

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	00-05		
ULCS Code	2520		
Name of School	Abram S. Jenks School		
Neighborhood Network	Network 10		
Assistant Superintendent	Jessica Ramos		
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.)	N/A		
Principal Name	Siouda Douglas		
Years as Principal	14		
Years as Principal at this School	13		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Siouda Douglas	Abram S. Jenks	schestnut@philasd.org
Additional Leadership Team Representative	Jeanne Farrell	Abram S. Jenks	jfarrell@philasd.org
Math Content Specialist/Teacher Leader	Donna Horne	Abram S. Jenks	dmmooney@philasd.org
Literacy Content Specialist/Teacher Leader	Cindy Pinto	Abram S. Jenks	cpinto@philasd.org
Science Content Specialist/Teacher Leader	Jennifer Rossoni	Abram S. Jenks	jditomasso@philasd.org
School-based Climate Representative	Milica Stipanovic	Abram S. Jenks	mmsmiljanic@philasd.org
Parent	Eleanor DeSimone	A.S. Jenks School, Home and School Association	eleanordesimone@gmail.com
Community member	Rebecca Wanner	Lower Moyamensing Civic Association	lomoeducation@gmail.com
Business partner (other than parent or community member)	Patti Cascio Del Gaiso	All That Jazz	allthatjazzphilly@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	Catherine Darin	Office of Grant Compliance	cdarin@philasd.org
Central Office Talent Partner	Zakiya Stewart	Office of Talent Support Services	zstewart@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)	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	Kristin Larsen	Office of Multilingual Curriculum and Programs	klarsen@philasd.org
EL Point Person	N/A	N/A	N/A
<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>			
A.S. Jenks is a school community that strives for excellence and celebrates diversity.			

### 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>	97.7%	31.0%	16.7%	52.4%	39	97.7%	31.0%	31.0%	38.1%
<b>1st</b>	94.6%	71.7%	7.5%	20.8%	59	98.1%	50.9%	18.9%	30.2%
<b>2nd</b>	100.0%	78.0%	9.8%	12.2%	56	95.1%	79.5%	12.8%	7.7%
<b>3rd</b>	95.6%	72.1%	11.6%	16.3%	56	93.3%	66.7%	14.3%	19.0%
<b>4th</b>	95.2%	72.5%	12.5%	15.0%	47	100.0%	81.0%	4.8%	14.3%
<b>5th</b>	96.9%	61.3%	16.1%	22.6%	36	96.9%	61.3%	19.4%	19.4%

#### 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>	100.0%	53.5%	30.2%	16.3%	56	86.0%	62.2%	27.0%	10.8%
<b>1st</b>	96.4%	57.4%	16.7%	25.9%	63	100.0%	46.3%	29.6%	24.1%
<b>2nd</b>	100.0%	61.0%	26.8%	12.2%	55	92.7%	73.7%	18.4%	7.9%
<b>3rd</b>	97.8%	79.5%	6.8%	13.6%	63	91.1%	73.2%	14.6%	12.2%
<b>4th</b>	100.0%	69.0%	19.0%	11.9%	47	100.0%	73.8%	16.7%	9.5%
<b>5th</b>	96.9%	61.3%	9.7%	29.0%	67	96.9%	58.1%	6.5%	35.5%

#### 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>	75.3%	74.4%	74.7%	77.1%	76.0%	77.4%	74.4%	74.9%	<b>All students</b>	100.0%	99.7%	99.7%
<b>90-95% days</b>	11.8%	17.4%	17.5%	15.2%	10.7%	16.1%	17.4%	16.5%	<b>Black/Afr Amer</b>	100.0%	93.3%	100.0%
<b>85-90% days</b>	4.1%	4.8%	5.5%	4.2%	5.2%	4.1%	4.8%	6.9%	<b>Hispanic/Latino</b>	100.0%	100.0%	100.0%
<b>80-85% days</b>	3.3%	1.7%	1.0%	2.6%	1.8%	1.7%	1.7%	1.0%	<b>Asian</b>	100.0%	100.0%	99.0%
<b>&lt;80% days</b>	5.5%	1.7%	1.4%	1.0%	6.3%	0.7%	1.7%	0.7%	<b>White</b>	100.0%	100.0%	100.0%

**Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #1:**

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

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	We will increase attendance outcomes by implementing a variety of different strategies to address attendance concerns for Tier II and Tier III.	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	We will increase attendance outcomes by implementing a variety of different strategies to address attendance concerns for Tier II and Tier III.	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 2	We will increase attendance outcomes by implementing a variety of different strategies to address attendance concerns for Tier II and Tier III.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% 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. All intervention models, programs, or strategies are evidence-based and delivered to meet the individual learning needs of students. The school routinely monitors tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation.

We will monitor the implementation and effectiveness with attendance and suspension data, SIS, ODRs and referrals, teacher communication, C-31s, MTSS meetings, and attendance meeting agendas and sign-in sheets.

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.	08/23/2021	9/30/2021	Prevention and Intervention	Small Group Interventions Training Materials	N
Identify tier 2 team members.	08/23/2021	9/30/2021	Principal, Counselor	Staff list	N
Establish tier 2 team meeting schedule.	08/23/2021	9/30/2021	Principal, Counselor	Calendar	N
Determine a method to identify students in need of tier 2 supports.	08/23/2021	9/30/2021	Principal, Counselor, Prevention and Intervention	MTSS data	N
Support training of intervention providers (counselor, climate manager, social worker) in identified small group intervention.	08/23/2021	9/30/2021	Prevention and Intervention	Small Group Interventions Training Materials	N
Support and Train staff on behavior planning in SIS to progress monitor intervention effectiveness.	10/1/2021	10/31/2021	Principal, Counselor	SIS, Training Materials	Y
Place students in appropriate small group interventions.	10/01/2021	6/15/2022	Counselor	MTSS data	N
Select the most-appropriate small group intervention.	10/01/2021	6/15/2022	Counselor	Interventions	N

**Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #2:**

Other		Early Indicator Warning Monitoring System/SAIP Process	
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	We will increase attendance outcomes by implementing a variety of different strategies to address attendance concerns for Tier II and Tier III.	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

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
The school systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends. Frequent communication with parents regarding student attendance occurs.	We will monitor the implementation and effectiveness with attendance and suspension data, SIS, referrals, teacher communication, C-31s, MTSS meetings, and attendance meeting agendas and sign-in sheets.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Establish attendance team.	08/01/2021	8/31/2021	Principal	List of team members, calendar	N
Develop weekly, quarterly and annual attendance incentives for the year.	08/23/2021	6/15/2021	Principal, Dean	Calendar, incentives	N
C-31 letters will be sent to parents/guardians of students with 3 unexcused absences.	08/23/2021	6/15/2021	Counselor	SIS, Letters, MTSS records, Sign-in sheets	N
An invitation for a Student Attendance Improvement Conference (SAIC) meeting will be sent to students with 6+ unexcused absences .	08/23/2021	6/15/2021	Counselor	SIS, Letters, MTSS records, Sign-in sheets, Attendance Contract	N
During the SAIC, a plan for attendance improvement (SAIP) will be laid out to remove barriers to attendance and set goals for the rest of the year.	08/23/2021	6/15/2021	Counselor	SIS, Letters, MTSS records, Sign-in sheets, Attendance Contract	N
SAIPs will be progress monitored every 30 days to determine whether interventions are successful. If they are not successful, they will be tweaked accordingly..	08/23/2021	6/15/2021	Counselor	SIS, Letters, MTSS records, Sign-in sheets, Attendance Contract	N
Truancy referrals will be submitted for students with 10 unexcused absences who have not improved their attendance after 30 days of monitoring.	08/23/2021	6/15/2021	Counselor	SIS, Letters, MTSS records, Sign-in sheets, Attendance Contract	N
Provide refresher training to staff around how to correctly take attendance.	08/23/2021	8/31/2021	Dean	SIS, PD schedule	Y

**Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #3:**

ELA Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	We will improve ELA proficiency by supporting planning for and providing instruction that is grade-level and aligned to common core standards.	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**

Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research-based practices. Classroom assessments are periodically reviewed to ensure alignment to grade-level expectations and learning targets and consistently measure intended outcomes.

We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, classroom assessments, walkthrough and lesson plan feedback, and PD feedback.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Develop a CPT calendar that integrates time to integrate research based practices into lesson planning and instruction.	08/01/2021	8/31/2021	Principal	Master roster	N
Develop a PD calendar with planned sessions that introduce instructional priorities and research-based practices.	08/01/2021	8/31/2021	Principal	PD Schedule	N
Schedule time for student work analysis during grade group	08/01/2021	8/31/2021	Principal	Master roster	N
Determine protocols for student work analysis	08/01/2021	8/31/2021	Principal	Rubrics, benchmark assessments	N
Set and communicate schoolwide expectations for standards-aligned curriculum during CPT.	08/23/2021	6/15/2022	Principal	ELA Framework, Standards	N
Identify school-based instructional priorities for each content area during CPT.	08/23/2021	6/15/2022	Principal	ELA Framework, Standards	N
Teachers develop lesson plans during CPT that include accommodations and modifications.	08/23/2021	6/15/2022	Teachers	Lesson planning templates, ELA Framework	N
Monitor and support with professional development feedback, walkthroughs and observations, and lesson plan feedback.	08/23/2021	6/15/2022	Principal	Observation tracker, Cornerstone, lesson plans, PD feedback	N
Monitor student data during CPT and grade group meetings to ensure implementation and effectiveness of the strategy.	08/23/2021	6/15/2022	Principal	Benchmark assessments, classroom assessments	N
Engage in student work analysis	08/23/2021	6/15/2022	Teachers	Student work	N
Ensure that special education and content teachers collaborate around lesson planning, assessments, and implementation of the frameworks.	08/23/2021	6/15/2022	Principal	Frameworks, Lesson plans	N

**Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #4:**

Math Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	We will improve Math proficiency by supporting the implementation of the new math framework to ensure that lessons are standards-aligned, grade-level, and engaging.	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**

Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research-based practices. Classroom assessments are periodically reviewed to ensure alignment to grade-level expectations and learning targets and consistently measure intended outcomes.

We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, classroom assessments, walkthrough and lesson plan feedback, and PD feedback.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Develop a CPT calendar that integrates time to integrate research based practices into lesson planning and instruction.	08/01/2021	8/31/2021	Principal	Master roster	N
Develop a PD calendar with planned sessions that introduce instructional priorities and research-based practices.	08/01/2021	8/31/2021	Principal	PD Schedule	N
Schedule time for student work analysis during grade group	08/01/2021	8/31/2021	Principal	Master roster	N
Determine protocols for student work analysis	08/01/2021	8/31/2021	Principal	Rubrics, benchmark assessments	N
Set and communicate schoolwide expectations for standards-aligned curriculum during CPT.	08/23/2021	6/15/2022	Principal	Math Framework, Standards	N
Identify school-based instructional priorities for each content area during CPT.	08/23/2021	6/15/2022	Principal	Math Framework, Standards	N
Teachers develop lesson plans during CPT that include accommodations and modifications.	08/23/2021	6/15/2022	Teachers	Lesson planning templates, ELA Framework	N
Monitor and support with professional development feedback, walkthroughs and observations, and lesson plan feedback.	08/23/2021	6/15/2022	Principal	Observation tracker, Cornerstone, lesson plans, PD feedback	N
Monitor student data during CPT and grade group meetings to ensure implementation and effectiveness of the strategy.	08/23/2021	6/15/2022	Principal	Benchmark assessments, classroom assessments	N
Engage in student work analysis	08/23/2021	6/15/2022	Teachers	Student work	N
Ensure that special education and content teaches collaborate around lesson planning, assessments, and implementation of the frameworks.	08/23/2021	6/15/2022	Principal	Frameworks, Lesson plans	N

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 will increase attendance outcomes by implementing a variety of diifferent strategies to address attendance concerns for Tier II and Tier III.	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	We will increase attendance outcomes by implementing a variety of diifferent strategies to address attendance concerns for Tier II and Tier III.	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 2	We will increase attendance outcomes by implementing a variety of diifferent strategies to address attendance concerns for Tier II and Tier III.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% 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. All intervention models, programs, or strategies are evidence-based and delivered to meet the individual learning needs of students. The school routinely monitors tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding efective implementation.			We will monitor the implementation and effectiveness with attendance and suspension data, SIS, ODRs and referrals, teacher communication, C-31s, MTSS meetings, and attendance meeting agendas and sign-in sheets.			
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	Master Roster	N	
Create a Year-Long calendar of CM topics and responsibilities	08/01/2021	8/31/2021	Culture and Climate Coach, Counselor	Calendar	N	
Train staff in Community Meeting (and its connections to social-emotional learning)	08/23/2021	8/31/2021	Culture and Climate Coach, Counselor	Training materials	Y	
Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	08/23/2021	6/15/2022	Counselor	Calendar, CPT schedule	N	
Progress monitor implementation	08/23/2021	6/15/2022	Culture and Climate Coach, Counselor, Principal	Schedule, Tracker	N	
Make a plan for ongoing coaching and support	08/23/2021	6/15/2022	Culture and Climate Coach, Counselor	Schedules, coaching materials	N	

Abram S. Jenks School [2520] 2021-2022 School Plan

BOARD GOAL 1		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 74.7% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 74.7% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 74.7% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 74.7% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 74.7% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4
		Actual Performance				
		Met Target?				
BOARD GOAL 2		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 73.4% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 73.4% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 73.4% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 73.4% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 73.4% 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		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 71.5% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 71.5% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 71.5% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 71.5% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 71.5% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
		Actual Performance				
		Met Target?				
95% ATTENDANCE GOAL		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 80% of all students will attend school 95% of days or more	At least 87% of all students will attend school 95% of days or more in Q1.	At least 85% of all students will attend school 95% of days or more in Q2.	At least 83% of all students will attend school 95% of days or more in Q3.	At least 80% of all students will attend school 95% of days or more in Q4.
		Actual Performance				
		Met Target?				
ZERO SUSPENSION GOAL		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		At least 100% of students will have zero out-of-school suspensions	At least 100% of students will have zero out-of-school suspensions in Q1.	At least 100% of students will have zero out-of-school suspensions in Q2.	At least 100% of students will have zero out-of-school suspensions in Q3.	At least 100% of students will have zero out-of-school suspensions in Q4.
		Actual Performance				
		Met Target?				