

PHIA			
2021-2022			
School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	00-08		
ULCS Code	8380		
Name of School	Louis H. Farrell School		
Neighborhood Network	Network 8		
Assistant Superintendent	Charles Connor (Interim)		
ESSA Federal Designation	Non-Designated		
Admission Type	Neighborhood		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	Non-Designated		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A		
Principal Name	Francine Deal & Christine Black		
Years as Principal	N/A		
Years as Principal at this School	Interim Principals		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Francine Deal / Christine Black	Farrell School	fdeal@philasd.org / cblack@philasd.org
Additional Leadership Team Representative	Del Jones	Farrell School	djones3@philasd.org
Math Content Specialist/Teacher Leader	Edward Cox	Farrell School	ecox@philasd.org
Literacy Content Specialist/Teacher Leader	Edward Cox	Farrell School	ecox@philasd.org
Science Content Specialist/Teacher Leader	Edward Cox	Farrell School	ecox@philasd.org
School-based Climate Representative	Francis Mackin	Farrell School	fmackin@philasd.org
Parent	Dawn Park	Farrell Home and School	dpark@philasd.org
Community member	Negma Ali	Farrell Home and School	anesabuali1031@gmail.com
Business partner (other than parent or community member)	Lisa Bierma	CORA services	lbierma@coraservices.org
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Joshua Culbertson	Planning and Evidence-Based Supports Office	jculbertson@philasd.org
Special Education Case Manager	Robin Perri-Hoyt	Farrell School	rperrihoyt@philasd.org
Network Attendance Coach	Justin Proctor	School District of Philadelphia	jeproctor@philasd.org
Network Culture and Climate Coach	Deliah McLaughlin	School District of Philadelphia	dmclaughlin@philasd.org
Grants Compliance Monitor	Marie Levine	School District of Philadelphia	mlevine@philasd.org
Central Office Talent Partner	Jennifer Nearn	School District of Philadelphia	jsupplee@philasd.org
Network Early Literacy/Literacy Director	Traci McCabe	School District of Philadelphia	tmccabe@philasd.org
Network Professional Learning Specialist	Samantha Lichtenstein	School District of Philadelphia	slichtenstein@philasd.org
Prevention and Intervention Liaison	Deilia McLaughlin	School District of Philadelphia	dmclaughlin@philasd.org
PBIS Coach (if applicable)	TBD in 21-22	School District of Philadelphia	TBD in 21-22
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Heather Mizrachi	OMCP	hmzrachi@philasd.org
EL Point Person	Magdalena Thomas	Farrell School	mbthomas@philasd.org
District Culture & Climate Support	Dianna Phelps	School District of Philadelphia	dphelps@philasd.org
Principal	Peter Jepsen	Farrell School	pjepsen@philasd.org
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>Louis H. Farrell Elementary School will provide every student with an environment in which they will become successful citizens and reach their full potential. To achieve this, the School Community will:</p> <ul style="list-style-type: none"> • provide standards-based and rigorous instruction • foster a life-long love of learning • accept and embrace all cultures • create a learning environment that includes high expectations, fosters confidence and encourages growth 			

ADDITIONAL DATA ANALYSIS

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	90.7%	23.7%	20.6%	55.7%	44	91.3%	21.1%	25.3%	53.7%
1st	92.4%	38.2%	8.2%	53.6%	49	92.1%	28.6%	8.6%	62.9%
2nd	91.3%	42.9%	16.2%	41.0%	33	82.8%	47.5%	10.9%	41.6%
3rd	95.6%	51.4%	14.7%	33.9%	43	95.6%	42.6%	26.9%	30.6%
4th	93.3%	58.3%	19.0%	22.6%	55	92.3%	50.0%	17.9%	32.1%
5th	81.8%	64.4%	17.8%	17.8%	54	82.1%	50.0%	21.7%	28.3%

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	91.7%	28.1%	9.1%	25.6%	37.2%	52	97.4%	30.6%	15.6%	24.5%	29.3%	67
7th	95.3%	27.0%	8.5%	24.1%	40.4%	35	90.2%	20.2%	13.2%	23.3%	43.4%	35
8th	92.7%	19.7%	18.1%	21.3%	40.9%	51	88.9%	27.3%	18.0%	21.9%	32.8%	37

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	90.7%	43.3%	17.5%	39.2%	70	89.4%	22.6%	29.0%	48.4%
1st	92.4%	38.2%	12.7%	49.1%	55	92.1%	23.8%	16.2%	60.0%
2nd	92.2%	36.8%	19.8%	43.4%	44	82.8%	45.5%	21.8%	32.7%
3rd	92.1%	36.2%	22.9%	41.0%	42	93.8%	34.0%	28.3%	37.7%
4th	93.3%	47.6%	26.2%	26.2%	49	92.3%	48.8%	22.6%	28.6%
5th	86.4%	47.4%	25.3%	27.4%	53	85.7%	34.4%	34.4%	31.3%

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
6th	83.3%	42.7%	15.5%	18.2%	23.6%	52	88.1%	69.9%	6.8%	15.8%	7.5%	59
7th	94.6%	49.3%	18.6%	17.9%	14.3%	53	90.2%	65.1%	13.2%	7.8%	14.0%	64
8th	88.3%	48.8%	16.5%	13.2%	21.5%	55	86.8%	60.8%	16.8%	12.8%	9.6%	60

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	75.0%	73.1%	64.7%	66.9%	75.9%	72.5%	73.1%	67.8%	All students	99.5%	98.8%	97.5%
90-95% days	12.5%	18.4%	24.9%	23.4%	12.4%	19.5%	18.4%	22.2%	Black/Afr Amer	98.5%	98.5%	97.4%
85-90% days	5.3%	4.7%	6.5%	6.4%	4.5%	4.9%	4.7%	5.7%	Hispanic/Latino	100.0%	99.2%	96.3%
80-85% days	2.0%	1.8%	1.1%	2.1%	2.3%	1.4%	1.8%	1.8%	Asian	100.0%	99.0%	99.5%
<80% days	5.2%	2.0%	2.8%	1.2%	4.9%	1.8%	2.0%	2.5%	White	99.4%	98.9%	97.7%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

MTSS (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Because we have not provided all of the professional development necessary for differentiated instruction and SGI, modeling of teaching, coaching, and common planning time, teachers are still developing on this strategy, and we are still transitioning from a model in which we focused solely on the lowest 33% of students, and not on increasing Advanced or Proficient achievement.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices
Board Goal 2	Because we need to increase intensive coaching, professional development, and targeted feedback for our teachers around progress monitoring and effective utilization and teacher ownership of student data, we have not applied the individualized strategies which can target small groups or specific learners and their needs in the early grades.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices
Board Goal 3	Because we need to increase intensive coaching, professional development, and targeted feedback for our teachers around progress monitoring and effective utilization and teacher ownership of student data, we have not applied the individualized strategies which can target small groups or specific learners and their needs in the early grades.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Common Planning Time is held on a regular basis, with teacher-led activities and a high degree of ownership over classroom data. Virtual data tracker for all teachers is stored in Google Drive, and accessible to academic leadership team; they are utilized as part of the PLC process, to enhance data ownership and utilization towards guiding instruction. PLC time is utilized for MTSS process: classroom teachers review and share their Tier 1 strategies, and identify students who are in need of Tier 2 support, School-Based Teacher Leaders

Academic leadership team attends bi-weekly instructional leadership team meetings, to review data, make recommendations around coaching and support, determine future foci for professional development, and address other needs. Instructional walkthroughs are held, ensuring that every teacher is observed at least twice a year.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Design schedule so that an Academic Enrichment Period exists for all teachers, which can be utilized for instructional coaching.	7/1/21	8/15/21	Principal, Assistant Principal		N
Establish a leader-directed protocol to be utilized during Common Planning Time, with the ultimate goal of making teachers the owners and interpreters of student data (both achievement and progress monitoring) for their classrooms.	7/1/21	9/30/21	Principal, Assistant Principal	School-Based Teacher Leaders, SPECM, EL Lead	N
Develop a protocol around the expectations for collaboration between regular education and EL teachers. Determine how it will be articulated to staff, and the expectations that will be part of walkthroughs.	7/1/21	9/30/21	Principal, Assistant Principal	School-Based Teacher Leaders, SPECM, EL Lead	N
Explore the creation of a virtual data tracker for all teachers stored in Google Drive.	8/1/21	10/31/21	Principal, Assistant Principal	School-Based Teacher Leaders, SPECM	N
Hold PD in August around understanding assessment and data review (including the utilization of modified assessments), e.g. what data can tell us, and what the expectations will be during PLCs (how prepared teachers should be with an understanding of their data).	8/23/21	8/27/21	Principal, Assistant Principal, School-Based Teacher Leaders, SPECM	Support from Central Office or Network academic leads	Y
Hold PD in August to introduce and integrate strategies around differentiation and flexible fluid grouping, utilizing real classroom experiences.	8/23/21	8/27/21	Principal, Assistant Principal, School-Based Teacher Leaders, SPECM	Support from Central Office or Network academic leads	Y
Utilize PLCs, weekly PD, and a rostered coaching schedule to conduct training and coaching for teachers around effective utilization of data trackers. Utilize Academic Enrichment staff member for class coverage, as needed.	9/1/21	9/30/21	School-Based Teacher Leaders, SPECM	Classroom teachers	Y
Classroom teachers utilize student data to create lesson plans and flexible groups, and keep data trackers as a record of student performance and growth.	9/1/21	6/30/22	Classroom teachers		N
On a bi-weekly basis, instructional drop-ins are conducted, to ensure that all classrooms are seen by at least one member of the instructional leadership team. Ensure that rotation happens bi-weekly, so that a different member of the team can conduct a drop-in and review notes from the prior ones. Make flexible grouping and differentiation a focus, particularly in Math classrooms.	9/1/21	6/30/22	School-Based Teacher Leaders, SPECM		N
On a weekly basis, utilize PLCs and Common Planning Time to focus on differentiation strategies in the classroom, with a focus on Reading Groups how they can be flexibly grouped and regrouped.	9/1/21	6/30/22	School-Based Teacher Leaders, SPECM, EL Lead	Classroom teachers	Y
Hold bi-weekly instructional leadership team meetings, to review data, make recommendations around coaching and support, determine future foci for professional development, and address other needs.	9/1/21	6/30/22	Principal, Assistant Principal	School-Based Teacher Leaders, SPECM, EL Lead	N
SRTLs are assigned to teachers as instructional coaches based on formal and informal observation data, and the recommendations of the instructional leadership team based on review of data. Utilize Academic Enrichment Period in the schedule for this support.	9/15/21	6/30/22	School-Based Teacher Leaders, SPECM		N
Designate exemplar teachers around specific skills, so that the Academic Enrichment period allows teachers to drop-in and view a model lesson.	9/15/21	6/30/22	School-Based Teacher Leaders, Classroom teachers		Y
Conduct instructional walkthroughs, ensuring that every teacher is observed at least twice a year. Make flexible grouping and differentiation a focus, particularly in Math classrooms.	10/1/21	6/30/22	Principal, Assistant Principal		N
Implement teacher-directed protocol model for analysis of data during Common Planning Time, leading to teachers coming to CPT prepared with their findings.	10/1/21	6/30/22	School-Based Teacher Leaders, SPECM, EL Lead	Classroom teachers	N
Classroom teachers conduct rigorous Progress Monitoring of students based on Aimsweb and STAR data, so that they are prepared to engage with the teacher-directed protocol during PLCs.	10/1/21	6/30/22	Classroom teachers		N
PLC time is utilized to impart school expectations and protocols around the MTSS Tiers, and the expectations for how teachers proactively determine additional supports for students.	10/1/21	6/30/22	School-Based Teacher Leaders, SPECM, EL Lead		Y
During PLC time, MTSS process is utilized: classroom teachers review and share their Tier 1 strategies, and identify students who are in need of Tier 2 support. School-Based Teacher Leaders make recommendations around additional supports.	10/1/21	6/30/22	Classroom teachers		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.	Positive School Climate: At least 99% 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

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. Student Attendance Improvement Plans are monitored on a monthly basis, with additional referrals or interventions made, as necessary.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Revisit membership of Attendance Team. Conduct weekly meetings for MtSS Tier 2 team, to ensure attendance issues are being addressed on a regular, timely basis.	7/1/21	8/15/21	Principal, Assistant Principal, Counselors, School-Based Teacher Leader, SPECM		N
Utilize start-of-school Professional Development around effective attendance-taking, attendance incentive initiatives, and policies and procedures around contacting home, dependent upon model for school year (e.g. virtual, hybrid, or fully in-person). Remind teachers about the utilization of Class Dojo, as well as calls home, to communicate attendance concerns.	8/20/21	8/30/21	Principal, Assistant Principal, Counselors	Network Attendance Coach	Y
Revisit attendance incentive options and calendar in light of model for Fall 2021 (e.g. virtual, hybrid, fully in-person).	8/30/21	6/30/22	Principal, Assistant Principal, Counselors		N
For students with latenesses or absences, conduct phone calls home on a bi-weekly basis, ensuring regular communication home.	8/30/21	6/30/22	Supportive Services Assistant		N
Students with 3+ unexcused absences receive a letter to the parent/guardian. Classroom teacher is also asked to contact home to find out more details.	9/5/21	6/30/22	Counselors		N
Students with 6+ unexcused absence receive notification to parent/guardian about Student Attendance Improvement Conference (SAIC)	9/12/21	6/30/22	Counselors		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.	9/15/21	6/30/22	Counselors		N
Every 30 days, SAIPs are monitored to determine if interventions have been successful. If changes are required, the plan is amended or modified.	10/1/21	6/30/22	Counselors		N
Students with 10+ unexcused absences receive a truancy court referral if there has not been improvement during 30 days of monitoring.	10/1/21	6/30/22	Counselors		N

Louis H. Farrell School [8380] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 45% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 40% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 42% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 45% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 50% 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	At least 37% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 32% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 37% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 40% 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	At least 37% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 32% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 35% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 37% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 40% 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	At least 67% of all students will attend school 95% of days or more	At least 75% of all students will attend school 95% of days or more in Q1.	At least 72% of all students will attend school 95% of days or more in Q2.	At least 67% of all students will attend school 95% of days or more in Q3.	At least 67% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
ZERO SUSPENSION GOAL	At least 99% of students will have zero out-of-school suspensions	At least 99% of students will have zero out-of-school suspensions in Q1.	At least 99% of students will have zero out-of-school suspensions in Q2.	At least 99% of students will have zero out-of-school suspensions in Q3.	At least 99% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				