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	4470
Name of School	Richard R. Wright School
Neighborhood Network	Network 11
Assistant Superintendent	Amelia Coleman Brown
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.)	Community School, Partners in School Innovation, Philly Reading Coaches, Read to Succeed, (Currently) Playworks
Principal Name	Jeannine Payne
Years as Principal	13
Years as Principal at this School	6

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Jeaninne Payne	SDP	jhendricks@philasd.org
Additional Leadership Team Representative	Sakia Beard	SDP	sbeard@philasd.org
Math Content Specialist/Teacher Leader	N/A	N/A	N/A
Literacy Content Specialist/Teacher Leader	Kenyatta Patterson	Childre's Literacy Initiative	kpatterson@cli.org
Science Content Specialist/Teacher Leader	Amanda Dorneman	SDP	adorneman@philasd.org
School-based Climate Representative	Khalef Webb	SDP	kwebb@philasd.org
Parent	Andre Payne	Richard Wright Elementary	drestoy1248@gmail.com
Community member	Mary Sharpe Lewis	Richard Wright Elementary	lewislilflower@gmail.com
Business partner (other than parent or community member)	Caitlyn Nichols	City of Phila Office for Children and Families	caitlyn.nichols@phila.gov
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Nina Fonseca	SDP/NN11	nfonseca@philasd.org
Special Education Case Manager	Diane Rodriguez	SDP	djrodriguez@philasd.org
Network Attendance Coach	Mariangeli Diodonet	SDP	mdiodonet@philasd.org
Network Culture and Climate Coach	Raphael Stewart	SDP	rrstewart@philasd.org
Grants Compliance Monitor	Steven Shaefer	SDP	sschaefer@philasd.org
Central Office Talent Partner	Ervin Miller	SDP	eamiller@philasd.org
Network Early Literacy/Literacy Director	Felicia Brown	SDP	febrown@philasd.org
Network Professional Learning Specialist	Nihessah Almond	SDP	njalmond@philasd.org
Prevention and Intervention Liaison	Montrell Duckett	SDP	mduckett@philasd.org
PBIS Coach (if applicable)	Tynara Blount	SDP	tblount@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)	Caitlyn Nichols	City of Phila Office for Children and Families	caitlyn.nichols@phila.gov
Multilingual Manager	Paul Gerber	SDP	pgerber@philasd.org
EL Point Person	Samantha Kreda, Suzanne Malia	SDP	skreda@philasd.org, smalia@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.)

Richard R. Wright is an educational community committed to providing a supportive environment. Our students will develop a passion for learning that will result in a strong foundation that they can use to achieve future success, through the development of collaboration skills and exercising perseverance.

ADDITIONAL DATA ANALYSIS

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	90.2%	0.0%	5.4%	94.6%	25	55.6%	5.0%	25.0%	70.0%
1st	86.4%	3.9%	2.0%	94.1%	16	75.4%	2.3%	2.3%	95.3%
2nd	93.9%	28.3%	21.7%	50.0%	43	79.6%	28.2%	17.9%	53.8%
3rd	96.4%	18.9%	24.5%	56.6%	40	78.8%	26.8%	22.0%	51.2%
4th	98.2%	20.4%	16.7%	63.0%	43	86.0%	24.5%	8.2%	67.3%
5th	94.9%	21.4%	14.3%	64.3%	38	89.5%	25.5%	15.7%	58.8%

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	85.4%	2.9%	8.6%	88.6%	46	47.2%	5.9%	35.3%	58.8%
1st	79.7%	4.3%	10.6%	85.1%	50	56.1%	3.1%	12.5%	84.4%
2nd	85.7%	19.0%	19.0%	61.9%	25	83.7%	29.3%	17.1%	53.7%
3rd	98.2%	7.4%	14.8%	77.8%	30	80.8%	11.9%	19.0%	69.0%
4th	98.2%	13.0%	20.4%	66.7%	42	86.0%	10.2%	14.3%	75.5%
5th	94.9%	16.1%	14.3%	69.6%	41	87.7%	12.0%	14.0%	74.0%

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	24.5%	41.4%	28.9%	34.5%	24.5%	41.9%	41.4%	35.4%	All students	93.9%	92.4%	88.8%
90-95% days	14.8%	28.1%	32.5%	32.3%	14.8%	31.5%	28.1%	33.3%	Black/Afr Amer	94.0%	92.2%	89.1%
85-90% days	16.0%	13.6%	18.8%	15.8%	16.0%	11.6%	13.6%	15.4%	Hispanic/Latino	96.2%	91.3%	95.2%
80-85% days	8.2%	5.9%	7.1%	3.9%	8.2%	5.4%	5.9%	4.2%	Asian			
<80% days	36.6%	11.0%	12.7%	13.6%	36.6%	9.6%	11.0%	11.7%	White	100.0%	100.0%	100.0%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

MTSS (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	There is a need for for additional coaching for teachers including monitoring and support of the foundational skills being taught in K-2 classrooms to ensure that essential pieces of this program are not ommited. There is also a need for comprehensive Wilson's Fundations PD for teachers to ensure they have a clear understanding of how to effectively implement the program.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices
Board Goal 2	There is a need for for additional coaching for teachers including monitoring and support of the foundational skills being taught in K-2 classrooms to ensure that essential pieces of this program are not ommited. There is also a need for comprehensive Wilson's Fundations PD for teachers to ensure they have a clear understanding of how to effectively implement the program.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
The school has a documented system for collecting and analyzing data on a pre-determined schedule. Multiple sources of individual and disaggregated student group data are routinely analyzed to identify student needs, evaluate classroom practices, and	We will monitor the effectiveness and implementation of this strategy using district benchmark assessments, online adaptive interventions, planning day products, walkthroughs and observations, classroom assessment data, and the CPT schedule cycle.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
District assessments will be administered in Fall, Winter and Spring to identify class-level instructional needs for Reading.	9/13/2021	5/30/2022	Principal, AP, Testing Coordinator		N
Assessment data will be analyzed during ILT and CPT using SDP data analysis protocols.	8/23/2021	6/15/2022	Teachers, Coaches, Principal, AP	Assessment Data, SDP data protocols	N
Teachers will develop plans to address class-level areas where more support is needed, either by content, by standard, by concept, or by skill.	10/30/2021	6/15/2022	Teachers	Assessment Data	N

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	There is a need for a dedicated math specialist to provide consistent coaching to our teachers on a transition to a student led classroom within the district's 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 school's instructional materials and assessments are aligned to the Common Core Standards in every subject to ensure vertical and horizontal alignment by grade level. All instructional staf have access to curriculum-related materials and the training necessary to	We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, walkthroughs and observations, planning day products, and individual/class progress monitoring.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the math framework.	8/23/2021	6/15/2022	Principal & AP	PD Calendar, Math Framework	Y
Collect a triangulation of math data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	8/23/2021	6/15/2022	Central Office PLS	Star math data, PSSA math data	Y
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	8/23/2021	6/15/2022	Math Intervention Teacher & AP		N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance) based on math student data analysis.	11/1/2021	6/15/2022	Math Intervention Teacher & AP	Lesson Plans, Quarters at a Glance	N
Analyze student data to monitor progress towards meeting expected student outcomes.	8/23/2021	6/15/2022	Principal, AP & Math Intervention Teacher	Star math data, PSSA math data, classroom assessment 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	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.	At least 96% 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 Sudent Support Services.
Additional Goal 2	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.	At least 33% 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 Sudent Support Services.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
• Discipline referral data are used to make decisions about design, implementation, and evaluation of schoolwide behavioral supports. • School leaders provide data summary reports to school community at least three times per year.	We will monitor the effectiveness and implementation of this strategy using attendance and suspension data from Qlik, 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?
Create a school-wide calendar of incentives (i.e weekly. monthly, quarterly, etc.) & have ready to share with student's in September	8/23/2021	9/30/2021	AP & Climate Manager		N
Train staff on use of problem behavior definitions, on usage of behavior flowchart, classroom managed (minor form) data entry into SIS, major office discipline data entry into SIS	8/23/2021	8/30/2021	Principal, AP & Climate Manager	PD Calendar, PD Materials	Y
Schedule time for PBIS staff training boosters throughout the year	1/30/2022	5/1/2022	Principal, AP & Climate Manager	PD Calendar, PD Materials	Y
Share tier 1 data with school staff at least 4 times per year.	10/1/2021	6/15/2022	Climate Manager	Tier 1 Data from PBIS Dashboard, SIS & Qlik	N
Develop strategies to incorporate family & community voice and involvement	8/23/2021	6/15/2022	School Culture & Climate Team		N
Development of at least monthly Team Initiated Problem Solving (TIPS) meetings	9/30/2021	6/15/2022	School Culture & Climate Team	TIPS Meeting schedule and agenda	N
Tier I fidelity data is collected and used for decision making annually	9/30/2021	6/15/2022	School Culture & Climate Team	Tier 1 Data from PBIS Dashboard	N
Evaluation conducted at least annually and reflects student and family voices.	4/1/2022	5/31/2022	School Culture & Climate Team		N
Complete annual Tiered Fidelity Inventory (TFI)	4/1/2022	5/31/2022	School Culture & Climate Team	TFI	N
Designate time & complete the self-assessment survey	5/1/2022	5/31/2022	School Culture & Climate Team	self-assessment survey	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

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	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.	At least 96% 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 Sudent Support Services.
Additional Goal 2	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.	At least 33% 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 Sudent 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. The school intentionally creates opportunities for students to build positive relationships with peers.	We will monitor the effectiveness and implementation of this strategy using attendance and suspension data, district wide survey, walkthroughs and observations, community meeting self-assessment and fidelity tools, and minor behavior forms.

	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Establish Community Meeting schedule for each grade	8/23/2021	8/30/2021	Principal, AP & Climate Manager		N
	Train staff in Community Meeting (and its connections to social-emotional learning)	8/23/2021	8/30/2021	AP, Climate Manager & Prevention & Intervention Liaison	Community Meeting Slide Deck	Y
	Create a Year-Long calendar of CM topics and responsibilities	8/23/2021	10/31/2021	AP, Climate Manager & Prevention & Intervention Liaison		N
	Revisit Community Meeting calendar monthly during TIPS meetings and revise as needed.	11/1/2021	6/1/2022	School Culture & Climate Team	Community Meeting calendar topics	N
	Progress monitor implementation including the "check for understanding" survey	9/1/2021	6/15/2022	Principal	"check for understanding" survey	N
	Incorporate Student Well-Being Survey	9/1/2021	6/15/2022	Principal	Student Well-Being Survey	N
	Make a plan for ongoing coaching and support	9/1/2021	6/15/2022	Principal, AP, Climate Manager & Prevention & Intervention Liaison		N

BOARD GOAL 1	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 32% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 22% of students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 27% of students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 32% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	N/A. There are only 3 testing windows for the District's within-year reading assessments per school year.
	Actual Performance				
	Met Target?				

BOARD GOAL 2	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 22% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 12% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 17% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 22% of students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	N/A. There are only 3 testing windows for the District's within-year reading assessments per school year.
	Actual Performance				
	Met Target?				

BOARD GOAL 3	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 21% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 11% of students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 16% of students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 21% of students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	N/A. There are only 3 testing windows for the District's within-year math assessments per school year.
	Actual Performance				
	Met Target?				

95% ATTENDANCE GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 33% of all students will attend school 95% of days or more.	At least 70% of all students will attend school 95% of days or more in Q1.	At least 55% of all students will attend school 95% of days or more in Q2.	At least 45% of all students will attend school 95% of days or more in Q3.	At least 33% 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 96% 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 98% of students will have zero out-of-school suspensions in Q2.	At least 97% of students will have zero out-of-school suspensions in Q3.	At least 96% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				