

## **FRANKLIN S EDMONDS SCH**

8025 Thouron Ave

ATSI Title 1 School Plan | 2020 - 2021

---

### **VISION FOR LEARNING**

The members of the Franklin S. Edmonds Elementary School learning community, inclusive of our administration, staff, families, and the wider community envision that all our students as a result of the transformative education that they are provided inside and outside of the classroom at Edmonds School will: ~ 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. ~ Our students will have developed the work ethic to succeed in high school, college or career, and life, seeing academic and personal tasks and activities through to completion. ~ Our students will be familiar with various forms of technology needed to be critical consumers of information and productive citizens of the world in our global, technological, and multidimensional 21st century world.

## STEERING COMMITTEE

Name	Position	Building/Group
James R. Williams	Principal	F. S. Edmonds
Marcia Harris-Beasley	Additional Leadership Team Representative	F. S. Edmonds
Jarquina Mitchell-Somerville	Math Content Specialist/Teacher Leader	F. S. Edmonds
Jenna Orlow	Literacy Content Specialist/Teacher Leader	F. S. Edmonds
Tracy Sainvil-Joslyn	Science Content Specialist/Teacher Leader	F. S. Edmonds
Michael Stoltzfus	Science Content Specialist/Teacher Leader	F. S. Edmonds
Kanika Watkins	School-based Climate Representative	F. S. Edmonds
Loretta Lear	Parent	F. S. Edmonds Home and School Association
Robin Torrence	Community member	City of Philadelphia Office of Children and Families
Leya Egea-Hinton	Planning and Evidence-based Support (PESO) member	Central Office
Meghan Buggy	Special Education Case Manager	Central Office
Daniel Merin	Network Culture and Climate Coach	Central Office
Molly Byer	Grants Compliance Monitor	School District of Phila
Laurese Harper	Central Office Talent Partner	Central Office
Antoine O'Karma	Network Early Literacy/Literacy Director	Central Office
Martha Schlatter	Network Professional Learning	Central Office

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
-------------	-----------------	-----------------------

	Specialist	
--	------------	--

Howard Marcus	Prevention and Intervention Liaison	Central Office
---------------	-------------------------------------	----------------

Wanda Sago	Assistant Principal	F. S. Edmonds
------------	---------------------	---------------

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>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.</p>	<p>School climate and culture</p> <p>Regular Attendance</p> <p>Career Standards Benchmark</p>
<p>Identify professional learning needs through analysis of a variety of data.</p>	<p>Mathematics</p> <p>Early Literacy</p> <p>Career Standards Benchmark</p>
<p>Implement an evidence-based system of schoolwide positive behavior interventions and supports.</p>	<p>Career Standards Benchmark</p> <p>Career Standards Benchmark</p> <p>Career Standards Benchmark</p>

## ACTION PLAN AND STEPS

Evidence-based Strategy
PBIS

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS	At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).
85% Attendance	No more than ____% of students will attend 85% of days or less.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish TIPS (Team Initiated Problem Solving) team- Since there is no climate manager at Edmonds the school team will have to decide who will be the point person for PBIS. Identify team roles and responsibilities (facilitator, minute taker, time keeper, and data analyst).	2020-08-17 - 2020-09-01	Dean	PBIS Materials
Train all staff on PBIS- The school will have a new principal and several new staff members, the school will need to consider creating a newer PBIS plan that fits their vision and goals for the school community.	2020-08-17 - 2020-08-21	PBIS Facilitator	PBIS Plan
Create location specific school-wide expectations and rules matrix.	2020-08-31 - 2021-06-01	PBIS Team	Rules matrix and school wide expectations, posters
Make a calendar of PBIS related incentives.	2020-08-31 - 2021-06-01	Dean and PBIS Team	Incentives, PBIS Calendar
Follow up with new PBIS team members to ensure	2020-08-31 - 2021-06-07	PBIS Team, Principal,	PBIS Checklist, PBIS Lesson Plans, Observation

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
they are comfortable with implementation and monitoring of the PBIS steps. Principal and PBIS team will do periodic checkin's, observation of PBIS lessons and provide feedback or support with adjust strategies as needed.		Dean	Schedule, PBIS Support/ Training materials

**Anticipated Outcome**  
 Increased attendance, reduction in suspension. Students being engaged in the PBIS Program.

**Monitoring/Evaluation**  
 Principal

**Evidence-based Strategy**  
 Check In and Check Out

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS	At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).
85% Attendance	No more than ____% of students will attend 85% of days or less.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a plan for comprehensive MTSS that includes targeted	2020-08-18 - 2021-06-14	Principal, counselor	Monthly staff meeting, intervention, incentives

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
supports for students at Tier I and Tier II.			
Establish team to oversee Tier II programming and set regular meeting schedule (at least once a month)	2020-09-01 - 2021-06-07	Principal, counselor	STEP team
Establish clear roles and responsibilities for oversight and implementation of identified approach	2020-09-01 - 2021-06-07	Principal, counselor	Regular team meetings
Train teachers in their role in identified approach	2020-09-01 - 2021-06-07	Counselor, STEP team	A regular meeting for training and communication
	2020-09-01 - 2021-06-07	STEP team	Regular weekly meeting
Progress monitor all students receiving Tier II and III interventions	2020-09-01 - 2021-06-07	STEP team	Regular weekly meeting

**Anticipated Outcome**  
Reduction in suspensions, increase attendance rate for students, and better working relationships with families as a result of these action steps.

**Monitoring/Evaluation**  
Principal

**Evidence-based Strategy**  
120 Minute Literacy Block

**Measurable Goals**

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

Tier 1 Spring AIMSweb K-3

At least \_\_\_\_% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Extended time on foundational skills.

2020-09-01 - 2021-06-01

Lit Lead/Early Literacy Coach

Literacy materials Saxon and Phonics.

Extended time focusing on phonics and fluency.

2020-09-01 - 2021-06-01

Early Literacy Coach

Literacy materials Saxon and Phonics.

In-class demonstration for teachers

2020-09-01 - 2021-06-01

Early Literacy Coach/Lit Lead

Observation Feedback and Coaching

Teachers receive extensive training in the literacy strategies

2020-09-01 - 2021-06-01

lit Lead/Early Literacy Coach

Weekly grade level meetings. Monitoring by lead persons.

Formal/informal observations schedule and feedback.

2020-09-01 - 2020-06-01

Principal

Cornerstone

Guided reading binders and teachers anecdotal notes.

2020-09-01 - 2021-06-01

lit lead/Principal

Binders, weekly PLC meeting, binder check

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.

2020-09-01 - 2021-06-01

Lit Lead/Early Literacy Coach

Weekly PLC meetings

Students are engaged in

2020-09-01 -

Lit Lead/Early

IReady



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
small groups supported by the classroom teacher who will be focusing on specific areas and skills that need additional support as they relate to early literacy.	2021-06-01	Literacy	
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.	2020-09-01 - 2021-06-01	Principal, asst principal	Curriculum Engine, teacher lesson plans
The Principal reviews unit and lesson plans and provides feedback to classroom teachers.	2020-09-01 - 2021-06-01	Principal, asst principal	Curriculum Engine, teacher lesson plans
The Literacy Lead Teacher leads Professional Learning Community (PLC) during Common Planning times, these meetings are focused on instruction and/or data.	2020-09-01 - 2021-06-01	Lit Lead	Common Planning times
Extended time on foundational skills and	2020-09-01 - 2021-06-01	Lit Lead, Early Literacy coach	Literacy materials Saxon and Phonics.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
building blocks of reading, literacy, writing and phonics.	2020-10-01 - 2021-06-01	Principal/ Asst Principal	Curriculum Engine
The Principal and Assistant Principal conduct walkthroughs and observations, provide feedback, and offer coaching to classroom teachers.	2020-10-01 - 2021-06-01	Principal/ Asst Principal	Curriculum Engine
The Principal and Literacy Lead Teacher also draft a schedule for in-class support (i.e., modeling and demonstration lessons). The Principal, Assistant Principal, and Literacy Lead Teacher create walkthrough and observation schedules. The Principal will create the Professional Learning Community (PLC) meeting schedule for the academic year.	2020-10-01 - 2021-06-01	Principal/Asst Prin/Lit Lead	Curriculum engine and lesson plans
Students falling into the ATSI Tiers will also work with the teacher and their peers in small groups to provide enrichment or remediation during this time teachers focus on specific areas and skills that need additional support as they relate to	2020-09-01 - 2021-06-01	Principal/AP/Lit lead	IReady, Literacy materials Saxon and Phonics.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
early literacy.			

**Anticipated Outcome**  
 Students will move closer towards grade level competency and additional resources/tools will be given to teachers.

**Monitoring/Evaluation**  
 Principal

---

**Evidence-based Strategy**  
 iReady for Math

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math PSSA Below Basic (4-8)	No more than ____% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students will complete bi-weekly aligned high-level tasks on which they will receive teacher feedback and have opportunities to revise.	2020-09-01 - 2021-06-01	Teachers/Math lead	iReady
Incorporate Math Instructional Routines 2x a week in order to build mathematical community and mathematical identity among students.	2020-09-01 - 2021-06-01	Math lead, teachers, professional learning specialist	Professional Learning Specialist
Provide consistent	2020-09-01 -	Math lead,	PLC meeting

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
opportunities for teachers to look at standards, tasks, and student work in content-specific cross-grade team meetings.	2021-06-01	Professional Learning Specialist	
Engage students in mathematical discourse to support their development of mathematical explanations.	2020-09-01 - 2021-06-01	Teachers	iReady
Students will reflect on their mathematical work with small groups of their peers and conferences with their teachers on a monthly basis.	2020-09-01 - 2021-06-01	Teacher	
In-class demonstration for teachers.	2020-09-01 - 2021-06-01	Math lead, Professional Learning Specialist	School schedule
Math teachers receive extensive training in math strategies.	2020-09-01 - 2021-06-01	Math lead, Professional Learning Specialist	PLC meeting
Formal/informal observations schedule and feedback.	2020-09-01 - 2028-06-01	Principal and asst principal	Curriculum engine
Classroom teachers develop well-structured lessons with measurable objectives and relevant and rigorous tasks.	2020-09-01 - 2021-06-01	Principal/AP	Curriculum engine
Students falling into the ATSI tiers will also work	2020-09-01 - 2021-06-01	Principal/Lit Lead	IReady

**Action Step**

**Anticipated  
Start/Completion**

**Lead  
Person/Position**

**Materials/Resources/Supports  
Needed**

with the teacher and their peers in small groups to provide enrichment and or remediation.

**Anticipated Outcome**

Students will take ownership of their learning, increase teacher content knowledge building understanding of effective math instruction, and increase in student's curiosity and interest in math.

**Monitoring/Evaluation**

Principal

---

---

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS)	PBIS	Train all staff on PBIS- The school will have a new principal and several new staff members, the school will need to consider creating a newer PBIS plan that fits their vision and goals for the school community.	08/17/2020 - 08/21/2020
No more than ____% of students will attend 85% of days or less. (85% Attendance )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS)	Check In and Check Out	Train teachers in their role in identified approach	09/01/2020 - 06/07/2021
No more than ____% of students will attend 85% of days or less. (85% Attendance )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS)	Check In and Check Out		01/01/0001 - 01/01/0001
No more than ____% of students will attend 85% of days or less. (85% Attendance )			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS)	Check In and Check Out		01/01/0001 - 01/01/0001
No more than ____% of students will attend 85% of days or less. (85% Attendance )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS)	Check In and Check Out	Progress monitor all students receiving Tier II and III interventions	09/01/2020 - 06/07/2021
No more than ____% of students will attend 85% of days or less. (85% Attendance )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS)	Check In and Check Out	Progress monitor all students receiving Tier II and III interventions	09/01/2020 - 06/07/2021
No more than ____% of students will attend 85% of days or less. (85% Attendance )			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Tier 1 Spring AIMSweb K-3 )	120 Minute Literacy Block	Extended time on foundational skills.	09/01/2020 - 06/01/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Tier 1 Spring AIMSweb K-3 )	120 Minute Literacy Block	Extended time focusing on phonics and fluency.	09/01/2020 - 06/01/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Tier 1 Spring AIMSweb K-3 )	120 Minute Literacy Block	Teachers receive extensive training in the literacy strategies	09/01/2020 - 06/01/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Tier 1 Spring AIMSweb K-3 )</p>	<p>120 Minute Literacy Block</p>	<p>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.</p>	<p>09/01/2020 - 06/01/2021</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Tier 1 Spring AIMSweb K-3 )	120 Minute Literacy Block	The Principal reviews unit and lesson plans and provides feedback to classroom teachers.	09/01/2020 - 06/01/2021



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Tier 1 Spring AIMSweb K-3 )	120 Minute Literacy Block	The Literacy Lead Teacher leads Professional Learning Community (PLC) during Common Planning times, these meetings are focused on instruction and/or data.	09/01/2020 - 06/01/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<b>Measurable Goals</b>	<b>Action Plan Name</b>	<b>Professional Development Step</b>	<b>Anticipated Timeline</b>
No more than ____% of students in grades 4-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (Math PSSA Below Basic (4-8))	iReady for Math	Math teachers receive extensive training in math strategies.	09/01/2020 - 06/01/2021