

School Improvement Plan

I. School Level Narrative

School Building Information

LEA Name

School District of Philadelphia

School Building Name

Franklin S. Edmonds School

4-Digit School Building Code

6210

PDE Designation

A-TSI

School Street Address

8025 Thouron Ave, Philadelphia, Pa 19150

School Improvement Committee

Describe the role of the committee in developing this school improvement plan, as well as the intended role of the committee in the implementation and monitoring of the plan.

At Franklin S. Edmonds Elementary School, the members of the Planning Team work cooperatively and collaboratively to develop the school improvement plan. The Planning Team is comprised of administrative, instructional, and support staff representatives employed by the School District of Philadelphia and assigned to the school, as well as representatives from the families and community-at-large who are served by and serve the school. In addition to these core team members, designees from school-facing central office support units in the academics, student support services, and finance divisions also participate as key contributors who support the Planning Team in ensuring that goals, strategies, and action steps, as well as people, systems, processes, and resources are aligned to the school's shared vision and its data-driven needs assessment. The Planning Team meets regularly throughout the academic year in order to assess, monitor, and evaluate the success of plan implementation, including the tracking of benchmarks and accomplishments in data.

Committee Members and Positions in School/Community

Name	Position
Yasir N. Roundtree	Principal
Robin Torrence	Leadership Team Representative
Joquina Mitchell-Somerville	Math Content Specialist/Teacher Leader
Jenna Zorn	Literacy Content Specialist/Teacher Leader
Kanika Watkins	School-based Climate Representative
Carolyn Rinehardt	Parent
Gernice Woods	Community member
Leya Egea-Hinton	Planning and Evidence-based Support (PESO) member
Daniel Merin	MTSS Specialist/Central Office Climate Supports

Sharika Proctor	Grants Compliance Monitor
Laurese Harper	Central Office Talent Partner
Antoine O'Karma	Central Office Early Literacy/Literacy Support

School Level Vision for Learning

Long-term Vision and the Measures of Success

Long-Term Vision for Students <i>What will students know and be able to demonstrate upon leaving the school?</i>	Measures of Success <i>How will you know you are on track to achieving your vision or students?</i>
Our students will have the content knowledge, skills, and dispositions in literacy and numeracy, as well as the ability to access, interact with, navigate, synthesize, and apply new information across a variety of contexts.	Evidence of goal attainment will include, however, are not limited to the following: (1) achievement - increased percentages of students achieving at the proficient/advanced level on the PSSA from one academic year to the next; and, (2) growth - increased numbers of students performing at the acceptable/target levels on individual, team, and commercially-developed formative assessments.
Our students will have developed the work ethic to succeed in high school, college, career, and life, seeing academic and personal tasks and activities through to completion.	Evidence of goal attainment will include, however, are not limited to the following: (1) academic - regular and consistent completion of in-class, at-home, and other assigned work products; (2) social-emotional - manifestation of the "growth mindset" and productive struggle in overcoming barriers; and, (3) general - genuine desire to be involved and engaged in school programs and activities.
Our students will be familiar with various forms of technology needed to be critical consumers of information and productive	Evidence of goal attainment will include, however, are not limited to the following: (1) increased proficient and independent usage of

citizens of the world in our global, technological, and multidimensional 21st century world.	digital tools and technological applications that support instruction and learning.
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II. School Level Needs Assessment

Describe how the LEA and school engaged in timely and meaningful consultation with a broad range of stakeholders (e.g., families, students, educators, community partners) and examined relevant data to understand the most pressing needs of students, educators, and/or other members of the school community and the potential root causes of those needs.

Stakeholders from the various segments of the Franklin S. Edmonds Elementary School community to include staff, students, families, and community members were included in the school improvement planning and budget development processes. More specifically, the stakeholders of each group were surveyed throughout the academic year to learn about their perceptions for how we could use the resources allocated to our school now and in the future to improve student achievement. During meetings and conferences specific to their constituent group, school community members were afforded the opportunity to hear from Administration about historical and current student, professional, and organizational data points and to ask questions, receive answers to those questions, provide input, and offer feedback. This input and feedback was considered along with current academic year achievement, progress, climate, and educator effectiveness data to inform the school improvement plan and budget for the next academic year. Equally important to note is the fact that the school’s new designation as an Additional Targeted Support and Improvement (A-TSI) school helped to shape our school improvement plan and budget priorities, including school purchases by position.

Based on your data analysis, what are your data-supported strengths?

Strengths	Supporting Evidence from Needs Assessment
Franklin S. Edmonds Elementary School was successful in improving student outcomes in the area of Science as measured by the Pennsylvania System of School Assessment (PSSA).	During the 2017/2018 academic year, student proficiency on the PSSA rose to 45.6% proficient/advanced (an increase of 21.7%).
Franklin S. Edmonds Elementary School has been able to secure additional partnerships to augment the educational program, including opportunities for advocacy by various	We are a City of Philadelphia Designated Community School. As a result of this, we received funding through the Mayor's Office of Education to select an out-of-school time

<p>segments within and without the school community.</p>	<p>(OST) provider to offer our students an after school and summer program. The Boys & Girls Clubs of Philadelphia was selected as our provider. This is one of several partnerships; City Councilwoman Cherelle L. Parker has been a great support to the school.</p>
<p>Franklin S. Edmonds Elementary School continues to expand opportunities for our students to have access and exposure to educational and instructional technology.</p>	<p>The number of classrooms that have Smart Boards or Interactive White Panels has increased. This, along with the Chromebook carts, has supported classroom teachers with infusing and integrating technology into daily classroom instruction.</p>

Based on your data analysis, what are your data-supported challenges? (You will need to identify up to three of these challenges that will be prioritized and addressed in this plan.) Check each challenge that will be a priority in your plan.

Challenges	Supporting Evidence from Needs Assessment	Primary Root Cause
<p>Our students at Franklin S. Edmonds Elementary School are, in comparison to other schools in our Learning Network, underperforming in the area of English Language Arts and Literacy.</p>	<p>Student proficiency levels on the PSSA serve as the basis for the Statewide Assessment Measures Indicator on the Future Ready PA Index. At Franklin S. Edmonds Elementary School, during the 2017/2018 academic year, 28.2% of participating students in grades 3-7 scored at the proficient or advanced level on the English Language Arts PSSA. Edmonds, as a result, was designated an A-TSI school by the Pennsylvania Department of Education as multiple ESSA Identified Subgroups did not meet the cut score of 31.5%.</p>	<p>Classroom teachers struggle with planning, delivering, and assessing rigorous, appropriate instruction and learning opportunities for our students where there is alignment between academic standards, instructional objectives, and learning activities/experiences and that which is also responsive to student needs and interests. Additionally, there was inconsistency in the materials and resources being used by the instructional staff within and across grade levels and there was limited accountability for non-compliance with lesson planning and other</p>

		professional responsibilities by classroom teachers. It is also important to note that regular student attendance or the lack thereof is another factor that contributes to student achievement and progress in English Language Arts.
Our students at Franklin S. Edmonds Elementary School, in spite of demonstrating performance that is comparable to other schools in our Learning Network in the area of Mathematics, still are underperforming.	Student proficiency levels on the PSSA serve as the basis for the Statewide Assessment Measures Indicator on the Future Ready PA Index. At Franklin S. Edmonds Elementary School, during the 2017/2018 academic year, 14.4% of participating students in grades 3-7 scored at the proficient or advanced level on the Mathematics PSSA. Edmonds, as a result, was designated an A-TSI school by the Pennsylvania Department of Education as multiple ESSA Identified Subgroups did not meet the cut score of 31.5%.	Classroom teachers struggle with planning, delivering, and assessing rigorous, appropriate instruction and learning opportunities for our students where there is alignment between academic standards, instructional objectives, and learning activities/experiences and which is also responsive to student needs and interests. Additionally, there was inconsistency in the materials and resources being used by the instructional staff within and across grade levels and there was limited accountability for non-compliance with lesson planning and other professional responsibilities by classroom teachers. It is also important to note that regular student attendance or the lack thereof is another factor that contributes to student achievement and progress in Mathematics.
Franklin S. Edmonds Elementary School students do not attend school at rates considered to be acceptable by the School District of Philadelphia as measured by the	Student attendance rates serve as one metric for the On Track Measures Indicator on the Future Ready PA Index. At Franklin S. Edmonds Elementary School, during the 2017/2018 academic year, 77.7% of enrolled students	The transient nature of our student body (i.e., a significant foster care population and children living with adults who are not their biological parent) directly impacts daily student

<p>School Progress Report (SPR) or the Pennsylvania Department of Education as measured by the Future Ready PA Index.</p>	<p>attended school regularly (>90%). Edmonds, as a result, did not meet this performance standard for the previous academic year.</p>	<p>attendance, particularly in the primary and intermediate grade levels. In the middle years grades, students reported when interviewed/surveyed, that they did not want to come to school because they did not feel a connection to the school, either through the programs offered/services available to them or by the presence of an adult whom they felt cared about them and their well-being.</p>
<p>Franklin S. Edmonds Elementary School's instructional staff struggles with planning, delivering, and assessing instruction and learning opportunities for our students that are relevant, rigorous, and age and developmentally appropriate. Additionally, some classroom teachers have difficulty with classroom management, which also affects learning and teaching.</p>	<p>When looking at the connectedness of teacher observation and practice ratings and student outcomes as reflected in both local and state reporting systems, it is clear that disparities continue to exist. Specifically, the average observation scores for classroom teachers at our school during the 2017/2018 academic year for informal observations, for Fall formal observations, and for Spring formal observations were 1.87, 2.29, and 2.20, respectively. Teacher observation and practice ratings are clearly in conflict with student outcomes as demonstrated in the average growth index (AGI) for each PSSA assessed content area: -0.45 in English Language Arts, -0.09 in Mathematics, and -2.84 in Science.</p>	<p>Pervasive climate and culture issues interfered with the ability of the previous Administration to conduct regular walkthroughs and observations, both informal and formal, which should have been followed-up with by timely, constructive, evidence-based, and actionable feedback and, if necessary, coaching by the administrator or professional assistance by a leadership support staff member (e.g., school based teacher leader or special education liaison). Walkthroughs and observations were conducted to maintain compliance with central office mandates and directives, not to enhance the effectiveness of teachers' practices or ultimately to improve outcomes for students.</p>

Established Priorities and Aligned Outcome Categories

Based on your challenges, develop priority statements to guide your planning for school Improvement. Align to established PDE Outcome Categories.

Priority Statements	Outcome Category
Classroom Teachers in all grade levels require direct collegial and administrative support to plan, deliver, and assess rigorous, appropriate instruction and learning opportunities for our students in those grade levels within the area of English Language Arts, inclusive of students with disabilities.	Literacy
The priority is to provide Classroom Teachers and Non-Teaching Professional Employees (NTPEs) with frequent walkthroughs and observations, both informal and formal, which includes timely, constructive, evidence-based, and actionable feedback, as well as job-embedded coaching and professional assistance.	Talent

III. Measurable Goal Statements

Priority Statement #1: Classroom Teachers in all grade levels require direct collegial and administrative support to plan, deliver, and assess rigorous, appropriate instruction and learning opportunities for our students in those grade levels within the area of English Language Arts, inclusive of students with disabilities.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring aimswebPlus assessment.	Content-Focused Coaching is a professional development approach in which district coaches provide in-class demonstrations, weekly grade-level meetings, and individual monthly	At least 10% of K, 33% of 1st grade and 35% of 2nd grade will score at target by the Spring AIMSweb.	At least 40% of K, 35% of 1st grade and 38% of 2nd grade will score at target by the Spring AIMSweb.	At least 50% of K, 40% of 1st grade and 40% of 2nd grade will score at target by the Spring AIMSweb.

	visits to all teachers each month for co-teaching, observation, and feedback. The coaches themselves receive extensive training in the literacy strategies and in coaching methods.			
At least 60% of students will score at grade level by the Spring aimswebPlus assessment.	Content Focused Professional Development: A professional development focus on specific teaching practices (a strong content focus) is linked to teachers using those specific practices in the classroom.	At least 25% of students will score at grade level by the Spring aimswebPlus assessment.	At least 30% of students will score at grade level by the Spring aimswebPlus assessment.	At least 35% of students will score at grade level by the Spring aimswebPlus assessment.

Anticipated Outputs:

*Classroom Teachers design sequenced units with measurable outcomes and age and developmentally-appropriate activities that require students to use critical and creative thinking and reasoning skills, which enable them to learn and make progress toward mastery of the knowledge and skills defined in the state’s academic standards and outlined in the district’s curriculum.

*Classroom Teachers develop well-structured lessons with measurable objectives and relevant and rigorous tasks that incorporate appropriate student engagement strategies, as well as rich materials, core and supplementary resources, instructional technology, and varied grouping.

Monitoring/Evaluation Plan:

Formal and Informal Observation schedule and feedback by Literacy Lead and Principal

Priority Statement #2: The priority is to provide Classroom Teachers and Non-Teaching Professional Employees (NTPEs) with frequent walkthroughs and observations, both informal and formal, which includes timely, constructive, evidence-based, and actionable feedback, as well as job-embedded coaching and professional assistance.

Measurable Goals	Approaches	Quarterly Benchmark #1	Quarterly Benchmark #2	Quarterly Benchmark #3
At least 60% of students will attend school 95% of days or more.	Positive Behavior Intervention and Supports (PBIS) establishes schoolwide systems of support that include practice strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts	At least 65% of students will attend 95% of days or more.	At least 60% of students will attend 95% of days or more.	At least 55% of students will attend 95% of days or more.
100% of K-2 students will have zero out-of-school suspensions.	Social Skills Improvement System	100% of K-2 students will have zero out-of-school suspensions.	100% of K-2 students will have zero out-of-school suspensions.	100% of K-2 students will have zero out-of-school suspensions.

Anticipated Outputs:

*Classroom Teachers demonstrate knowledge of the developmental levels of the students in their classrooms and the different ways these students learn by providing them with differentiated instruction and learning opportunities that enable them to learn and make progress toward mastery of the knowledge and skills defined in the state’s academic standards and outlined in the district’s curriculum.

*Classroom Teachers use rituals, routines, and procedures in their classrooms that create and promote a healthy and safe environment where students are comfortable taking academic and social-emotional risks and most of the behaviors that interfere with learning are prevented.

Monitoring/Evaluation Plan:

SWISS Reports

Student Behavior/Attendance Tracker

Observation Schedule and Feedback

IV. Expenditures

Expenditure	Funding Source
Climate Manager	Other Federal
Climate Specialist	Operating
Paraprofessional	Operating
SBTL	Title 1
Supportive Service Assistant (SSA)	Operating
iReady (K-8)	Operating
Assistant Principal	Title 1