

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	6270		
Name of School	Jenks Academy for Arts and Sciences		
Neighborhood Network	Network 6		
Assistant Superintendent	Kimberly Newman		
ESSA Federal Designation	Non-Designated		
Admission Type	Neighborhood		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	No Designation		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A		
Principal Name	Mary Lynskey		
Years as Principal	13		
Years as Principal at this School	13		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Mary Lynskey	School District of Philadelphia	mwilliamslynkey@philasd.org
Principal	Mary Lynskey	School District of Philadelphia	mwilliamslynkey@philasd.org
Additional Leadership Team Representative	Alice Goldsmith	School District of Philadelphia	acgoldsmith@philasd.org
Math Content Specialist/Teacher Leader	Jessica Stein	School District of Philadelphia	jholiday-stein@philasd.org
Literacy Content Specialist/Teacher Leader	Rachel Ryan	School District of Philadelphia	raivey@philasd.org
Science Content Specialist/Teacher Leader	Margaret Conway	School District of Philadelphia	mconway@philasd.org
School-based Climate Representative	Robert Kenyon	School District of Philadelphia	rkenyon@philasd.org
Parent	Roberta Frempong	Parent	roberta.frempong@gmail.com
Community member	Carol Tyler	Chestnut Hill Rotary	cctyler@comcast.net
Business partner (other than parent or community member)	Monica Padilla	Temple University	mhankins@temple.edu
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Leya Egea-Hinton	School District of Philadelphia	legeahinton@philasd.org
Special Education Case Manager	Jennifer Katz	School District of Philadelphia	jenkatz@philasd.org
Network Attendance Coach	Michaela Finkelstein	School District of Philadelphia	mfinkelstein@philasd.org
Network Culture and Climate Coach	Howard Marcus	School District of Philadelphia	hcmarcus@philasd.org
Grants Compliance Monitor	Molly Byer	School District of Philadelphia	mbyer@philasd.org
Central Office Talent Partner	Laurese Harper	School District of Philadelphia	lharper@philasd.org
Network Early Literacy/Literacy Director	Antoine O'Karma	School District of Philadelphia	aokarma@philasd.org
Network Professional Learning Specialist	Martha Schlatter	School District of Philadelphia	mdschlatter@philasd.org
Prevention and Intervention Liaison	Lynda Larubio	School District of Philadelphia	lsupplee@philasd.org
PBIS Coach (if applicable)	NA	NA	NA
Relationships First Coach (if applicable)	NA	NA	NA
Youth Court Coach (if applicable)	NA	NA	NA
Community School Coordinator (if applicable)	NA	NA	NA
Multilingual Manager	Maria Alessandra Villella	School District of Philadelphia	mvillella@philasd.org
EL Point Person	Shelcia Collier	School District of Philadelphia	scollier@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>Our Vision</p> <ul style="list-style-type: none"> To engage students where their strengths and talents lie so that they may experience success and build confidence to take on new challenges. To remove the walls and bells from the learning by offering experiences outside the classroom and school day to develop the habit of seeing learning opportunity everywhere To encourage students to seek to learn out of passion not requirement. They will be self-driven to discover, have a hunger to explore, and a confidence to take risks. 			

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%	30.3%	24.2%	45.5%	39	97.0%	28.1%	25.0%	46.9%				
1st	93.4%	52.6%	17.5%	29.8%	43	91.9%	50.9%	17.5%	31.6%				
2nd	96.0%	77.1%	14.6%	8.3%	60	86.3%	81.8%	6.8%	11.4%				
3rd	98.0%	49.0%	20.4%	30.6%	50	86.0%	48.8%	18.6%	32.6%				
4th	90.3%	64.3%	21.4%	14.3%	47	88.7%	60.0%	9.1%	30.9%				
5th	91.5%	44.2%	23.3%	32.6%	42	85.4%	63.4%	14.6%	22.0%				
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	98.3%	42.1%	10.5%	8.8%	38.6%	43	100.0%	37.2%	20.9%	20.9%	20.9%		
7th	95.0%	36.8%	15.8%	26.3%	21.1%	46	98.3%	49.1%	19.3%	15.8%	15.8%	67	
8th	96.3%	30.8%	26.9%	28.8%	13.5%	46	92.6%	32.0%	10.0%	34.0%	24.0%	11	
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%	39.4%	30.3%	30.3%	55	97.0%	21.9%	37.5%	40.6%				
1st	93.4%	49.1%	26.3%	24.6%	59	91.9%	38.6%	33.3%	28.1%				
2nd	96.0%	70.8%	10.4%	18.8%	48	88.2%	86.7%	8.9%	4.4%				
3rd	98.0%	34.7%	22.4%	42.9%	41	86.0%	37.2%	20.9%	41.9%				
4th	90.3%	53.6%	14.3%	32.1%	46	88.7%	50.9%	23.6%	25.5%				
5th	93.6%	43.2%	20.5%	36.4%	48	83.3%	45.0%	15.0%	40.0%				
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	94.8%	43.6%	12.7%	7.3%	36.4%	39	97.7%	42.9%	14.3%	26.2%	16.7%	99	
7th	97.5%	30.8%	23.1%	17.9%	28.2%	41	89.7%	55.8%	17.3%	13.5%	13.5%	28	
8th	96.3%	40.4%	17.3%	28.8%	13.5%	44	98.1%	54.7%	15.1%	15.1%	15.1%	57	
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	73.4%	74.2%	70.9%	66.2%	75.3%	75.0%	74.2%	74.9%	All students	100.0%	99.8%	99.8%	
90-95% days	13.4%	18.5%	22.2%	26.3%	13.4%	18.5%	18.5%	18.1%	Black/Afr Amer	100.0%	99.8%	99.8%	
85-90% days	5.4%	4.0%	3.4%	3.6%	3.9%	3.7%	4.0%	3.8%	Hispanic/Latino	100.0%	100.0%	100.0%	
80-85% days	1.9%	1.3%	2.3%	1.7%	0.9%	1.5%	1.3%	1.3%	Asian	100.0%	100.0%	100.0%	
<80% days	5.8%	1.9%	1.3%	2.1%	6.5%	1.3%	1.9%	1.9%	White	100.0%	100.0%	100.0%	

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

PBIS - New Schools (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	Black student proficiency in ELA is -4.2% compared to schoolwide because there has been a disconnect between teachers understanding the curriculum to not only support students during whole group instruction but how to tailor reteaching to SGI based on well developed plans put in place and followed with fidelity.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 1	(please type a Why statement here for this goal)	Attendance goal	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

The school uses multiple evidence-based methods of collecting data, such as surveys, observational methods and behavior reports, that recognize the range of factors that shape school climate (e.g. social norms, school connectiveness, sense of safety, discipline, learning/teaching leadership, absence rates and mobility) and shares the results regularly with the school community.

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?
Build a PBIS team	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Establish team operating procedures	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Schedule for entire PBIS Team to attend 3 full days of training throughout the year	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Re-visit behavior expectations with students, staff, and families	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Increase staff knowledge of behavior expectations	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Increase staff use of behavior expectations language	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Behavior expectations teaching system	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Inclusively teaching behavior expectations	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Increase staff use of behavior specific praise	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Increase the praise to corrections ratio	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Increase staff use of tangible reinforcements	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Create a school-wide calendar of incentives (i.e weekly, monthly, quarterly, etc.)	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Develop and adopt problem behavior definitions	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Train staff on use of problem behavior definitions	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Develop discipline policies including behavior flowchart	9/1/2021	6/1/2022	Principal, Leadership Team	SDP PBIS program materials and training	Y
Train staff on usage of behavior flowchart	9/1/2021	6/1/2022	Principal, Leadership Team	SDP PBIS program materials and training	Y
Allot time for beginning of year PBIS staff training	9/1/2021	6/1/2022	Principal	SDP PBIS program materials and training	Y
Schedule time for PBIS staff training boosters throughout the year	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Adopt tier 1 classroom procedures	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Soliciting feedback and acknowledgement	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Share tier 1 data with school staff	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Develop strategies to incorporate family & community voice and involvement	9/1/2021	6/1/2022	Principal, Leadership Team	SDP PBIS program materials and training	Y
Develop strategies to incorporate student voice and involvement	9/1/2021	6/1/2022	Principal, Leadership Team	SDP PBIS program materials and training	Y
Train staff on classroom managed (minor form) data entry into SIS	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Train staff on major office discipline data entry into SIS	9/1/2021	6/1/2022	Principal	SDP PBIS program materials and training	Y
Development of at least monthly Team Initiated Problem Solving meetings	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Fidelity data collection and usage	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Complete annual Tiered Fidelity Inventory	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y
Designate time & complete the self-assessment survey	9/1/2021	6/1/2022	Principal, Counselor	SDP PBIS program materials and training	Y

Jenks Academy for Arts and Sciences [6270] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 54% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 51% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 52% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 53% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 54% 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 50% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 44% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 46% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 48% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 50% 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 32% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 28% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 28% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 30% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 32% 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 75% of all students will attend school 95% of days or more	At least 95% of all students will attend school 95% of days or more in Q1.	At least 85% of all students will attend school 95% of days or more in Q2.	At least 80% of all students will attend school 95% of days or more in Q3.	At least 75% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
90% ATTENDANCE GOAL	At least 15% of all students will attend school 90% of days or more	At least 11% of all students will attend school 90% of days or more in Q1.	At least 12% of all students will attend school 90% of days or more in Q2.	At least 13% of all students will attend school 90% of days or more in Q3.	At least 15% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				