

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	1440		
Name of School	Penrose School		
Neighborhood Network	Network 10		
Assistant Superintendent	Jessica Ramos		
ESSA Federal Designation	A-TSI/TSI		
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.)	Delaware Valley Fairness Project, John Heinz Wildlife Refuge, Children's Hospital, The Advancing Families Foundation		
Principal Name	Carol Trench		
Years as Principal	7		
Years as Principal at this School	4		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Carol Trench	Penrose School	ctrench@philasd.org
Additional Leadership Team Representative	Angela Ryans	Penrose School	aryans@philasd.org
Math Content Specialist/Teacher Leader	Vincent Woolard	Penrose School	vwoolard@philasd.org
Literacy Content Specialist/Teacher Leader	Tara Willis	Penrose School	twillis@philasd.org
Science Content Specialist/Teacher Leader	Marcia Roye	Penrose School	mroye@philasd.org
School-based Climate Representative	James Alosi	Penrose School	jalosi@philasd.org
Parent	Rahseanna Fulton	Penrose School	collegegrad1014@gmail.com
Community member	Belinda Morton	Penrose School	bemorton@ymail.com
Business partner (other than parent or community member)	Ed Riehl	Delaware Valley Fairness Project	edward.j.riehl@gmail.com
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	Lucia Granger	Office of Specialized Services	lgranger@philasd.org
Network Attendance Coach	Maria Diodonet	Attendance and Truancy Office	mdiodonet@philasd.org
Network Culture and Climate Coach	Lauren Thomas	Office of School Climate and Culture	lkthomas@philasd.org
Grants Compliance Monitor	Kelly Ann McCarthy	Office of Grant Compliance	kemccarthy@philasd.org
Central Office Talent Partner	Erica Durant	Office of Talent Support Services	edurant@philasd.org
Network Early Literacy/Literacy Director	Megan Conley	Office of Curriculum and Instruction	mebarth@philasd.org
Network Professional Learning Specialist	Dana Bazemore	Learning Network 10	dbazemore@philasd.org
Prevention and Intervention Liaison	Cynthia Van Otoo	Office of Prevention and Intervention	cvanotoo@philasd.org
PBIS Coach (if applicable)	Aubrey Depa	Office of School Climate and Culture	abeiswenger@philasd.org
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	Kristin Larsen	Office of Multilingual Curriculum and Programs	klarsen@philasd.org
EL Point Person	Margaret Frey	Penrose School	mfrey@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>Mission</p> <p>We increase access to a high quality education by advocating for members of our community and emphasizing the importance of diversity in promoting learning and development at Pen</p> <p>Vision</p> <p>We envision a school where:</p> <ol style="list-style-type: none"> Diversity, equity, and inclusion are recognized as core institutional values that drive decision-making, resource allocation, and the development of all policies and practices. Our commitment to equity and diversity is the shared responsibility of students, staff, and faculty, and must be supported and guided by all levels of leadership. All stakeholders actively seek to understand the complex and rich identities of self and others, and to lean into difficult topics related to diversity and inclusion. <p>Penrose School is committed to providing students with opportunities to achieve their highest individual potential, both academically and socially, in preparation for life beyond high school</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
K	88.6%	3.2%	32.3%	64.5%	29	85.3%	6.9%	41.4%	51.7%
1st	73.2%	26.7%	23.3%	50.0%	57	74.4%	20.7%	17.2%	62.1%
2nd	48.8%	50.0%	35.0%	15.0%	57	52.5%	61.9%	19.0%	19.0%
3rd	74.4%	53.1%	18.8%	28.1%	49	57.1%	54.2%	20.8%	25.0%
4th	66.0%	51.5%	18.2%	30.3%	52	75.0%	55.6%	8.3%	36.1%
5th	62.5%	45.7%	14.3%	40.0%	45	77.8%	35.7%	16.7%	47.6%

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	71.2%	9.5%	16.7%	19.0%	54.8%	40	81.8%	24.4%	11.1%	28.9%	35.6%	52
7th	58.3%	25.0%	17.9%	17.9%	39.3%	41	75.0%	7.8%	23.5%	13.7%	54.9%	30
8th	52.3%	17.6%	17.6%	23.5%	41.2%	42	72.7%	15.6%	15.6%	15.6%	53.1%	40

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	82.9%	44.8%	24.1%	31.0%	56	88.2%	23.3%	20.0%	56.7%
1st	68.3%	35.7%	17.9%	46.4%	58	71.8%	28.6%	17.9%	53.6%
2nd	56.1%	39.1%	26.1%	34.8%	52	55.0%	63.6%	22.7%	13.6%
3rd	62.8%	29.6%	14.8%	55.6%	30	42.9%	27.8%	16.7%	55.6%
4th	68.0%	17.6%	41.2%	41.2%	43	79.2%	28.9%	31.6%	39.5%
5th	73.2%	0.0%	31.7%	68.3%	27	74.1%	5.0%	30.0%	65.0%

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	64.4%	7.9%	18.4%	31.6%	42.1%	34	58.2%	31.3%	28.1%	6.3%	34.4%	
7th	64.6%	19.4%	22.6%	35.5%	22.6%	45	67.6%	26.1%	15.2%	23.9%	34.8%	
8th	56.9%	21.6%	18.9%	24.3%	35.1%	44	40.9%	0.0%	22.2%	22.2%	55.6%	

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	39.2%	48.7%	42.7%	42.0%	40.1%	51.6%	48.7%	45.5%	All students	97.8%	95.7%	90.7%
90-95% days	17.8%	24.6%	27.2%	26.0%	15.8%	24.3%	24.6%	27.4%	Black/Afr Amer	97.6%	94.9%	89.6%
85-90% days	7.5%	9.6%	11.8%	12.6%	10.5%	7.6%	9.6%	11.3%	Hispanic/Latino	100.0%	100.0%	89.5%
80-85% days	7.9%	5.6%	7.1%	6.8%	5.9%	7.4%	5.6%	4.6%	Asian	100.0%	100.0%	95.5%
<80% days	27.5%	11.6%	11.2%	12.7%	27.6%	9.1%	11.6%	11.1%	White	92.3%	100.0%	100.0%

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	We see a decrease for ELA proficiency because our CPT structure, schedule, and protocol does not permit enough collaboration and peer observation time for teachers to continue to develop their capacity to deliver standards aligned instruction.	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

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

The standards-aligned curriculum is delivered with fidelity to all students. Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners.

We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, lesson plan feedback, and individual/class progress monitoring.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Schedule time for collaboration during PLC between special education and general education teachers.	08/01/2021	8/31/2021	Principal, Assistant Principal, SPECM	Master roster, Calendar, Curriculum Engine, IEP at a Glance	N
Provide August PD to outline expectations of lesson planning.	08/23/2021	8/31/2021	Principal, Assistant Principal	Lesson Plans, Curriculum Engine, PD Schedule	Y
Provide August PD for standards-aligned objectives, tasks, and the ELA Frameworks.	08/23/2021	8/31/2021	Principal, Assistant Principal, Instructional Coaches	Lesson Plans, Curriculum Engine, PD Schedule, ELA Framework	Y
Train teachers during PD and CPT surrounding planning and implementation of differentiation, as well as the differences between accommodations and modifications.	08/23/2021	6/15/2022	Principal, Assistant Principal	Lesson Plans, Curriculum Engine, PD Schedule, Sample IEPs, Exemplars	Y
Attend district-wide PD for implementation of the frameworks.	08/23/2021	6/15/2022	Teachers	PD Calendar	Y
Conduct walkthroughs and observations to monitor the implementation of the strategy and provide feedback and coaching.	08/23/2021	6/15/2022	Principal, Assistant Principal	Lesson Plans, Curriculum Engine, Lesson Plans, Cornerstone, Benchmark Tracker	N
Attend district-wide PDs for implementation of district benchmark and progress monitoring assessments.	08/23/2021	6/15/2022	Instructional Coaches	PD Schedule, Training Materials	Y
Turn around trainings for district benchmark and progress monitoring assessments.	08/23/2021	6/15/2022	Instructional Coaches	PD Schedule, Training Materials	Y
Collect and provide feedback for lesson plans weekly.	08/31/2021	6/15/2022	Principal, Assistant Principal	Lesson Plans, Curriculum Engine	N
Support teachers with implementation of the ELA Framework during the block.	08/31/2021	6/15/2022	Principal, Assistant Principal, Instructional Coaches	ELA Framework, Master roster, Curriculum Engine	N
Analyze a variety of student data during PLC to monitor the implementation and effectiveness of this strategy.	8/31/2021	6/15/2022	Principal, Assistant Principal, Instructional Coaches, Teachers	District benchmark assessments, classroom assessments, progress monitoring data, PLC schedule	N
Plan, implement, and assess lessons aligned to the ELA Framework.	08/31/2021	6/15/2022	Teachers	Lesson Plans, ELA Framework, Assessments	N
Train teachers for planning, implementation, and intentional grouping of small group instruction.	10/1/2021	10/31/2021	Principal, Assistant Principal, Instructional Coaches	PD Schedule, district assessments, student data	Y

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

Math Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	We see a decrease in Math proficiency because our teachers need interactive and chunked training that demonstrates how to implement the SDP math framework.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

The standards-aligned curriculum is delivered with fidelity to all students. Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners.

We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, lesson plan feedback, and individual/class progress monitoring.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Schedule time for collaboration during PLC between special education and general education teachers.	08/01/2021	8/31/2021	Principal, Assistant Principal, SPECM	Master roster, Calendar, Curriculum Engine, IEP at a Glance	N
Provide August PD to outline expectations of lesson planning.	08/23/2021	8/31/2021	Principal, Assistant Principal	Lesson Plans, Curriculum Engine, PD Schedule	Y
Provide August PD for standards-aligned objectives, tasks, and the Math Framework.	08/23/2021	8/31/2021	Principal, Assistant Principal, Instructional Coaches	Lesson Plans, Curriculum Engine, PD Schedule, Math Framework	Y
Train teachers during PD and CPT surrounding planning and implementation of differentiation, as well as the differences between accommodations and modifications.	08/23/2021	6/15/2022	Principal, Assistant Principal	Lesson Plans, Curriculum Engine, PD Schedule, Sample IEPs, Exemplars	Y
Attend district-wide PD for implementation of the frameworks.	08/23/2021	6/15/2022	Teachers	PD Calendar	Y
Conduct walkthroughs and observations to monitor the implementation of the strategy and provide feedback and coaching.	08/23/2021	6/15/2022	Principal, Assistant Principal	Lesson Plans, Curriculum Engine, Lesson Plans, Cornerstone, Benchmark Tracker	N
Attend district-wide PDs for implementation of district benchmark and progress monitoring assessments.	08/23/2021	6/15/2022	Instructional Coaches	PD Schedule, Training Materials	Y
Turn around trainings for district benchmark and progress monitoring assessments.	08/23/2021	6/15/2022	Instructional Coaches	PD Schedule, Training Materials	Y
Collect and provide feedback for lesson plans weekly.	08/31/2021	6/15/2022	Principal, Assistant Principal	Lesson Plans, Curriculum Engine	N
Support teachers with implementation of the Math Framework during the block.	08/31/2021	6/15/2022	Principal, Assistant Principal, Instructional Coaches	Math Framework, Master roster, Curriculum Engine	N
Analyze a variety of student data during PLC to monitor the implementation and effectiveness of this strategy.	8/31/2021	6/15/2022	Principal, Assistant Principal, Instructional Coaches, Teachers	District benchmark assessments, classroom assessments, progress monitoring data, PLC schedule	N
Plan, implement, and assess lessons aligned to the Math Framework.	08/31/2021	6/15/2022	Teachers	Lesson Plans, Math Framework, Assessments	N
Train teachers for planning, implementation, and intentional grouping of small group instruction.	10/1/2021	10/31/2021	Principal, Assistant Principal, Instructional Coaches	PD Schedule, district assessments, student data	Y

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

PBIS - Currently Implementing (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	We see a decrease for Grade 3 ELA proficiency because we need to build stronger relationships between students, families and the school.	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	We see a decrease for Grade 3 ELA proficiency because we need to build stronger relationships between students, families and the school.	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.
Board Goal 2	We see a decrease for Grade 3 ELA proficiency because we need to build stronger relationships between students, families and the school.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% 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.

Anticipated Outputs (link out to EP Look Fors)

- Five or fewer positively stated schoolwide behavioral expectations are clearly posted throughout the school.
- There is a documented system for rewarding positive student behavior.
- There is a documented system for responding to behavioral violations.

Monitoring/Evaluation

We will monitor the implementation and effectiveness of this approach using attendance and suspension data, SIS, walkthroughs, and observations.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Determine a school-wide calendar for incentives (this can be specific to certain grade bands, but a plan should be in place for all grades); communicate with all staff, students, and families	5/2021	8/1/2021	Counselor	2021-2022 Calendar	N
Build a PBIS team (that includes a family/community member(s) and a student member(s) on the PBIS team	08/01/2021	9/30/2021	Dean of Students, Assistant Principal, STEP family peer specialist	Agendas	N
Establish team operating procedures (TIPS meetings)	08/01/2021	10/31/2021	Dean of Students	TIPS schedule, agendas	N
Elicit family and community voice on tier 1 practices including incentives and discipline procedures (can be done at existing parent meetings or PBIS team meetings if a family/community member is included)	9/2021	6/1/2022	Dean of Students, Assistant Principal, STEP family peer specialist	Parent/community meetings and communication	N
Share PBIS tier 1 data with all staff members at least quarterly and elicit feedback/suggestions	11/11/2021	6/1/2022	PBIS Coach, Dean of Students	Tier 1 data	N
Revisit PBIS best practices at the beginning of the school year; for new teachers to orient them to tier 1 PBIS best practices		8/27/2021	PBIS Coach, STEP Coordinator	PD Materials	Y

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Relationships First (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	We see a decrease for Grade 3 ELA proficiency because we need to build stronger relationships between students, families and the school.	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	We see a decrease for Grade 3 ELA proficiency because we need to build stronger relationships between students, families and the school.	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.
Board Goal 2	We see a decrease for Grade 3 ELA proficiency because we need to build stronger relationships between students, families and the school.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% 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.

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals; the goals are enhanced with authentic student-driven opportunities for reconciliation when appropriate. Stakeholders have a desire and the ability to share their perceptions readily (e.g., enter into dialogue with adults and peers at school), emphasize interests and needs, stress options

We will monitor the implementation and effectiveness of this approach using attendance and suspension data, SIS, walkthroughs, and observations.

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	08/01/2021	9/1/2021	STEP Coordinator; RF Coach	Training materials	Y
Create roster to ensure adequate time for every student to participate in Community-Building Circle (CBC)	08/01/2021	8/15/2021	Dean of Students	Master schedule	N
Ensure that the school's progressive discipline policy includes restorative interventions, including restorative conversations (RC), that must be used prior to writing an ODR	08/01/2021	8/26/2021	STEP Coordinator	Student handbook, staff handbook	N
Identify school-level Relationships First team and train this team in CBC & RC in preparation for school-wide PD	08/01/2021	9/1/2021	STEP Coordinator	Training materials	N
Include Relationships First team members in MTSS Tier 1 team	08/01/2021	9/1/2021	STEP Coordinator	Meeting schedule	N
Train all staff on Relationships First Tier 1 CBC & RC (this includes training for front-office staff, custodians, and SSOs in RC)	08/23/2021	10/1/2021	STEP Coordinator	Training materials, PD schedule	Y
Identify & Train Youth Leaders in CBC	09/01/2021	10/31/2021	STEP Coordinator	Student schedules, training materials	Y
Make a plan for ongoing support and coaching	9/1/2021	6/1/2022	STEP Coordinator; RF coach	Training materials	N
Implement CBC in every classroom or advisory for 45 minutes every week	9/1/2021	6/15/2022	STEP Coordinator; RF coach	CBC plans, schedules	N
Train staff on RJ equity to liberation module 1	2/1/2022	4/30/2022	STEP Coordinator; RF coach	Equity to Liberation module, PD schedule	Y

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #5:						
Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 1	We see a decrease for Grade 3 ELA proficiency because we need to build stronger relationships between students, families and the school.	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	We see a decrease for Grade 3 ELA proficiency because we need to build stronger relationships between students, families and the school.	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.			
Board Goal 2	We see a decrease for Grade 3 ELA proficiency because we need to build stronger relationships between students, families and the school.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% 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.			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals; the goals are enhanced with authentic student-driven opportunities for reconciliation when appropriate. Stakeholders have a desire and the ability to share their perceptions readily (e.g., enter into dialogue with adults and peers at school), emphasize interests and needs, stress options			We will monitor the implementation and effectiveness of this approach using attendance and suspension data, SIS, walkthroughs, and observations.			
Action Steps		Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train or retrain staff in Community Meeting as needed (and its connections to social-emotional learning)		8/23/2021	9/1/2021	Dean, Step Coordinator	Training materials, PD Schedule	Y
Create a Year-Long calendar of CM topics and responsibilities		8/1/2021	9/1/2021	Dean, Step Coordinator	Calendar	N
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed		10/1/2021	6/15/2022	Dean, Step Coordinator	CPT schedule, Calendar of topics	N
Progress monitor implementation		10/1/2021	6/15/2022	Dean, Step Coordinator	Look-fors	N
Incorporate Student Well-Being Survey		10/1/2021	6/15/2022	Dean, Step Coordinator	Student well-being survey	N
Make a plan for ongoing coaching and support		10/1/2021	6/15/2022	Dean, Step Coordinator	Look-fors, training materials	N

Penrose School [1440] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 31.2% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 31.2% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 31.2% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 31.2% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 31.2% 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 29.9% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 29.9% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 29.9% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 29.9% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 29.9% 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 12.9% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 12.9% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 12.9% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 12.9% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 12.9% 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 50% of all students will attend school 95% of days or more	At least 60% of all students will attend school 95% of days or more in Q1.	At least 57% of all students will attend school 95% of days or more in Q2.	At least 53% of all students will attend school 95% of days or more in Q3.	At least 50% of all students will attend school 95% of days or more in Q4.
	Actual Performance Met 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?				
ATSI GOAL 1	At least 31.2% of Black/African American students in grades 3-8 will score proficient/advanced on the ELA PSSA	At least 31.2% of Black/African American students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 31.2% of Black/African American students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 31.2% of Black/African American students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 31.2% of Black/African American 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?				
TSI GOAL 1	At least 31.2% of economically disadvantaged students in grades 3-8 will score proficient/advanced on the ELA PSSA	At least 31.2% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 31.2% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 31.2% of economically disadvantaged students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 31.2% of economically disadvantaged 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?				