

## THE SCHOOL DISTRICT OF PHILADELPHIA 2025-2026 School-based Planning Tool

School Grade Span	00-08
ULCS Code	5200
Name of School	Alexander Adaire School
Learning Network	Network 4
Assistant Superintendent	Jamina Clay
Principal Name	Ms. Anna Jenkins

### Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Anna Jenkins	SDP	ajenkins@philasd.org
Math Content Specialist/Teacher Leader	Christina McGinniss	Adaire	cmdimter@philasd.org
Literacy Content Specialist/Teacher Leader	Christina McGinniss	Adaire	cmdimter@philasd.org
School-based Climate Leader	Kevin Price	Adaire	kprice@philasd.org
School-based EL Teacher Leader	Christina McGinniss	Adaire	cmdimter@philasd.org
School-based Special Education Leader	Christine Tustin-Schultice	Adaire	cftustinschultice@philasd.org
School-based Attendance Designee	Justin Frangipani	Adaire	jfrangipani@philasd.org
CR-PBIS Coach	Josh Marley	SDP	jmarley@philasd.org
School Counselor	Justin Frangipani	Adaire	jfrangipani@philasd.org
Parent	Shana Dodge	Adaire	Shanago@gmail.com
Community Member or Business Partner	Carey Rhodes	Adaire	careyquinton@gmail.com
Planning and Evidence-based Support (PESO) staff	Dr. Maggie Pedone	SDP	mpedone@philasd.org
Superintendent (Chief School Administrator)	Dr. Tony Watlington	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?

The vision of Adaire School is to collaboratively and cooperatively create an effective and comprehensive educational program designed to meet the academic, social and emotional needs of all students, cultivating them to become responsible and productive citizens in a culturally diverse society.

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## 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
Instruction	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	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	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	Emerging	Educators occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Emerging	Structures, practices, and protocols for using data to identify evidence-based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging	Instructional leaders conduct routine classroom observations as part of the educator effectiveness system. There is some evidence of timely feedback focused on strengthening educators' instructional practices.
Leadership Development	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Operational	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Emerging	The school has a defined theory of action or vision along with established goals and interim benchmarks, but a sense of ownership for the success of all students lies primarily with school leaders and some 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	Operational	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.

Leaders	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of 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> <li>• documented system for reporting behavioral violations; and</li> <li>• documented system for collecting, analyzing, and using discipline referral data.</li> </ul> Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Emerging	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
Family & Community Engagement	14	EP14: Implement evidence-based strategies to engage families to support learning	Emerging	Strategies to engage families are evident, but implementation is inconsistent.
	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; perception data from students, staff, and families).
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Emerging	Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs.

Profes	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.
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Selected Essential Practice	
Academic Essential Practice #1 (Required)	EP04: Identify and address individual student learning needs
Climate Essential Practice #2 (Required)	EP13: Implement a multi-tiered system of supports for academics and behavior
Additional Practice #3 (Optional)	

## Comprehensive Plan: Strategies and Action Steps

### Evidence Based Strategy:

### Math Curriculum

#### Anticipated Outputs (link out to EP Look Fors)

#### Monitoring/Evaluation

- Instructional leadership team implements a cycle of continuous improvement for the implementation of Illustrative Mathematics.

- Instructional materials and assessments are aligned to Illustrative Mathematics.

- Lesson plans clearly show evidence of internalization of the Illustrative Mathematics lessons.

- IEPs and ELD plans reflect alignment to grade-level standards and district curriculum.

- Lessons aligned to Illustrative Mathematics are delivered with integrity to all students.

- All instructional staff have access to Illustrative Mathematics and the training necessary to use curricular and data resources related to the schools' shared vision for math.

- Quarterly, the principal will develop a cycle of coaching, which includes observation, feedback, and learning in PLC.

- Weekly, the ILT will review lesson plans.

- After each unit, students will be assessed using End of Unit Assessments.

- Three times per year, students will be assessed using the Star assessments.

- Annually, the principal will develop a formal observation schedule.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials/Resources Needed	PD Step?	Notes & Evidence
Align the school's schedule to expectations for Math instructional minutes as stated in the Instructional Minutes K-12 document.	7/1/2025	8/22/2025	Principal, Roster Chair	Mathematics Instructional Guide, Master Schedule	N	
Create a PLC schedule that includes Math for both self-contained and departmentalized teachers.	7/1/2025	8/22/2025	Principal, Roster Chair	Mathematics Instructional Guide, Master Schedule	N	
Use a collaborative process to develop a vision for mathematics teaching and learning that is aligned to the Problem Based Teaching & Learning framework and the District's Vision for Mathematics.	7/1/2025	9/30/2025	Instructional Leadership Team	<a href="#">Problem Based Teaching and Learning, District's Vision for Mathematics.</a>	N	
Using the <b>Implementation Support Guidance</b> document, collect implementation data (e.g., classroom walkthroughs, observations, and coaching conversations) to identify trends and establish priority indicators.	7/1/2025	6/12/2026	Instructional Leadership Team	<a href="#">Implementation Support Guidance</a>	N	
Implement a plan to meet with teachers to discuss what the identified priority indicators look like, sound like, and how they are linked to the shared vision so they can intentionally plan with the indicators in mind. The plan should include goals and outcomes for students and educators with clear criteria for measuring success.	7/1/2025	6/12/2026	Instructional Leadership Team	<a href="#">ISG, Instructional Supports Documents</a>	N	
Create positive and inclusive PLCs that support teachers in understanding why and how to build and sustain a positive and inclusive mathematical community in their classroom.	8/25/2025	6/12/2026	Instructional Leadership Team	<a href="#">Questions to Support Building Positive and Inclusive Mathematical Communities</a>	N	
<b>Plan and facilitate ongoing PLCs with a specific focus on Community Norms related to ISG and student discourse in Q1, _____ in Q2, _____ in Q3, and _____ in Q4.</b>	8/25/2025	6/12/2026	Instructional Leadership Team	<a href="#">PLC Tools, PLC Schedule, Instructional Guidance and Assessments from Imagine IM.</a>	Y	
Utilize practices to enhance or maximize engagement with adopted core instructional resources for all students including diverse learners by focusing on creating access by using the recommended Imagine IM embedded supports (UDL and MLRs).	8/25/2025	6/12/2026	Instructional Leadership Team	<a href="#">Guidance for using UDL &amp; MLRs in Imagine IM, PLC Tool</a>	Y	

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Create coaching caseloads that leverage the content expertise of the ILT (principal, AP, SBTL, etc.) and are focused on Math content-specific pedagogy. Utilize SDP coaching and feedback model to deliver structured support.	10/1/2025	6/12/2026	Instructional Leadership Team	<a href="#">OPL Instructional Coaching Handbook, Coaching Schedule, Coaching Logs</a>	N	
On a monthly basis, Instructional Leadership Team meets to review and reflect on observations/walkthroughs/PL supports, and makes adjustments to PLC's focus and school-based PD topics based on needs and progress towards identified priorities.	10/1/2025	6/12/2026	Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	N	
Collaborate with Network and partner support and other coaching staff regularly to support implementation of Math curriculum, <b>with a specific focus on how to promote growth of students who score 'On Watch' on the Star Math assessment.</b>	10/1/2025	6/12/2026	Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	N	
Create ongoing opportunities for families to learn about the math their children are learning and how they can support their children outside of school during report card conferences and by providing information/resources during schoolwide events.	10/1/2025	6/12/2026	Instructional Leadership Team, Teachers	<a href="#">Family Support Hub</a>	N	
						Progress Rating Summary
						Not Yet Started
						Behind
						On Time
						Complete

## Comprehensive Plan: Strategies and Action Steps

### Evidence Based Strategy:

### Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)

#### Anticipated Outputs (link out to EP Look Fors)

- Behavioral norms are explicitly taught, clearly understood, and consistently reinforced in classrooms.
- Adult-student and student-student interactions are positive, caring, and respectful.
- Leadership and staff are provided continuous professional development to develop and sustain CR-PBIS practices.
- Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals.
- There are clear procedures for reporting and responding to behavioral concerns.

#### Monitoring/Evaluation

- Monthly, CR-PBIS team will hold TIPS meetings to identify celebrations/concerns, establish a plan and monitor progress.
- Quarterly, CR-PBIS implementation data will be collected and reviewed by the CR-PBIS team.
- Quarterly, behavioral data will be reviewed by the CR-PBIS team, and progress toward meeting behavioral goals will be evaluated.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials/Resources Needed	PD Step?	Notes & Evidence
Develop a CR-PBIS team that includes admins, teachers, counselor, student and family engagement liaison, climate staff and designate classroom CR-PBIS leads.	7/1/2025	8/29/2025	Principal	<a href="#">CR-PBIS/TIPS Team Member Roles &amp; Responsibilities</a>	N	
Schedule summer planning meeting <b>with a priority focus on __staff and student kickoff training__</b> .  Topics: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flow chart, classroom tool kit, classroom & behavior matrix, plan staff & student kickoff training); scheduling teaching matrix review; and rostering time for daily community meetings.	7/1/2025	8/29/2025	Principal	Rolling Agenda, Calendar, Manual	N	
Deliver staff CR-PBIS training <b>with a priority focus on __Behavior Flowchart and SIS Data Entry__</b> .  Topics: Classroom CR-PBIS Toolkit, Classroom Matrix, Teaching Matrix, Acknowledgement System, SIS data entry, Behavior Flowchart, Guide to Student Discipline, and TIPS.	8/18/2025	9/30/2025	CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	Y	
Deliver student CR-PBIS kick-off <b>with a priority focus on reviewing CR-PBIS norms and soliciting student feedback on the acknowledgement calendar</b> .  Topics: reviewing CR-PBIS norms, reviewing the acknowledgement system, soliciting student feedback on the acknowledgement calendar, and teaching CR-PBIS behavior norms.	8/25/2025	9/12/2025	CR-PBIS Team	CR-PBIS Coach, Training PPT, CR-PBIS Manual	N	
Roster and implement Daily Community Meetings (at least 90 minutes a week).	8/25/2025	6/12/2026	Teachers	Rosters, CR-PBIS/SEL Teaching	N	
Document ALL behavioral referrals (Major & Minor) into SIS only.	10/1/2025	6/12/2026	Teachers/Staff	SIS	N	
Hold monthly MTSS/TIPS meetings and review Tier 1 behavioral data, including	10/1/2025	6/12/2026	CR-PBIS Team	<a href="#">Data Snapshot, CR-PBIS Data</a>	N	



Monitor implementation of Tier 1 CR-PBIS classroom practices <b>with a priority focus on ___use of acknowledgement system___</b> .  Topics: classroom teaching matrix, positive praise to correction ratios, clear routines/procedures, and use of acknowledgement system.	10/1/2025	6/12/2026	Leadership Team	Observation Calendar, Danielson Framework (Domain 2)	N	
Climate Support Staff will utilize CR-PBIS Tier 1 practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) <b>with a priority focus on consistently implementing clear routines/procedures in various locations on the school campus</b> .  Topics: (1) using positive praise to correction ratios during student interactions, (2) consistently implementing clear routines/procedures in various locations on the school campus, (3) actively participating in the student acknowledgement	10/1/2025	6/12/2026	Student Climate Staff	CR-PBIS Manual	N	
Quarterly, share/review Tier 1 behavioral data with school staff, including	11/1/2025	6/12/2026	Leadership Team	Data Snapshot, Referral Data	N	
Complete the end of year CR-PBIS assessments <b>with a priority focus on Self Assessment Survey (SAS)</b> .  Assessments: CR-Tiered Fidelity Inventory (CR-TFI), CR-TFI data walk, and Self Assessment Survey (SAS).	3/1/2026	3/31/2026	CR-PBIS Team, CR-PBIS Coach	Tiered Fidelity Inventory	N	

Progress Rating Summary
Not Yet Started
Behind
On Time
Complete

GOAL:	Board Goal 1: Grades 3-8	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least <b>72.88%</b> of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 75.88% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment.	At least 75.88% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment.	At least 75.88% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment.	At least 75.88% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment.
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 2: Grade 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least <b>85.40%</b> of grade 3 students will score proficient/advanced on the ELA PSSA	At least 88.40% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment.	At least 88.40% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment.	At least 88.40% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment.	At least 88.40% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment.
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 3: Grades 3-8	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least <b>50.94%</b> of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 53.94% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment.	At least 53.94% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment.	At least 53.94% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment.	At least 53.94% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment.
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 3: Grade 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least <b>68.20%</b> of grade 3 students will score proficient/advanced on the Math PSSA	At least 71.20% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q1	At least 71.20% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q2	At least 71.20% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q3	At least 71.20% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Student Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least <b>91.90%</b> of all students will attend school 90% of days or more	At least 91.90% of all students will attend school 90% of days or more	At least 91.90% of all students will attend school 90% of days or more	At least 91.90% of all students will attend school 90% of days or more	At least 91.90% of all students will attend school 90% of days or more
			Actual Performance				
			Met Target?				
GOAL:	Suspensions	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least <b>100.00%</b> of students will have zero out-of-school suspensions	At least 100% of students will have zero out-of-school suspensions	At least 100% of students will have zero out-of-school suspensions	At least 100% of students will have zero out-of-school suspensions	At least 100% of students will have zero out-of-school suspensions
			Actual Performance				
			Met Target?				
			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target

GOAL:	Teacher Attendance	All Students	At least <b>94.00%</b> of teachers will attend 90% or more work days	At least 94.00% of all teachers will attend 90% of days or more in Q1	At least 94.00% of all teachers will attend 90% of days or more in Q2	At least 94.00% of all teachers will attend 90% of days or more in Q3	At least 94.00% of all teachers will attend 90% of days or more in Q4
			Actual Performance				
			Met Target?				
GOAL:	Dropouts	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			No more than <b>0</b> students in grades 7-8 will drop out of school	No more than 0 students in grades 7-8 will drop out of school in Q1	No more than 0 students in grades 7-8 will drop out of school in Q2	No more than 0 students in grades 7-8 will drop out of school in Q3	No more than 0 students in grades 7-8 will drop out of school in Q4
			Actual Performance				
			Met Target?				