

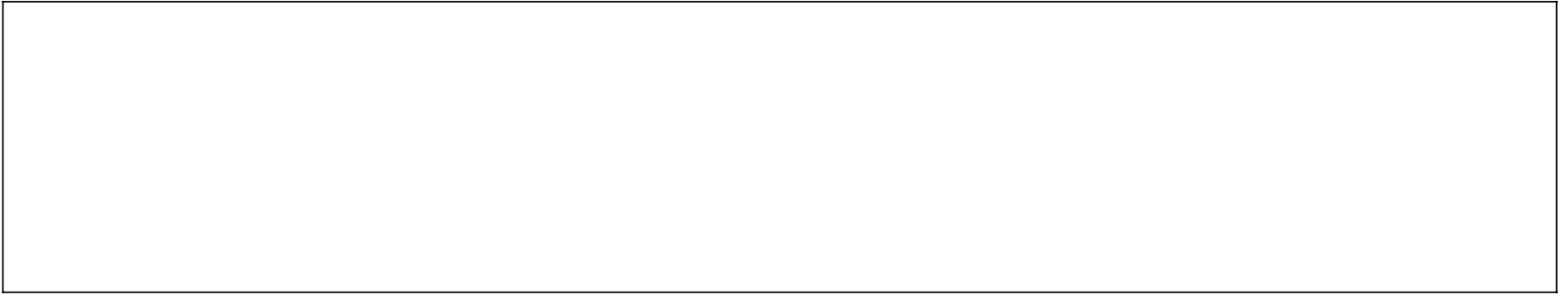
**THE SCHOOL DISTRICT OF PHILADELPHIA  
2024-2025  
School-based Planning Tool**

<b>School Grade Span</b>	09-12
<b>ULCS Code</b>	8540
<b>Name of School</b>	Pennypack House School
<b>Learning Network</b>	Network 12
<b>Assistant Superintendent</b>	Jeff MacFarland
<b>Principal Name</b>	Yasir N. Roundtree-Palmer

**Planning Team**

<b>Team Member Title</b>	<b>Team Member Name</b>	<b>Organization</b>	<b>Email Address</b>
<b>Principal</b>	Yasir N. Roundtree-Palmer	Pennypack House School	yroundtree@philasd.org
<b>Assistant Principal</b>	Robert J. Leyrer	Pennypack House School	rjleyrer@philasd.org
<b>Math Content Specialist/Teacher Leader</b>	Hassania Moody	Pennypack House School	hmoody@philasd.org
<b>Literacy Content Specialist/Teacher Leader</b>	Jessica Friedman	Pennypack House School	jhfriedman@philasd.org
<b>School-based Climate Leader</b>	Andre Griffin	Pennypack House School	agriifin3@philasd.org
<b>School-based Special Education Leader</b>	Mary Elizabeth McGroary	Pennypack House School	mmcgroay@philasd.org
<b>School Counselor</b>	Stefani Messinger	Pennypack House School	smessinger@philasd.org
<b>Planning and Evidence-based Support (PESO) staff</b>	Cari Cantor	SDP	ccantor@philasd.org
<b>Superintendent (Chief School Administrator)</b>	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
<b>Instruction</b>	1	EP01: Align curriculum, assessments, and instruction to the PA Standards	<b>Operational</b> 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	<b>Exemplary</b> 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.
	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	<b>Operational</b> 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	<b>Operational</b> 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	<b>Operational</b> 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 needed
<b>Leadership Development</b>	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	<b>Exemplary</b> The entire school community is held accountable for ensuring that all students achieve the rigorous outcomes established for them.
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	<b>Exemplary</b> 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.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	<b>Exemplary</b> 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.
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	<b>Exemplary</b> 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.
Climate	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.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: <ul style="list-style-type: none"> <li>• 5 or fewer clearly defined, positively- stated expectations;</li> <li>• documented system for teaching behavioral expectations to students on an annual basis;</li> <li>• documented system for rewarding student behavior.</li> </ul>
	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.
Family and Community Engagement	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.
	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.
Professional Development	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; <del>perception data from students, staff, and families</del> )
	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,
	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

<b>Academic Essential Practice #1 (Required)</b>	
<b>Climate Essential Practice #2 (Required)</b>	
<b>Additional Practice #3 (Optional)</b>	











GOAL:	Board Goal 4: Lit	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			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
Actual Performance							
Met Target?							

GOAL:	Board Goal 4: Alg	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 1.68% 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
Actual Performance							
Met Target?							

GOAL:	Board Goal 4: Bio	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			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	At least ___% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q3	At least ___% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q4
Actual Performance							
Met Target?							

GOAL:	Student Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			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
Actual Performance							
Met Target?							

GOAL:	Graduation	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least ___% of students will graduate with their 4-year cohort	At least ___% of first-time 9th grade students and ___% of 12th grade students will be on-track for graduation in Q1	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 students will be on-track for graduation in Q3	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:		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Suspension	All 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 Q3	At least _% of students will have zero out-of-school suspensions in Q4
		Actual Performance				
		Met Target?				