

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	1280		
Name of School	Sadie Alexander School		
Neighborhood Network	Network 2		
Assistant Superintendent	Rahshene Davis		
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.)	University of Pennsylvania		
Principal Name	Lauren Overton		
Years as Principal	5		
Years as Principal at this School	1		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Lauren Overton	Penn Alexander	loverton@philasd.org
Additional Leadership Team Representative	Theresa Knight	Penn Alexander	tknight@philasd.org
Math Content Specialist/Teacher Leader	Ashley Umberger	Penn Alexander	aumberger@philasd.org
Literacy Content Specialist/Teacher Leader	Melissa Trusty	Penn Alexander	mtrusty@philasd.org
Science Content Specialist/Teacher Leader	Stephanie Kearney	Penn Alexander	skearney@philasd.org
School-based Climate Representative	Kristin Johnson and Theresa Knight	Penn Alexander	kdjones@philasd.org
Parent	Jessica McCollum	Penn Alexander	jkmccollum@gmail.com
Community member	Dr. Kreidle	UPenn	kreidlea@upenn.edu
Business partner (other than parent or community member)	Monica Caulkins	Penn Medicine	mcaulkins@pennmedicine.upenn.edu
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Sean Carr	Planning and Evidence-Based Supports	scarr@philasd.org
Special Education Case Manager	Christine Feeney	Office of Specialized Services	ccfeeney@philasd.org
Network Attendance Coach	Michaela Finkelstein	Attendance and Truancy Office	mfinkelstein@philasd.org
Network Culture and Climate Coach	Jasmine Council	Office of School Climate and Culture	jcouncil@philasd.org
Grants Compliance Monitor	Valbona Parlaku	Office of Grant Compliance	vparlaku@philasd.org
Central Office Talent Partner	Julie Skrocki	Office of Talent Support Services	jskrocki@philasd.org
Network Early Literacy/Literacy Director	Megan Conley	Office of Curriculum and Instruction	mebarth@philasd.org
Network Professional Learning Specialist	Melissa Gude	Learning Network 2	mgude@philasd.org
Prevention and Intervention Liaison	Korbin Reynolds	Office of Prevention and Intervention	kreynolds@philasd.org
PBIS Coach (if applicable)	N/A	N/A	N/A
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	Office of Multilingual Curriculum and Programs	hmizrachi@philasd.org
EL Point Person	Tia Larese	Penn Alexander	tlarese@philasd.org
<p><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> <p>By providing an equitable and purposeful learning experience that pushes us to build a just community, we ensure that all students are prepared for a vibrant future, responsible to each other, our city, and our world. Our school serves as a learning hub of professional practice for Philadelphia educators seeking to maximize their own and their students' growth, and a space for our school community to come together to grow and learn.</p>			

### ADDITIONAL DATA ANALYSIS

Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers.

#### ELA Assessment Data (Leading Indicators for Board Goals #1-2, and 4)

AIMSweb Reading Gr K-5 Data (Click for link to data)

aimsweb Reading	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
<b>K</b>	100.0%	44.3%	24.1%	31.6%	42	96.3%	40.3%	28.6%	31.2%
<b>1st</b>	100.0%	89.3%	6.7%	4.0%	63	96.1%	91.9%	0.0%	8.1%
<b>2nd</b>	100.0%	86.1%	6.9%	6.9%	44	100.0%	87.5%	4.2%	8.3%
<b>3rd</b>	100.0%	87.3%	4.2%	8.5%	54	98.6%	83.1%	8.5%	8.5%
<b>4th</b>	100.0%	96.7%	0.0%	3.3%	59	98.4%	91.8%	4.9%	3.3%
<b>5th</b>	98.0%	87.5%	6.3%	6.3%	60	98.0%	79.6%	10.2%	10.2%

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
<b>6th</b>	96.6%	62.5%	12.5%	14.3%	10.7%	51	100.0%	82.7%	7.7%	7.7%	1.9%	
<b>7th</b>	100.0%	77.6%	6.1%	10.2%	6.1%	57	97.9%	83.0%	6.4%	4.3%	6.4%	53
<b>8th</b>	100.0%	81.3%	6.3%	4.2%	8.3%	59	100.0%	64.4%	15.6%	4.4%	15.6%	

#### 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
<b>K</b>	97.5%	61.0%	19.5%	19.5%	54	96.3%	59.7%	15.6%	24.7%
<b>1st</b>	100.0%	78.7%	9.3%	12.0%	64	96.1%	70.3%	18.9%	10.8%
<b>2nd</b>	100.0%	83.3%	6.9%	9.7%	55	100.0%	84.7%	2.8%	12.5%
<b>3rd</b>	98.6%	77.1%	10.0%	12.9%	50	98.6%	76.1%	12.7%	11.3%
<b>4th</b>	96.7%	86.4%	10.2%	3.4%	58	98.4%	85.2%	8.2%	6.6%
<b>5th</b>	100.0%	69.4%	8.2%	22.4%	51	98.0%	65.3%	12.2%	22.4%

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
<b>6th</b>	94.8%	69.1%	10.9%	7.3%	12.7%	62	100.0%	82.7%	7.7%	7.7%	1.9%	50
<b>7th</b>	98.0%	83.3%	8.3%	4.2%	4.2%	52	100.0%	81.3%	10.4%	4.2%	4.2%	56
<b>8th</b>	95.8%	91.3%	2.2%	2.2%	4.3%	61	100.0%	80.0%	6.7%	6.7%	6.7%	

### 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
<b>95%+ days</b>	92.9%	85.9%	84.9%	80.0%	94.0%	81.2%	85.9%	83.0%	<b>All students</b>	99.8%	99.3%	99.1%
<b>90-95% days</b>	4.7%	11.5%	12.7%	15.7%	3.8%	15.7%	11.5%	14.5%	<b>Black/Afr Amer</b>	100.0%	100.0%	100.0%
<b>85-90% days</b>	0.9%	1.7%	1.7%	2.6%	0.9%	2.1%	1.7%	2.1%	<b>Hispanic/Latino</b>	100.0%	100.0%	97.0%
<b>80-85% days</b>	0.7%	0.7%	0.3%	1.2%	0.5%	0.9%	0.7%	0.2%	<b>Asian</b>	99.2%	99.2%	99.2%
<b>&lt;80% days</b>	0.9%	0.2%	0.3%	0.5%	0.9%	0.2%	0.2%	0.3%	<b>White</b>	100.0%	98.8%	98.7%

**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	Our Black/African American students in grades 3-8 are disproportionately underrepresented among our students who scored proficient/advanced on the ELA PSSA because we need to provide individualized support and interventions through a variety of strategies including culturally relevant pedagogy, small group instruction, and the new curriculum we have adopted.	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

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

We will see a consistent approach to a cycle of teaching and learning. We will evaluate data and adjust instruction to meet all students' needs. School based teacher leaders and coaches will support teachers through coaching and differentiated support.	We will monitor the implementation of this strategy through formative and summative assessment data, walkthroughs, observations, and leader/teacher reflection on the teaching and learning cycle.
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Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Engage leaders and staff in professional learning to learn the expectations for implementation of MTSS.	08/23/2021	8/31/2021	Principal, SPECM, SBTLs	PD Schedule	Y
Teachers will receive PD at the start of the school year around (1) which assessment reports to utilize for identifying class-level learning needs by content, standard, concept, and skill and (2) adjusting instruction based on that class-level data analysis	08/23/2021	8/31/2021	Principal, SPECM, SBTLs	PD Schedule, training materials	Y
District assessments will be administered quarterly to identify class-level instructional needs for Math and Reading	08/31/2021	5/31/2022	Principal, SPECM, SBTLs	District assessment, assessment calendar	N
In collaboration with the Counselor, ESOL Teacher, SPECM and Special Education teacher, teachers will use observation & feedback data, student data, and parental/guardian/agency input to determine the instructional areas to support, by content, by standard, by concept, and by skill.	08/31/2021	6/15/2022	Principal, SPECM, SBTLs	Student data, standards	N
Assessment data will be analyzed during CPT using SDP data analysis protocols	08/31/2021	6/15/2022	Principal, SPECM, SBTLs	Student assessment data	N
Identify evidenced-based instructional strategies, that align to the instructional needs, and a process and schedule for progress monitoring.	10/01/2021	6/15/2022	Principal, SPECM, SBTLs	District assessment, student data	N

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #2:						
ELA Framework (Focus: Tier I Academics)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Board Goal 2	Our Black/African American students in Grade 3 are disproportionately underrepresented among our students who scored proficient/advanced on the ELA PSSA because we need to provide individualized support and interventions through a variety of strategies including culturally relevant pedagogy, small group instruction, and the new curriculum we have adopted.	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			
All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school. Teachers are trained in culturally relevant teaching strategies that impact student engagement, and they are implementing these strategies during planning and instruction.			We will monitor the implementation of this strategy through formative and summative assessment data, walkthroughs, formal/informal observations, peer observations, and leader/teacher reflection on the teaching and learning cycle.			
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Align the school's schedule to expectations for ELA instructional minutes.	08/01/2021	8/31/2021	Principal, SBTLs	ELA Framework	N
	Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the frameworks.	08/23/2021	8/31/2021	Principal, SBTLs	PD Schedule	N
	Align Framework & Curriculum implementation to the professional learning expectations and focus.	08/23/2021	6/15/2022	Principal, SBTLs, SPECM	ELA Framework, CPT schedule, PD schedule	N
	Integrate Cultivating Genius Framework for lesson planning to support culturally relevant planning and instruction.	08/31/2021	6/15/2022	Principal, SBTLs	Cultivating Genius Framework	N
	Implement an observation & feedback schedule that will identify trends in data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	08/31/2021	6/15/2022	Principal, SBTLs	Cornerstone, observation tracker	N
	Collect a triangulation of data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	08/31/2021	6/15/2022	Principal, SBTLs, SPECM	District assessments, classroom assessments, observation feedback, lesson plan feedback	N
	Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	08/31/2021	6/15/2022	Principal, SBTL	CPT schedule, PD schedule	N
	Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	08/31/2021	6/15/2022	Teachers	Lesson plans, ELA Framework, Quarters at a Glance	N
	Analyze student data to monitor progress towards meeting expected student outcomes.	08/31/2021	6/15/2022	Principal, SBTLs, SPECM, Teachers	District assessments, classroom assessments, progress monitoring data	N

### Comprehensive Plan: Strategies and Action Steps

#### Evidence Based Strategy #3:

#### Evidence-based Small Group Interventions (Focus: Tiers II/III Climate)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	The percentage of economically disadvantaged students who scored proficient/advanced on the Math PSSA decreased because we need our math lead teacher to continue to build our teachers' capacity to provide small group instruction, math interventions, and the new math curriculum with fidelity.	At least _% of all students will attend school 95% of days or more.	EP13: Implement a multi-tiered system of supports for academics and behavior
Additional Goal 2	The percentage of economically disadvantaged students who scored proficient/advanced on the Math PSSA decreased because we need our math lead teacher to continue to build our teachers' capacity to provide small group instruction, math interventions, and the new math curriculum with fidelity.	At least _% of students will have zero out-of-school suspensions.	EP13: Implement a multi-tiered system of supports for academics and behavior
Board Goal 3	The percentage of economically disadvantaged students who scored proficient/advanced on the Math PSSA decreased because we need our math lead teacher to continue to build our teachers' capacity to provide small group instruction, math interventions, and the new math curriculum with fidelity.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP13: Implement a multi-tiered system of supports for academics and behavior

#### Anticipated Outputs (link out to EP Look Fors)

#### Monitoring/Evaluation

School resources and staff are strategically aligned and matched to students needs based on screening and progress monitoring data. Evidence-based small group interventions are implemented with fidelity to address students with Tier II and Tier III attendance and behavior needs.

We will monitor implementation and effectiveness of this strategy using our intervention tracker, the Early Warning Indicator report, qualitative observations from teachers during SEL time and throughout the day, and attendance and academic data from Qlik, Schoolnet, and SIS.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Provide an overview to school leadership team in small group interventions.	08/01/2021	8/31/2021	Prevention and Intervention	Training materials	N
Identify tier 2 team members.	08/01/2021	8/31/2021	Principal, Dean, Counselor	Tier 2 team members	N
Establish tier 2 team meeting schedule.	08/01/2021	8/31/2021	Principal, Dean, Counselor	Calendar, Tier 2 team	N
Determine a method to identify students in need of tier 2 supports Identification of needs is driven by student data within the MTSS process.	08/31/2021	10/31/2021	Principal, Dean, Counselor	Student data	N
Place students in appropriate small group interventions.	11/1/2021	1/31/2022	Principal, Dean, Counselor	Student data, Interventions	N
Support training of intervention providers (counselor, climate manager, social worker) in identified small group intervention .	08/31/2021	10/31/2021	Prevention and Intervention, Principal, Dean, Counselor	Training materials	N
Support and train staff on behavior planning in SIS to progress monitor intervention effectiveness.	08/23/2021	10/31/2021	Principal, Dean, Counselor	SIS, PD Schedule	Y

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #4:						
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	The percentage of economically disadvantaged students who scored proficient/advanced on the Math PSSA decreased because we need our math lead teacher to continue to build our teachers' capacity to provide small group instruction, math interventions, and the new math curriculum with fidelity.	At least ___% of all students will attend school 95% of days or more.	EP13: Implement a multi-tiered system of supports for academics and behavior			
Additional Goal 2	The percentage of economically disadvantaged students who scored proficient/advanced on the Math PSSA decreased because we need our math lead teacher to continue to build our teachers' capacity to provide small group instruction, math interventions, and the new math curriculum with fidelity.	At least ___% of students will have zero out-of-school suspensions.	EP13: Implement a multi-tiered system of supports for academics and behavior			
Board Goal 3	The percentage of economically disadvantaged students who scored proficient/advanced on the Math PSSA decreased because we need our math lead teacher to continue to build our teachers' capacity to provide small group instruction, math interventions, and the new math curriculum with fidelity.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP13: Implement a multi-tiered system of supports for academics and behavior			
<b>Anticipated Outputs (link out to EP Look Fors)</b>			<b>Monitoring/Evaluation</b>			
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. Leadership and staff are provided continuous professional development to develop and sustain practices related to national school climate standards.			We will monitor the implementation and effectiveness of this approach using attendance and suspension data, meeting schedules, and district wide survey results.			
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Establish Community Meeting schedule for each grade	08/01/2021	8/31/2021	Principal, Dean, Counselor	Meeting schedule, Master roster	N
	Train staff in Community Meeting (and its connections to social-emotional learning)	08/23/2021	8/31/2021	Principal, Dean, Counselor	Training materials, PD Schedule	Y
	Create a Year-Long calendar of CM topics and responsibilities	08/01/2021	8/31/2021	Principal, Dean, Counselor	Calendar, CM resources	N
	Revisit Community Meeting calendar regularly during Common Planning Time and revise as needed	08/31/2021	6/15/2022	Principal, Dean, Counselor	CPT Schedule, Calendar	N
	Progress monitor implementation	08/31/2021	6/15/2022	Principal, Dean, Counselor	School Plan	N
	Incorporate Student Well-Being Survey	08/31/2021	6/15/2022	Principal, Dean, Counselor	Student Well-Being Survey	N
	Make a plan for ongoing coaching and support	08/31/2021	6/15/2022	Principal, Dean, Counselor	Self-Assessment Survey, Coaching Look fors docs	N

Sadie Alexander School [1280] 2021-2022 School Plan

		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1		At least 89.9% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 89.9% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 89.9% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 89.9% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 89.9% 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?				
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		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 2		At least 88.6% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 88.6% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 88.6% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 88.6% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 88.6% 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?				
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		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 3		At least 80.6% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 80.6% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 80.6% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 80.6% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 80.6% 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?				
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		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
95% ATTENDANCE GOAL		At least 90% of all students will attend school 95% of days or more	At least 98% of all students will attend school 95% of days or more in Q1.	At least 95% of all students will attend school 95% of days or more in Q2.	At least 92% of all students will attend school 95% of days or more in Q3.	At least 90% of all students will attend school 95% of days or more in Q4.
		Actual Performance				
		Met Target?				
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		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 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?				
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