

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	6210		
Name of School	Franklin S. Edmonds School		
Neighborhood Network	Network 6		
Assistant Superintendent	Kimberly Newman		
ESSA Federal Designation	A-TSI		
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	Dr. Kala Johnstone		
Years as Principal	10		
Years as Principal at this School	7 months		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Dr. Kala Johnstone	F.S. Edmonds	khjohnstone@philasd.org
Additional Leadership Team Representative	Wanda Sago	F.S. Edmonds	wmsago@philasd.org
Math Content Specialist/Teacher Leader	Jovina Somerville	F.S. Edmonds	jmitchellsomerville@philasd.org
Literacy Content Specialist/Teacher Leader	Jenna Orlow	F.S. Edmonds	jzorn@philasd.org
Science Content Specialist/Teacher Leader	Tracy Sainvil-Joslyn Michael Stoltzfus	F.S. Edmonds	tsainviljoslyn@philasd.org mstoltzfus@philasd.org
School-based Climate Representative	Kanika Watkins	F.S. Edmonds	kwatkins@philasd.org
Parent	Loretta Lear	F.S. Edmonds	
Community member	Robin Torrence	City of Philadelphia Office of Children and Families	robin.torrence@phila.gov
Business partner (other than parent or community member)	TBD	TBD	TBD
Student (required for High Schools)	TBD	TBD	TBD
Planning and Evidence-based Support (PESO) member	Leya Egea-Hinton	School District of Phila.	legeahinton@philasd.org
Special Education Case Manager	Meghan Buggy	School District of Phila.	mbuggy@philasd.org
Network Attendance Coach	Michaela Finkelstein	School District of Phila.	mfinkelstein@philasd.org
Network Culture and Climate Coach	Daniel Merin	School District of Phila.	dmerin@philasd.org
Grants Compliance Monitor	Molly Byer	School District of Phila.	mbyer@philasd.org
Central Office Talent Partner	Laurese Harper	School District of Phila.	lharper@philasd.org
Network Early Literacy/Literacy Director	Antoine O'Karma	School District of Phila.	aokarma@philasd.org
Network Professional Learning Specialist	Martha Schlatter	School District of Phila.	mschlatter@philasd.org
Prevention and Intervention Liaison	Howard Marcus	School District of Phila.	hcmarcus@philasd.org
PBIS Coach (if applicable)	Keysa Lewis	School District of Phila.	
Relationships First Coach (if applicable)	NA	NA	NA
Youth Court Coach (if applicable)	NA	NA	NA
Community School Coordinator (if applicable)	NA	NA	NA
Multilingual Manager	NA	NA	NA
EL Point Person	NA	NA	NA

### ADDITIONAL DATA ANALYSIS

Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers.

#### ELA Assessment Data (Leading Indicators for Board Goals #1-2, 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
<b>K</b>	96.1%	12.2%	30.6%	57.1%	54	91.7%	9.1%	45.5%	45.5%
<b>1st</b>	93.6%	25.0%	4.5%	70.5%	34	85.7%	23.8%	0.0%	76.2%
<b>2nd</b>	87.3%	47.3%	10.9%	41.8%	34	90.0%	63.0%	16.7%	20.4%
<b>3rd</b>	81.5%	32.1%	17.0%	50.9%	36	78.8%	32.7%	21.2%	46.2%
<b>4th</b>	93.9%	41.9%	21.0%	37.1%	49	89.7%	34.4%	24.6%	41.0%
<b>5th</b>	97.2%	43.5%	20.3%	36.2%	38	89.9%	59.7%	9.7%	30.6%

[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
<b>6th</b>	75.0%	21.2%	12.1%	15.2%	51.5%	40	78.4%	17.5%	17.5%	17.5%	47.5%	19
<b>7th</b>	90.2%	13.0%	15.2%	21.7%	50.0%	36	57.8%	8.1%	5.4%	21.6%	64.9%	21
<b>8th</b>	72.4%	9.5%	16.7%	11.9%	61.9%	39	83.3%	20.0%	10.0%	15.0%	55.0%	49

#### 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
<b>K</b>	96.1%	24.5%	28.6%	46.9%	55	91.7%	13.6%	31.8%	54.5%
<b>1st</b>	93.6%	9.1%	13.6%	77.3%	37	83.7%	7.3%	19.5%	73.2%
<b>2nd</b>	87.3%	30.9%	20.0%	49.1%	30	90.0%	59.3%	18.5%	22.2%
<b>3rd</b>	78.5%	21.6%	17.6%	60.8%	32	77.3%	35.3%	23.5%	41.2%
<b>4th</b>	86.4%	28.1%	24.6%	47.4%	41	82.4%	23.2%	32.1%	44.6%
<b>5th</b>	97.2%	26.1%	21.7%	52.2%	40	73.9%	35.3%	29.4%	35.3%

[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
<b>6th</b>	79.5%	20.0%	14.3%	11.4%	54.3%	35	0.0%					
<b>7th</b>	92.2%	23.4%	14.9%	14.9%	46.8%	38	0.0%					
<b>8th</b>	98.3%	10.5%	12.3%	31.6%	45.6%	40	0.0%					

#### Climate Data

<a href="#">Annual Attendance Data (Click for link to data)</a>					<a href="#">Monthly Attendance Snapshots (Click for link to data)</a>				<a href="#">Suspension Data (Click for link to data)</a>			
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
<b>95%+ days</b>	67.8%	54.7%	48.0%	53.3%	67.4%	55.3%	54.7%	50.9%	<b>All students</b>	85.9%	95.7%	94.0%
<b>90-95% days</b>	12.7%	22.4%	27.3%	27.5%	13.6%	21.9%	22.4%	27.1%	<b>Black/Afr Amer</b>	86.1%	95.5%	94.4%
<b>85-90% days</b>	5.7%	9.2%	11.4%	8.6%	5.8%	8.4%	9.2%	8.7%	<b>Hispanic/Latino</b>	86.7%	94.7%	90.5%
<b>80-85% days</b>	3.6%	3.9%	5.5%	5.4%	3.4%	4.8%	3.9%	6.2%	<b>Asian</b>			100.0%
<b>&lt;80% days</b>	10.2%	9.8%	7.8%	5.1%	9.8%	9.5%	9.8%	7.1%	<b>White</b>	100.0%	100.0%	100.0%

**Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #1:**

ELA Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	School wide math proficiency has decreased whole school and individual classroom teacher data has not consistently been used to inform professional learning needs of teachers and the individual learning needs of students through supporting classroom teachers through job-embedded professional development that will assist them in building the knowledge bases and skill sets, which will transfer to better outcomes for children as evidenced by higher student achievement on the PSSA for this area and AIMSweb growth.	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 2	The school lacked a strong individual who can assist the Principal with managing climate and culture, strong systems and structures including positive behavioral interventions and supports (PBIS) are implemented with fidelity, and individuals who work with high-need students are able to build relationships and create environments of that are student-focused and trauma-informed, then office discipline referrals (ODRs) and the implementation of exclusionary disciplinary measures such as out-of-school suspensions will effectively decrease.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% 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?
Align the school's schedule to expectations for ELA.	04/30/2021	6/30/2021	SBTL, AP, Principal	Schedule	N
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation.	08/23/2021	8/27/2021	SBTL, AP, Principal	Literacy Framework	Y
Implement an observation & feedback schedule that will identify trends in data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	08/23/2021	11/30/2021	SBTL, AP, Principal	Agendas, Literacy Framework, Lesson Plans	Y
Collect a triangulation of data to determine areas of strength and areas to improve (my grade, content, & context), as it aligns to District instructional expectations.	08/23/2021	11/30/2021	SBTL, AP, Principal	Agendas, Literacy Framework, Lesson Plans	Y
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	08/02/2021	8/27/2021	SBTL, AP, Principal	Schedule, Literacy Data, Informal Observation Document	N
Plan, implement, and assess lessons aligned to the District's curriculum (or QAG).	08/30/2021	6/30/2022	Teachers	Literacy Data	N
Align ELA Framework & Curriculum implementation to the professional learning expectations and focus.	08/30/2021	6/14/2022	SBTL, AP, Principal	Lesson Plans, Look For Document	N
Analyze students' data to monitor progress towards expected student outcomes.	08/01/2021	6/14/2022	Teachers		Y
Extended time on foundational skills focus during common planning.	08/30/2021	6/14/2022	Teachers	Lesson Plans, Curriculum Guides, Quarters at a Glance	N
Extended time focusing on phonics and fluency in the classroom with students daily.	08/30/2021	6/14/2022	Teachers	Student Data	N
In-class demonstration for teachers by coaches on best practices based on needs. Teachers receive extensive training in the literacy strategies during common planning.	08/30/2021	6/14/2022	SBTL, AP, Principal	Lesson Plans, Curriculum Guides, Quarters at a Glance	Y
Teachers receive extensive training in the literacy strategies during common planning.	08/30/2021	6/14/2022	SBTL, AP, Principal	Lesson Plans, Curriculum Guides, Quarters at a Glance	N
Formal/informal observations schedule and feedback by principal weekly.	08/30/2021	6/14/2022	SBTL, AP, Principal	Lesson Plans, Curriculum Guides, Quarters at a Glance	Y
Guided reading binders and teachers anecdotal notes.	08/30/2021	6/14/2022	Teachers	Lesson Plans, Curriculum Guides, Quarters at a Glance	Y
Classroom Teachers develop well-structured lessons and unit plans 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.	08/30/2021	6/14/2022	Teachers	Lesson Plans, Curriculum Guides, Quarters at a Glance	N
Students are engaged in 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.	08/30/2021	6/14/2022	Teachers	Lesson Plans, Curriculum Guides, Quarters at a Glance	N
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.	08/30/2021	6/14/2022	Teachers	Lesson Plans, Curriculum Guides, Quarters at a Glance	N
The Principal reviews unit and lesson plans and provides feedback to classroom teachers.	08/30/2021	6/14/2022	Principal	Lesson Plans, Curriculum Guides, Quarters at a Glance	Y
The Literacy Lead Teacher leads Professional Learning Community (PLC) during Common Planning times, these meetings are focused on instruction and/or data.	08/30/2021	6/14/2022	Literacy Lead	Lesson Plans, Curriculum Guides, Quarters at a Glance	Y
Extended time on foundational skills and building blocks of reading, literacy, writing and phonics.	08/30/2021	6/14/2022	SBTL, AP, Principal	Lesson Plans, Curriculum Guides, Quarters at a Glance	N

**Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #2:**

Math Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	Teachers and leadership team need CPT and professional development on how to be intentional and strategic on how to improve planning and use data analysis/collaboration/resources to improve student outcomes across math and ela and use more district resources like online videos through support of network PLS and AS to provide exemplar examples to teachers on what intentional teaching looks like and how to use that in their own classrooms to move student achievement.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

**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?
Align the school's schedule to expectations for ELA.	04/30/2021	6/30/2021	SBTL, AP, Principal	Schedule	N
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	08/23/2021	8/27/2021	SBTL, AP, Principal	Math Framework	Y
Implement an observation & feedback schedule that will identify trends in data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	08/23/2021	11/30/2021	SBTL, AP, Principal	Agendas, Literacy Framework, Lesson Plans	Y
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.	08/23/2021	11/30/2021	SBTL, AP, Principal	Agendas, Math Framework, Lesson Plans	N
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 early literacy.	08/02/2021	8/27/2021	SBTL, AP, Principal	Schedule, Math Data, Informal Observation Document	Y
Classroom Teachers develop well-structured lessons and unit plans 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.	08/30/2021	6/30/2022	Teachers	Math Data	Y
Collect a triangulation of data to determine areas of strength and areas to improve (my grade, content, & context), as it aligns to District instructional expectations.	08/30/2021	6/14/2022	SBTL, AP, Principal	Lesson Plans, Look For Document	Y
Plan, implement, and assess lessons aligned to the District's curriculum (or QAG).	08/01/2021	6/14/2022	Teachers		N
Align ELA Framework & Curriculum implementation to the professional learning expectations and focus.	08/30/2021	6/14/2022	Teachers	Lesson Plans, Curriculum Guides, Quarters at a Glance	N
Analyze students' data to monitor progress towards expected student outcomes.	08/30/2021	6/14/2022	Teachers	Student Data	N
Students are engaged in 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.	08/30/2021	6/14/2022		Lesson Plans, Curriculum Guides, Quarters at a Glance	Y

**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 2	The school lacked a strong individual who can assist the Principal with managing climate and culture, strong systems and structures including positive behavioral interventions and supports (PBIS) are implemented with fidelity, and individuals who work with high-need students are able to build relationships and create environments of that are student-focused and trauma-informed, then office discipline referrals (ODRs) and the implementation of exclusionary disciplinary measures such as out-of-school suspensions will effectively decrease.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% 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**

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, 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?
Schedule and provide PD for entire PBIS Team to attend 3 full days of training throughout the year, re-visit behavior expectations with students, staff, and families. Review of lessons in manual, flow charts at start of the year.	8/23/2021	8/27/2021	PBIS Team, Keysa Lewis-Morris (PBIS Coach), Principal.	Schedule, PBIS Plan	Y
Follow up with new PBIS team members to ensure 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.	05/30/2021	8/23/2021	PBIS Team, Keysa Lewis-Morris (PBIS Coach), Principal.	Agenda, PBIS Plan	N
Get input from students, parents/family and staff to get feedback about climate and allow seats at the table for family/community members & students to ensure the team is representative of the school community.	8/23/2021	6/14/2022	PBIS Team, Keysa Lewis-Morris (PBIS Coach), Principal.	Schedule, PBIS Plan	Y
Documentation is made and tracked that students, families, and community members of all racial, cultural, ethnic, and linguistic backgrounds have provided feedback on Tier I practices.	8/23/2021	8/27/2021	Teachers and Staff	Agenda, PBIS Plan	Y
Formal walkthroughs collecting data on the use of behavior specific praise.	8/23/2021	6/14/2022	PBIS Team, Keysa Lewis-Morris (PBIS Coach), Principal.	Interest Form	N
PBIS team meets monthly and establishes a current PBIS action plan Tier 1 MTSS team meets monthly	11/1/2021	5/31/2022	PBIS Team, Keysa Lewis-Morris (PBIS Coach), Principal.	PBIS Plan	Y
Implement behavior flow chart and lesson plans. Lesson plans address engagement for ALL racial, cultural, ethnic, and linguistic backgrounds.	8/23/2021	8/27/2021	Teachers and Staff	Agenda, PBIS Plan, Community Meeting Presentation	Y
Faculty is shown disaggregated data: at least 4 times per year and are allowed to provide feedback on Tier 1 practices within the past 12 months.	8/1/2021	8/27/2021	Teachers and Staff	Discipline Data	N
Complete annual Tiered Fidelity Inventory- 2 annual completions of Culturally Responsive (start of year), TFI end of school year (april/may).	8/1/2021	8/27/2021	PBIS Team, Keysa Lewis-Morris (PBIS Coach), Principal.	Calendar	N
Self-Assessment survey will be taken at the end of the school year with a push to get 80% plus participation from all staff.	8/30/2021	6/14/2022	PBIS Team, Keysa Lewis-Morris (PBIS Coach), Principal.	Tier 1 Data	N
Complete annual Tiered Fidelity Inventory- 2 annual completions of Culturally Responsive (start of year), TFI end of school year (april/may).	9/30/2021	5/30/2022	PBIS Team, Keysa Lewis-Morris (PBIS Coach), Principal.	Discipline Data	N
Self-Assessment survey will be taken at the end of the school year with a push to get 80% plus participation from all staff.	8/23/2021	6/14/2022	PBIS Team, Keysa Lewis-Morris (PBIS Coach), Principal.	Tiered Fidelity Inventory	N

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #4:						
Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)						
Select Any Applicable Goals	Why Statement	Goal Statement		Essential Practice		
Board Goal 2	The school lacked a strong individual who can assist the Principal with managing climate and culture, strong systems and structures including positive behavioral interventions and supports (PBIS) are implemented with fidelity, and individuals who work with high-need students are able to build relationships and create environments of that are student-focused and trauma-informed, then office discipline referrals (ODRs) and the implementation of exclusionary disciplinary measures such as out-of-school suspensions will effectively decrease.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% 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	Climate (EP 12)		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. Leadership and staff are provided continuous professional development to develop and sustain practices related to social and emotional learning. Adults implement these practices with fidelity. The school intentionally creates opportunities for students to build positive relationships with peers. Stakeholders perceive the school as warm, inviting, and helpful.				We will monitor the effectiveness and implementation of this strategy using attendance and suspension data, district wide survey, ODRs, walkthroughs and observations, community meeting self-assessment and fidelity tools, and minor behavior forms.		
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Establish Community Meeting schedule for each grade	8/23/2021	8/30/2021	Principal		N
	Each classroom has a daily, consistent time to conduct Community Meeting for 25-30 minutes.	8/23/2021	8/30/2021	Counselor & Dean	Community Meeting Slide Deck	Y
	Staff participates in training module on Community Meeting and its connections to social-emotional learning during the back-to-school reorganization week	8/23/2021	9/30/2021	Counselor & Dean		N
	Create a Year-Long calendar of CM topics and responsibilities using calendar provided by the Office of School Climate & Culture and is adjusted through out the year as needed.	11/1/2021	6/1/2022	Counselor & Dean	Community Meeting calendar	N
	Revisit and review community meeting topics discussed during Common Planning Time in addition to making revisions as needed throughout the year based on current events or other needs.	9/1/2021	6/15/2022	Principal	"check for understanding" survey	N
	Progress monitor implementation through staff participation in "check for understanding" survey and develop individual coaching tools.	9/1/2021	6/15/2022	Principal	Student Well-Being Survey	N
	Incorporate Student Well-Being Survey administered monthly during Community Meeting	9/1/2021	6/15/2022	Principal		N
	Make a plan for ongoing coaching and support at the district and school-level; support is outlined and agreed upon by principal and district support.	9/1/2021	6/15/2022	Principal		

Franklin S. Edmonds School [6210] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>BOARD GOAL 1</b>	At least 25% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 25% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 25% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 25% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 25% 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?				
<b>BOARD GOAL 2</b>	At least 25% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 25% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 25% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 25% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 25% 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?				
<b>BOARD GOAL 3</b>	At least 14% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 14% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 14% 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 14% 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?				
<b>90% ATTENDANCE GOAL</b>	At least 75% of all students will attend school 90% of days or more	At least 85% of all students will attend school 90% of days or more in Q1.	At least 80% of all students will attend school 90% of days or more in Q2.	At least 78% of all students will attend school 90% of days or more in Q3.	At least 75% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				