

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	4300		
Name of School	Edward Heston School		
Neighborhood Network	Acceleration		
Assistant Superintendent	Sean Conley		
ESSA Federal Designation	CSI		
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.)	Bibleway Baptist Church		
Principal Name	Angela Gaddie Edwards		
Years as Principal	17		
Years as Principal at this School	7		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Angela Gaddie Edwards	Heston	agedwards@philasd.org
Additional Leadership Team Representative	Audrey Fields	Heston	asfields@philasd.org
Math Content Specialist/Teacher Leader	Tracy West	Heston	twest@philasd.org
Literacy Content Specialist/Teacher Leader	Renaee Rutherford Lowe	Heston	rrutherfordlowe@philasd.org
Science Content Specialist/Teacher Leader	NA	NA	NA
School-based Climate Representative	Kathleen Wainwright	Heston	kmwainwright@philasd.org
Parent	Lenora Howard	Guardian	lhoward@philasd.org
Community member	Kate Morrow	Goldenberg Group	kmorrow@goldenberggroup.com
Business partner (other than parent or community member)	Kate Morrow	Goldenberg Group	kmorrow@goldenberggroup.com
Student (required for High Schools)	NA	NA	NA
Planning and Evidence-based Support (PESO) member	Dr. Katie Pak	SDP	kpak@philasd.org
Special Education Regional Director	Heather Brahan	SDP	hbrahan@philasd.org
Network Attendance Coach	Shaneice Boyd	SDP	saboyle@philasd.org
Network Culture and Climate Coach	Kenneth Glover	SDP	kglover@philasd.org
Grants Compliance Monitor	Steve Schafer	SDP	sschafer@philasd.org
Central Office Talent Partner	Marina Byrne-Folan	SDP	mbyrnefolan@philasd.org
Network Early Literacy/Literacy Director	Doria Mitchell	SDP	dnmitchell@philasd.org
Network Lead Academic Coach	Steve Chicano	SDP	schicano@philasd.org
Network Lead Academic Coach	Jennifer Neal	SDP	jlyost@philasd.org
Network Lead Academic Coach	Victoria Aponte	SDP	vaponte@philasd.org
Prevention and Intervention Liaison	Alba Blandino	SDP	ablandino@philasd.org
PBIS Coach (if applicable)	TBD	TBD	TBD
Relationships First Coach (if applicable)	TBD	TBD	TBD
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
School Improvement Facilitator	Ellen Green	PDE	ellengreen@ccres.org
<b>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.)</b>			
<p>Promote a college-bound culture for our students, and foster an environment of trust and respect that will ensure cognitive, academic, and intercultural growth.</p>			

**Edward Heston - 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	83.3%	16.0%	20.0%	64.0%	58	66.7%	11.1%	38.9%	50.0%
1st	95.8%	15.00%	4.3%	80.4%	37	95.7%	15.6%	2.2%	82.2%
2nd	84.6%	36.00%	25.0%	38.6%	28	79.6%	61.5%	12.8%	25.6%
3rd	88.1%	22.00%	13.5%	64.9%	37	73.2%	20.0%	16.7%	63.3%
4th	66.0%	21.2%	27.3%	51.5%	42	66.0%	42.4%	12.1%	45.5%
5th	84.4%	21.1%	7.9%	71.1%	39	63.6%	25.0%	17.9%	57.1%

**STAR Reading Assessment (Click for link to data)**

STAR Reading	Winter 2020-21						Fall 2020-2021					
	Particip	At/Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP
6th	90.5%	7.9%	13.2%	23.7%	55.3%	45	85.00%	9%	11%	23%	57%	
7th	83.7%	8.3%	19.4%	16.7%	55.6%	48	75.00%	10%	23%	10%	56%	
8th	72.7%	9.4%	12.5%	3.1%	75.0%	35	48.00%	5%	20%	15%	60%	

**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	83.3%	56.0%	16.0%	28.0%	80	74.1%	40.0%	20.0%	40.0%
1st	97.9%	21.3%	10.6%	68.1%	42	93.6%	13.6%	20.5%	65.9%
2nd	88.5%	28.3%	17.4%	54.3%	26	75.5%	62.2%	13.5%	24.3%
3rd	90.5%	7.9%	10.5%	81.6%	24	73.2%	10.0%	26.7%	63.3%
4th	82.0%	22.0%	26.8%	51.2%	40	78.0%	23.1%	15.4%	61.5%
5th	88.9%	2.5%	15.0%	82.5%	45	79.5%	0.0%	8.6%	91.4%

**STAR Math Assessment (Click for link to data)**

STAR Math	Winter 2020-21						Fall 2020-21					
	Particip	At/Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP
6th	95.2%	7.5%	10.0%	22.5%	60.0%	39	95.00%	8.00%	10.00%	23.00%	60.00%	
7th	76.7%	18.2%	6.1%	24.2%	51.5%	48	77.00%	18.00%	6.00%	24.00%	52.00%	
8th	79.5%	14.3%	5.7%	25.7%	54.3%	42	80%	14.00%	6.00%	26.00%	54.00%	

**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 2021Cliqu	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	22.8%	33.9%	22.7%	26.5%	22.8%	35.2%	33.9%	24.7%	All students	92.1%	85.1%	71.3%
90-95% days	18.3%	23.3%	30.1%	25.9%	17.4%	25.8%	23.3%	31.7%	Black/Afr Amer	92.2%	85.9%	71.4%
85-90% days	12.2%	17.1%	16.0%	16.4%	13.1%	13.9%	17.1%	15.6%	Hispanic/Latino	90.0%	76.9%	50.0%
80-85% days	10.2%	8.7%	10.9%	10.0%	9.9%	9.7%	8.7%	11.0%	Asian	100.0%	100.0%	100.0%
<80% days	38.8%	17.0%	20.4%	21.2%	36.8%	15.5%	17.0%	17.0%	White	100.0%	100.00%	100.0%

**Edward Heston - 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 other initiatives around structure and the importance of the re-teach, we have not focused on the importance of making sure a rigorous lesson is taught as part of the first teach during the literacy block (with a focus on questioning). Consequently, we have not used Common Planning Time effectively, and had pointed Professional Development at where we most need to focus.	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	With our focus on building the capacity of the staff and developing their understanding the components and pacing of the literacy block, including Saxon Phonics, we have not had a focus on effectively utilizing the curriculum frameworks, providing rigorous lessons to students, lesson planning that incorporates external components without ignoring the framework, and how to effectively remediate while staying within the scope and sequence.	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	
Rigorous lesson planning and opportunities to remediate that are aligned to standards and AN Core Values; integration of high quality Saxon phonics instruction in K-3 classrooms and effective ELA intervention practices in K-8; effective planning and delivery of school-wide professional development for ELA teachers focused on the ELA instructional core, ELA standards, and implementation of the ELA framework within a positive classroom environment; the development of ELA content-expertise in grades 3+; deeper collaboration between special education and general education bridging the ELA and OSS instructional frameworks. Building a strong foundation of ELA instructional strategies for adults and content instruction for students. Use AimsWeb foundational skills to determine which Tier 2 students will be using Phonics to Reading. Teachers will use the training, from Sadlier, to incorporate resources and strategies into tier 1 and tier 2. Teachers will understand how to use Sadlier and Saxon Phonics as well as the data from AimsWeb to develop lessons for Tiers 1 and 2.		1 - After trainings and Peer-Peer supports, Instructional Team will create look fors to check off during classroom visits and informal observations. 2 - Monthly and quarterly review of varied data sources and school data binder to monitor student growth. 3 - Formal and informal observations by administration. 4 - Classroom visits with real-time feedback by ATLS 5 - Weekly monitoring of lesson plans. 6- At the end of each quarter, review Star data for to determine progress towards end of year goals	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Create schedule to ensure content specific classes for gr. 3-8 to foster content expertise to encourage teacher skill mastery and student growth	8/1/2021	8/31/2021	Admin	rosters	N
Review/Train teachers on all components of the ELA instructional framework and AN Core values. (K-8)	8/9/2021	9/17/2021	ATLS	Instructional framework and ELA teacher's guides	Y
Review/train teachers on how to effectively unpack and align standards to drive rigorous lesson planning for a strong first teach (K-8)	8/9/2021	9/17/2021	ATLS	Instructional framework, IPG, CPT document, scope & sequence, and ELA teacher's guides	Y
Train teachers on strategies to build a strong classroom environment and culture that promotes and supports student learning (K-8).	8/9/2021	9/30/2021	ATLS	CPEL Manual	Y
Train teachers (Gen. ed and Special ed.) on using varied data sources to identify student needs. (K-8)	8/9/2021	9/30/2021	ATLS	varied data sources	Y
Train teachers on the effective use of Saxon Phonics, Sadlier and Ready Gen on how to implement and incorporate resources for Tier 1 and Tier 2 students and review via grade group, PD and one-on-one check-ins as needed. (K-5)	8/9/2021	9/17/2021	ATLS	Saxon, Sadlier and ELA teacher's guides	Y
Weekly monitoring of lesson plans and curriculum implementation by using the "Look For" documents.	9/7/2021	6/1/2022	Admin	SDP look for documents, IPGs	
Using a created schedule, conduct formal/informal observations and classroom visits, to identify trends in data to inform school-wide Professional Development and teacher supports based on areas of observed need (K-8)	9/15/2021	6/14/2022	Admin, ATLS	IPG, CPT, lesson plans	N
ATLS and administrators giving real-time feedback through varied platforms. Coaches will use videotaped lessons to give a full understanding of teacher practices	9/15/2021	6/14/2022	Admin, ATLS	IPG, CPT document, lesson plans, and ELA teacher's guides	N
As a result of MTSS-Tier 2, identify students for intensive support provided by the reading specialist (K-4)	9/30/2021	6/14/2022	Admin, ATLS, MTSS Team, Teachers	IPG, CPT document, lesson plans, and ELA teacher's guides	N
Plan for opportunities for Peer to Peer training and classroom visits to support teacher skill mastery	10/1/2021	6/14/2022	ATLS	Instructional framework, IPG, CPT document, and ELA teacher's guides	Y
Classroom visits including Co-Teaching, Modeling/Establishing Best Practices, and videotaping with coaching sessions to support effective classroom instruction and student growth/skill mastery. Frequency of classroom visits will be based on teacher need as determined by observations. Higher need teachers will receive bi-weekly visits.	10/10/2021	6/14/2022	Admin, ATLS	IPG, CPT document, lesson plans, and ELA teacher's guides	N
Instructional team will collect, analyze, and collaborate using a triangulation of data to determine areas of strength, improvement, and student progress towards expected outcomes as it aligns to District and AN instructional expectations and support CPT/GGM and school based professional development.	10/30/2021	6/14/2022	Admin, ATLS	IPG, CPT document, lesson plans, and ELA teacher's guides	N

**Edward Heston - Comprehensive Plan: Strategies and Action Steps**

Evidence Based Strategy #1:						
Math Framework (Focus: Tier I Academics)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Board Goal 3	After addressing the staffing concerns, the Network's main focus shifted to reteaching as an instructional strategy in order to address the areas of student misconception, as opposed to aligning lesson planning with rigorous standards and instructional strategies to promote student growth. As well as, we have not used Common Planning Time effectively, and had pointed Professional Development at where we most need to focus.	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			
Rigorous lesson planning and opportunities to remediate that are aligned to standards and AN Core Values; integration of effective intervention practices within the instructional block; effective planning and delivery of school-wide professional development for math teachers focused on the instructional core, math standards, and implementation of the math framework within a positive classroom environment; the development of math content-expertise in grades 3+; deeper collaboration between special education and general education bridging the math and OSS instructional frameworks.			1 - After trainings and Peer-Peer supports, Instructional Team will create look fors to check off during classroom visits and informal observations. 2 - Monthly and quarterly review of varied data sources and school data binder to monitor student growth. 3 - Formal and informal observations by administration. 4 - Classroom visits with real-time feedback by ATLS 5 - Weekly monitoring of lesson plans. 6 - At the end of each quarter, review Star data for to determine progress towards end of year goals			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Create schedule to ensure content specific classes for gr. 3-8 to foster content expertise to encourage teacher skill mastery and student growth	8/1/2021	8/31/2021	Admin	rosters	N	
Review/Train teachers on all components of the instructional framework and AN Core values, while using effective intervention practices. (K-8)	8/9/2021	9/17/2021	ATLS	Instructional framework and ELA teacher's guides	Y	
Review/train teachers on how to effectively unpack and align standards to drive rigorous lesson planning utilizing manipulatives and pertinent instructional strategies for a strong first teach (K-8)	8/9/2021	9/17/2021	ATLS	Instructional framework, IPG, CPT document, scope & sequence, and ELA teacher's guides	Y	
Train teachers on strategies to build a strong classroom environment and culture that promotes and supports student learning (K-8).	8/9/2021	9/30/2021	ATLS	CPEL Manual	Y	
Train teachers (Gen. ed and Special ed.) on using varied data sources to identify student needs. (K-8)	8/9/2021	9/30/2021	ATLS	varied data sources	Y	
Weekly monitoring of lesson plans and curriculum implementation by using the "Look For" documents.	9/7/2021	6/1/2022	Admin	SDP look for documents, IPGs	N	
Using a created schedule, conduct formal/informal observations and classroom visits, to identify trends in data to inform school-wide Professional Development and teacher supports based on areas of observed need (K-8)	9/15/21	6/14/2022	Admin, ATLS	IPG, CPT, lesson plans	N	
ATLS and administrators giving real-time feedback through varied virtual platforms. Coaches will use videotaped lessons to give a full understanding of teacher practices	9/15/21	6/14/2022	Admin, ATLS	IPG, CPT document, lesson plans, and ELA teacher's guides	N	
Plan for opportunities for Peer to Peer training and classroom visits to support teacher skill mastery	10/1/21	6/14/2022	ATLS	Instructional framework, IPG, CPT document, and ELA teacher's guides	Y	
Classroom visits including Co-Teaching, Modeling/Establishing Best Practices, and videotaping with coaching sessions to support effective classroom instruction and student growth/skill mastery. Frequency of classroom visits will be based on teacher need as determined by observations. Higher need teachers will receive bi-weekly visits.	10/10/21	6/14/2022	Admin, ATLS	IPG, CPT document, lesson plans, and ELA teacher's guides	N	
Instructional team will collect, analyze, and collaborate using a triangulation of data to determine areas of strength, improvement, and student progress towards expected outcomes as it aligns to District and AN instructional expectations and support CPT/GGM and school based professional development.	10/30/21	6/14/2022	Admin, ATLS	IPG, CPT document, lesson plans, and ELA teacher's guides	N	

**Edward Heston - 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	Because we have been focused on other initiatives around structure and the importance of the re-teach, we have not focused on the importance of making sure a rigorous lesson is taught as part of the first teach during the literacy block (with a focus on questioning). Consequently, we have not used Common Planning Time effectively, and had pointed Professional Development at where we most need to focus.	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	With our focus on building the capacity of the staff and developing their understanding the components and pacing of the literacy block, including Saxon Phonics, we have not had a focus on effectively utilizing the curriculum frameworks, providing rigorous lessons to students, lesson planning that incorporates external components without ignoring the framework, and how to effectively remediate while staying within the scope and sequence.	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		
Board Goal 3	After addressing the staffing concerns, the Network's main focus shifted to reteaching as an instructional strategy in order to address the areas of student misconception, as opposed to aligning lesson planning with rigorous standards and instructional strategies to promote student growth. As well as, we have not used Common Planning Time effectively, and had pointed Professional Development at where we most need to focus.	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		
Restructured schedule for bi-weekly Grade Group Meetings and weekly CPT (1 hr each) so that teachers in the same content area can discuss standards and share and develop best instructional practices; effective use of weekly common planning time to focus on standard aligned instruction that will impact the lesson planning, the first teach, consistent data analysis, and special education collaboration focused on student learning outcomes aligned to IEP goals and best practices for differentiation.			(1) Prep schedule including weekly time for GGM and CPT time (2) CPT document procedures and exemplar (3) quarterly CPT calendar (4) CPT and GGM Meeting agendas (5) Completed lesson plans and CPT documents (6) Varied data sources (7) Informal/Formal classroom observations and classroom room visit forms (7) AN walkthrough with look fors and feedback (8) IEP progress monitoring		
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, including how CPT supports this vision	8/1/2021	9/30/2021	All Team Members	School presentation materials and schedule to share with various stakeholders (i.e. at Back to School night)	N
Create a schoolwide prep schedule to accommodate content-specific weekly common planning time.	8/1/21	8/31/2021	Admin.	rosters	Y
Review training for ATLS on CPT documents and meeting procedures to support teacher learning- and specificity in agendas to drive instruction	8/1/21	8/20/2021	Admin and LACs	CPT documents, IPG, CPT Meeting Framework	Y
Specific quarterly IPG calendar for teachers to ensure teacher accountability and preparation for standards, data analysis, and discussions that impact rigorous lesson planning	8/1/21	8/31/2021	ATLS	CPT documents, IPG	Y
Review/train teachers on all phases of the CPT document and how it is directly aligned to rigorous instruction. (3-8)	8/9/21	8/31/2021	ATLS	Unpacking The Standards Book, CPT documents, IPG, CPT Meeting Framework	Y
Weekly CPT meetings (special ed and gen ed) which will foster vertical collaboration through content-specific groupings that support standards-align instruction, consistent data analysis (including IEP goals for Sp.Ed. Students), and the sharing of best instructional practices (including differentiated instruction strategies) among grade bands and Special Education. (3-8)	9/1/21	6/14/2022	Admin, ATLS, Teachers	Unpacking The Standards Book, CPT documents, IPG, CPT Meeting Framework, teacher's guides, IEPs	N
Create and provide teachers with model lesson plans that incorporate strategies for effective instruction	9/1/2021	6/10/2022	Administration, SPECM, ATLS	Common Protocol Document	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.	9/1/2021	6/1/2022	Administration	Observation and feedback schedules	N
Plan for instructional strategies during Grade Group meetings and use these outcomes for planning across grade levels. Building time into the schedule for cross-grade discussions using MTSS in which teachers can discuss support for students across grade bands.	9/15/21	6/14/2022	Admin, ATLS, Counselors, SPCM, Sp.Ed Teachers	Unpacking The Standards Book, CPT documents, IPG, CPT Meeting Framework, teacher's guides	N
Weekly GGM (special ed and gen. ed) that review and analyze varied data sources (including IEP goals for Sp.Ed. Students), and are content-specific to foster collaboration with standards analysis, consistent data analysis, and sharing best instructional strategies (including differentiated instruction strategies) for student mastery (K-2)	9/15/21	6/14/2022	Admin, ATLS, Teachers	Unpacking The Standards Book, CPT documents, IPG, CPT Meeting Framework, teacher's guides, IEPs	N
Specific quarterly IPG calendar for teachers to ensure teacher accountability and preparation for standards, data analysis, and discussions that impact rigorous lesson planning	8/9/21	6/14/2022	ATLS	CPT documents, IPG	Y

**Edward Heston - Comprehensive Plan: Strategies and Action Steps**

Evidence Based Strategy #1:						
PBIS - Currently Implementing (Focus: Tier I Climate Framework)						
Select Any Applicable Goals	Why Statement	Goal Statement		Essential Practice		
Additional Goal 1	As a result of our focus on decreasing negative behaviors, as a school, we were not able to provide consistent positive reinforcement effectively in grades K-8 to reward students for appropriate behaviors and increase attendance.	At least % of all 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	As a result of our focus on decreasing negative behaviors, as a school, we were not able to provide consistent positive reinforcement effectively in grades K-8 to reward students for appropriate behaviors and increase attendance.	At least % of students 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		
<ul style="list-style-type: none"> <li>- Effective use of ClassDojo to reinforce positive behaviors (The Heston Way)</li> <li>- Create a consistent system for positive rewards, which include the purchase and distribution of consistent incentives for all students, that all K-8 teachers are using effectively and fairly</li> <li>- Create a consistent system for positive rewards, which include the purchase and distribution of consistent incentives for all staff, to support morale and teacher attendance</li> <li>- The PBIS system will include consistent celebration of students attending 95%+ days in addition to supports in place for those not meeting the attendance goals.</li> <li>- Students will demonstrate greater engagement and more appropriate learning behaviors/self-management strategies in class as a result of PBIS incentives and PBIS celebration events.</li> </ul>				<ul style="list-style-type: none"> <li>- As a result of monthly PBIS implementation checks (including a review of how ClassDojo is used across grades), teachers will receive feedback on PBIS actions that can be improved and therefore demonstrate tighter alignment to the PBIS goals over time.</li> <li>- The climate team will review student attendance, behavior referrals, suspension rates, and disciplinary reports every month to discern trends in student engagement</li> <li>- Progress monitor the students who participate in CICO, SAIPs, and other Tier II interventions to see if there is improvement in student behavior/attendance</li> <li>- On a quarterly basis, the school team will analyse students' attendance and suspension data to determine progress towards end of year goals</li> </ul>		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Clarify who's on the climate team and their roles and responsibilities for the merging of climate/attendance meetings (e.g., AP, Dean, climate liaisons, attendance designee, STEP case managers, STEP social worker, the nurse)	7/1/2021	8/1/2021	Prin. Edwards and AP Fields	Handbook of roles and responsibilities; one comprehensive climate team agenda document and tracker	N	
Identify a consistent funding source for PBIS incentives (i.e. a community sponsor, crowd funding)	7/1/2021	9/20/2021	Ms. Wainwright (Dean)	Philly Fundamentals Website	N	
Set up a Philly Fundamentals page to collect PBIS funding for the year	7/1/2021	9/20/2021	AP Fields	Philly Fundamentals Website, school website, social media	N	
Establish CICO team meeting schedule	7/1/2021	8/1/2021	AP Fields	roster and prep schedule	N	
Prepare and distribute a monthly school calendar and newsletter to parents	8/1/2021	6/14/2022	Ms. Howard, AP Fields, Ms. Wainwright, counselors, STEP, SISL	school calendar, SIS	N	
The climate team will work together to outline Heston's system for providing consistent incentives for all students that apply to both behavior and attendance	8/1/2021	8/30/2021	Ms. Wainwright (Dean) and AP Fields	PBIS	N	
Create a school-wide calendar of incentives (i.e weekly, monthly, quarterly, etc.)	8/1/21	8/31/2021	Ms. Wainwright (Dean), AP Fields, Climate Liaisons, and PBIS Team	SDP calendar	N	
Reach out to parents about the school schedule so that all families understand the expectations for attendance - (provide middle school students with their rosters to carry with them)	8/23/2021	9/20/2021	Ms. Howard (Attendance Designee), SISL, and attendance team	Lanyards, rosters	N	
Provide PD on increasing staff use of behavior expectations language, including staff use of positive behavior praise	8/23/2021	9/7/2021	PBIS Team	PBIS Plan	Y	
Re-visit behavior expectations with students, staff, and families three times a year	8/31/2021	4/20/2022	Ms. Wainwright (Dean), AP Fields, Climate Liaisons, and PBIS Team	PBIS Plan	N	
In alternating climate/attendance team meetings, utilize a team meeting protocol to analyze "hot spots" in the tracker, determine a plan for addressing these hot spots, and revisit this data 1-2 weeks later to see if there is a reduction in incidents	8/31/21	6/14/2022	Climate tracker (all behavior responses that occurred by homeroom, grade, teacher), merged with the ACW tracker	SIS, tracker, referrals, MTSS	N	
At the end of each quarter, share disaggregated tier 1 PBIS data with school staff as well as CICO intervention outcome data	8/31/21	6/14/2022	Ms. Wainwright (Dean), AP Fields, Climate Liaisons, and PBIS Team	SIS, tracker, referrals, MTSS	N	
Administer a Back to School survey to collect parent and student feedback to support schoolwide climate goals	8/31/21	9/30/2021	Ms. Wainwright (Dean), AP Fields, Climate Liaisons, and PBIS Team	survey	N	
The climate team will determine the criteria for referring students to Saturday Academy, the plan for attending Saturday Academy, and when they can "exit" the Saturday Academy intervention	9/15/2021	9/30/2021	Ms. Wainwright, Ms. Fields, STEP case managers, social workers, climate liaisons, counselors	SIS, referrals, MTSS	N	
The climate team will identify students who missed 6+ days for a SAIP meeting and work with the truancy provider around additional resources needed to support students based on their barriers to attendance	9/30/2021	6/1/2022	Ms. Howard (Attendance Designee) and Intercultural Center	SIS, referrals, MTSS	N	
Heston will continue their Saturday Academy, which will support students with identified problematic behaviors and/or low attendance via MTSS (where they can make up the work that they missed and the time lost from class)	10/1/2021	6/14/2022	Ms. Wainwright, Ms. Fields, Mr. Harris (social worker)	SIS, referrals, MTSS	N	
As a result of monthly PBIS implementation checks (including a review of how ClassDojo is used across grades), teachers will receive feedback on PBIS actions that can be improved and therefore demonstrate tighter alignment to the PBIS goals over time.	10/1/2021	6/14/2021	PBIS Team	PBIS Plan, SIS	N	
Match CICO to student needs as a result of SAIP, behavior, academics, arrives late to school frequently, elopes	10/1/21	6/14/2022	PBIS Team	CICO form	N	
Implement a formal process for teaching staff, students, mentors, and families how to implement CICO	10/1/2021	10/30/2021	PBIS team	CICO plan	N	
Allow time for teachers to provide CICO feedback at the end of the each period to administer the areas of concerns	10/10/2021	6/14/2021	School administration	Daily report trackers	Y	
Utilize a Daily Progress Report that includes goal and school-wide expectations	10/10/2021	6/14/2021	PBIS team	Daily Progress Report trackers	N	
After 30 days of issuing a SAIP, the climate/attendance team will review students' attendance data to determine if progress has been made and if progress monitoring will continue	10/30/2021	6/1/2022	Ms. Howard, Ms. Wainwright, Ms. Fields, STEP case managers, social workers, 2 counselors	SIS, referrals, MTSS	N	

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	If after 45 days, students have not made attendance progress, then the team will determine another attendance intervention based on students' barriers. If the barriers cannot be addressed, then students will be referred to the Office of Truancy	11/15/2021	6/1/2022	Ms. Howard, STEP case managers, social workers, 2 counselors	SIS, referrals, MTSS	N
	Conduct direct assessments of fidelity of CICO implementation	5/1/2022	5/30/2022	PBIS team	CICO implementation look fors	Y

**Edward Heston - Comprehensive Plan: Strategies and Action Steps**

Evidence Based Strategy #1:						
Relationships First (Focus: Tier I Climate Framework)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 1	As a result of our focus on decreasing negative behaviors, as a school, we were not able to provide consistent positive reinforcement effectively in grades K-8 to reward students for appropriate behaviors and increase attendance.	At least _% of all 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	As a result of our focus on decreasing negative behaviors, as a school, we were not able to provide consistent positive reinforcement effectively in grades K-8 to reward students for appropriate behaviors and increase attendance.	At least _% of students 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			
Faculty/staff will implement strategies for trauma-informed, restorative practices across the Tier I setting in alignment with a cohesive, schoolwide vision for restorative practices. Students will use self-regulating strategies which will result in less student-to-student conflicts.			<ul style="list-style-type: none"> <li>- Check for the alignment between PD agendas and trends from formal and informal classroom visits, as well as visits to classes during CBC, to ensure that RF PD strategies are transferring over to classroom practice</li> <li>- Use the debrief sessions with youth leaders to determine their sense of self-efficacy in facilitating the CBC process</li> <li>- On a weekly basis, the climate team will examine climate data (i.e. student referrals, detention, etc) to see if teachers are effectively leverage restorative strategies as the first step towards resolving behavioral concerns</li> <li>- Progress monitor the students who participate in Saturday Academy and other interventions to see if there is improvement in student behavior/attendance</li> <li>- On a quarterly basis, the school team will analyse students' attendance and suspension data to determine progress towards end of year goals</li> </ul>			
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
Tier I Climate Team will now include the PBIS/RF teams to ensure that team members are aware of their roles and responsibilities with respect to PBIS, RF, Climate and MTSS Tier 1 expectations	8/1/21	8/31/2021	Administration	Staff handbook outlining team roles and responsibilities	Y	
Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC) 45 minutes per week, and this time will be used to converse with students (using talking sticks and equity of voice) on issues related to SEL, trauma, climate concerns, relationship building, and celebrations of student successes .	8/9/2021	8/31/2021	Roster Chair	School schedule and student rosters	N	
Ensure that the school's progressive discipline policy includes restorative interventions as the first response to discipline concerns, including restorative conversations (RC), that must be used prior to writing an ODR	8/9/2021	8/31/2021	Ms. Wainwright, RF Coach	Staff and student handbook with the discipline policies	N	
Train this Tier I Climate Team in CBC (community building circles), RC (restorative conversations), & Trauma-informed strategies as a Tier I Relationships First strategy, procedures, and expectations in preparation for school-wide PD	8/9/2021	8/31/2021	RF Coach	RF training materials	Y	
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, including a plan for how to incorporate trauma informed strategies as part of this model	8/9/21	8/31/2021	Ms. Wainwright, RF Coach	RF training materials	Y	
Train all staff on CBC (community building circles), RC (restorative conversations), & Trauma-informed strategies as a Tier I Relationships First strategy procedures, and expectations (this includes training for front-office staff, custodians, and SSOs)	8/9/2021	8/31/2021	Ms. Wainwright, Tier 1 Climate Team (Climate Liaisons, STEP, Counselors, etc)	RF training materials	Y	
Teachers will implement at least one CBC weekly, and utilize these skills in their classrooms when conflict issues arise.	9/1/2021	6/14/2022	Teachers		N	
The Tier I Climate Team will meet weekly to review student referrals and other climate data to verify teachers are effectively using CBC as a strategy before referring for additional MTSS support	9/1/2021	6/14/2022	Tier I Climate Team (Climate Liaisons, STEP, Counselors, etc)	Referral data, climate team trackers, climate team meeting agendas and protocols	Y	
Identify & Train Middle Years Youth Leaders in CBC for the purpose of including student voice in leadership	10/1/21	11/30/21	Ms. Wainwright, Climate Team (Climate Liaisons, STEP, Counselors, etc)	Identification criteria for youth leaders	N	
For chronically truant Middle Years students, teachers and/or Tier I Climate Team will conduct CBC to address student attendance and the impact on academic success	10/1/21	6/14/2022	Tier I Climate Team (Climate Liaisons, STEP, Counselors, etc)	Student attendance data	N	
Create a plan for ongoing support and coaching for the Tier 1 Climate Team after collecting a reviewing varied data sources on the successes and challenges in the CBC & RC implementation	11/30/21	2/1/2022	RF Coach	Data from classroom observations	N	
Support Middle Years Youth Leaders in facilitating the CBC to foster leadership skills and to empower students to own their own conflict resolution and problem-solving processes	12/1/21	6/14/22	Student Leaders, Ms. Wainwright, Mr. Harris		N	
Train staff on RJ (Racial Justice) Equity To Liberation module 1 PD Series to foster a deeper understanding the explicit inequalities and biases existing in our schools, and begin to do the work in our school to address these inequalities	1/1/22	6/14/2022	RF Coach	Equity to Liberation module materials; PD schedule	Y	




**Edward Heston - Comprehensive Plan: Strategies and Action Steps**

Evidence Based Strategy #1:						
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	As a result of our focus on decreasing negative behaviors, as a school, we were not able to provide consistent positive reinforcement effectively in grades K-8 to reward students for appropriate behaviors and increase attendance.	At least % of all 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	As a result of our focus on decreasing negative behaviors, as a school, we were not able to provide consistent positive reinforcement effectively in grades K-8 to reward students for appropriate behaviors and increase attendance.	At least % of students 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			
Faculty/staff will continue to implement community meetings as a means for developing student relationships and strong classroom community/identity, and utilize this time effectively to both check in with students and also provide student wellness supports. Students will develop positive bonds with each other and with the teacher as a result of community meetings.			- Monthly student wellness surveys will be administered to students to determine trends in student needs, and community meeting topics will be monitored each month to determine alignment to these needs. - Informal observations of community meetings will randomly occur each week by a member of the			
	<b>Action Steps</b>	<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>	<b>Lead Person/Position</b>	<b>Materials / Resources Needed</b>	<b>PD Step?</b>
	Establish Community Meeting schedule for each grade to allow for 30 minute check-ins each morning	8/9/2021	8/31/2021	Roster Chair	School schedule	N
	Retrain staff in Community Meeting as a method for building classroom community and identity (and its connections to social-emotional learning, the RF model, PBIS, and CICO)	8/9/2021	8/31/2021	Ms. Wainwright	Community Meeting training materials from the Office of Climate	Y
	Adapt the District's Year-Long calendar of CM topics and responsibilities based on Heston's students' needs	8/9/2021	8/31/2021	Tier I Climate Team	SDP Calendar of CM Topics	N
	Implement Community Meetings each morning	8/31/21	6/14/2022	All teachers	Heston's Calendar of CM Topics	N
	Revisit Community Meeting calendar weekly during Common Planning Time with teachers and revise as needed based on teacher feedback on student needs	10/1/2021	6/1/2022	Ms. Wainwright, Tier 1 Climate Team	Heston's Calendar of CM Topics	N
	Progress monitor implementation of Community Meeting by having staff fill out a "check for understanding" survey on a quarterly basis	10/1/2021	6/1/2022	Ms. Wainwright, Tier 1 Climate Team	SDP Survey	N
	Incorporate Student Well-Being Survey once a month in Community Meeting, which is a 5 minute survey administered to students to track how they are doing socioemotionally	10/1/2021	6/14/2022	Teachers	Student Well-Being Survey	N
	Make a plan for ongoing coaching and support of the Community Meeting Process in collaboration with the Acceleration Network Climate and Culture Coach and with the RF Coach	11/1/2021	2/1/2022	Ms. Wainwright, AN CCC, RF Coach	Data from teachers' check for understanding survey	N

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	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
<b>BOARD GOAL 1</b>	At least <b>18%</b> of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 9% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 12% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 18% 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 <b>21%</b> of grade 3 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 15% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 18% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 21% 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 <b>8%</b> 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 6% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 7% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 8% 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>95% ATTENDANCE GOAL</b>	At least <b>30%</b> of all students will attend school 95% of days or more	At least 45% of all students will attend school 95% of days or more in Q1.	At least 40% of all students will attend school 95% of days or more in Q2.	At least 35% of all students will attend school 95% of days or more in Q3.	At least 30% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
<b>90% ATTENDANCE GOAL</b>	At least <b>59%</b> of all students will attend school 90% of days or more	At least 68% of all students will attend school 90% of days or more in Q1.	At least 65% of all students will attend school 90% of days or more in Q2.	At least 62% of all students will attend school 90% of days or more in Q3.	At least 59% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				
<b>ZERO SUSPENSION GOAL</b>	At least <b>90%</b> of students will have zero out-of-school suspension	At least 97% of students will have zero out-of-school suspensions in Q1.	At least 94% of students will have zero out-of-school suspensions in Q2.	At least 92% of students will have zero out-of-school suspensions in Q3.	At least 90% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				