THE SCHOOL DISTRICT OF PHILADELPHIA
2021-2022
School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)

School Grade Span	09-12
ULCS Code	5020
Name of School	Thomas A. Edison High School
Neighborhood Network	Network 13
Assistant Superintendent	Cheryl Proctor
ESSA Federal Designation	CSI
Admission Type	Neighborhood
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	CTE - Citywide Admit
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A
Principal Name	Awilda Ortiz
Years as Principal	7
Years as Principal at this School	7

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Awilda Ortiz	Edison HS	aortiz@philasd.org
Additional Leadership Team Representative	Dr. Armando Tolliver	Edison HS	atolliver@philasd.org
Additional Leadership Team Representative	Dr. Sydney Denkins	Edison HS	sdenkins@philasd.org
Math Content Specialist/Teacher Leader	Dena Bassett	Edison HS	dbassett@philasd.org
Literacy Content Specialist/Teacher Leader	April Claytor	Edison HS	aclaytor@philasd.org
Science Content Specialist/Teacher Leader	N/A	Edison HS	N/A
School-based Climate Representative	Adam Frary	Edison HS	afrary@philasd.org
Parent	Antonia Castro	Parent	TBD
Community member	Adonis Bandengas	Concilio	TBD
Business partner (other than parent or community member)	TBD	TBD	TBD
Student (required for High Schools)	Wilady Hernandez-Moscat	TBD	TBD
Planning and Evidence-based Support (PESO) member	Joseph Taylor	School District of Philadelphia	jctaylor@philasd.org
Special Education Case Manager	Jodi Roseman	School District of Philadelphia	jroseman@philasd.org
Network Attendance Coach	Shirley Carroll	School District of Philadelphia	scarroll@philasd.org
Network Culture and Climate Coach	Kendra Jenkins	School District of Philadelphia	kjenkins4@philasd.org
Grants Compliance Monitor	John O'Brien	School District of Philadelphia	jobrien3@philasd.org
Central Office Talent Partner	Julie Skrocki	School District of Philadelphia	jskrocki@philasd.org
Network Early Literacy/Literacy Director	N/A	N/A	N/A
Network Professional Learning Specialist	Melanie Keiper	School District of Philadelphia	mmkeiper@philasd.org
Prevention and Intervention Liaison	James Adams	School District of Philadelphia	jdadams@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	Benaline Baluyot	School District of Philadelphia	bbaluyot@philasd.org
EL Point Person	Anne-Marie Gibbons	Edison HS	agibbons@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.)

Our Vision
Edison High School envisions students and parents actively engaged in learning while feeling valued as citizens of our local and global community.

Our Mission
At Edison/Fareira High School, we will maximize the potential of all students by providing them with the academic and social skills necessary for every student to succeed. We will continue to set high expectations for students, deliver quality classroom instruction by teachers, and give parents tools to help them become active participants in the education of their children. Through our emphasis on technology, inquiry-based learning, and vocational skills, we are preparing students for both further education and entry into the employment market. We strive to grow the community leaders of tomorrow, today.

Thomas Edison HS - ADDITIONAL DATA ANALYSIS

ELA Assessment Data
(Leading Indicators for Board Goals #1-2, and 4)

STAR Reading Assessment (Click for link to data)

STAR Reading	Winter 2020-21						Fall 2020-2021				
	Particip	At/Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/Above%	On Watch%	Strat Inter %	Intense Inter %
9th	60.8%	4.4%	3.9%	15.3%	76.4%	43	62.1%	6.1%	3.0%	17.2%	73.7%
10th	57.2%	9.0%	6.0%	13.8%	71.3%	43	58.0%	4.4%	10.5%	14.9%	70.2%
11th	58.0%	9.2%	6.2%	16.9%	67.7%	36	61.1%	11.2%	10.5%	16.1%	62.2%
12th	62.3%	6.6%	10.9%	13.1%	69.3%	45	62.0%	5.5%	8.3%	25.5%	60.7%

Math Assessment Data
(Leading Indicators for Board Goals 3, and 4)

STAR Math Assessment (Click for link to data)

STAR Math	Winter 2020-21						Fall 2020-2021				
	#% Particip	At/Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	#% Particip	At/Above %	On Watch %	Strat Inter %	Intense Inter %
9th	57.5%	15.1%	9.4%	22.4%	53.1%	42	55.5%	10.7%	8.5%	28.8%	52.0%
10th	55.1%	24.2%	7.5%	23.6%	44.7%	43	51.6%	19.9%	13.0%	28.6%	38.5%
11th	48.2%	15.7%	16.7%	14.8%	52.8%	37	54.7%	19.5%	10.2%	21.9%	48.4%
12th	40.5%	12.4%	19.1%	16.9%	51.7%	47	48.7%	17.5%	15.8%	21.1%	45.6%

Climate Data

Annual Attendance Data (Click for link to data)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18
95%+ days	35.6%	24.2%	16.6%	18.6%
90-95% days	13.2%	16.2%	20.8%	21.0%
85-90% days	7.9%	12.2%	13.2%	13.7%
80-85% days	5.0%	9.9%	9.6%	10.3%
<80% days	38.3%	37.4%	39.8%	36.4%

Monthly Attendance Snapshots (Click for link to data)

Jan 2021	Jan 2020	March 2020	March 2019
36.1%	25.8%	24.2%	21.7%
13.6%	19.3%	16.2%	21.1%
6.7%	9.9%	12.2%	12.7%
4.7%	10.7%	9.9%	10.0%
39.0%	34.4%	37.4%	34.5%

Suspension Data (Click for link to data)

Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
All students	86.6%	85.3%	80.8%
Black/Afr Amer	79.8%	80.1%	72.9%
Hispanic/Latino	89.5%	87.5%	83.8%
Asian	100.0%	100.0%	100.0%
White	100.0%	81.3%	95.5%

Thomas Edison HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Common Planning Time (Focus: Tier I Academics)	Standards Aligned Instruction

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 4	Teachers are not providing students with standards-aligned instruction that enables them to master grade level content as CPT has focused more on other areas	% of students proficient on all 3 Keystone Exams by end of 11th grade will grow from 22.2% in August 2019 to 52.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 5	Our Special Education students are off-track in terms of meeting the CTE goal because some CTE teachers are not aware enough about what is in each student's IEP, due to a lack of systems and training around special education practices for CTE teachers.	CTE students who pass an industry standards-based competency assessment by end of 12th grade will grow from 49.9% in August 2019 to 80.0% in 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
80% of lesson plans will contain alignment between standards-objectives-tasks. 75% of ELA and Math lesson plans are meeting the Look Fors aligned to the SDP Literacy and Math Frameworks. 75% of ELA and Math lesson delivery is meeting the Look Fors aligned to the SDP Literacy and Math Frameworks. At least 90% of the CPT meetings each quarter allow time to use data and plan to meet student learning goals, focus on	On a quarterly basis, student achievement data from the district's within-year assessment will be reviewed to determine whether students are on track to meet proficiency/growth goals. On a quarterly basis, administration will review participation rates on the district's within-year assessment to ensure that all students are completing the assessment. The

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
CPT time will be built into all teacher schedules focusing on areas related to the SDP Literacy Framework, such as: Developing materials for standards-aligned learning activities, including standards-based objectives and their criteria for mastery, aligning specific learning activities to objectives.	8/23/21	5/31/22	Ms. Munoz/Roster Chair	Teacher Schedules, PD Calendar, ELA and Math Framework Resources	N
All teachers will participate in the district's/network's Literacy and Math Framework PD	8/23/21	8/27/21	Dena Bassett and April Claytor/School Based Teacher Leaders	PD Calendar, Network Professional Learning Specialist	Y
Teachers will develop lesson plans that include standards-based objectives and their criteria for mastery in accordance with the SDP Literacy and Math Frameworks Look Fors document	8/23/21	6/1/22	Dena Bassett and April Claytor/School Based Teacher Leaders	Achieve the Core, Improving Reading for Older Students, Lesson Plans, Quarters at a Glance, SDP Literacy and Math Frameworks Look Fors document	N
During CPT, teachers will identify the most critical learning standards for the coming unit	8/23/21	4/30/22	Dena Bassett and April Claytor/School Based Teacher Leaders	Achieve the Core, Improving Reading for Older Students, Lesson Plans, Quarters at a Glance, SDP Literacy and Math Frameworks Look Fors document	N
During CPT, teachers will identify the explicit and implicit domain skills for those learning standards at the grade and course level	8/23/21	4/30/22	Dena Bassett and April Claytor/School Based Teacher Leaders	Achieve the Core, Improving Reading for Older Students, Lesson Plans, Quarters at a Glance, SDP Literacy and Math Frameworks Look Fors document	N
During CPT, teachers will align specific learning activities to objectives	8/23/21	6/1/22	Dena Bassett and April Claytor/School Based Teacher Leaders	Achieve the Core, Improving Reading for Older Students, Lesson Plans, Quarters at a Glance, SDP Literacy and Math Frameworks Look Fors document	N
ESOL Specialist will assist with weekly planning to ensure that lessons contain proper scaffolding and differentiation for ELL students	8/23/21	6/1/22	Anna-Marie Gibbons/ESOL Specialist	Individualized Learning Plan, Lesson Plans	N
During CPT, ESOL specialists will analyze the ACCESS testing data in conjunction with other data sources (i.e. universal screeners) to identify targeted supports for ELs, and provide this information to teachers, especially ELA teachers.	8/31/21	6/1/22	Anna-Marie Gibbons/ESOL Specialist	Individual Student Reports	N
The ACCESS test will be administered to all EL students during the state-mandated testing window, as this test will help determine students' levels and the types of supports they'll need for the following year. The on-demand WIDA screener will be administered to any new or incoming EL students as necessary.	9/1/21	6/14/22	Anna-Marie Gibbons/ESOL Specialist	ACCESS Test Materials	N
Pre- and post-test common assessments will be developed and administered to students for each curriculum unit in order to assess student growth and mastery of standards-based objectives.	9/1/21	6/1/22	ELA and Math Teachers	Pre- and Post Assessments, Curriculum Units, PDE SAS	N
Hold monthly meetings with SPED Case Managers and CTE teachers to ensure they are aware of IEP goals/metrics	9/7/21	5/30/22	Dr. Denkins/Assistant Principal, Dr. Desjardins/Special Education Compliance Monitor, and Mr. Mills/CTE Lead	IEPs, Student Data	N
Instructional leadership team will review lesson plans using the Literacy and Math Frameworks Look Fors documents	9/15/21	6/1/22	Awilda Ortiz/Principal, Dr. Tolliver/Assistant Principal, Dr. Denkins/Assistant Principal, and Dena Bassett and April Claytor/School Based Teacher Leaders	Lesson Plans, Look Fors Document	N
Instructional leadership team will conduct walkthroughs and observations using the Literacy and Math Frameworks Look Fors documents in collaboration with our Observation Rubric	9/15/21	6/1/22	Awilda Ortiz/Principal, Dr. Tolliver/Assistant Principal, Dr. Denkins/Assistant Principal, and Dena Bassett and April Claytor/School Based Teacher Leaders	Observation Calendar, Look Fors Document, Observation Rubric	N
During CPT throughout the school year, the SPECM will provide professional learning to the CTE team that has a specific focus on IEP data points for CTE teachers	10/1/21	5/30/22	Dr. Denkins/Assistant Principal, Dr. Desjardins/Special Education Compliance Monitor, and Mr. Mills/CTE Lead	IEPs, Student Data	Y

Teachers will use CPT to review student data from the Star Assessment, common assessments, ACCESS for ELs, and other formative data sources.	10/1/21	6/1/22	Anna-Marie Gibbons/ESOL Specialist, Dena Bassett and April Claytor/School Based Teacher Leaders	Pre- and Post Assessments, Star Assessments, Formative Data, ACCESS Data	N
Teachers will use data from assessments to inform differentiation of assignments for groups of students and individual students	10/1/21	6/1/22	Anna-Marie Gibbons/ESOL Specialist, Dena Bassett and April Claytor/School Based Teacher Leaders	Pre- and Post Assessments, Star Assessments, Formative Data, Lesson Plans	N
The instructional leadership team will review trends in lesson plans and curriculum implementation	10/15/21	6/1/22	Awilda Ortiz/Principal, Dr. Tolliver/Assistant Principal, Dr. Denkins/Assistant Principal, and Dena Bassett and April Claytor/School Based Teacher Leaders	Lesson Plans, Observation Rubrics	N
The instructional leadership team will plan out CPT sessions based on trends in lesson planning and curriculum implementation	10/15/21	6/1/22	Awilda Ortiz/Principal, Dr. Tolliver/Assistant Principal, Dr. Denkins/Assistant Principal, and Dena Bassett and April Claytor/School Based Teacher Leaders	CPT Agendas	N
The ESOL Specialist will provide PD/resources around scaffolding, differentiation, and best practices in ESOL instruction quarterly during SDP designated PD days.	10/15/21	6/1/22	Anna-Marie Gibbons/ESOL Specialist	PD Calendar	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Awilda Ortiz/Principal, Dr. Tolliver/Assistant Principal, Dr. Denkins/Assistant Principal, and Dena Bassett and April Claytor/School Based Teacher Leaders	School Plan, Routines Agenda	N

Thomas Edison HS - Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:

PBIS - New Schools (Focus: Tier I Climate Framework)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 1	After over a year spent outside of our building we need to re-acclimate students to in person learning and support them with traumas they've experienced/are experiencing outside of school.	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Additional Goal 2	After over a year spent outside of our building we need to re-acclimate students to in person learning and support them with traumas they've experienced/are experiencing outside of school.	At least _% of all students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
At least 90% of staff can list at least 67% of the expectations Formal system for acknowledging student behavior is used by at least 90% of staff	Quarterly, the climate team will review Zero OSS and Serious Incident data to determine whether we are on-track to meet our EOY Zero OSS goal. The climate team will review minor and major referral data as well as fidelity check data every month during TIPS meetings to determine whether behavior initiatives and climate deployment plans need tweaking.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Build a PBIS Team and establish team operating procedures	8/1/21	8/31/2021	Adam Frary/Assistant Principal	Organizational Chart	N
Create a school-wide calendar of incentives (i.e weekly. monthly, quarterly, etc.)	8/1/21	8/27/21	Adam Frary/Assistant Principal	Calendar, Incentives	N
Develop and adopt discipline policies, including a behavior flowchart and problem behavior definitions	8/1/21	9/30/21	Adam Frary/Assistant Principal	Behavior Flowchart, Student Handbook	N
Allot time at the beginning of the year to train staff on problem behavior definitions, use of the behavior flowchart, and entering major/minor discipline data entry into SIS	8/23/21	9/30/21	Awilda Ortiz/Principal, Adam Frary/Assistant Principal, and Mr. Meischke/Climate Manager	Behavior Flowchart, Student Handbook	N
Schedule monthly Team Initiated Problem Solving meetings	8/23/21	9/1/21	Adam Frary/Assistant Principal	Calendar	N
A deployment plan will be created to assign climate support staff to monitor common spaces throughout the school building	8/23/21	8/27/21	Adam Frary/Assistant Principal, Mr. Meischke/Climate Manager, and Climate Support Staff	Deployment Plan	N
Climate support staff and teachers will implement Tier I classroom PBIS procedures, including acknowledging/rewarding students who display positive behaviors	8/31/21	6/14/22	Climate Support Staff and Teachers	PBIS Manual, PBIS Rewards Tracking System, Signage, Behavior Matrix	N
Conduct fidelity check walkthroughs with a focus on: (1) Staff knowledge of PBIS expectations, (2) Staff use of PBIS behavior language, (3) Staff use of behavior specific praise, (4) The praise to corrections ratio, and (5) Staff use of tangible reinforcments	10/1/21	5/31/22	Awilda Ortiz/Principal, Adam Frary/Assistant Principal, and Mr. Meischke/Climate Manager	Observation Rubrics	N
Students not responding to Tier I will be referred for Tier II interventions	10/1/21	4/30/22	Behavioral Health Counselor and Social Worker	SIS Data, MTSS Plans	N
Tier II plans - including goals and interventions - will be created and implemented	10/1/21	4/30/22	Behavioral Health Counselor and Social Worker	SIS Data, MTSS Plans	N
Tier II plans will be progress monitored. Students making improvements will be exited, while students who continue to struggle will be referred for Tier III supports.	11/1/21	5/31/22	Behavioral Health Counselor and Social Worker	SIS Data, MTSS Plans	N
Share tier 1 data with school staff quarterly	11/17/21	5/31/22	Awilda Ortiz/Principal	SIS, Qlik	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Awilda Ortiz/Principal, Adam Frary/Assistant Principal, and Mr. Meischke/Climate Manager	School Plan, Routines Agenda	N
Schedule time for PBIS staff training boosters throughout the year	12/1/21	2/28/22	Awilda Ortiz/Principal, Adam Frary/Assistant Principal, and Mr. Meischke/Climate Manager	PD Calendar	Y
Complete annual Tiered Fidelity Inventory	05/01/22	06/01/22	Awilda Ortiz/Principal, Adam Frary/Assistant Principal, and Mr. Meischke/Climate Manager	Tiered Fidelity Inventory	N
Designate time & complete the self-assessment survey	05/01/22	06/01/22	Awilda Ortiz/Principal	Self-Assessment Survey	N

Thomas Edison HS - Comprehensive Plan: Strategies and Action Steps				
Evidence Based Strategy #3:				
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 over a year spent outside of our building we need to re-acclimate students to in person learning and support them with traumas they've experienced/are experiencing outside of school.	At least _% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
100% of 9-12th grade classrooms have a daily, consistent time to conduct Community Meeting 90% of staff complete the training module on Community Meeting during the back-to-school reorganization week, approximately 1 hour	The Student Well-being Survey will be administered to students monthly during Community Meeting. The Climate Team will review Student Well-Being Survey data monthly to inform planning for Community Meeting and other Tier 1 Climate programming. Quarterly, the climate team will review Zero OSS and serious incidident data to determine whether we are on track to meet our EOY Zero OSS goal

	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Establish Community Meeting schedule for each grade	9/1/21	10/1/21	Adam Frary/Assistant Principal and Mr. Meischke/Climate Manager	Calendar	N
	Train staff in Community Meeting (and its connections to social-emotional learning)	9/1/21	10/15/21	Adam Frary/Assistant Principal and Mr. Meischke/Climate Manager	Community Meeting Training Materials	Y
	Create a Year-Long calendar of Community Meeting topics and responsibilities	9/1/21	10/15/21	Adam Frary/Assistant Principal and Mr. Meischke/Climate Manager	Calendar and Community Meeting Curriculum	N
	Revisit Community Meeting calendar weekly during Common Planning Time and revise as needed	10/15/21	6/1/22	Adam Frary/Assistant Principal and Mr. Meischke/Climate Manager	Calendar, Qualitative data (informal engagement evaluation, coaching feedback forms) and school-level data (e.g. ODRs, bullying reports)	N
	Progress monitor implementation	11/1/21	6/1/22	Adam Frary/Assistant Principal and Mr. Meischke/Climate Manager	"Check for Understanding" Survey for Staff	N
	Incorporate Student Well-Being Survey	11/1/21	12/22/21	Adam Frary/Assistant Principal and Mr. Meischke/Climate Manager	Student Well-Being Survey	N
	Make a plan for ongoing coaching and support	11/1/21	12/22/21	Adam Frary/Assistant Principal and Mr. Meischke/Climate Manager	District Climate Support Staff	Y

Thomas Edison HS - Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy #4:					
Early Warning Indicator Monitoring System/SAIP Process(Focus: Tiers I-III Attendance)					

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 2	After over a year spent outside of our building we need to re-acclimate students to in person learning and support them with traumas they've experienced/are experiencing outside of school.	At least _% of all students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
70% of students who require a Student Attendance Improvement Conference will have one 90% of students who require a Student Attendance Improvement Plan will have one	Quarterly, the attendance team will review 95% attendance data to determine whether we are on-track to meet our EOY 95% attendance goal. SAIPs will be progress monitored every 30 days to determine whether interventions are having a positive impact on individual student attendance.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train attendance team in the SAIP/Early Warning Indicator (EWI) process	8/23/21	9/30/21	Adam Frary/Assistant Principal and School Counselors	EWI Report, SDP Attendance Coach	Y
Train teachers in their role in implementing the school's attendance plan. This includes checking in with students/families with 1-3 absences to ensure attendance policies are understood, correctly taking attendance daily, and taking part in the MTSS process.	8/23/21	9/30/21	Munoz, Humphrie, and Santiago/School Counselors	PD Calendar, EWI Report, Student Information System (SIS), C-31 Letter	Y
Pull attendance data on a daily basis and make phone calls home as needed around absences, cutting, and lateness	8/31/21	6/1/22	Assistant Program Coordinator	Meeting Schedule, EWI Report, Student Information System (SIS)	N
Facilitate weekly attendance team meetings, during which attendance data from the Early Warning Indicator (EWI) reports/initiatives will be reviewed by 95%+, 90-94%, and <90% attendance band, and schoolwide initiatives or targeted interventions will be discussed	9/10/21	6/1/22	Munoz, Humphrie, and Santiago/School Counselors	Meeting Schedule, EWI Report, Student Information System (SIS)	N
Students with 3+ unexcused absences will receive a C-31 letter in the mail.	9/17/21	6/1/22	Assistant Program Coordinator	EWI Report, Student Information System (SIS), C-31 Letter	N
Schedule student attendance improvement conferences (SAICs) with the parents of students with 6+ unexcused absences.	10/1/21	6/1/22	STEP Case Manager, Assistant Program Coordinator, and School Counselors	EWI Report, Student Information System (SIS)	N
During SAICs, the attendance team will work with the students/families to identify barriers to attending school and develop a student attendance improvement plan (SAIP) that outlines interventions that target these barriers.	10/1/21	6/1/22	STEP Case Manager, Assistant Program Coordinator, and School Counselors	EWI Report, Student Information System (SIS), SAIP Template	N
The attendance team will progress monitor SAIPs every 30 days	11/1/21	6/1/22	STEP Case Manager, Assistant Program Coordinator, and School Counselors	EWI Report, Student Information System (SIS), SAIPs	N
Once a student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	11/1/21	6/1/22	Munoz, Humphrie, and Santiago/School Counselors	EWI Report, Student Information System (SIS), SAIPs, Truancy Paperwork	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/1/21	5/31/22	Adam Frary/Assistant Principal, STEP Case Manager, Assistant Program Coordinator, and School Counselors	School Plan, Routines Agenda	N

Thomas Edison HS - Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy #5:					
Check & Reflect (Focus: Graduation)					

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Additional Goal 3	We are continuing to build our processes and practices to better prepare our students for college and career.	At least _% of students will graduate with their 4-year cohort	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
70% of students will complete at least one Check & Reflect per quarter.	Administration will review the grades monitoring tool monthly to determine whether students are in danger of failing CTE courses and to ensure that proper interventions are in place for these students.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Before students are rostered for classes, all transcripts are reviewed to ensure students are registered for the classes they need to remain on-track for graduation	8/1/21	9/30/21	Munoz/Roster Chair	Rosters, Transcripts	Y
Identify and communicate with internal and external partners to develop plans for how they can support Edison students in 2020-21	8/23/21	9/30/21	School Counselors and Assistant Program Coordinator	Partner List	Y
Staff will receive Check and Reflect refresher training so that they understand how to hold conversations with students using this tool	8/23/21	6/1/22	Munoz, Humphrie, and Santiago/School Counselors	Check & Reflect, SIS	N
Refer students to work with/receive support from various internal and external partners depending on their individual needs and the services those partners provide	9/15/21	6/1/22	School Counselors and Assistant Program Coordinator	Partner List	N
Develop a tracking tool to monitor student work with/supports receive from internal and external partners.	9/15/21	6/1/22	School Counselors and Assistant Program Coordinator	Tracking Tool, Partner List	N
A schedule for Check and Reflect implementation will be created	9/15/21	6/1/22	Munoz, Humphrie, and Santiago/School Counselors	Calendar	N
Check and Reflect reports will be reviewed with students quarterly, during which students will review their data and set goals for themselves	10/1/21	6/1/22	Munoz, Humphrie, and Santiago/School Counselors	Check & Reflect, SIS	N
Administration will review Check and Reflect reports to ensure implementation is strong	10/15/21	6/1/22	Dr. Denkins/Assistant Principal	Check & Reflect, SIS	N
The completion of action steps and impact of the strategy will be monitored in monthly and quarterly routines with the leadership team.	11/30/21	5/31/22	Dr. Denkins/Assistant Principal	School Plan, Routines Agenda	N

Thomas A. Edison High School [5020] 2021-2022 School Plan

BOARD GOAL 5	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least **60%** of 12 grade Career and Technical Education (CTE) students will pass an industry standards-based competency assessment	At least 60% of 10th and 11th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q1	At least 60% of 10th and 11th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q2	At least 60% of 10th and 11th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q3	At least 60% of 10th and 11th grade CTE students will pass their CTE Level 1 and Level 2 coursework with a grade of A or B in Q4
	Actual Performance				
	Met Target?				

95% ATTENDANCE GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least **35%** of all students will attend school 95% of days or more	At least 50% of all students will attend school 95% of days or more in Q1.	At least 45% of all students will attend school 95% of days or more in Q2.	At least 40% of all students will attend school 95% of days or more in Q3.	At least 35% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				

90% ATTENDANCE GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least **55%** of all students will attend school 90% of days or more	At least 67% of all students will attend school 90% of days or more in Q1.	At least 63% of all students will attend school 90% of days or more in Q2.	At least 59% of all students will attend school 90% of days or more in Q3.	At least 55% of all students will attend school 90% 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 **90%** of students will have zero out-of-school suspensions	At least 97% of students will have zero out-of-school suspensions in Q1.	At least 94% of students will have zero out-of-school suspensions in Q2.	At least 92% of students will have zero out-of-school suspensions in Q3.	At least 90% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				

GRADUATION GOAL	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least **67%** of students will graduate with their 4-year cohort	At least 52% of 12th grade students will be on-track for graduation in Q1.	At least 57% of 12th grade students will be on-track for graduation in Q2.	At least 62% of 12th grade students will be on-track for graduation in Q3.	At least 67% of 12th grade students will be on-track for graduation in Q4.
	Actual Performance				
	Met Target?				

BOARD GOAL 4	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least **22%** of students will score proficient on the Algebra Keystones	At least 13% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q1	At least 16% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q2	At least 19% students in grades 9-11 will score at or above grade-level on the District's within-year math assessment in Q3	At least 22% 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?				

BOARD GOAL 4	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least **29%** of students will score proficient on the Literature Keystones	At least 20% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 23% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 26% students in grades 9-11 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 29% 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?				

BOARD GOAL 4	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least **20%** of students will score proficient on the Biology Keystones	At least 11% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q1	At least 14% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q2	At least 17% students in grades 9-11 will score at or above grade-level on the District's within-year Biology assessment in Q3	At least 20% 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?				

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