

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	7270		
Name of School	Thomas K. Finletter School		
Neighborhood Network	Network 7		
Assistant Superintendent	Randi Klein-Davila		
ESSA Federal Designation	Non-Designated		
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	Tamara Edwards		
Years as Principal	8		
Years as Principal at this School	8		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Tamara Edwards	Finletter	tledwards@philasd.org
	Danielle Merritt	Finletter	dmerritt@philasd.org
Additional Leadership Team Representative	Sara Reese	Finletter	sreese@philasd.org
Math Content Specialist/Teacher Leader	Michael Romeo	Finletter	mromeo@philasd.org
Literacy Content Specialist/Teacher Leader	Lauren Harrow	Finletter	lharrow@philasd.org
Science Content Specialist/Teacher Leader	N/A	N/A	N/A
School-based Climate Representative	David Wearing	Finletter	ddwearing@philasd.org
Parent	Jeanette Pendleton	Finletter	jpendleton@philasd.org
Community member	Arlene Rosa	Finletter	N/A
Business partner (other than parent or community member)	PAFA	PAFA	N/A
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Nina Fonseca	SDP	nfonseca@philasd.org
Special Education Case Manager	Linda Strohm	Finletter	labulizzi@philasd.org
Network Attendance Coach	Molly Ashburn	SDP	mashburn@philasd.org
Network Culture and Climate Coach	Khari Ngozi	SDP	kngozi@philasd.org
Grants Compliance Monitor	Patricia Nelson	SDP	pnelson@philasd.org
Central Office Talent Partner	Marina Byrne-Folan	SDP	mbyrne-fofan@philassd.org
Network Early Literacy/Literacy Director	Jen Dianna	SDP	jdianna@philasd.org
Network Professional Learning Specialist	Abbey Gunn	SDP	agunn@philasd.org
Prevention and Intervention Liaison	Danica Moore	SDP	dmoore7@philasd.org
PBIS Coach (if applicable)	N/A	N/A	N/A
Relationships First Coach (if applicable)	Brian Gregg	SDP	bgregg@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	Maria Vilella	SDP	mvillella@philasd.org
EL Point Person	Patricia Kim	N/A	pkim@philasd.org
Instructional Director	Edward Davies	SDP	eadavies@philasd.org
Instructional Case Manager	Thomas Miller	SDP	tpmiller@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>Howe Academics Plus will serve all students with the right to a great public school close to where they live. Howe will create a safe, rigorous, and innovative learning environment with high expectations, collaboration, and recognition at the center of our work together. All stakeholders participate in empowering student voice in order to help them grow into lifelong learners and the next leaders of our world.</p>			

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	100.0%	26.1%	17.4%	56.5%	35	100.0%	26.7%	20.0%	53.3%
1st	100.0%	36.8%	10.5%	52.6%	52	98.2%	37.5%	5.4%	57.1%
2nd	98.6%	39.4%	16.9%	43.7%	38	93.2%	60.3%	14.7%	25.0%
3rd	89.7%	24.3%	18.6%	57.1%	34	97.5%	33.8%	14.3%	51.9%
4th	98.8%	41.8%	12.7%	45.6%	42	98.8%	36.3%	17.5%	46.3%
5th	90.2%	54.1%	16.2%	29.7%	54	97.5%	49.4%	15.2%	35.4%

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	100.0%	22.8%	8.7%	12.0%	56.5%	44	98.9%	22.2%	16.7%	22.2%	38.9%	53
7th	100.0%	16.5%	17.6%	20.0%	45.9%	41	98.8%	18.8%	11.3%	17.5%	52.5%	79
8th	98.8%	21.3%	8.8%	26.3%	43.8%	53	100.0%	13.0%	23.9%	19.6%	43.5%	28

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	100.0%	41.3%	21.7%	37.0%	48	100.0%	28.9%	33.3%	37.8%
1st	100.0%	45.6%	12.3%	42.1%	54	98.2%	23.2%	23.2%	53.6%
2nd	98.6%	36.6%	22.5%	40.8%	36	91.8%	62.7%	14.9%	22.4%
3rd	89.7%	5.7%	18.6%	75.7%	29	97.5%	13.0%	18.2%	68.8%
4th	98.8%	24.1%	29.1%	46.8%	45	98.8%	27.5%	17.5%	55.0%
5th	90.2%	31.1%	23.0%	45.9%	44	96.3%	24.4%	19.2%	56.4%

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	100.0%	28.3%	12.0%	10.9%	48.9%	40	97.8%	43.8%	18.0%	16.9%	21.3%	53
7th	100.0%	28.2%	12.9%	16.5%	42.4%	33	98.8%	27.5%	11.3%	23.8%	37.5%	32
8th	100.0%	34.6%	13.6%	14.8%	37.0%	46	100.0%	27.2%	9.8%	25.0%	38.0%	

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 Through March 13th	2018-19 Through June	2017-18 Through June	Jan 2021	Jan 2020	March 2020 Through March 13th	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	63.0%	69.0%	54.3%	56.9%	63.0%	69.8%	69.0%	56.1%	All students	95.4%	89.7%	92.2%
90-95% days	16.2%	20.3%	26.2%	26.6%	16.2%	19.6%	20.3%	26.7%	Black/Afr Amer	94.8%	86.9%	90.9%
85-90% days	8.7%	6.9%	10.1%	7.9%	8.7%	6.5%	6.9%	8.7%	Hispanic/Latino	95.5%	96.9%	93.8%
80-85% days	4.6%	1.6%	3.4%	4.2%	4.6%	3.0%	1.6%	3.6%	Asian	100.0%	100.0%	100.0%
<80% days	7.5%	2.1%	6.1%	4.4%	7.5%	1.0%	2.1%	4.9%	White	100.0%	85.7%	77.8%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Common Planning Time (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Teachers need additional opportunities to work through IPP to build capacity to implement practices independently as well as additional coaching on the implementation of small group instruction including planning, modeling, co-teaching and a gradually releasing ownership of instructional practices.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 2	Teachers need additional opportunities to work through the IPP to build capacity to implement practices independently as well as additional coaching on the implementation of small group instruction including planning, modeling, co-teaching and a gradually releasing ownership of instructional practices.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

<ul style="list-style-type: none"> • Policies and structures allow educators both individual and collaborative time weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staf. • Policies and structures support regular collaborative instructional planning between general and special educators, related service providers and paraprofessionals. 	Instructional leadership team will, upon the completion of each CPT cycle, assess and record progress towards the previous cycles teacher learning goals. The ILT will further use this progress monitoring data to inform their next CPT cycle.
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Communicate the instructional vision and focus, in alignment to the BoE and District goals and Priorities to all stakeholders.	8/23/2021	8/31/2021	Principal	Board Goals, School Goals (quarterly aimsweb/Star), Network Focus areas	N
Align Framework & Curriculum implementation to the professional learning expectations and focus across all instructional modes (virtual and hybrid).	8/23/2021	6/15/2022	SBTLs & ELS	Literacy framework, ReadyGen materials, Saxon Phonics materials, Collections materials	Y
Schedule formal collaboration to assess implementation, students' progress, & teachers' needs. Prioritize short and long-term actions, and necessary supports to attain the goal.	8/23/2021	6/15/2022	Instructional Leadership Team	Student Data, Teacher data (PVAAS), Teacher needs survey	N
Develop a CPT cycle to include topics such as (1) Collaborative Lesson Planning, (2) Data Analysis, (3) The MTSS Process, (4) Sharing of Best Practices, and (5) Creating Common Assessments	6/1/2021	6/15/2022	Instructional Leadership Team	Student Data, Teacher data (PVAAS)	N
Analyze assessment data using SDP data analysis protocols	10/1/2021	6/1/2022	SBTLs, ELS & Teachers	SDP data analysis protocols, Student assessment data	Y
Analyze student work using SDP student work protocols	11/1/2021	6/1/2022	SBTLs, ELS & Teachers	SDP student work protocols, student work	N
Teachers will develop plans for re-teaching and adjusting instructional practices based on reviews of assessment data and student work	10/11/2021	6/1/2022	SBTLs, ELS & Teachers	assessment data and student work	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 need additional coaching on the implementation of the math framework and small group instruction including planning, modeling, co-teaching and a gradually releasing ownership of instructional practices.	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?
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the math framework.	8/23/2021	6/15/2022	Principal	PD Catalog	N
Implement an observation & feedback schedule that will identify trends in math data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	9/1/2021	6/15/2022	Principal	Educator Development System, comprehensive math framework	N
Collect a triangulation of math data to determine areas of strength and areas to improve as it aligns to District instructional expectations and monitor progress towards meeting expected student outcomes.	10/1/2021	6/1/2022	Teachers & SBTLs	Student math data	Y
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	9/1/2021	6/1/2022	Network & Central Office Support Staff and SBTLs	Student data and protocols	N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) by using the "Look For" documents.	9/1/21	6/15/2021	Principal	Look fors Document Lesson Plans Math Framework Quarter at a Glance	N
Align Framework & Curriculum implementation to the professional learning expectations and focus.	8/23/2021	6/15/2022	SBTLs & Teachers	Math Framework Lesson Plans Look For Documents Envision Materials Quarterly Grids-Scope & Sequence	Y

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

Relationships First (Focus: Tier I Climate Framework)

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 59% of all students will attend school 95% of days or more.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
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 96% of students will have zero out-of-school suspensions.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. The school intentionally creates opportunities for students to build positive relationships with peers.	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.
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train school leadership on full implementation scope and sequence of Relationships First (RF), giving a high-level overview of implementation across all three tiers of the MTSS framework	5/1/2021	6/15/2021	Relationships First Coach - Brian Gregg	SDP Office and Climate and Culture support, training, and materials	Y
Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC)	5/1/2021	8/10/2021	Principal	Master Schedule	N
Ensure that the school's progressive discipline policy includes restorative interventions, including restorative conversations (RC), that must be used prior to writing an ODR	5/1/2021	6/15/2021	Deans	School's Discipline Policy	Y
Identify school-level Relationships First team and train this team in CBC & RC in preparation for school-wide PD	5/1/2021	6/15/2021	Principal & Deans		Y
Include Relationships First team members in MTSS Tier 1 team	9/1/2021	6/15/2022	Principal		N
Train all staff on Relationships First Tier 1 CBC & RC (this includes training for front-office staff, custodians, and SSOs in RC)	8/23/2021	8/27/2021	Relationships First Coach - Brian Gregg	SDP Provided Materials	Y
Identify & Train Youth Leaders in CBC	9/1/2021	10/4/2021	Relationships First Coach - Brian Gregg		Y
Make a plan for ongoing support and coaching	9/1/2021	9/15/2021	Deans	Determined Support Plan	N
Implement CBC in every classroom or advisory for 45 minutes every week	9/1/2021	6/15/2022	Deans		N
Train staff on RJ equity to liberation module 1	12/1/2021	6/15/2022	Climate & Culture Coach	SDP Office and Climate and Culture support, training, and materials	Y

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Pro-social Recess & Lunch Programs (Focus: Tier I Supplemental 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 59% of all students will attend school 95% of days or more.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
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 96% of students will have zero out-of-school suspensions.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. The school intentionally creates opportunities for students to build positive relationships with peers.

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?
Train school leadership on Pro-social Recess & Lunch Programs	8/23/2021	8/30/2021	Relationships First Coach - Brian Gregg	Training Module	Y
Establish Pro-social Recess & Lunch Team (R&L team)	8/23/2021	8/30/2021	Principal & Deans		N
Establish a team meeting schedule	8/23/2021	8/30/2021	Principal & Deans		N
Develop a vision for recess & lunch	8/23/2021	8/30/2021	Principal & Deans		N
Develop operating procedures for recess & lunch	8/23/2021	8/30/2021	Principal & Deans		Y
Train Recess and Lunch Staff	8/23/2021	6/15/2022	Principal & Deans	Training modules	Y
Communicate Lunch and Recess Procedures	8/23/2021	8/30/2021	Principal & Deans		
Create opportunities for incentives	8/31/2021	6/15/2022	TBD (Pro-Social Recess and Lunch Lead)	Point person for each lunch	N
Train lunch & recess staff on submitting ODRs	8/23/2021	8/30/2021	District Personnel, Principal & Deans	Paper document for ODR info	Y
Schedule time to administer student surveys	8/31/2021	6/15/2022	TBD (Pro-Social Recess and Lunch Lead)	Point person for each lunch	N
Conduct on-spot fidelity checks	8/31/2021	6/15/2022	Principal & Deans	Schedule	N
Ongoing Progress Monitoring	8/31/2021	6/15/2022	Principal & Deans		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 59% of all students will attend school 95% of days or more.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
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 96% of students will have zero out-of-school suspensions.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. The school intentionally creates opportunities for students to build positive relationships with peers.

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
Train staff in Community Meeting (and its connections to social-emotional learning)	8/23/2021	8/30/2021	Counselor	Community Meeting Slide Deck	Y
Create a Year-Long calendar of CM topics and responsibilities	8/23/2021	9/30/2021	Counselor		N
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	11/1/2021	6/1/2022	Counselor	Community Meeting calendar topics	N
Progress monitor implementation including the "check for understanding" survey	9/1/2021	6/15/2022	Principal	"check for understanding" survey	N
Incorporate Student Well-Being Survey	9/1/2021	6/15/2022	Principal	Student Well-Being Survey	N
Make a plan for ongoing coaching and support	9/1/2021	6/15/2022	Principal		N

Thomas K. Finletter School [7270] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 44% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 35% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 40% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 44% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	N/A. There are only 3 testing windows for the District's within-year reading assessments per school year.
	Actual Performance				
	Met Target?				
BOARD GOAL 2	At least 53% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 49% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 53% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	N/A. There are only 3 testing windows for the District's within-year reading assessments per school year.
	Actual Performance				
	Met Target?				
BOARD GOAL 3	At least 22% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 18% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 22% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	N/A. There are only 3 testing windows for the District's within-year math assessments per school year.
	Actual Performance				
	Met Target?				
95% ATTENDANCE GOAL	At least 59% of all students will attend school 95% of days or more.	At least 70% of all students will attend school 95% of days or more in Q1.	At least 65% of all students will attend school 95% of days or more in Q2.	At least 62% of all students will attend school 95% of days or more in Q3.	At least 59% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
ZERO SUSPENSION GOAL	At least 96% of students will have zero out-of-school suspensions.	At least 98% of students will have zero out-of-school suspensions in Q1.	At least 97% of students will have zero out-of-school suspensions in Q2.	At least 96% of students will have zero out-of-school suspensions in Q3.	At least 96% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				