	OOL DISTRICT OF PHI 2024-2025 chool-based Planning											
School Grade Span		09-12										
ULCS Code		8540										
Name of School		Pennypack House School										
Learning Network		Network 12										
Assistant Superintendent		Jeff MacFarland										
Principal Name	Principal Name Yasir N. Roundtree-Palmer											
Planning Team												
Team Member Title	Team Member Name	Organization	Email Address									
Principal	Yasir N. Roundtree-Palmer	Pennypack House School	yroundtree@philasd.org									
Assistant Principal	Robert J. Leyrer	Pennypack House School	rjleyrer@philasd.org									
Math Content Specialist/Teacher Leader	Hassania Moody	Pennypack House School	hmoody@philasd.org									
Literacy Content Specialist/Teacher Leader	Jessica Friedman	Pennypack House School	jhfriedman@philasd.org									
School-based Climate Leader	Andre Griffin	Pennypack House School	agriifin3@philasd.org									
School-based Special Education Leader	Mary Elizabeth McGroary	Pennypack House School	mmcgroay@philasd.org									
School Counselor	Stefani Messinger	Pennypack House School	smessinger@philasd.org									
Planning and Evidence-based Support (PESO) staff	Cari Cantor	SDP	ccantor@philasd.org									
Superintendent (Chief School Administrator)	Dr. Tony B. Watlington Sr.	SDP	superintendent@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.) How is your school's vision focused on advancing equity?



PRIORITY AREAS (Essential Practices) Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.

		Essential Practices	Rating	Definition of Rating
	1	EP01: Align curriculum, assessments, and instruction to the PA Standards	Operational	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary	The schedule includes time for collaboration for general education, special education, and ESL educators and paraprofessionals. Use of collaborative planning time is structured and systematically evaluated to ensure it helps all educators continually align and improve their practice.
Instruction	3	EP03: School teams use a collaborative process to analyze a variety of assessment <i>data</i> (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Operational	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Operational	Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as peeded
	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary	The entire school community is held accountable for ensuring that all students achieve the rigorous outcomes established for them.
ent	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Exemplary	The school has a defined theory of action or vision driving the priorities related to improvement efforts. The goals and interim benchmarks are used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work by all staff.
Leadership Development	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary	School leaders empower staff to assume responsibility for making decisions regarding school operations, school culture, and student achievement. Extensive structures exist for staff to engage in shared decision- making and problem-solving and to build their leadership capacities.
Leadershi	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. School leaders consistently allocate personnel, resources, and programs based on changing student needs.

	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
ate	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
Climate	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior:
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
r and unity ement	14	EP14: Implement evidence-based strategies to engage families to support learning	Operational	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
Family and Community Engagement	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Emerging	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
- 5	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families)
Professional Development	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job- embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research,
Prof Dev	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

Selected Essential Practice										
Academic Essential Practice #1 (Required)										
Climate Essential Practice #2 (Required)										
Additional Practice #3 (Optional)										

Comprehensive Plan: St	gies and Action Steps
Evidence Based Strategy:	of Professional Learning
Select Any Applicable Goals	Why Statement Essential Practice
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with integrating the use of researchbased practices. School leaders hold educators accountable for planning, teaching, and assessing in ways that promo udent learning. Time and support are available for individual and collective reflection and adjustment as well as sha arning and professional learning, to facilitate responsiveness to student needs. School leaders and educators engage in regular discussions of student learning expectations, both trizontally (with colleagues in their grades or subjects) and vertically (across grades). Systems are in place for educators to develop and share standards-aligned instructional materials an sources. Teacher teams regularly evaluate the impact of classroom instruction on student learning. Multiple sources of individual and disaggregated student group data are routinely analyzed to ident ident needs, evaluate classroom practices, and modify instruction. Educators continually monitor and adjust instruction and content based on multiple checks for destranding is focused on building the capacity of staff and other stakeholders to use data a cision-making (e.g., use of data for classroom instructional planning and monitoring of student lear processional learning is focused on building the capacity of staff and other stakeholders to use data a cision-making (e.g., use of data for classroom instructional planning that includes consider dividual student needs. <u>Advactors exhibit</u> instructional flexibility and responsiveness that allows for timely adjustments base	 The ILT will conduct ongoing informal observations and provide feedback and coaching to staff in a consistent manner at least every 4-6 weeks. The ILT will review the progress of the cycle of learning in order to adjust, as necessary, the pacing and content at least quarterly. The network support feam will provide ILT with ongoing feedback in order to support cycles of learning at least monthly. The network will debrief at the end of the year to evaluate the approach to determine if it is meeting it's intended outcomes and revise, if necessary, to support improvement in the upcoming year.

Action Step	Anticipated	Anticipated	Lead Person/	Materials / Resources	PD Step?						tation Progre	ess Ratings			
	Start Date	Completion Date	Position	Needed		Notes & Evidence	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Set reasonable and attainable growth targets for both Literature and Algebra Keystones.	6/3/2024	9/10/2024	Principal		N										
Identify high yield instructional strategy in ELA and Math to guide the cycle of learning for the 24-25 school year and will be the focus of instructional walkthroughs.	4/24/2024	6/14/2024	Principal	Marzano's 9 High Yield Instructional Practices	N										
For Math instructional strategies, if using IM, align strategies and techniques to Math Language Routines, Instructional Routines, and the Math Activity PLC Tool	4/24/2024	6/14/2024	Principal, AP, and SBTL	Math Language RoutinesInstructional RoutinesMath Activity PLC Tool	N										
For ELA instructional strategies, if using district curriculum, align strategies and techniques to ELA Instructional Guide <u>Teaching Methods</u>	4/24/2024	6/14/2024	Principal, AP, and SBTL	Teaching Methods	N										
Identify and train the Instructional Leadership Team (ILT) regarding their roles and expectations to support the cycle of learning (including observations, debriefing, and informal coaching).	8/14/2024	8/30/2024	Principal	Please link your school's: ELA CoL Math CoL Training Materials	Y										
ILT meets and norms on look-fors for high-yield instructional strategy and techniques across departments, on going as necessary throughout the year.	8/14/2024	8/30/2024	ILT	Please link your school's: ELA CoL Look Fors Math CoL Look Fors	N										
Train staff on the Cycle of Learning (i.e. defining risk-free adult practice, types of artifacts, etc). and establish PLC goals, vision and norms	9/3/2024	9/27/2024	ILT		Y										
Create a calendar of PLC foci for the 24-25 school year, including key dates when relevant data will be available (Star, Keystones, SVVBS, etc). Artifacts to be reviewed at key dates should include pre/post unit assessments, student work, samples of diverse learners, etc.	4/24/2024	8/9/2024	Principal and AP	Please link your school's: ELA CoL Math CoL	N										
Create a calendar of LT MTSS Tier 1 meeting dates on a monthly basis, to review timely and relevant data that will impact the CoL, and what will be shared with teachers that impacts their instructional practices and student outcomes.	4/24/2024	8/9/2024	Principal and AP	Please link your school's: ILT MTSS Meeting Calendar	N										
Create a calendar of observations to align with the cycle of learning, ensuring that ILT members are all active observers (including SBTL, SPECM, and EL points).	4/24/2024	8/9/2024	Principal and AP	Please link your school's: ELA CoL Math CoL Informal Observation Calendar and Caseload	N										
Identify articles to embed into the cycle of learning calendar and into the network resource bank. Network teams members can support with this.	4/24/2024	5/30/2025	ILT	Innovation Network CoL resource bank	N										
The ILT will facilitate specific training on a high yield instructional strategy every 4-6 weeks (in PLC).	9/30/2024	6/6/2025	ILT		Y										
Teachers will engage in risk-free adult practice of the instructional practices and techniques every 4-6 weeks, in alignment with the ongoing cycle of learning.	9/30/2024	6/6/2025	Teachers		N										

Staff will engage in an ongoing study, through the use of articles selected by the ILT and relevant and timely data, every 4-6 weeks (in PLC).	9/30/2024	6/6/2025	ШТ	Innovation Network CoL resource bank	N					
	5/ 50/ 2021	0,0,2020	121	SDP 24-25 Assessment Calendar (will be linked when available)						
ILT members will conduct ongoing and consistent observations in alignment with the cycle of learning, utilizing appropriate tools for documentaing normed look- fors.	9/30/2024	6/6/2025	ILT	Please link your school's: Informal Observation Calendar and Caseload ELA CoL Look Fors Math CoL Look Fors	N					
ILT members will meet every two weeks to debrief on observations and plan for informal coaching.	9/30/2024	6/6/2025	ILT	Please link your school's: Informal Observation Calendar and Caseload	N					
LT members will engage in the support-coaching-feedback model with all teachers every 4-6 weeks (this may occur in PLC in there are high level trends identified, or, this may occur in a more individualized setting).	9/30/2024	6/6/2025	ILT	Please link your school's: Informal Observation Calendar and Caseload	N					
ILT members will engage in an MTSS Tier 1 data meeting every 4-6 weeks (depending on when relevant data is available).	9/30/2024	6/6/2025	ILT	Please link your school's: ILT MTSS Meeting Calendar	N					
The ILT will review the progress of the cycle of learning in order to adjust, as necessary, the pacing and content at least quarterly.	11/11/2024	6/12/2025	ILT	Please link your school's: ELA CoL Math CoL	N					
Attend ongoing network professional development in alignment with your selected high yield instructional practices.	4/25/2024	6/12/2025	Principal and AP		N					
The network support team will provide ILT with ongoing feedback in order to support cycles of learning at least monthly	4/25/2024	6/12/2025	ILT		N					
The ILT will meet with the network PLS a week prior to their instructional to check in regarding their cycle of learning in order to support any adjustments after the walkthrough.	8/26/2024	6/12/2025	ILT		N					

Pennypack House School - Com	prehensiv	e Plan: Str	ategies and	Action Steps											
Evidence Based Strategy:		School-Wide	SEL												
Select Any Applicable Goals		Why Stateme	nt	Essential Practice											
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Anticipated Outputs (link out to EP Look Fors)			Monito	ring/Evaluation											
dult-student and student-student interactions are positive, caring, and respectful. dult-student and student-student interactions are positive, caring, and respectful. takeholders perceive the school as warm, inviting, and safe. support, (4) review whether communi in schoolwide SEL, and (5) take action steps below.				ool year. review Student Well-Being Survey of identify ways to enhance instructio cations are effective at engaging sta	data, (2) nal ikeholders										
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?					Implemer	ntation Progr	ess Ratings			
Pre-Implementation (Buildin	g SEL Structure		Implementation)			Notes & Evidence	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	м
chool Leader attends district-organized Schoolwide SEL implementation werview (includes commitment to 3-5 year implementation plan; Community Aeeting implementation; releasing SEL-MTSS team 3 half-days per year for															
planning)	5/1/2024	6/28/2024	Principal		Y										
chool leadership creates staff PD calendar (including Community Meeting mplementation, Supportive Environments through Foundational SEL as needed).	6/28/2024	9/30/2024	Principal		N										
chool leadership recruits school community members to form a culturally- esponsive SEL-MTSS team and appoint an SEL Lead. (This step includes stabilishing a team meeting schedule and identifying data sources that will be sed each month)	6/28/2024	10/1/2024	Principal	MTSS Tier I Teaming Guidelines	N										
EL-MTSS team completes Baseline Assessment of SEL Indicators for the school	8/26/2024	11/1/2024	SEL-MTSS team	Baseline SEL Indicators Assessment	N										
ull SEL-MTSS team participate in district organized half-day in-person Schoolwide SEL Planning Workshops 3 times a year SEL-MTSS team develops or refines the shared vision for schoolwide SEL to guide	11/1/2024	5/30/2025	SEL-MTSS team		Y										
Inclanding and implementation	8/26/2024	12/1/2024	CEL MATCE Assem								1			1	

Full SEL-MTSS team participate in district organized half-day in-person													
Schoolwide SEL Planning Workshops 3 times a year	11/1/2024	5/30/2025	SEL-MTSS team		Y								
SEL-MTSS team develops or refines the shared vision for schoolwide SEL to guide													
planning and implementation.	8/26/2024	12/1/2024	SEL-MTSS team		N								
SEL-MTSS team uses baseline SEL Assessment to identify community strengths													
and areas of growth (includes short-term SMARTIE goals)	8/26/2024	12/1/2024	SEL-MTSS team	SMARTIE Goals Worksheet	N								
SEL-MTSS team will create a calendar of Tier I programming based on baseline													
SEL assessment and data review.				Sample Tier I programming									
	8/25/2023	12/1/2024	SEL-MTSS team	calendar	N								
Implementation Phase	s - Foundation	s for Data Revie	w Cycles										
Based on Baseline assessment, provide Foundational learning opportunities to													
staff (includes Student Climate Staff) during Supportive Environments													
professional learning.				Supportive Envrionments									
	8/26/2024	6/1/2025	SEL-MTSS team	Professional Learning Slide Decks	Y								
SEL-MTSS team will create a plan for data collection and review cycles that													
include Student Well-being Survey data Windows and SW SEL implementation				Schoolwide SEL Implementation									
rubric.	8/26/2024	12/1/2024	SEL-MTSS team	Rubric	N								
Teachers will implement daily Community Meetings (at least 90 minutes a week)	8/26/2024	6/12/2025	All staff	CM App	N								
SEL-MTSS team will create a plan for how they will engage and involve													
Caregivers in schoolwide SEL implementation	11/1/2024	5/30/2025	SEL-MTSS team		N								
SEL-MTSS team completes the Schoolwide SEL Implementation Rubric mid-year				Schoolwide SEL Implementation									
and end of year to track school's progress toward full-scale implementation.	1/6/2025	5/30/2025	SEL-MTSS team	Rubric	N								
Implementation Ph	ase 1: [Data Anal	ysis and Interpreta	tion]										
Prior to each SEL-MTSS Meeting; Leads will prepare data (collect and have initial													
analysis or plan to analyze) to present in the meeting.	11/1/2024	5/30/2025	SEL-MTSS team		N								
SEL-MTSS Team will analyze and prepare data to be shared with stakeholders.				QlikBAM, Monthly Data									
	11/1/2024	5/30/2025	SEL-MTSS team	Snapshot	N								
Implementa	tion Phase 2: [Da	ta Presentation]											
The SEL-MTSS team will present data to stakeholders in accordance with the													
plans laid out in the calendar planning action step.	11/1/2024	5/30/2025	SEL-MTSS team		N								
The SEL-MTSS team will collect feedback from stakeholders during data													
presentation.	11/1/2024	5/30/2025	SEL-MTSS team		N								
Implementation	n Phase 3: [Opera	tionalize the Data											
The SEL-MTSS team will review all data and feedback to plan appropriate													
interventions for areas of growth identified during the baseline assessments.	11/1/2024	5/30/2025	SEL-MTSS team		N								
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Based on data cycles, the SEL-MTSS team should work with school leadership to										
create an aligned budget for SEL resources, professional learning, and staffing to										
support the sustainability of SEL efforts.	11/1/2024	5/30/2025	SEL-MTSS team	N						

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Board Goal 4: Lit	All Students	At least 5.04% of students will score proficient/advanced on the Literature Keystone	At least% of students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q1	At least% of students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q2	At least% of students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q3	At least% of students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q4
	B		Actual Performance				
			Met Target?				
			Goal Statement At least 1.68% of students will score	Q1 Target At least % of students in grades 9-11	Q2 Target At least% of students in grades 9-11	Q3 Target At least% of students in grades 9-11	Q4 Target
GOAL:	Board Goal 4: Alg	All Students	At least 1.88% of students will score proficient/advanced on the Algebra Keystone	At least% of students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q1	At least% of students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q2	At least% of students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q3	At least% of students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q4
	Bo		Actual Performance				
			Met Target?				
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			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Board Goal 4: Bio	All Students	At least 1.68% of students will score proficient/advanced on the Biology Keystone	At least% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q1	At least% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q2	will score at or above grade-level on	At least% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q4
	B		Actual Performance				
			Met Target?				
					•	•	•
			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Student Attendance	All Students	At least 69.30% of all students will attend school 90% of days or more	At least% of all students will attend school 90% of days or more in Q1	At least% of all students will attend school 90% of days or more in Q2	At least% of all students will attend school 90% of days or more in Q3	At least% of all students will attend school 90% of days or more in Q4
	tud		Actual Performance				
	S		Met Target?				
			iner targeti				
	1		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Graduation	All Students	At least% of students will graduate with their 4-year cohort		At least% of first-time 9th grade students and 70% of 12th grade students will be on-track for graduation in Q2	At least% of first-time 9th grade students and 75% of 12th grade	At least% of first-time 9th grade students and 80% of 12th grade students will be on-track for graduation in Q4
		-	Actual Performance				

Met Target?

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	spension	Students	At least 100% of students will have zero out-of-school suspensions	At least _% of students will have zero out-of-school suspensions in Q1	At least _% of students will have zero out-of-school suspensions in Q2		At least _% of students will have zero out-of-school suspensions in Q4
	Su:		Actual Performance Met Target?				