THE	SCHO	OL DISTRICT OF PHI 2021-2022	LADELPHIA			
School-based Plai	nning T	ool (Phase 1 Root Ca	use Analysis and Budg	jet)		
School Grade Span		·	00-05			
ULCS Code			6220			
Name of School			Eleanor C. Emlen School			
Neighborhood Network			Network 6			
Assistant Superintendent	Assistant Superintendent					
ESSA Federal Designation			A-TSI			
Admission Type			Neighborhood			
District Classification (SGS- Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)		NA				
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)						
Principal Name			Tammy Thomas			
Years as Principal			8			
Years as Principal at this School			8			
		Planning Team				
Team Member Title		Team Member Name	Organization	Email Address		
Principal		Tammy Thomas	6220	tpiercethomas@philasd.org		
Additional Leadership Team Representative		Frank Slabinski	6220	faslabinski@philasd.org		
Math Content Specialist/Teacher Leader		Frank Slabinski	6220	faslabinski@philasd.org		
Literacy Content Specialist/Teacher Leader		Megan McHugh	6220	mecduffy@philasd.org		
Science Content Specialist/Teacher Leader		Chris Conallen	6220	cmconallen@philasd.org		
School-based Climate Representative		John Coats	6220	jcoats@philasd.org		
Parent		Sandria White	Emlen Parent	sandriawhite1@gmail.com		
Community member		Jan Deruiter	Philadelphia Children's Foundation	jan@phillykids.org		
Business partner (other than parent or community me	ember)	Carol Bates	Chestnut Hill Rotary Club	cbatesphoto@gmail.com		
Student (required for High Schools)		N/A	N/A	N/A		
Planning and Evidence-based Support (PESO) men	nber	Leya Egea-Hinton	LN6	legeahinton@philasd.org		
Special Education Case Manager		Lynda Larubio	LN6	lsupplee@philasd.org		
Network Attendance Coach		Michaela Finkelstein	LN6	mfinkelstein@philasd.org		
Network Culture and Climate Coach		Daniel Merin	LN6	dmerin@philasd.org		
Grants Compliance Monitor		Patty Nelson	Grants & Compliance Office	pnelson@philasd.org		
Central Office Talent Partner		Laurese Harper	Talent Office	lharper@philasd.org		
Network Early Literacy/Literacy Director		Toni O'Karma	LN6	aokarma@philasd.org		
Network Professional Learning Specialist		Martha Schlatter	LN6	mdschlatter@philasd.org		
Prevention and Intervention Liaison		Howard Marcus	LN6	hcmarcus@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		Maria Villella	LN6	mvillella@philasd.org		
EL Point Person		Frank Slabinski	6220	faslabinski@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.)

At Emlen Elementary School, our vision is to have all students experience grade level curriculum aligned to content standards. Teachers will analyze and use data for action planning and to drive instruction. Members of our school community will create a culture of learning and collaboration in order to best meet the needs of all of our students. Our goal is to prepare today's students to become tomorrow's leaders.

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	(Lea	ding lr	ELA	Asses	sment	Data	#1-2, ar							
	į	AIMSweb	Reading	Gr K-5	Data (Cli	ck for lin	k to data	1						
aimsweb		W	inter 2020-2	21			Fall 2	020-21						
Reading	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3					
K	94.6%	8.6%	11.4%	80.0%	44	84.4%	14.8%	18.5%	66.7%					
1st	94.6%	32.1%	11.3%	56.6%	47	89.3%	32.0%	4.0%	64.0%					
2nd	73.7%	38.1%	11.9%	50.0%	38	71.9%	53.7%	9.8%	36.6%					
3rd	93.0%	45.0%	7.5%	47.5%	46	86.4%	34.2%	28.9%	36.8%					
4th	75.0%	47.9%	14.6%	37.5%	46	68.8%	38.6%	25.0%	36.4%					
5th	92.5%	46.9%	16.3%	36.7%	45	85.2%	41.3%	21.7%	37.0%					
			Math	Asses	sment	Data								
	(1.6	ading					3, and	14)						
	(Le							)						
					<u>ata (Click</u>	<u>c for link</u>								
aimsweb		W	inter 2020-2	21			Fall 2	020-21						
Math	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3					
K	94.6%	22.9%	22.9%	54.3%	60	87.5%	10.7%	39.3%	50.0%					
1st	92.9%	28.8%	21.2%	50.0%	54	85.7%	27.1%	20.8%	52.1%					
2nd	87.7%	28.0%	14.0%	58.0%	37	78.9%	46.7%	11.1%	42.2%					
3rd	93.0%	15.0%	25.0%	60.0%	40	86.4%	13.2%	13.2%	73.7%					
4th	78.1%	22.0%	28.0%	50.0%	42	75.0%	33.3%	25.0%	41.7%					
5th	92.5%	26.5%	10.2%	63.3%	38	87.0%	14.9%	29.8%	55.3%					
						Cli	mate D	ata						
						Monthl	v Attend	ance Sna	nehote					
Annua	l Attenda	nce Dat	a (Click f	or link to	data)			ink to dat		Suspension D	ata (Click	for link t	to data)	
Attend (% of st		2020-21 YTD	2019-20	2018-19	2017-18	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% o students)		2018-19	2017-18	
95%+ days		53.3%	59.1%	45.0%	43.2%	54.4%	57.2%	59.1%	43.9%	All students	98.9%	97.8%	89.2%	
90-95% day	/S	21.0%	24.2%	29.5%	28.1%	19.9%	26.3%	24.2%	31.0%	Black/Afr Amer	98.8%	97.6%	89.2%	
35-90% day	/S	9.2%	9.6%	15.0%	16.2%	10.1%	8.5%	9.6%	13.6%	Hispanic/Latino	100.0%	100.0%	88.9%	
80-85% day	/s	4.1%	3.3%	4.4%	5.9%	3.8%	4.5%	3.3%	5.2%	Asian			100.0%	
<80% days		12.4%	3.8%	6.1%	6.4%	11.7%	3.4%	3.8%	6.2%	White	100.0%	100.0%	75.0%	

Goard Goal 1  F Guided reading instruction of the following the 120 minus reading guides- Oct digition of the following the foll	ELA Framework (Focus: Tier I Academics)  Why Statement  The data shows there hasn't been any increase in ELA over the last three years because there hasn't been a targeted focus on small group instruction where teachers have been provided PD on analyzing Aimsweb Data to support more intention SGI and intervention instruction.  Anticipated Outputs (link out to EP Look Fors)  uction and small group instruction is taking place in all K-3 classrooms and Teache te literacy guide and plan, Teachers are using district resources, (ELA Framework, ital website), and Teachers have vocabulary posted in the classroom, and continui onthly Short Answer Writing Prompts, LN6 Tasks, and PSSA released items, then on the continuing the	ers are ReadyGen, ng to focus on	LN6 TDA's and Math Ta observations/coaching, /released Writing Prom  Anticipated Completion Date 6/10/2022	Monitoring/Evalu sks, AimswebPlus assessments, wa i-Ready, Lexia, PSSA Focus Groups pts/ SAS  Lead Person/Position  Teachers, SBTL, Lit Lead, Principal	alkthroughs and teacher	Answer PD Step:
Applicable Goals  Board Goal 1  Guided reading instruction of the second	Why Statement  The data shows there hasn't been any increase in ELA over the last three years because there hasn't been a targeted focus on small group instuction where teachers have been provided PD on analyzing Aimsweb Data to support more intention SGI and intervention instruction.  Anticipated Outputs (link out to EP Look Fors)  Lection and small group instruction is taking place in all K-3 classrooms and Teachet literacy guide and plan, Teachers are using district resources, (ELA Framework, ital website), and Teachers have vocabulary posted in the classroom, and continuinthly Short Answer Writing Prompts, LN6 Tasks, and PSSA released items, then of Action Steps  Teachers will incorporate the ELA Framework and Look-Fors into their mandatory 120-minute daily schedule.	ers are ReadyGen, ing to focus on ur students will Anticipated Start Date 09/08/2021	LN6 TDA's and Math Ta observations/coaching, /released Writing Prom Anticipated Completion Date 6/10/2022	Monitoring/Evalu sks, AimswebPlus assessments, wa i-Ready, Lexia, PSSA Focus Groups pts/ SAS  Lead Person/Position  Teachers, SBTL, Lit Lead, Principal	Materials / Resources Needed ELA Framework, ELA 120 min. schedule/block, ELA	PD
Applicable Goals  Board Goal 1  Guided reading instruction of the second	The data shows there hasn't been any increase in ELA over the last three years because there hasn't been a targeted focus on small group instuction where teachers have been provided PD on analyzing Aimsweb Data to support more intention SGI and intervention instruction.  Anticipated Outputs (link out to EP Look Fors)  Lection and small group instruction is taking place in all K-3 classrooms and Teacht let literacy guide and plan, Teachers are using district resources, (ELA Framework, ital website), and Teachers have vocabulary posted in the classroom, and continuinthly Short Answer Writing Prompts, LN6 Tasks, and PSSA released items, then o	ers are ReadyGen, ing to focus on ur students will Anticipated Start Date 09/08/2021	LN6 TDA's and Math Ta observations/coaching, /released Writing Prom Anticipated Completion Date 6/10/2022	Monitoring/Evalu sks, AimswebPlus assessments, wa i-Ready, Lexia, PSSA Focus Groups pts/ SAS  Lead Person/Position  Teachers, SBTL, Lit Lead, Principal	Materials / Resources Needed ELA Framework, ELA 120 min. schedule/block, ELA	PD
Goard Goal 1  Guided reading instruction of Guided reading instruction of the second o	The data shows there hasn't been any increase in ELA over the last three years because there hasn't been a targeted focus on small group instuction where teachers have been provided PD on analyzing Aimsweb Data to support more intention SGI and intervention instruction.  Anticipated Outputs (link out to EP Look Fors)  Lection and small group instruction is taking place in all K-3 classrooms and Teacht let literacy guide and plan, Teachers are using district resources, (ELA Framework, ital website), and Teachers have vocabulary posted in the classroom, and continuinthly Short Answer Writing Prompts, LN6 Tasks, and PSSA released items, then o	ers are ReadyGen, ing to focus on ur students will Anticipated Start Date 09/08/2021	LN6 TDA's and Math Ta observations/coaching, /released Writing Prom Anticipated Completion Date 6/10/2022	Monitoring/Evalu sks, AimswebPlus assessments, wa i-Ready, Lexia, PSSA Focus Groups pts/ SAS  Lead Person/Position  Teachers, SBTL, Lit Lead, Principal	Materials / Resources Needed ELA Framework, ELA 120 min. schedule/block, ELA	PD
Goard Goal 1  F Guided reading instruction of the following the 120 minus reading guides- Oct digition of the following the foll	because there hasn't been a targeted focus on small group instruction where teachers have been provided PD on analyzing Aimsweb Data to support more intention SGI and intervention instruction.  Anticipated Outputs (link out to EP Look Fors)  Lection and small group instruction is taking place in all K-3 classrooms and Teacht te literacy guide and plan, Teachers are using district resources, (ELA Framework, ital website), and Teachers have vocabulary posted in the classroom, and continuinthly Short Answer Writing Prompts, LN6 Tasks, and PSSA released items, then of the continuinth of the continui	ReadyGen, ing to focus on our students will  Anticipated Start Date  09/08/2021	observations/coaching, /released Writing Prom  Anticipated Completion Date 6/10/2022	sks, AimswebPlus assessments, wa i-Ready, Lexia, PSSA Focus Groups pts/ SAS  Lead Person/Position  Teachers, SBTL, Lit Lead, Principal	alkthroughs and teacher s (small group instruction), Short  Materials / Resources Needed  ELA Framework, ELA 120 min. schedule/block, ELA	PD
ollowing the 120 minu pacing guides- OCI digi coundational Skills, mo	uction and small group instruction is taking place in all K-3 classrooms and Teach te literacy guide and plan, Teachers are using district resources, (ELA Framework, tial website), and Teachers have vocabulary posted in the classroom, and continui onthly Short Answer Writing Prompts, LN6 Tasks, and PSSA released items, then o  Action Steps  Teachers will incorporate the ELA Framework and Look-Fors into their mandatory 120-minute daily schedule.	ReadyGen, ing to focus on our students will  Anticipated Start Date  09/08/2021	observations/coaching, /released Writing Prom  Anticipated Completion Date 6/10/2022	sks, AimswebPlus assessments, wa i-Ready, Lexia, PSSA Focus Groups pts/ SAS  Lead Person/Position  Teachers, SBTL, Lit Lead, Principal	alkthroughs and teacher s (small group instruction), Short  Materials / Resources Needed  ELA Framework, ELA 120 min. schedule/block, ELA	PD
ollowing the 120 minu pacing guides- OCI digi coundational Skills, mo	uction and small group instruction is taking place in all K-3 classrooms and Teach te literacy guide and plan, Teachers are using district resources, (ELA Framework, tial website), and Teachers have vocabulary posted in the classroom, and continui onthly Short Answer Writing Prompts, LN6 Tasks, and PSSA released items, then o  Action Steps  Teachers will incorporate the ELA Framework and Look-Fors into their mandatory 120-minute daily schedule.	ReadyGen, ing to focus on our students will  Anticipated Start Date  09/08/2021	observations/coaching, /released Writing Prom  Anticipated Completion Date 6/10/2022	sks, AimswebPlus assessments, wa i-Ready, Lexia, PSSA Focus Groups pts/ SAS  Lead Person/Position  Teachers, SBTL, Lit Lead, Principal	alkthroughs and teacher s (small group instruction), Short  Materials / Resources Needed  ELA Framework, ELA 120 min. schedule/block, ELA	PD
ollowing the 120 minu pacing guides- OCI digi coundational Skills, mo	Itel literacy guide and plan, Teachers are using district resources, (ELA Framework, ital website), and Teachers have vocabulary posted in the classroom, and continuinthly Short Answer Writing Prompts, LN6 Tasks, and PSSA released items, then on the control of	ReadyGen, ing to focus on our students will  Anticipated Start Date  09/08/2021	observations/coaching, /released Writing Prom  Anticipated Completion Date 6/10/2022	i-Ready, Lexia, PSSA Focus Groups pts/ SAS  Lead Person/Position  Teachers, SBTL, Lit Lead, Principal	Materials / Resources Needed ELA Framework, ELA 120 min. schedule/block, ELA	PD
	Teachers will incorporate the ELA Framework and Look-Fors into their mandatory 120-minute daily schedule.	Start Date 09/08/2021	Completion Date 6/10/2022	Teachers, SBTL, Lit Lead, Principal	Needed  ELA Framework, ELA 120 min. schedule/block, ELA	
	mandatory 120-minute daily schedule.			Principal	min. schedule/block, ELA	Y
	We will ensure that all staff actively participate in the District's professional	08/23/21				<u> </u>
	learning for implementation of the literacy framework.	00,20,21	6/10/2022	Teachers, SBTL, Lit Lead, Principal, LN6 Team, SDP OAS Team	PD material	Y
	Principal, SBTL, and Lit Lead will construct CPT schedule and agendas to focus on an observation & feedback schedule that will identify trends in literacy data to inform CPT, Data Review, requests for professional learning, progress monitoring, and status of implementation.	09/13/2021 (start of GG mtgs)	6/2/2022	Teachers, SBTL, Lit Lead, Principal	GG Agendas, Curriculum, Look Fors, Frameworks, LN6 Data Protocols	N
	Collect literacy data to determine areas of strength and areas to improve as it aligns to LN6 and District instructional expectations.	Fall Aimsweb	Spring Aimsweb	Teachers, SBTL, Lit Lead, Principal	Aimsweb Test Measures, Stimulus Books, Progress Monitoring Books, If/Then Resource -SGI	Y
	Principal will review and provide feedback on teachers lesson plans and unit plans bi weekly by using the "Look For" documents. (Virtually/hybrid via meet/zoom)	09/08/2021	6/10/2022	Principal	Google Classroom for LPs	N
	Determine quarterly implementation goals aligned to "Look For" data.	09/13/2021 (start of GG mtgs)	6/10/2022	Teachers, SBTL, Lit Lead, Principal	Look Fors, Frameworks	Y
	Collaborate with LN6 and Central Office Points of Contact to support CPT and school-based professional learning.	09/13/2021	6/10/2022	Teachers, SBTL, Lit Lead, Principal, LN6 Team, SDP OAS Team	Frameworks, Resources/Topics as needed	N
	Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) *OCI digital website.	09/08/2021	6/10/2022	Teachers, Principal, SBTL, Lit Lead	Curriculum, OCI digital website, Frameworks, Look Fors, ReadyGen, enVision	N
	Teachers will align ELA Framework & Curriculum implementation to the Look- Fors.	09/08/2021	6/10/2022	Teachers, Principal, SBTL, Lit Lead	ELA Framework, ELA 120 min. schedule/block, ELA Look Fors	Y
	Analyze student data (LN6 Tasks, Aimsweb) to monitor progress towards meeting expected student outcomes.	11/16/2021 (end of 1st Qtr.)	6/10/2022	Teachers, Principal, SBTL, Lit Lead, LN6 Team	Data Protocols, Aimsweb Data, LN6 Tasks + Rubrics	N
	Parent workshops are held to inform them about curriculum frameworks and various assessments and how they can support their children at home. (If virtual/hybrid workshops will be held on meet/zoom).	Fall Title-I /SAC Mtg.	06/10/2022	Teachers, Principal, SBTL, Lit Lead, Parents, SAC/Face Coordinator	as needed, SAC topics/resources	N
	Parents are updated on student's progress once AimswebPLUS testing is completed at each marking period.	11/22/2021 (Report Card Conferences)	6/10/2022	Parents, Teachers	Report Cards, Student Data	N
						_

The data shows there you'll nearly will leading math lessons and not offering you student discourse and time for students to be able to show and explain briefly work.    Provided the prov	Select Any pplicable Goals ard Goal 3	Why Statement	Goal				
The data shows there you'll nearly will leading math lessons and not offering you student discourse and time for students to be able to show and explain briefly work.    Provided the prov	pplicable Goals	<u> </u>	Goal	Statement			
The data shows there you'll nearly will leading math lessons and not offering you student discourse and time for students to be able to show and explain briefly work.    Provided the prov	pplicable Goals	<u> </u>	Goal				
because of teacher comfortability with leading math lessons and not offering the property of t	ard Goal 3	The data shows there hasn't been major growth over the past three years		Statement	Essei	ntial Practice	
with respect to place that provide high quality math instruction using beet practices from the Math Framework in greate-level common core standards, when the Old digital website, provide differentiated instruction based on their skill incomposed the provide of the pace, then students will score instruction, and the provided on Math PSSA. Teachers will also engage in ongoing mathematics dialogue about standards, instruction, and the Math Framework look-From the manufacture of the Math Framework and Look-Fors into their of the manufacture of		because of teacher comfortability with leading math lessons and not offering enough student discourse and time for students to be able to show and explain	PSSA will grow	from 21.5% in August	of assessment data (including in order to monitor student lea	diagnostic, formative, and su	ımm
chers develop lesson plant that provide high quality math instruction using bets practice from the Math Framework in grade-level common core standards, the the OCI digital website, provide differentiated instruction based on their skill image grade-level common core standards, to the OCI digital website, while keeping the pace, then students will score rejected on Math PSSA. Teachers will also engage in ongoing mathematics dialogue about standards, instruction, and the Math Framework Look-Fors.    Action Steps							
Ining grade-level common core standards, use the DCI digital website, provide differentiated instruction based on their skill public accommodations, small groups based on needs, while keeping the pace, the beeping the pace of th		<del></del>			<del></del>		
Teachers will incorporate the Math Framework and Look-Fors into their mandatory daily schedule.  We will ensure that all staff actively participate in the District's professional learning for implementation of the math framework.  Principal, SBTL, and Lit Lead will construct CPT schedule and agendas to focus inform CPT, Data Review, requests for professional learning, progress monitoring, and status of implementation.  Collect math data to determine areas of strength and areas to improve as it plans bi weekly by using the "Look For" documents. (Virtually/hybrid via meetizoom)  Determine quarterly implementation goals aligned to "Look For" data.  Collaborate with LN6 and Central Office Points of Contact to support CPT and school-based professional learning.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) "OCI digital website. Parameworks, Look Fors, Readwolfs, Each Contact and staff active the Contact of Section 11/16/2021 and sections are seeded and search of Section 11/16/2021 and section 11/16/2021 and section 11/16/2021 and section 11/16/2022 and section	ing grade-level co vith accommodat	mmon core standards, use the OCI digital website, provide differentiated instruction base ions and modifications, small groups based on needs, while keeping the pace, then studer Math PSSA. Teachers will also engage in ongoing mathematics dialogue about standards	ed on their skill nts will score s, instruction, and	assessments, adaptive int plan feedback, and individ instruction), and LN6 Mat	terventions, classroom assessmen dual/class progress monitoring, iF th Framework Look-Fors.	nts, walkthroughs and observatio Ready, PSSA Focus Groups (sm. g	ons,
mandatory daily schedule.  Lit Lead OCI digital website, Math Lox Fors  We will ensure that all staff actively participate in the District's professional learning for implementation of the math framework.  Principal, SBTL, and Lit Lead will construct CPT schedule and agendas to focus on observation & feedback schedule that will identify trends in math data to inform CPT. Data Review, requests for professional learning, progress monitoring, and status of implementation.  Collect math data to determine areas of strength and areas to improve as it aligns to LN6 and District instructional expectations.  Principal will review and provide feedback on teachers lesson plans and unit plans to levelly by using the "Look For" documents. (Virtually/hybrid via meet/zoom)  Determine quarterly implementation goals aligned to "Look For" data.  Collaborate with LN6 and Central Office Points of Contact to support CPT and school-based professional learning.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Giance) "OCI digital website.  Analyze student data (LN6 Tasks, Aimsweb) to monitor progress towards avainus assessments and how they they and port of the control of the professional learning.  Parent workshops are held to inform them about curriculum frameworks and various assessments and how from them about curriculum frameworks are various assessments and how from them about curriculum frameworks are various assessments and how from them about curriculum frameworks are various assessments and how from them about curriculum frameworks are various assessments and how from them about curriculum frameworks are various assessments and how from them about curriculum frameworks are various assessments and how from them about curriculum frameworks as a needed.  Analyze student data (LN6 Tasks, Aimsweb) to monitor progress towards avaious assessments and how from them about curriculum frameworks and various assessments and how from them about curriculum frameworks and various assessments and							5
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on an observation & feedback schedule that will identify trends in math data to inform CPT, Data Review, requests for professional learning, progress monitoring, and status of implementation.  Collect math data to determine areas of strength and areas to improve as it aligns to LN6 and District instructional expectations.  Principal will review and provide feedback on teachers lesson plans and unit plans bi weekly by using the "Look For" documents. (Virtually/hybrid via meet/zoom)  Determine quarterfy implementation goals aligned to "Look For" data.  Collaborate with LN6 and Central Office Points of Contact to support CPT and school-based professional learning.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) "OCI digital website." Teachers will align Math Framework & Curriculum implementation to the Look-Fors.  Analyze student data (LN6 Tasks, Aimsweb) to monitor progress towards meeting assessments and how they can support their children at home. (If			08/23/2021	6/10/2022	Principal, LN6 Team, SDP	OCI digital website, Math Look Fors, Math Routines, Do-	Υ
aligns to LN6 and District instructional expectations.    i-Ready   Ready   Lit Lead   Stimulus Books, Progress   Monitoring Books, i-Ready   Diagnostics		on an observation & feedback schedule that will identify trends in math data to inform CPT, Data Review, requests for professional learning, progress	(start of GG	06/02/2022		Look Fors, Frameworks,	N
plans bi weekly by using the "Look For" documents. (Virtually/hybrid via meet/zoom)  Determine quarterly implementation goals aligned to "Look For" data.  Og/13/2021 (start of GG mtgs)  Collaborate with LN6 and Central Office Points of Contact to support CPT and school-based professional learning.  Collaborate with LN6 and Central Office Points of Contact to support CPT and school-based professional learning.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) "OCI digital website.  Teachers will align Math Framework & Curriculum implementation to the Look-Fors.  Analyze student data (LN6 Tasks, Aimsweb) to monitor progress towards meeting expected student outcomes.  Parent workshops are held to inform them about curriculum frameworks and various assessments and how they can support their children at home. (If		Collect math data to determine areas of strength and areas to improve as it aligns to LN6 and District instructional expectations.				Stimulus Books, Progress Monitoring Books, i-Ready	N
Collaborate with LN6 and Central Office Points of Contact to support CPT and school-based professional learning.  Collaborate with LN6 and Central Office Points of Contact to support CPT and school-based professional learning.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) *OCI digital website.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) *OCI digital website.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) *OCI digital website.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) *OCI digital website.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) *OCI digital website.  Parechers will align Math Framework & Curriculum implementation to the Look-Fors.  Poss.  Parechers, Principal, SBTL, Lit Lead  Principal, SBTL, Lit Lead  Parent workshops are held to inform them about curriculum frameworks and various assessments and how they can support their children at home. (If Fall Title-I Lit Lead, Parents, SAC/Face lackers, Principal, SBTL, Lit Lead, Parents, SAC/Face la		plans bi weekly by using the "Look For" documents. (Virtually/hybrid via	09/08/2021	6/10/2022	Principal	Google Classroom for LP's	N
school-based professional learning.  Principal, LN6 Team, SDP OAS Team  Principal, EN6 Team, SDP OAS Team  Principal, SBTL, Lit Quarters at a Glance) "OCI digital website.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) "OCI digital website.  Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) "OCI digital website.  Principal, SBTL, Lit Lead  Principal, SBTL, Lit Lead  Math Frameworks, Look Fors, ReadyGen, en/Vision  Math Framework, Daily schedule/block, Math Look Fors, Math Routines  Principal, SBTL, Lit Lead  Principal, SBTL, Lit Lead  Principal, SBTL, Lit Lead  Data Protocols, Aimsweb Data, LN6 Tasks + Rubrics  Parent workshops are held to inform them about curriculum frameworks and various assessments and how they can support their children at home. (If  Fall Title-I  Principal, LN6 Team, SDP  Resources/Topics as needed  Principal, SBTL, Lit Lead  Principal, SBTL, Lit Lead  Principal, SBTL, Lit Lead, Parents, Principal, SBTL, Lit Lead, Parents, Principal, SBTL, Lit Lead, Parents, SBC/Face			(start of GG mtgs)		Lit Lead	Routines, Martha's LN6	Υ
Quarters at a Glance) *OCI digital website.  Lead website, Frameworks, Look Fors, ReadyGen, enVision 1  Teachers will align Math Framework & Curriculum implementation to the Look- Fors.  Analyze student data (LN6 Tasks, Aimsweb) to monitor progress towards meeting expected student outcomes.  11/16/2021 (end of 1st Qtr.)  Parent workshops are held to inform them about curriculum frameworks and various assessments and how they can support their children at home. (If Fall Title-I Fall Title-I Fall Title-I Fall Title-I Fall Title-I Fall Title-I Fall Fall Fall Title-I Fall Fall Fall Fall Fall Fall Fall Fal			09/13/2021	6/10/2022	Principal, LN6 Team, SDP	Resources/Topics as	N
Fors.  Lead schedule/block, Math Look Fors, Math Routines  Analyze student data (LN6 Tasks, Aimsweb) to monitor progress towards meeting expected student outcomes.  11/16/2021 (end of 1st Qtr.)  (end of 1st Qtr.)  Teachers, Principal, SBTL, Lit Lead, LN6 Team  Data Protocols, Aimsweb Data, LN6 Tasks + Rubrics  Curriculum Frameworks, and various assessments and how they can support their children at home. (If Fall Title-I Lit Lead, Parents, SAC/Face as needed, SAC		Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) *OCI digital website.	09/08/2021	6/10/2022		website, Frameworks, Look	N
meeting expected student outcomes.  (end of 1st Qtr.)  Teachers, Principal, SBTL, Lit Lead, LN6 Team Data, LN6 Tasks + Rubrics  Curriculum Frameworks, and various assessments and how they can support their children at home. (If Fall Title-I Lit Lead, Parents, SAC/Face as needed, SAC				6/10/2022		schedule/block, Math Look	Υ
Parent workshops are held to inform them about curriculum frameworks and various assessments and how they can support their children at home. (If Fall Title-I Lit Lead, Parents, SAC/Face   as needed, SAC			(end of 1st		Teachers, Principal, SBTL, Lit Lead, LN6 Team	Data, LN6 Tasks + Rubrics	Υ
			+			Curriculum Frameworks	
		various assessments and how they can support their children at home. (If		6/10/2022	Lit Lead, Parents, SAC/Face	Look Fors, Aimsweb, topics as needed, SAC	1
		various assessments and how they can support their children at home. (If		6/10/2022	Lit Lead, Parents, SAC/Face	Look Fors, Aimsweb, topics as needed, SAC	r

	Comprehensive Plan: S			po		
		ased Strategy	#3:			
	MTSS (Focus: Tier I Academics)					
Select Any Applicable Goals	Why Statement	Goal	Statement	Esse	ntial Practice	
Board Goal 1	The data shows there hasn't been any increase in ELA over the last three years because there hasn't been a targeted focus on small group instuction where teachers have been provided PD on analyzing Aimsweb Data to support more intention SGI and intervention instruction.		ents proficient on ELA from 35.7% in August by August 2026.		positive school environment v ported, and safe in school: so physically	
Board Goal 2	The data shows that there's been a decrease of 30% over the last three years because time and structure of common planning time. There needs to be more targeted and clear expectations with an accountability system for collaboration between regular ed and special ed teachers.		ents proficient on ELA from 32.5% in August by August 2026.	EP 01: Align curriculum, asse Standards	ssments, and instruction to the	e PA
Board Goal 3	The data shows there hasn't been major growth over the past three years because of teacher comfortability with leading math lessons and not offering enough student discourse and time for students to be able to show and explain their work.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.				
				·		
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evalu	ation	
nclude planned format	and there's a system in place for collecting and analyzing assessment data, lesson plans a live assessment strategies at multiple points in the instructional process, teachers continu- ontent based on multiple checks for understanding, then students will receive Tier-1 instr	ally monitor and	assessments by taking da students are completing	ctiveness and implementation of illy attendance on SIS, creating-m their i-Ready and Lexia tasks, pro rations, and the CPT cycle.	onitoring ACA/ATT SIS Plans, ens	
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Provide PD around the expectations/ implementation of MtSS.	08/23/2021	6/10/2022	Principal, SBTL, Lit Lead, Counselor, Climate Facilitator, SPECM, Teachers		Υ
	Grade-level Teachers will collaborate with the Counselor, ESOL Teacher	09/13/2021	06/10/2022	Principal SBTL Lit Lead	Resources as needed	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Provide PD around the expectations/ implementation of MtSS.	08/23/2021	6/10/2022	Principal, SBTL, Lit Lead, Counselor, Climate Facilitator, SPECM, Teachers	MtSS Steppers, SIS, Aimsweb, Progress Monitoring Steppers	Υ
Grade-level Teachers will collaborate with the Counselor, ESOL Teacher, SPECM and Special Education teacher, and 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.	09/13/2021 (start of GG/CPT mtgs)	06/10/2022	Principal, SBTL, Lit Lead, Counselor, Climate Facilitator, SPECM, Teachers, Parents	Resources as needed	N
Teachers will identify evidenced-based instructional strategies, that align to the instructional needs, and as the Case Manager develop a process and schedule for progress monitoring that we review at GG's.	Fall Aimsweb	6/10/2022	Teachers, SBTL, Lit Lead, SpEd Teachers		N
After Fall Aimsweb is complete, Teachers will receive PD 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	Fall Aimsweb	6/10/2022	Teachers, SBTL, Lit Lead, SpEd Teachers	Aimsweb, Progress Monitoring tools	Υ
District assessments will be administered quarterly to identify class-level instructional needs for Math and Reading	Quarterly	6/10/2022	Teachers, SBTL, Lit Lead	Benchmarks	N
Assessment data will be analyzed during CPT/GG using SDP/LN6 student data analysis protocols	09/13/2021 (start of GG/CPT mtgs)	6/10/2022	Teachers, SBTL, Lit Lead, Principal	Aimsweb, Benchmarks, Teacher Assessments, LN6 Tasks	N
Teachers will develop lesson plans that include whole-group and small group instruction to address class-level areas where more support is needed, either by content, by standard, by concept, or by skill.	09/08/2021	6/10/2022	Teachers, Principal	Lesson plans, Frameworks, OCI digital website, Look Fors, Daily Schedule	N

## **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 Goal Statement** Why Statement **Essential Practice** The data shows there hasn't been any increase in ELA over the last three years because there hasn't been a targeted focus on small group instuction where teachers have been provided PD on analyzing Aimsweb Data to support more Grade 3-8 students proficient on ELA EP11: Promote and sustain a positive school environment where all PSSA will grow from 35.7% in August members feel welcomed, supported, and safe in school: socially, Board Goal 1 intention SGI and intervention instruction. 2019 to 65.0% by August 2026. emotionally, intellectually, and physically Anticipated Outputs (link out to EP Look Fors) Monitoring/Evaluation If teachers plan/provide meaningful morning meetings with fidelity to promote social/emotional student discourse, teachers We will monitor the effectiveness and implementation of this strategy using attendance and remain in constant contact with parents/families, are positive, caring, and respectful, and are provided continuous professional suspension data, district wide survey, ODRs, walkthroughs and observations, community meeting development related to social and emotional learning, then the school will intentionally create opportunities for students to build self-assessment, Parent/Family Town Halls, daily check-ins, and minor behavior forms. positive relationships with peers and stakeholders will perceive the school as warm and inviting. Action Steps Anticipated Lead Person/Position Materials / Resources **Anticipated** PD Start Date **Completion Date** Teachers will create 20-minute daily Morning Meetings 08/30/2021 6/10/2022 Teachers, Counselor Ν Provide PD to staff on Community Meetings (and its connections to social-08/23/2021 6/10/2022 Teachers, Counselor Community Meeting Principal, SBTL, Lit Lead emotional learning) Create a Year-Long calendar of CM topics and responsibilities (use SDP pre-08/23/2021 6/10/2022 Teachers, Counselor, Calendar of Topics made lessons or create together at GG/s) Principal Revisit Community Meeting calendar monthly during MtSS GG/Common Planning Time and revise as needed 09/13/2021 6/10/2022 Teachers, Counselor, GG Agendas, Calendar of (start of GG/CPT mtgs) Principal, SBTL, Lit Lead topics Progress monitor implementation check-ins at GG's 09/13/2021 6/10/2022 Teachers, Counselor, Calendar of Topics Principal, SBTL, Lit Lead Teachers will incorporate daily Student Well-Being check-ins (emotions, etc) 08/30/2021 6/10/2022 Teachers, Counselor Community Meeting Ν Counselor will assist teachers with checking-in on student well-being and 08/23/2021 6/10/2022 Teachers, Counselor Resources as needed provide assistance/resources as needed for students/families

	Comprehensive Plan: S	Strategies	and Action Ste	ps		
	Evidence Ba	ased Strategy	#1:	_		
Re	lationships First (Focus: Tier I Climate Framework)					
Select Any Applicable Goals	Why Statement	Goal	Statement	Ess	ential Practice	
Board Goal 1	The data shows there hasn't been any increase in ELA over the last three years because there hasn't been a targeted focus on small group instuction where teachers have been provided PD on analyzing Aimsweb Data to support more intention SGI and intervention instruction.		ents proficient on ELA from 35.7% in August by August 2026.	members feel welcomed, su emotionally, intellectually, ar	a positive school environment of ported, and safe in school: so he physically a positive school environment of the school	ocially,
Additional Goal 1	(please type a Why statement here for this goal)	Climate			pported, and safe in school: so	
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Eval	uation	
reporting and respondi learning and being resp	ult, and student-student interactions are positive, caring, and respectful. There are clear part to safety concerns. Discipline procedures are aligned with the goals of supporting stude ectful of all individuals; the goals are enhanced with authentic student- driven opportunit propriate. Leadership and staff are provided continuous professional development to development to development.	ents in their ies for		ctiveness and implementation o	f this strategy using attendance and district wide survey d	
	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	8/23/2021	8/30/2021	RF Coach	RF Tier 1 Action Steps	Y
	Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC)	8/23/2021	8/30/2021	Counselor, Principal, RF Coach	Calendar of Topics	
	Ensure that the school's progressive discipline policy includes restorative interventions, including restorative conversations (RC), that must be used prior to writing an ODR	8/23/2021	9/30/2021	Principal	GG Agendas, Calendar of topics	
	Identify school-level Relationships First team and train this team in CBC & RC in preparation for school-wide PD	11/1/2021	6/1/2022	Principal	Calendar of Topics	
	Include Relationships First team members in MTSS Tier 1 team	9/1/2021	6/15/2022	Teachers, Counselor, Principal, SBTL, Lit Lead		
	Train all staff on Relationships First Tier 1 CBC & RC (this includes training for front-office staff, custodians, and SSOs in RC)	9/1/2021	6/15/2022	Counselor	PD Materials	
	Identify & Train Youth Leaders in CBC	9/1/2021	6/15/2022	Counselor	GG Agendas, Calendar of topics	Υ
	Make a plan for ongoing support and coaching	9/1/2021	6/15/2022	- 1	Calendar of Topics	_
	Implement CBC in every classroom or advisory for 45 minutes every week	9/1/2021	6/15/2022	Principal, SBTL, Lit Lead		
	Train staff on RJ equity to liberation module 1	9/1/2021	6/15/2022	RF Coach		Y
	-					-
						-
						+
						+

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
RD GOAL 1	At least 41% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 41% students in grades 3-5 will score at or above grade- level on the District's within-year reading assessment in Q1	At least 41% students in grades 3-5 will score at or above grade- level on the District's within-year reading assessment in Q2	At least 41% students in grades 3-5 will score at or above grade- level on the District's within-year reading assessment in Q3	At least 41% students in grades 3- 5 will score at or above grade- level on the District's within-year reading assessment in Q4
BOARD	Actual Performance				
	Met Target?				
7	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 2	At least 31% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 31% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q1	At least 31% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q2	At least 31% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q3	At least 31% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q4
0g	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
RD GOAL 3	Goal Statement At least 19% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 19% students in grades 3-	Q2 Target At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	Q3 Target At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	Q4 Target  At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
	At least 19% of grade 3-5 students will score proficient/advanced on the	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3- 5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year
GOAL	At least 19% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3- 5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year
GOAL	At least 19% of grade 3-5 students will score proficient/advanced on the Math PSSA Actual Performance	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3- 5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year
BOARD GOAL	At least 19% of grade 3-5 students will score proficient/advanced on the Math PSSA Actual Performance	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3- 5 will score at or above grade- level on the District's within-year	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year
BOARD GOAL	At least 19% of grade 3-5 students will score proficient/advanced on the Math PSSA  Actual Performance  Met Target?	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year math assessment in Q1	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year math assessment in Q3	At least 19% students in grades 3-5 will score at or above grade- level on the District's within-year math assessment in Q4
BOARD GOAL	At least 19% of grade 3-5 students will score proficient/advanced on the Math PSSA  Actual Performance  Met Target?  Goal Statement  At least 75% of all students will	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1  Q1 Target  At least 75% of all students will attend school 95% of days or	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2  Q2 Target  At least 75% of all students will attend school 95% of days or	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3  Q3 Target  At least 75% of all students will attend school 95% of days or	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4  Q4 Target  At least 75% of all students will attend school 95% of days or
ANCE BOARD GOAL	At least 19% of grade 3-5 students will score proficient/advanced on the Math PSSA  Actual Performance Met Target?  Goal Statement  At least 75% of all students will attend school 95% of days or more	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1  Q1 Target  At least 75% of all students will attend school 95% of days or	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2  Q2 Target  At least 75% of all students will attend school 95% of days or	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3  Q3 Target  At least 75% of all students will attend school 95% of days or	At least 19% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4  Q4 Target  At least 75% of all students will attend school 95% of days or