

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	7220		
Name of School	Laura H. Carnell School		
Neighborhood Network	Network 9		
Assistant Superintendent	Noah Tennant		
ESSA Federal Designation	Non-Designated		
Admission Type	Neighborhood		
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	School Redesign Initiative		
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	Oxford Circle Christian Community Development Association		
Principal Name	Hilderbrand Pelzer III		
Years as Principal	18		
Years as Principal at this School	9		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Hilderbrand Pelzer III	Laura H. Carnell School	hpelzer@philasd.org
Additional Leadership Team Representative	Kia Johnson	Laura H. Carnell School	Kjohnson6@philasd.org
Math Content Specialist/Teacher Leader	Nancy Hawe	Laura H. Carnell School	nhawe@philasd.org
Literacy Content Specialist/Teacher Leader	Nancy Hawe	Laura H. Carnell School	nhawe@philasd.org
Science Content Specialist/Teacher Leader	n/a	n/a	n/a
School-based Climate Representative	Deborah Camper	Laura H. Carnell School	dcamper@philasd.org
Parent	Olga Parras	Laura H. Carnell School	lydiag4128@gmail.com
Community member	TBD	TBD	TBD
Business partner (other than parent or community member)	TBD	TBD	TBD
Student (required for High Schools)	TBD	TBD	TBD
Planning and Evidence-based Support (PESO) member	Leya Egea Hinton	SDP	legeahinton@philasd.org
Special Education Case Manager	TBD	TBD	TBD
Network Attendance Coach	Justin Proctor	SDP	jeproctor@philasd.org
Network Culture and Climate Coach	TBD	TBD	TBD
Grants Compliance Monitor	Kelly Ann McCarthy	SDP	kemccarthy@philasd.org
Central Office Talent Partner	Christopher Richard	SDP	crichard@philasd.org
Network Early Literacy/Literacy Director	Traci McCabe	SDP	tmccabe@philasd.org
Network Professional Learning Specialist	Joel Witter	SDP	jwitter@philasd.org
Prevention and Intervention Liaison	Johanna Agnew	SDP	jagnew@philasd.org
PBIS Coach (if applicable)	Hasana Ahmad	SDP	hahmad@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	Aaron MacLennan	SDP	apmaclennan@philasd.org
EL Point Person	Angela Pelosi	SDP	apelosi2@philasd.org

<b>ADDITIONAL DATA ANALYSIS</b>													
<b>ELA Assessment Data</b>													
<b>(Leading Indicators for Board Goals #1-2, and 4)</b>													
<b>AIMSweb Reading Gr K-5 Data (Click for link to data)</b>													
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>	88.2%	11.1%	14.4%	74.4%	32	86.0%	11.3%	23.8%	65.0%				
<b>1st</b>	89.9%	27.6%	10.3%	62.1%	56	86.6%	13.6%	8.2%	78.2%				
<b>2nd</b>	82.2%	35.2%	14.8%	50.0%	23	85.8%	57.1%	16.5%	26.4%				
<b>3rd</b>	88.8%	27.0%	17.1%	55.9%	39	91.0%	32.4%	14.4%	53.2%				
<b>4th</b>	72.1%	30.7%	15.9%	53.4%	34	83.9%	39.4%	15.4%	45.2%				
<b>5th</b>	89.6%	28.2%	23.3%	48.5%	41	78.2%	45.2%	17.2%	37.6%				
<b>Math Assessment Data</b>													
<b>(Leading Indicators for Board Goals 3, and 4)</b>													
<b>AIMSweb Math Gr K-5 Data (Click for link to data)</b>													
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>	85.3%	27.6%	19.5%	52.9%	57	83.9%	15.4%	23.1%	61.5%				
<b>1st</b>	91.5%	33.9%	13.6%	52.5%	59	84.3%	24.3%	19.6%	56.1%				
<b>2nd</b>	87.9%	30.9%	17.0%	52.1%	30	86.8%	47.8%	16.3%	35.9%				
<b>3rd</b>	89.6%	15.2%	17.0%	67.9%	33	91.0%	17.1%	27.0%	55.9%				
<b>4th</b>	82.0%	36.0%	15.0%	49.0%	48	82.3%	27.5%	24.5%	48.0%				
<b>5th</b>	94.8%	22.9%	22.9%	54.1%	51	80.7%	10.4%	15.6%	74.0%				
<b>Climate Data</b>													
<b>Annual Attendance Data (Click for link to data)</b>					<b>Monthly Attendance Snapshots (Click for link to data)</b>				<b>Suspension Data (Click for link to data)</b>				
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>	51.8%	48.3%	34.1%	34.1%	52.6%	57.3%	48.3%	35.4%	<b>All students</b>	99.2%	96.6%	90.3%	
<b>90-95% days</b>	17.0%	27.7%	31.2%	31.4%	18.0%	22.0%	27.7%	31.1%	<b>Black/Afr Amer</b>	98.5%	95.8%	87.6%	
<b>85-90% days</b>	8.4%	11.5%	15.7%	14.9%	7.0%	9.7%	11.5%	14.5%	<b>Hispanic/Latino</b>	100.0%	98.0%	96.5%	
<b>80-85% days</b>	4.5%	5.5%	7.6%	7.7%	3.4%	5.1%	5.5%	8.1%	<b>Asian</b>	100.0%	100.0%	100.0%	
<b>&lt;80% days</b>	18.3%	7.1%	11.4%	12.0%	19.1%	6.0%	7.1%	10.9%	<b>White</b>	100.0%	97.2%	91.4%	

**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 2	There has been minimum growth in 3rd grade proficiency because students do not have all the foundational skills in reading to develop comprehension to the school being more focused on the analysis of text rather than spending more time on how to support skills that help students develop better reading skills.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP04: Identify and address individual student learning needs
Board Goal 1	ELA proficiency has not made significant growth only increasing by .2% over 2 years because overall reading instruction has not consistently targeted reading skills like phonemic awareness/phonics due to the gap in the knowledge of reading and the time allowed for students to practice and apply those skills.	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. Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by

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?
Creation of a master schedule with embedded research-based intervention periods for all special education students without interruption to Tier 1 instruction. Master schedule will be created at the start of the year and implementation is full year.	8/2021	6/1/2022	Principal	Master Schedule	N
ESL team members will meet biweekly to schedule formal collaboration to assess implementation, students' progress, and review instructional best practices and data specific to their ELs (and compliance tasks).	8/2021	6/1/2022	ESL Coordinator	Framework for supporting English Learners	N
In collaboration with the counselor, SBTL, AP, SPED case manager, Reading Specialist, and ESL coordinator, schedule and implement MTSS to identify student groups needing additional supports in Tier II and Tier III	9/2021	6/1/2022	Reading Specialist	MTSS Framework, Approved interventions, Aimsweb	Y
ESL teachers will implement instructional best practices including a focus on productive language for speaking and writing. This will be done through daily push in and pull out instructional time/model. ESL teachers will prioritize short and long-term actions, and necessary supports to attain the goal.	8/2021	6/1/2022	ESL Coordinator	Framework for supporting English Learners, Aimsweb, Access	Y
During weekly ILT meetings, the ESOL coordinator will report on important information from the meetings in consultation with the Multilingual manager with school leadership. The ESOL Coordinator will share evidence of literacy implementation looks fors that will be used during observations.	9/2021	6/1/2022	ESL Coordinator	Framework for supporting English Learners	N
School leadership will provide ESL teachers with regular observation and feedback of instructional practices during both push in and pull out instruction.	9/2021	6/1/2022	Principal	Framework for supporting English Learners, Look for documents aligned to the English Learners framework	N
Strategic Rostering (ESL & SPED); Deliver evidence-based reading instruction strategies to LS students for up to 450 minutes weekly.	9/2021	6/1/2022	Special Education Case Manager	Special Education Framework, Student IEPs	N
Use weekly common planning time to increase teachers' content knowledge in phonics. Provide appropriate supports to teachers in order to implement best practices in phonics instruction by modeling and co-teaching lessons from a structured phonics program. Ensure teachers are providing children with many opportunities to apply their sound/symbol knowledge through a variety of modalities (ex: decodable readers, games, songs, grade-level texts, etc.)	8/2021	6/1/2022	SBTL	CPT Calendar	N
Teachers will collaborate with parents during quarterly workshops to model for them how to set reading goals, assess and monitor student progress towards mastery of letter naming, identifying sounds, oral reading fluency, and reading for comprehension, and teach reading lessons at home. Introducing this process to parents will create more of a home/school connection. (to go after step 3 above)	9/2021	6/1/2022	Assistant Principal	APTT calendar	N
Utilize student work analysis protocol during CPT to help teachers and school leaders analyze student work, understand student thinking, and identify gaps in skills and knowledge (monthly)	9/2021	6/1/2022	SBTL	CPT Calendar, student work samples	N
Engage SSAs in professional learning (curricular materias, interventions, assessment implementation, progress monitoring, and assessment data) and use them to support small group instruction with Tier I and Tier II students, so that teachers can spend more time working with students who are not mastering the standards. Training will be recurring for the SSAs.	8/2021	6/1/2022	Reading Specialist	Curricular resources, Aimsweb, Look for document aligned to the literacy framework	Y



**Comprehensive Plan: Strategies and Action Steps**

**Evidence Based Strategy #1:**

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

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	There has been minimum growth in math proficiency specifically K-3 because students do not have all the foundational skills in math to develop better of skills due to PD in 20-21 SY being more focused on supporting 4-5th.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP13: Implement a multi-tiered system of supports for academics and behavior
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	climate goal here	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. Educators use evidence-based classroom management strategies with fidelity to support positive behavior for all students as well as to intervene with challenging behaviors. Educators maximize instructional time through well-managed classroom routines.

We will monitor the effectiveness and implementation of this strategy using attendance and suspension data, SIS PBIS dashboard, district wide survey, ODRs, minor behavior forms, Tier Fidelity Inventories, and monthly TIPS meetings.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Re-visit behavior expectations with students, staff, and families	9/2021	9/1/2021	PBIS Coach	PBIS Behavior Matrix	N
Formal walkthroughs collecting data on utilization of school-wide expectations language to increase staff use of behavior expectations language/system, praise to corrections ratio, tangible reinforcements.	10/2021	6/1/2022	PBIS Coach	PBIS Look for document aligned to PBIS matrix	N
Create a school-wide calendar of incentives (i.e weekly, monthly, quarterly, etc.)	9/2021	6/1/2022	PBIS Team	Incentives Calendar	N
Classrooms are formally implementing all core Tier I features, consistent with school wide-expectations and there is evidence of inclusive practices.	9/2021	6/1/2022	PBIS Team and Classroom Teachers	PBIS Look for document aligned to PBIS matrix	N
Soliciting feedback and acknowledgement to create a formal system for acknowledging student behavior	9/2021	6/1/2022	PBIS Team	PBIS Student Survey	Y
Share tier 1 data with school staff at least 4 times per year.	10/2021	6/1/2022	PBIS Coach and PBIS Team	SIS and PBIS Dashboard	N
It will be documented that students, families, and community members of all racial, cultural, ethnic, and linguistic backgrounds have provided feedback on Tier I practices	9/2021	6/1/2022	PBIS Coach	PBIS Parent Survey	N
TIPS Team meets at least monthly to review disaggregated discipline data, determine interventions, and track progress.	9/2021	6/1/2022	PBIS Coach	PBIS Dashboard	N
Fidelity data collection and usage, Tier I fidelity data is collected and used for decision making annually (formal and informal).	9/2021	6/1/2022	PBIS Coach	PBIS Dashboard	N
Complete annual Tiered Fidelity Inventory. Evaluation conducted at least annually and reflects student and family voices.	9/2021	6/1/2022	PBIS Coach	PBIS	
Designate time & complete the self-assessment survey. Evaluation conducted at least annually and reflects student and family voices.	4/2022	5/1/2022	PBIS Team	Self Assessment Survey	



	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 22% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 45% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 45% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 55% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 65% 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	At least 20% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 40% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 55% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 65% 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 11% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 30% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 30% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 40% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 45% 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	At least _% of all students will attend school 95% of days or more	At least _% of all students will attend school 95% of days or more in Q1.	At least _% of all students will attend school 95% of days or more in Q2.	At least _% of all students will attend school 95% of days or more in Q3.	At least _% of all students will attend school 95% of days or more in Q4.
	Actual Performance Met Target?				
90% ATTENDANCE GOAL	At least 73% of all students will attend school 90% of days or more	At least 80% of all students will attend school 90% of days or more in Q1.	At least 78% of all students will attend school 90% of days or more in Q2.	At least 76% of all students will attend school 90% of days or more in Q3.	At least 73% of all students will attend school 90% of days or more in Q4.
	Actual Performance Met Target?				
ZERO SUSPENSION GOAL	At least 98% 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?				
GRADUATION GOAL	At least _% of students will graduate with their 4-year cohort	At least _% of 12th grade students will be on-track for graduation in Q1.	At least _% of 12th grade students will be on-track for graduation in Q2.	At least _% of 12th grade students will be on-track for graduation in Q3.	At least _% of 12th grade students will be on-track for graduation in Q4.
	Actual Performance Met Target?				
(ADDITIONAL GOAL)	At least 35% of English Learners and Hispanic (TSI) students in grades 3-5 will score at target by Spring AIMSweb Plus, as evidenced by the grade level composite score	25%	30%	35%	35%
	Actual Performance Met Target?				
(ADDITIONAL GOAL)					
	Actual Performance Met Target?				
(L)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target

(ADDITIONAL GOAL)					
	Actual Performance Met Target?				
(ADDITIONAL GOAL)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Actual Performance Met Target?					