

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	4440		
Name of School	Dr. Ethel Allen School		
Neighborhood Network	Acceleration		
Assistant Superintendent	Sean Conley		
ESSA Federal Designation	Non-Designated		
Admission Type	Neighborhood		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	Acceleration		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	Big Brothers / Big Sisters , Eat Right Now, Boys Scouts, Girl Scouts, Faith Based Ministry, Path to Greatness, Salvation Army, Philabundance		
Principal Name	John Paul Roskos		
Years as Principal	2		
Years as Principal at this School	2		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	John Paul Roskos	Dr. Ethel Allen Promise Academy	jroskos@philasd.org
Additional Leadership Team Representative	Kareem Demetrius Edwards	Dr. Ethel Allen Promise Academy	kedwards@philasd.org
Math Content Specialist/Teacher Leader	Jennifer Hale	Dr. Ethel Allen Promise Academy	jgee@philasd.org
Literacy Content Specialist/Teacher Leader	Grace McHale	Dr. Ethel Allen Promise Academy	glong@philasd.org
Early Literacy Specialist	Devon Reichenbach	Dr. Ethel Allen Promise Academy	dreichenbach@cli.org
School-based Climate Representative	Ayo Bullock	Dr. Ethel Allen Promise Academy	anbullock@philasd.org
Parent	Audrey Stevens	Allen-Parent	stephaniestevens226@gmail.com
Community member	Carletta Robinson	Allen- Community	crobmck@gmail.com
Business partner (other than parent or community member)	n/a	n/a	n/a
Student (required for High Schools)	n/a	n/a	n/a
Planning and Evidence-based Support (PESO) member	Josh Culbertson	SDP (Planning and Evidence-Based Supports)	jculbertson@philasd.org
Special Education Case Manager	Sherese Johnson	Dr. Ethel Allen Promise Academy	smjohnson@philasd.org
Network Attendance Coach	Shanice Boyd	School District	saboyd@philasd.org
Network Culture and Climate Coach	Kenneth Glover	Office of Climate and Culture	kkglover@philasd.org
Grants Compliance Monitor	Marie Lavine	School District	mlevine@philasd.org
Central Office Talent Partner	Marina Byrne-Folan	School District	mbyrnefolan@philasd.org
Network Early Literacy/Literacy Director	Doria Mitchell	School District	dnmitchell@philasd.org
Network Professional Learning Specialist	Stephen Chicano	Acceleration Network	schicano@philasd.org
Prevention and Intervention Liaison	Alba Blandino	School District	ablandino@philasd.org
PBIS Coach (if applicable)	Karen Newsome	Office of Climate and Culture	knewsome@philasd.org
Relationships First Coach (if applicable)	Deauntra Thompson-Smith	Office of Climate and Culture	dthompsonsmith@philasd.org
Youth Court Coach (if applicable)	n/a	n/a	n/a
Community School Coordinator (if applicable)	n/a	n/a	n/a
Multilingual Manager	n/a	n/a	n/a
EL Point Person	n/a	n/a	n/a
SAC Team (Guardrail Indicator 3.2)			
<p>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> <p>Every student will have a strong foundation of academic, social and emotional skills that allows them to not only attend the High School of their choice but be successful graduating in 4 years college and/or career ready.</p>			

Demographic Data				
Student Demographic Data (Click for link to data)				
	2020-2021	2019-2020	2018-2019	2017-2018

Dr. Ethel Allen School [4440] 2021-2022 School Plan

Student Demographics	#	%	#	%	#	%	#	%
Total Enrollment	391		467		443		436	
Male	197	50.4%	227	48.6%	213	48.1%	221	50.7%
Female	194	49.6%	240	51.4%	230	51.9%	215	49.3%
Black/African American	373	95.4%	441	94.4%	422	95.3%	396	90.8%
Hispanic/Latino	1	0.3%	7	1.5%	6	1.4%	15	3.4%
Asian								
White	5	1.3%	8	1.7%	5	1.1%	9	2.1%
Multi-racial/Other	10	2.6%	10	2.1%	9	2.0%	15	3.4%
American Indian/Alaskan Native	2	0.5%	1	0.2%	1	0.2%	0	0.0%
Native Hawaiian/Other Pacific Isl								
English Learner	0	0.0%	2	0.4%			3	0.7%
Special Education	35	9.0%	43	9.2%	46	10.4%	50	11.5%
Employee Demographic Data (Click for link to data)								
Employee Demographics	2020-2021		2019-2020		2018-2019		2017-2018	
	#	%	#	%	#	%	#	%
Total Employees	93		109		75		62	
Black/African American	46	49.5%	51	46.8%	51	68.0%	47	75.8%
Hispanic/Latino	2	2.2%	1	0.9%				
Asian/ Pacific Islander	1	1.1%	1	0.9%	1	1.3%	1	1.6%
White	17	18.3%	22	20.2%	17	22.7%	12	19.4%
Multi-racial/Other	1	1.1%	1	0.9%	1	1.3%	1	1.6%
American Indian/Alaskan Native								
Ethnicity Not Listed	26	28.0%	33	30.3%	5	6.7%	1	1.6%

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
K	92.6%	4.0%	4.0%	92.0%	21	80.0%	5.0%	15.0%	80.0%
1st	96.2%	8.0%	6.0%	86.0%	32	88.5%	6.5%	6.5%	87.0%
2nd	96.6%	36.8%	12.3%	50.9%	36	81.7%	46.9%	12.2%	40.8%
3rd	91.1%	34.1%	29.3%	36.6%	51	74.4%	31.3%	34.4%	34.4%
4th	92.9%	25.6%	15.4%	59.0%	51	88.1%	24.3%	5.4%	70.3%
5th	97.4%	24.3%	13.5%	62.2%	35	74.4%	34.5%	20.7%	44.8%

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	73.3%	4.5%	4.5%	9.1%	81.8%	47	0.0%					
7th	93.3%	7.1%	2.4%	11.9%	78.6%	38	0.0%					
8th	85.5%	6.4%	4.3%	23.4%	66.0%	41	0.0%					

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	88.9%	8.3%	25.0%	66.7%	36	80.0%	10.0%	20.0%	70.0%
1st	92.3%	16.7%	18.8%	64.6%	43	78.8%	9.8%	26.8%	63.4%
2nd	96.6%	26.3%	19.3%	54.4%	28	81.7%	55.1%	14.3%	30.6%
3rd	95.6%	23.3%	20.9%	55.8%	34	81.4%	37.1%	20.0%	42.9%
4th	90.5%	15.8%	21.1%	63.2%	39	90.5%	18.4%	23.7%	57.9%
5th	100.0%	7.9%	15.8%	76.3%	45	71.8%	7.1%	14.3%	78.6%

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	93.3%	7.1%	7.1%	25.0%	60.7%	31	0.0%					
7th	77.8%	28.6%	17.1%	17.1%	37.1%	52	0.0%					
8th	74.5%	9.8%	19.5%	29.3%	41.5%	42	0.0%					

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	34.9%	40.1%	27.8%	28.8%	36.4%	42.5%	40.1%	31.8%	All students	98.1%	96.2%	96.1%
90-95% days	14.7%	23.7%	27.3%	34.3%	15.5%	24.1%	23.7%	29.1%	Black/Afr Amer	98.2%	96.3%	95.8%
85-90% days	8.4%	15.8%	21.2%	15.5%	8.1%	13.0%	15.8%	17.5%	Hispanic/Latino	88.9%	100.0%	100.0%
80-85% days	7.9%	5.9%	10.0%	8.4%	7.1%	9.1%	5.9%	9.7%	Asian		100.0%	
<80% days	34.2%	14.5%	13.7%	12.9%	32.9%	11.3%	14.5%	11.8%	White	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	Because we have been focused on re-teaching and addressing solely student deficits, we have not spent the time on reviewing the rigor of lesson plans, and devoted Common Planning Time and Professional Development towards strengthening teacher expectations and strategies.	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	Because we have been reliant on a scripted phonics curriculum, there has been insufficient focus on individual learner needs, with differentiation and small group intervention, and a lack of Common Planning Time and PD focused on imparting those effective strategies to staff.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Increased capacity for all teachers with the standards and curriculum framework. Common Planning Time utilized on a weekly basis, with a focus on the Intellectual Prep Process model (e.g. agendas, lesson plans, data analysis). i-Ready utilized as an adaptive intervention for students in need of targeted differentiated supports, as part of a model for small group instruction, with weekly minutes of usage determined by the Network. Teachers in need of additional coaching (as identified during informal walkthroughs or formal academic rounds) receive targeted supports from instructional leadership team. Students experience growth on the District’s selected quarterly assessments.	Once a week, instructional leadership team meetings review student performance data and direct the focus of upcoming Common Planning Time. Each administrator will conduct 5 Informal walkthroughs weekly, utilizing the Danielson Framework as a lens, with the intention of providing targeted feedback for follow-up. Weekly, the instructional leadership team will conduct a formal walkthrough of a grade band, with a focus on look-fors around questioning and discussion, and the emergent data trends in student performance and achievement.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Revisit schedule to ensure effective utilization of the 120 minute Literacy Block with potential hybrid or full face-to-face schedules for September 2021, utilizing the dyad model.	7/1/21	8/20/21	Principal, Asst Principals		N
Revisit schedule to ensure prep teachers are able to provide effective coverage for Common Planning Time to occur throughout the year.	7/1/21	8/20/21	Principal, Asst Principals	Prep teachers	N
Assign a caseload of teachers to be supported by each member of the instructional leadership team.	8/1/21	8/30/21	Principal, Asst Principals	ELA Academic Teacher Leader, Early Literacy Support, Reading Specialist	N
Ensure that all instructional leaders and teachers at the school participate in initial professional development (either as introduction or refresher) around the district’s ELA Curriculum and Framework, with a particular focus on K-2 and phonics.	8/1/21	8/31/21	Principal, Asst Principals, ELA Academic Teacher Leader, School-Based Teacher Leader		Y
Utilize Professional Development during Summer Summit—in partnership with an external vendor—to focus mindset on a culture of high expectations and equitable delivery of content to all students.	8/1/21	8/31/21	Principal, Asst Principals	Network Academic and leadership support	Y
Utilize partnership with ICLE to assess instructional program with a focus on equitable instructional practices. ICLE will make recommendations and deliver PD to address gaps in teacher practice.	8/30/21	6/30/22	Principal, Asst Principals	ICLE Partnership	Y
As continuation of Leading with Dignity program (established in 20-21), conduct professional development series around moving school culture towards implementation of equitable practices, with a focus on implicit bias and cultural competency.	8/30/21	6/30/22	Principal, Asst Principals	Penn Consortium partnership	Y
Utilize i-Ready as an adaptive intervention for students in need of targeted differentiated supports, as part of a model for small group instruction, with weekly expectations of minutes of usage determined by the Network.	8/30/21	6/30/22	Classroom teachers	i-Ready intervention software	N
Utilize IPP cycle to have mapped out lesson plans before a unit is approached. Ensure teachers submit lesson plans for review by Thursday at 5pm.	9/1/21	6/30/21	Classroom teachers	Principal, Asst Principals	N
Once a month, utilize PD focused on K-2 Literacy afterschool.	9/1/21	1/31/22	ELA Academic Teacher Leader, School-Based Teacher Leader	Professional Development budget	Y
On a weekly basis, conduct Common Planning Time with a focus on Literacy (60 minutes for K-2 teachers, 90 minutes for grade 3-8), using this time with the Intellectual Prep Process and in support of the academic MtSS model. Include special education teachers in this process (with an understanding that caseload may necessitate service first). Keep an intensive focus on the development of rigorous lesson plans, supported by the dyad model permitting teachers to focus on a single area of content.	9/1/21	6/30/22	ELA Academic Teacher Leader, School-Based Teacher Leader	Classroom teachers, student data (e.g. Standards Mastery, benchmark assessments, progress monitoring data)	N
Once a week, conduct instructional leadership team meetings, to review student performance data and direct the focus of upcoming Common Planning Time. The increased focus on content is supported by the dyad model.	9/1/21	6/30/22	Principal, Asst Principals	ELA Academic Teacher Leader, Early Literacy Support, Reading Specialist, School-Based Teacher Leader	N
Each administrator will conduct 5 Informal walkthroughs weekly, utilizing the Danielson Framework as a lens, with the intention of providing targeted feedback for follow-up.	9/10/21	6/30/22	Principal, Asst Principals		N
Each week, the instructional leadership team will conduct a formal walkthrough of a grade band, with a focus on look-fors around questioning and discussion, and the emergent data trends in student performance and achievement.	9/20/21	6/30/22	Principal, Asst Principals	ELA Academic Teacher Leader, Early Literacy Support, Reading Specialist, School-Based Teacher Leader	N
As needed, members of the instructional leadership team will provide follow-up/coaching with members of their caseload who have been identified during informal walkthroughs or formal academic rounds.	9/20/21	6/30/22	ELA Academic Teacher Leader, Early Literacy Support, Reading Specialist, School-Based Teacher Leader		N
Participate in quarterly Network instructional rounds with a focus on K-2 literacy.	10/15/21	6/30/22	Principal, Asst Principals, School-Based Teacher Leader	Network Academic support, school instructional leadership team	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	In previous years, Math instruction has been too focused on re-teaching as a strategy, without alignment of initial lessons to the rigor of the Math standards and teacher access to skills and strategies designed to differentiate for students' individual learning needs.	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		
Increased capacity for all teachers with the standards and curriculum framework. Common Planning Time utilized on a weekly basis, with a focus on the Intellectual Prep Process model (e.g. agendas, lesson plans, data analysis). I-Ready utilized as an adaptive intervention for students in need of targeted differentiated supports, as part of a model for small group instruction, with weekly minutes of usage determined by the Network. Teachers in need of additional coaching (as identified during informal walkthroughs or formal academic rounds) receive targeted supports from instructional leadership team. Students experience growth on the District's selected quarterly assessments.			Once a week, instructional leadership team meetings review student performance data and direct the focus of upcoming Common Planning Time. Each administrator will conduct 5 Informal walkthroughs weekly, utilizing the Danielson Framework as a lens, with the intention of providing targeted feedback for follow-up. Weekly, the instructional leadership team will conduct a formal walkthrough of a grade band, with a focus on look-fors around questioning and discussion, and the emergent data trends in student performance and achievement.		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Revisit schedule to ensure effective utilization of the 90 minute Math Block with potential hybrid or full face-to-face schedules for September 2021, utilizing the dyad model.	8/1/21	8/30/21	Principal, Asst Principals		N
Assign a caseload of teachers to be supported by each member of the instructional leadership team.	8/1/21	8/30/21	Principal, Asst Principal	Assistant Principal, Math Academic Teacher Leader	N
Ensure that all instructional leaders and teachers at the school participate in initial professional development (either as introduction or refresher) around the district's Math Curriculum and Framework, with a particular focus on K-2 and phonics.	8/1/21	8/31/21	Principal, Asst Principals, ELA Academic Teacher Leader, School-Based Teacher Leader		Y
Utilize Professional Development during Summer Summit—in partnership with an external vendor—to focus mindset on a culture of high expectations and equitable delivery of content to all students.	8/1/21	8/31/21	Principal, Asst Principal	Network Academic and leadership support	Y
Utilize partnership with ICLE to assess instructional program with a focus on equitable instructional practices. ICLE will make recommendations and deliver PD to address gaps in teacher practice.	8/30/21	6/30/22	Principal, Asst Principal	ICLE Partnership	Y
As continuation of Leading with Dignity program (established in 20-21), conduct professional development series around moving school culture towards implementation of equitable practices, with a focus on implicit bias and cultural competency.	8/30/21	6/30/22	Principal, Asst Principal	Penn Consortium partnership	Y
Utilize i-Ready as an adaptive intervention for students in need of targeted differentiated supports, as part of a model for small group instruction, with weekly expectations of minutes of usage determined by the Network.	8/30/21	6/30/22	Classroom teachers	i-Ready intervention software	N
Utilize IPP cycle to have mapped out lesson plans before a unit is approached. Ensure teachers submit lesson plans for review by Thursday at 5pm.	9/1/21	6/30/22	Classroom teachers	Principal, Asst Principals	N
On a weekly basis, conduct Common Planning Time with a focus on Mathematics, using this time with the Intellectual Prep Process and in support of the academic MTSS model. Include special education teachers in this process (with an understanding that caseload may necessitate service first). Keep an intensive focus on the development of rigorous lesson plans and differentiation strategies for learners, supported by the dyad model permitting teachers to focus on a single area of content.	9/1/21	6/30/22	Math Academic Teacher Leader	Classroom teachers, student data (e.g. Standards Mastery, benchmark assessments, progress monitoring data)	N
Once a week, conduct instructional leadership team meetings, to review student performance data and direct the focus of upcoming Common Planning Time. The increased focus on content is supported by the dyad model.	9/1/21	6/30/22	Principal, Asst Principal	Assistant Principal, Math Academic Teacher Leader	N
Each administrator will conduct 5 Informal walkthroughs weekly, utilizing the Danielson Framework as a lens, with the intention of providing targeted feedback for follow-up.	9/10/21	6/30/22	Principal, Asst Principal		N
Each week, the instructional leadership team will conduct a formal walkthrough of a grade band, with a focus on look-fors around questioning and discussion, and the emergent data trends in student performance and achievement.	9/20/21	6/30/22	Principal, Asst Principal	Assistant Principal, Math Academic Teacher Leader	N
As needed, members of the instructional leadership team will provide follow-up/coaching with members of their caseload who have been identified during informal walkthroughs or formal academic rounds.	9/20/21	6/30/22	Assistant Principal, Math Academic Teacher Leader		N
Participate in quarterly Network instructional rounds with a focus on Mathematics.	10/15/21	6/30/22	Principal, Asst Principal	Network Academic support, school instructional leadership team	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
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 students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).	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	
Teachers display familiarity with the language and structure of the PBIS Program. All classrooms have a positive behavior focus, as evident in a reduced number of Office Disciplinary Referrals, and staff capability for de-escalation and intervention to meet students' social and emotional needs.		On a monthly basis, PBIS Team meets to review climate data, in alignment with other data sources for the school, and make recommendations around strategies and interventions. PBIS Team, in alignment with District central support, conducts walkthroughs and evaluations of implementation of PBIS Program.	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create a school-wide calendar of incentives (i.e weekly, monthly, quarterly, etc.).	8/1/21	8/30/21	Dean of Students	PBIS Team	N
Establish monthly meeting schedule for PBIS Team.	8/1/21	8/30/21	Principal, Dean of Students		N
Utilize August Professional Development, upon return to school, to increase staff knowledge of behavior expectations, the effective utilization of behavior expectations language, the expectations teaching system, inclusive teaching, the use of behavior-specific praise, increasing the praise-to-corrections ratio, and the use of tangible reinforcements.	8/20/21	8/30/21	Dean of Students		Y
Designate a team Facilitator/Tier 1 Climate Lead for the PBIS Team.	8/20/21	9/5/21	Principal		N
Adopt Tier 1 classroom procedures, consistent with school wide-expectations, utilizing inclusive practices.	8/30/21	6/30/22	Classroom teachers		N
Share tier 1 climate data with school staff during monthly TIPS meetings. Regularly solicit feedback from staff around Tier 1 practices and occurrences.	9/30/21	6/30/22	Dean of Students		N
TIPS Team meets at least monthly to review disaggregated discipline data, determine interventions, track progress, and make recommendations during a "problem solving" meeting.	10/1/21	6/30/22	Dean of Students		N
Walkthroughs collecting data on utilization of school-wide expectations language will be conducted on a monthly basis by members of the PBIS Team and District PBIS Coach. Information and observations will be shared during monthly PBIS Team meetings.	10/1/21	6/30/22	Dean of Students	PBIS Team	N
Schedule time for PBIS staff training boosters throughout the year, particularly after breaks in the school calendar.	11/1/21	5/31/22	Dean of Students	PBIS Team	Y
Distribute and collect results from students and parents/guardians through the self-assessment survey.	4/1/22	5/31/22	Dean of Students		N

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 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 attend school 95% of days or more	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			
Students will transition from virtual attendance to hybrid/face-to-face and maintain a high level of regular attendance. Students with 3+ absences will receive contacts home. Students with 6+ absences will be placed on to a Student Attendance Improvement Plan (SAIP), and those with 10+ absences will receive referrals to truancy court. Students will be encouraged towards regular attendance through incentives which meet the model of the 2021-2022 school year.			Attendance team meets at least monthly to review attendance trends and make recommendations for intervention and support, as well as potential incentive programs which meet the model of the school year.			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Revisit membership of attendance team.	7/1/21	8/30/21	Assistant Principal			N
Utilize Summer PD to familiarize staff with current year's attendance processes and protocols. Ensure that all staff are utilizing Class Dojo for communication home, and are documenting contacts in the SIS utilizing the RtII module.	8/20/21	8/30/21	Assistant Principal			Y
Develop an attendance incentive calendar for the year: utilize monthly perfect attendance incentives. Revisit in light of model for Fall 2021 (whether virtual, hybrid, or fully in-person).	8/1/21	8/30/21	Assistant Principal	Attendance team, Classroom teachers		N
For students with 3+ unexcused absences, C-31 letters will be sent home.	8/30/21	6/30/22	SISL			N
On a daily basis, students with an absence receive a communication home from classroom teacher (through Class Dojo, and through phone calls home).	8/30/21	6/30/22	Classroom teachers			N
For students with 6+ unexcused absences, an invitation for a Student Attendance Improvement Conference (SAIC) meeting will be sent home.	9/5/21	6/30/22	SISL			N
During the SAIC, a plan for attendance improvement (SAIP) will be laid out to remove barriers to attendance and set goals for the rest of the year.	9/5/21	6/30/22	SISL			N
Every 30 days, SAIPs will be progress monitored to determine whether interventions are successful. If they are not successful, modifications will be made.	10/1/21	6/30/22	Dean of Students, Counselors, SISL, Assistant Principal			N
For students with 10+ unexcused absences, truancy referrals will be sent for those students who have not improved their attendance after 30 days of monitoring.	10/1/21	6/30/22	SISL			N
Home visits will be conducted by the Dean of Students, in alignment with SAIC process.	9/15/21	6/30/22	Dean of Students			N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

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	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 attend school 95% of days or more	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 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 students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).	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
Community Meetings will be held every day. A schedule of Community Meeting topics will be developed ahead of time, and modified as needed based on current events and trends.	On a monthly basis, Dean of Students conducts check-ins around effective implementation of Community Meetings, and makes recommendations for additional support, as needed. Student Well-Being Survey will be administered once a month, and results will be tabulated and reviewed by District staff.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Revisit schedule to ensure there is time for Community Meeting for each grade.	7/1/21	8/15/21	Principal		N
Conduct August PD around the effective implementation of Community Meetings: staff complete the training module on Community Meeting during this time.	8/20/21	8/30/21	Dean of Students		Y
Create a year-long calendar of Community Meeting topics and responsibilities, adapting topics from District recommendations but also utilizing community input to establish topics which are responsive the school's needs.	8/20/21	8/30/21	Dean of Students	Principal, Assistant Principal	N
Utilize Common Planning Time, on a weekly basis, to revisit calendar and make adjustments as needed based on feedback and community concerns.	8/30/21	6/30/22	Dean of Students		N
On a monthly basis, Dean of Students conducts check-ins around the effective implementation of the Community Meeting strategies.	8/30/21	6/30/22	Dean of Students		N
Student Well-Being Survey is administered monthly during Community Meetings. Data is collected and analyzed to determine if any changes to the process are required.	10/1/21	6/30/22	Dean of Students	Student Well-Being Survey	N
As needed, teachers who require additional coaching or modeling will be matched with a peer teacher to observe best practices.	9/15/21	6/30/22	Dean of Students	Peer teachers	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:

Relationships First (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	If we increase our focus on the use of community circles and a positive model of intervention and support for students' social and emotional concerns, we will see an improvement in student attendance and a reduction in student lateness.	At least ___% of students will attend school 95% of days or more	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 2	If we increase our focus on the use of community circles and a positive model of intervention and support for students' social and emotional concerns, we will see a reduction in office disciplinary referrals and suspensions, and a stronger model for de-escalating and addressing concerns before they rise to the level of crisis.	At least ___% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).	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

Community Meetings are utilized daily in all classrooms, in accordance with the schedule, and addressing the topics created through the school's calendar. On a weekly basis, Community-Building Circles (CBC) are held in all classrooms. A reduction in Office Disciplinary Referrals is evident, through the effective use of restorative conversations.

Relationships First Team conducts monthly follow-up classroom drop-ins and observations to ensure that Community-Building Circles & Restorative Circles strategies are in place and being effectively supported

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC), in a 45-minute/week session.	7/1/21	7/30/21	Principal, Dean of Students		N
Create roster to ensure adequate time for every all grades to hold Community Meetings in the morning on 4 days of the week, with the 5th day utilized for Community-Building Circles.	7/1/21	7/30/21	Principal, Dean of Students	Classroom teachers	N
Revisit school's progressive discipline policy to ensure that it includes restorative interventions, including restorative conversations (RC) that must be used prior to writing an Office Disciplinary Referral (ODR).	7/1/21	8/20/21	Principal, Dean of Students		N
Revisit school-level Relationships First team, to ensure they have been trained in Community-Building Circles & Restorative Circles in preparation for school-wide PD.	7/1/21	8/20/21	Principal, Dean of Students	Counselors, Classroom teacher representation	N
During August reorientation, school leadership attends Professional Development on full implementation of scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework.	8/1/21	8/30/21	Dean of Students	Relationships First trainer from District	Y
Relationships First team provides turn-around training to all staff (both instructional, administrative, and school support) on Tier 1 Community-Building Circles & Restorative Circles, as well as the Community Meeting strategy and how it is best utilized each day.	8/23/21	8/27/21	Principal, Dean of Students	Relationships First Team	Y
Relationships First Team conducts follow-up classroom drop-ins and observations to ensure that Community-Building Circles & Restorative Circles strategies are in place and being effectively supported. Additional coaching and modeling provided, as needed.	8/30/21	6/30/22	Dean of Students	Relationships First Team	N
Classroom teachers implement Community-Building Circles and Restorative Circles as a practice for 45-minutes each week in their classroom.	8/30/21	6/30/22	Classroom teachers		N
Identify & train Youth Leaders in Community-Building Circle strategies.	11/1/21	6/30/22	Dean of Students	Relationships First Team	N

BOARD GOAL 1		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 19.2% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 12% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 17% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 22% 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?				
BOARD GOAL 2		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 19.4% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 12% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 17% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 22% 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?				
BOARD GOAL 3		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 7.0% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 5% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 10% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 12% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 15% 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 33% of all students will attend school 95% of days or more	At least 55% of all students will attend school 95% of days or more in Q1.	At least 45% of all students will attend school 95% of days or more in Q2.	At least 40% of all students will attend school 95% of days or more in Q3.	At least 38% 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 97% of students will have zero out-of-school suspensions	At least _% of students will have zero out-of-school suspensions in Q1.	At least _% of students will have zero out-of-school suspensions in Q2.	At least _% of students will have zero out-of-school suspensions in Q3.	At least _% of students will have zero out-of-school suspensions in Q4.
		Actual Performance				
		Met Target?				