

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

School Grade Span	00-05
ULCS Code	7330
Name of School	Henry W. Lawton School
Learning Network	Network 11
Assistant Superintendent	Tamara Edwards
Principal Name	Ms. Arnetta Imes

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Arnetta Imes	Lawton Elementary	aimes@philasd.org
Assistant Principal	Erin Snee	Lawton Elementary	ejmcintyre@philasd.org
Math Content Specialist/Teacher Leader	Amanda Searle	Lawton Elementary	asearle@philasd.org
Literacy Content Specialist/Teacher Leader	Leanora Bagnell	Lawton Elementary	lbagnell@philasd.org
School-based Climate Leader	Arnetha Bell	Lawton Elementary	abell@philasd.org
School-based EL Teacher Leader	Deidre McFarlane	Lawton Elementary	dmcfarlane@philasd.org
School Counselor/Attendance Designee	Niketia Bender	Lawton Elementary	nbender@philasd.org
Parent	Lavina Gioia	Lawton Elementary	gioialavina1@gmail.com
Community Member or Business Partner	Carly Pennacchia	Giants Food	cpennacchia@eagles.nfl.com
Planning and Evidence-based Support (PESO) staff	Joe Taylor	School District of Phila	jctaylor@philasd.org
Superintendent (Chief School Administrator)	Dr. Tony Watlington	School District of Phila	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?

We are committed to create a safe and nurturing learning environment. Students will achieve academic excellence, positive self-awareness, and social responsibility through exemplary teaching with differentiated and data driven instruction.

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	Exemplary The schedule includes time for collaboration for general education, special education, and ESL educators and paraprofessionals. Use of collaborative planning time is structured and systematically evaluated to ensure it helps all educators continually align and improve their practice.
	3	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Operational A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Operational Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
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	Operational The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary School leaders empower staff to assume responsibility for making decisions regarding school operations, school culture, and student achievement. Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.

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	Exemplary	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; (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students; and (4) Meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Exemplary	The schoolwide behavior plan includes: <ul style="list-style-type: none"> • 5 or fewer clearly defined, positively-stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. All staff implement the procedures outlined in the schoolwide behavior plan. School leaders monitor implementation using data.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
Family & Community Engagement	14	EP14: Implement evidence-based strategies to engage families to support learning	Operational	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Emerging	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
Professional Development	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.

Profes	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary	Professional learning includes extensive follow-up with descriptive feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.
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Selected Essential Practice	
Academic Essential Practice #1 (Required)	
Climate Essential Practice #2 (Required)	
Additional Practice #3 (Optional)	

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)

Monitoring/Evaluation

- 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.

- 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?
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	CR-PBIS/TIPS Team Member Roles & Responsibilities	N
Schedule summer planning meeting with a priority focus on supporting teachers with creating a classroom matrix. Topics: Establishing CR-PBIS team operating procedures, roles, monthly meeting calendar; revising CR-PBIS products (behavior flowchart, 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 with a priority focus on the classroom matrix and reminding teachers to consistently award students points for exhibiting positive behaviors. 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 with a priority focus on how all staff will participate in supporting PBIS. 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

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Roster and implement Daily Community Meetings (at least 90 minutes a week).	8/25/2025	6/12/2026	Teachers	Rosters, CR-PBIS/SEL Teaching Guides. CM App	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 referral data.	10/1/2025	6/12/2026	CR-PBIS Team	Data Snapshot, CR-PBIS Data Analyst Worksheet, SIS, Qlik, Agendas, MTSS Tier 1 Problem-Solving Meetings Implementation Resources	N
Monitor implementation of Tier 1 CR-PBIS classroom practices with a priority focus on consistently awarding points to students. 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) with a priority focus on training new staff on PBIS, including awarding students points for exhibiting positive behaviors. 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 system, and (4) use of Restorative Practices.	10/1/2025	6/12/2026	Student Climate Staff	CR-PBIS Manual	N
Quarterly, share/review Tier 1 behavioral data with school staff, including referral data.	11/1/2025	6/12/2026	Leadership Team	Data Snapshot, Referral Data	N
Complete the end of year CR-PBIS assessments with a priority focus on Self Assessment Survey. 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

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Supporting Student Attendance
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> - The school systematically monitors attendance rates to identify trends. - The school routinely monitors tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation. 	<ul style="list-style-type: none"> - Problem solving team meetings are held regularly to review attendance data and identify celebrations and concerns, root causes of absenteeism, action steps for implementation, and the effectiveness of those action steps. - Relevant reports (EWI, CMT, SIS attendance reports) will be reviewed regularly to both identify students who need attendance support and to identify students who demonstrate improved attendance - SAIPs will be progress monitored at minimum every 30 days, not to exceed 90 days, to determine effectiveness of interventions on student's attendance

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials/Resources Needed	PD Step?
Identify the school's attendance designee(s) and attendance team.	7/1/2025	9/5/2025	Principal	School Based Attendance Designee(s)	N
Ensure there's clear documentation of attendance events and tasks.	7/1/2025	9/5/2025	Principal	[FINAL] Processes and Procedures for Attendance	N
Communicate attendance policies and procedures to staff, students, and families.	8/18/2025	10/31/2025	Principal	Handbook, School Website	N
Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.)	8/18/2025	6/12/2026	Attendance Designee(s)	PD/Training Information	Y
<p>Communicate the importance of attendance to all stakeholders as it relates to student achievement through the following modes: Posters, Handouts, Class Dojo, Back to School Night Presentations, Parent Workshops, Community Meetings, Report Card Conferences, daily phone calls, messaging throughout school year.</p> <p>Potential modes: Posters, Handouts, Social Media, Back to School Night Presentations, Community Meetings, Report Card Conferences, daily phone calls, messaging throughout school year</p>	8/18/2025	6/12/2026	Attendance Team	Various	N
Establish a system to recognize regular student attendance.	8/18/2025	6/12/2026	Attendance Team	SIS, Schoolnet	N
<p>Leadership team regularly reviews SIS with a focus on ensuring that teachers are taking more ownership over messaging the importance of attendance to students and families.</p> <p>Potential topics: Taking attendance with fidelity, making calls home to families, documenting calls home to families.</p>	9/15/2025	6/12/2026	Principal	SIS	N

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Establish a system to recognize improved student attendance.	10/1/2025	6/12/2026	Attendance Team	SIS, Schoolnet	N
On a bi-weekly basis , Tier 1 problem-solving team meetings/MTSS meetings are held to review student attendance data, conduct root cause analyses, and identify next steps to improve implementation and outcomes.	10/1/2025	6/12/2026	MTSS/ Attendance Team	on Planning for Attendance Challenge Qlik, Schoolnet, SIS	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy:	Professional Learning Communities (PLCs)
Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
<ul style="list-style-type: none"> - Time and support are available for individual and collective reflection and adjustment as well as shared learning and professional learning, to facilitate responsiveness to student needs. - School leaders hold educators accountable for planning, teaching, and assessing in ways that promote student learning. - Teachers have regular times to meet and discuss effective instructional practices. 	<ul style="list-style-type: none"> - Create systems and opportunities to memorialize teacher-generated next steps during sessions so that ILT members are able to support implementation through coaching and feedback cycles. - Conduct regular, frequent classroom observations focused on instructional strategies discussed in PD and PLC, with documented indicators.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials/Resources Needed	PD Step?
Create schoolwide schedules for weekly Professional Learning Communities (PLC) that intentionally allow teachers, including SPED and ESOL teachers, to come together for focused collaboration.	7/1/2025	8/22/2025	Roster Chair	Rosters	N
Designate weekly planning time when PLC facilitators will plan for PLCs, including developing upcoming PLC agendas.	7/1/2025	8/22/2025	ILT	PLC Agendas, Calendar	N
Establish a single online location where agendas will be stored for PLC meetings.	7/1/2025	8/22/2025	ILT	Google Drive	N
Instructional Leadership Team (ILT) meets at least quarterly to discuss and document PLC progress and priorities, with a focus on the purpose of the lesson in Q1, _____ in Q2, _____ in Q3, and _____ in Q4.	8/1/2025	6/12/2026	ILT	PLC Agendas, Calendar	N
SBTLs participate in training around how to implement PLCs, with a specific focus on developing in the area of Data Analysis. Potential Topics: 1) Coaching, 2) Eliminating Resistance, 3) Planning and Facilitating Effective PD, 4) Data Analysis, 5) MTSS, and 6) Organization and Prioritization.	8/1/2025	3/31/2026	SBTLs	PD Calendar	Y
Provide Special Education and ESOL teachers with the space during PLCs to support teachers with supporting teachers in utilizing and facilitating the MLRs and the notes in the EL curriculum to ensure access for all students, and ensuring students in self-contained rooms have access to the general curriculum.	8/26/2024	6/12/2026	ILT	PLC Agendas, Calendar	N
Plan and facilitate PLC sessions for teachers to analyze student work and student assessment data, with a particular focus on reviewing Star data.	10/1/2025	6/12/2026	ILT	Student Data	N

GOAL:			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Board Goal 1: Grades 3-5	All Students	At least 28.08% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 31.08% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 31.08% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	No Data - Trimester Assessment Schedule	At least 31.08% 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?				
GOAL:	Board Goal 2: Grade 3	All Students	At least 36.28% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 39.28% students in grades K-3 will score At/Above Benchmark on the District's within-year reading assessment in Q1	At least 39.28% students in grades K-3 will score At/Above Benchmark on the District's within-year reading assessment in Q2	No Data - Trimester Assessment Schedule	At least 39.28% students in grades K-3 will score At/Above Benchmark on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 3: Grades 3-5	All Students	At least 18.44% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 21.44% students in grades 3-5 will score At/Above Benchmark on the District's within-year math assessment in Q1	At least 21.44% students in grades 3-5 will score At/Above Benchmark on the District's within-year math assessment in Q2	No Data - Trimester Assessment Schedule	At least 21.44% students in grades 3-5 will score At/Above Benchmark on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 3: Grade 3	All Students	At least 19.24% of grade 3 students will score proficient/advanced on the Math PSSA	At least 22.24% students in grade 3 will score At/Above Benchmark on the District's within-year math assessment in Q1	At least 22.24% students in grade 3 will score At/Above Benchmark on the District's within-year math assessment in Q2	No Data - Trimester Assessment Schedule	At least 22.24% students in grade 3 will score At/Above Benchmark on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Student Attendance	All Students	At least 67.80% of all students will attend school 90% of days or more	At least 78% of all students will attend school 90% of days or more in Q1	At least 74% of all students will attend school 90% of days or more in Q2	At least 70% of all students will attend school 90% of days or more in Q3	At least 67.80% of all students will attend school 90% of days or more in Q4
			Actual Performance				
			Met Target?				
GOAL:	Suspensions	All Students	At least 100% of students will have zero out-of-school suspensions	At least 100% of students will have zero out-of-school suspensions in Q1	At least 100% of students will have zero out-of-school suspensions in Q2	At least 100% of students will have zero out-of-school suspensions in Q3	At least 100% of students will have zero out-of-school suspensions in Q4
			Actual Performance				
			Met Target?				
			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target

GOAL:	Teacher Attendance	All Students	At least 91.80% of all teachers will attend 90% of days or more	At least 97% of all teachers will attend 90% of days or more in Q1	At least 95% of all teachers will attend 90% of days or more in Q2	At least 93% of all teachers will attend 90% of days or more in Q3	At least 91.80% of all teachers will attend 90% of days or more in Q4
			Actual Performance				
			Met Target?				