Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners.  
 Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by

We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, lesson plan feedback, and individual/class progress monitoring.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create Master Schedule to allow for block scheduling 90 min period.	3/2021	6/1/2021	Mrs. Domers (Roster Chari)	N/A	N
Align our math block to the to expectations of the math framework	5/2021	6/1/2022	Kristen Hettel (SBTL)	No	N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance). monitored via observations and lesson plans	9/2021	6/1/2022	Teachers	As Needed	Y
Implement an observation & feedback schedule that will identify trends in math data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	8/2021	6/1/2022	Jodan Floyd (Principal) Kristen Hettel (SBTL)	As Needed	Y
Weekly meeting with School based teacher leader to discuss monitoring of framework implementation to make needed adjustments including supports and coaching for teachers as needed.	8/2021	6/1/2022	Jodan Floyd(Principa)	N/A	N
Coaching of teachers to implement frameworks and lesson pacing/ timing based on lesson plans and observations and determined during the weekly 1-1 meetings between the principal and SBTL.	9/2021	6/1/2022	Jodan Floyd (Principal) Kristen Hettel (SBTL)	Coaching plans and schedules	N
Monitor the implementation of instructional strategies to reach learners at various levels. Provide feedback to teachers based on classroom monitoring of instructional strategies to reach all learners.	9/2021	6/1/2022	Jodan Floyd (Principal) Kristen Hettel (SBTL)	N/A	N
Set and follow plan for utilization of small, flexible groups as an intervention for learning. Regroup students as needed based on assessment of skills and needs	12/2021	6/1/2022	Kristen Hettel (SBTL)	N/A	N
Students will complete common assessments and tasks min 1x a month.	10/2021	6/1/2022	Kristen Hettel (SBTL)	Task and Rubrics	N
Bring findings, recommendations, and questions from common assessments and district level taks. PLCS on a weekly basis for additional support and to establish a whole-school culture around this practice.	10/2021	6/1/2022	Jodan Floyd (Principal) Kristen Hettel (SBTL)	Data Protocols / Student Work	N
Data Team meets monthly to triangulate math data to determine areas of strength and areas to improve as it aligns to District instructional expectations. Analyze student data (computer based interventions, district wide assessments, network level assessments) to monitor progress towards meeting expected student outcomes. Determine quarterly implementation goals aligned to "Look For" data.	10/2021	6/1/2022	Jodan Floyd (Principal) Kristen Hettel (SBTL)	Data Protocols / Student Work	N
Plan a math night for families to learn how to best support their students with math instruction. Online web resources, open ended items, intervention program.	8/2021	11/1/2021	Kristen Hettel (SBTL) Leadership Team	Resources for Parents	N

**Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #2:**

MTSS (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Because there is a desire to fill the students missing instructional gaps prior to moving forward, the students often complete tasks that are not aligned to the outcomes of the grade level standards.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards
Board Goal 3	We have created a perpetual cycle of not getting through the content in a deep meaningful way because we are trying to fill the instructional gaps that students arrive to us with.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

**Anticipated Outputs (link out to EP Look Fors)**

**Monitoring/Evaluation**

The school has a documented system for collecting and analyzing data on a pre-determined schedule. Lesson plans include planned formative assessment strategies at multiple points in the instructional process. Educators continually monitor and adjust instruction and content based on multiple checks for understanding.

We will monitor the effectiveness and implementation of this strategy using district benchmark assessments, online adaptive interventions, lesson plan feedback, walkthroughs and observations, classroom assessment data, and the CPT schedule cycle.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Engage leaders and staff in professional learning to learn the expectations for implementation. Teachers will receive PD at the start of the school year 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	8/2021	8/2021- Ongoing as needed	Kristen Hettel (SBTL)	STAR reports CC standards	Y
Identify evidenced-based instructional strategies that align to the instructional needs. Teachers will develop plans to address class-level areas where more support is needed, either by content, by standard, by concept, or by skill	8/2021	6/1/2022	Kristen Hettel (SBTL) All Teachers	CC standards, Resources and curriculum as needed	Y
Student data is analyzed using the triangulation of computer based interventions, district wide assessments, and to identify students needing support at the start of the year and ongoing throughout the year.	8/2021	6/1/2022	Teachers	Data Reports / class assessments and student work	N
MTSS plans for ELA are developed and put into SIS systems.	9/2021	6/1/2022	Kristen Hettel (SBTL) Misty Domers (SPECUM)	n/a	N
MTSS plans for Math are tracked at the school level.	9/2021	6/1/2022	Kristen Hettel (SBTL) Misty Domers (SPECUM)	n/a	N
Assessment data will be analyzed during CPT using SDP data analysis protocols to progress monitor students and adjust/develop MTSS plan based on individual or whole class needs.	9/2021	6/1/2022	Kristen Hettel (SBTL)	Data Reports	N
Assessment data will be analyzed during Leadership Team / Data meetings using SDP data analysis protocols to progress monitor students and adjust/develop MTSS plan based on individual or whole class needs.	9/2021	6/1/2022	Jodan Floyd (Principal)	Data Reports	N
Parents of students who are in tier 3 MTSS will be scheduled to have 1-1 parent meetings to look a data and plans for student supports.	9/2021	6/1/2022 -Ongoing as needed	Lori Blanco (Counselor)	Student data and plans	N

**Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #3:**

PBIS - Currently Implementing (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	We have created a perpetual cycle of not getting through the content in a deep meaningful way because we are trying to fill the instructional gaps that students arrive to us with.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
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	100% of students and staff will participate in a schoolwide PBIS system to encourage positive behavior.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.

**Anticipated Outputs (link out to EP Look Fors)**

**Monitoring/Evaluation**

Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. Educators use evidence-based classroom management strategies with fidelity to support positive behavior for all students as well as to intervene with challenging behaviors. Educators maximize instructional time through well-managed classroom routines.

We will monitor the effectiveness and implementation of this strategy using attendance and suspension data from Qlik, SIS PBIS dashboard, district wide survey, ODRs, minor behavior forms, Tier Fidelity Inventories, and monthly TIPS meetings.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train all staff in PBIS methods as well as the PBIS flowchart. The August training will occur virtually with follow up meetings and trainings in person when possible.	8/2021	8/30/2021	PBIS Team	PBIS flowchart, materials, and n	Y
Train the staff on the minor and major forms for reporting incidents in the School Information System (SIS). This training will occur virtually in August to start the 20-21 school year, with in person follow up when possible.	8/2021	8/30/2021	PBIS Team	Minor and Major form Samples	Y
Create a calendar of PBIS related incentives .	8/2021	8/30/2021	PBIS Team	SDP Calendar	N
Implement and hold PBIS incentive	9/2021	6/1/2022	PBIS Team	AMY Swag and various other m	N
Develop / Implement student voice and involvement plan. This will be an ongoing process that allows students to have input in the things they would like to see as well as feedback around the things that are working well and those that need improvement. Meetings to get student input will occur virtually to start the 20-21 school year and will move to in person when possible	8/2021	6/1/2022	PBIS Team	N/A	N
Establish the TIPS team to include a student.	9/2021	9/30/2021	Walter Myrick (PBIS team member)	N/A	N
Create Tips Meeting Schedule - to occur weekly at the start of the school year and more or less often as needed during the rest of the school year. Meetings will occur virtually to start the 20-21 school year until in person meetings are possible (ODR's data trends, etc)	9/2021	9/30/2021	Walter Myrick (PBIS team member)	N/A	N
Implement regular (weekly, bi-weekly) PBIS fidelity checks to provide feedback to staff as appropriate on things that are going well and areas of improvement that are needed.	9/2021	6/1/2022	PBIS Team	N/A	N
Regularly monitor Tier 1 data to again adjust course as needed during the year. (Weekly or Bi-Weekly) If one area is going well we will continue with that area if the data indicates that morning entry is a concern we would then make adjustments there as needed based on the data.	9/2021	6/1/2022	Kristen Hettel (PBIS member)	N/A	N





Academy for the Middle Years at Northwest [6480] 2021-2022 School Plan

BOARD GOAL 1	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 70% of grade 6-8 students will score proficient/advanced on the ELA PSSA	At least 70% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 70% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 70% students in grades 6-8 will score at or above grade-level on the District's within-year reading assessment in Q3
	Actual Performance				
	Met Target?				
BOARD GOAL 3	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 24% of grade 6-8 students will score proficient/advanced on the Math PSSA	At least 24% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 24% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 24% students in grades 6-8 will score at or above grade-level on the District's within-year math assessment in Q3
	Actual Performance				
	Met Target?				
95% ATTENDANCE GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 75% of all students will attend school 95% of days or more	At least 90% of all students will attend school 95% of days or more in Q1.	At least 85% of all students will attend school 95% of days or more in Q2.	At least 80% of all students will attend school 95% of days or more in Q3.
	Actual Performance				
	Met Target?				