

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

School Grade Span	00-08
ULCS Code	8210
Name of School	Joseph H. Brown School
Learning Network	Network 11
Assistant Superintendent	Tamara Edwards
Principal Name	Mr. Luke Zeller

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Luke Zeller	J.H. Brown	lzeller@philasd.org
Assistant Principal	Cynthia Cruz-Vega	J.H. Brown	ccruzvega@philasd.org
Math Content Specialist/Teacher Leader	Colleen Anderson	J.H. Brown	coanderson@philasd.org
Literacy Content Specialist/Teacher Leader	Dalia Gorham	J.H. Brown	dmgorham@philasd.org
School-based EL Teacher Leader	Paul Dale	J.H. Brown	pdale@philasd.org
School-based Special Education Leader	Matthew Blackburn	J.H. Brown	mblackburn@philasd.org
School Counselor	Theresa Maggiani-Zenak	J.H. Brown	thzenak@philasd.org
Parent	Cyrstal Boyer	J.H. Brown	cboyer2@gmail.com
Community Member or Business Partner	James DiDimenico	Eat Right Philly	jvd32@drexel.edu
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?

The JH Brown community will be a place where everyone has the freedom to be themselves and all diversity is valued and respected. We will be a place where everyone feels empowered as a part of the community and proud of who they are. We are a student centered learning institution, where we educate the whole child in order to prepare our young people to imagine and realize any future they desire.

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	Emerging Some instructional materials and assessments demonstrate the rigor of the PA Standards.
	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	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	Emerging Strategies to ensure a culture of high expectations for student success are evident in some, but not all, aspects of 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	Emerging	School leaders occasionally monitor the goals and strategies of the school improvement plan.
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	Emerging	The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Emerging	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. There is limited evidence of implementation 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	Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.
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Selected Essential Practice

Academic Essential Practice #1 (Required)	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
Climate Essential Practice #2 (Required)	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

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 plan staff & student kickoff training . 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 Acknowledgement System and PBIS points . 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 reviewing and teaching the PBIS norms . 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 Guides. CM App	N

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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 positive praise to correction ratios. 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 using positive praise to correction ratios during student interactions. 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, Social Media, Back to School Night Presentations, 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 making and documenting calls home to 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
Establish a system to recognize improved student attendance.	10/1/2025	6/12/2026	Attendance Team	SIS, Schoolnet	N

<p>On a monthly 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.</p>	<p>10/1/2025</p>	<p>6/12/2026</p>	<p>MTSS/ Attendance Team</p>	<p>on Planning for Attendance Challenge Qlik, Schoolnet, SIS</p>	<p>N</p>
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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 small group instruction in Q1, differentiation 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 _____. 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 planning and preparation for strategic differentiation.	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 and classroom assessment 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 3-8	All Students	At least 32.62% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 35.62% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35.62% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	No Data - Trimester Assessment Schedule	At least 35.62% students in grades 3-8 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 40.68% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 43.68% students in grades K-3 will score At/Above Benchmark on the District's within-year reading assessment in Q1	At least 43.68% 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 43.68% 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 3-8	All Students	At least 15.14% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 18.14% students in grades 3-8 will score At/Above Benchmark on the District's within-year math assessment in Q1	At least 18.14% students in grades 3-8 will score At/Above Benchmark on the District's within-year math assessment in Q2	No Data - Trimester Assessment Schedule	At least 18.14% students in grades 3-8 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 21.14% of grade 3 students will score proficient/advanced on the Math PSSA	At least 24.14% students in grade 3 will score At/Above Benchmark on the District's within-year math assessment in Q1	At least 24.14% 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 24.14% 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 69.20% of all students will attend school 90% of days or more	At least 79.20% of all students will attend school 90% of days or more in Q1	At least 75.90% of all students will attend school 90% of days or more in Q2	At least 72.20% of all students will attend school 90% of days or more in Q3	At least 69.20% of all students will attend school 90% of days or more in Q4
			Actual Performance				
			Met Target?				
GOAL:	Suspensions	All Students	At least 95.80% of students will have zero out-of-school suspensions	At least 98% of students will have zero out-of-school suspensions in Q1	At least 97% of students will have zero out-of-school suspensions in Q2	At least 96% of students will have zero out-of-school suspensions in Q3	At least 95.80% 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	

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GOAL:	Teacher Attendance	All Students	At least 91.70% 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 91.70% 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 0 students in grades 7-8 will drop out of school	No more than 0 students in grades 7-8 will drop out of school as of Q1	No more than 0 students in grades 7-8 will drop out of school as of Q2	No more than 0 students in grades 7-8 will drop out of school as of Q3	No more than 0 students in grades 7-8 will drop out of school as of Q4
			Actual Performance				
			Met Target?				