THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022								
School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)								
School Grade Span 00-04								
ULCS Code	ULCS Code 1400							
Name of School	John M. Patterson School							
Neighborhood Network			Network 10					
Assistant Superintendent			Jessica Ramos					
ESSA Federal Designation	TSI							
Admission Type	Neighborhood							
District Classification (SGS- Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)			N/A					
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	Heinz W		d, Southwest Community Development co Ford, Eat Right Now, Experience Co.					
Principal Name			Kenneth Jessup					
Years as Principal			Ten Years (10)					
Years as Principal at this School			Ten Years (10)					
		Planning Team						
Team Member Title		Team Member Name	Organization	Email Address				
Principal		Kenneth Jessup	John M. Patterson	kjessup@philasd.org				
Additional Leadership Team Representative		Brenda DiGironimo	John M. Patterson	bdigironimo@philasd.org				
Math Content Specialist/Teacher Leader		Marjorie Thomas	John M. Patterson	mvthomas@philasd.org				
Literacy Content Specialist/Teacher Leader		Amy Pedergnana	John M. Patterson	apedergnana@cli.org				
Science Content Specialist/Teacher Leader		John Steczak	John M. Patterson	jsteczak@philasd.org				
School-based Climate Representative		Wendy Goldberg	John M. Patterson	wgoldberg@philasd.org				
Parent		Christine Jones	John M. Patterson	ccalistajmom@msn.com				
Community member		Dorothy Polz	Southwestern Presbyterian Church	swpc@southwesternpc.com				
Business partner (other than parent or community me	ember)	Bria Amingwa	Heinz Wildlife Refuge	johnheinznwr@fws.gov				
Student (required for High Schools)		N/A	N/A	N/A				
Planning and Evidence-based Support (PESO) mer	mber	Sean Carr	Planning and Evidence-Based Supports	scarr@philasd.org				
Special Education Case Manager		Lucia Granger	Office of Specialized Services	lgranger@philasd.org				
Network Attendance Coach		Maria Diodonet	Attendance and Truancy Office	mdiodonet@philasd.org				
Network Culture and Climate Coach		Lauren Thomas	Office of School Climate and Culture	lkthomas@philasd.org				
Grants Compliance Monitor		Kelly McCarthy	Office of Grant Compliance	kemccarthy@philasd.org				
Central Office Talent Partner		Zakiya Stewart	Office of Talent Support Services	zstewart@philasd.org				
Network Early Literacy/Literacy Director		Megan Conley	Office of Curriculum and Instruction	mebarth@philasd.org				
Network Professional Learning Specialist		Dana Bazemore	Learning Network 10	dbazemore@philasd.org				
Prevention and Intervention Liaison		Cynthia Van-Otoo	Office of Prevention and Intervention	cvanotoo@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		Kristin Larsen	Office of Multilingual Curriculum and Programs	klarsen@philasd.org				
EL Point Person		Danielle Cobb	John M. Patterson	dcobb@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 mission/vision is to educate, prepare, and empower all students to become productive citizens. We set high expectations and implement a core curriculum that embeds diverse programming into instruction. The 'art of teaching' will enhance the capabilities, and support the belief that children are lifelong learners. Our teachers and staff members are advocates for children, families, and communities. We will maintain school partnerships in the education of our children. We also value the input of all stakeholders, home and school partnerships, and the business community in order to guide the future of our children.

2020-21

YTD

64.6%

15.7%

9.0%

2.2%

8.5%

2019-20

70.5%

17.2%

6.1%

3.7%

2.5%

2018-19

59.4%

24.2%

7.3%

5.5%

3.6%

2017-18

49.7%

27.5%

9.7%

6.3%

6.9%

Jan 2021

66.9%

13.3%

9.6%

1.5%

8.6%

Jan 2020

68.9%

19.4%

5.9%

2.8%

3.0%

Attendance (% of students)

95%+ days

90-95% days

85-90% days

80-85% days

<80% days

## **ADDITIONAL DATA ANALYSIS** Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers. **ELA Assessment Data** (Leading Indicators for Board Goals #1-2, and 4) AIMSweb Reading Gr K-5 Data (Click for link to data) Winter 2020-21 Fall 2020-21 aimsweb Tier 2 SGP Particip Particip Tier 1 Tier 3 Tier 1 Tier 2 Tier 3 Reading 91.9% 7.0% 5.3% 87.7% 24 82.5% 14.9% 14.9% 70.2% 95.1% 21.8% 9.0% 69.2% 34 92.8% 19.5% 75.3% 1st 5.2% 2nd 89.0% 49.2% 16.9% 33.8% 34 92.0% 62.3% 15.9% 21.7% 3rd 73.5% 37.7% 26.2% 36.1% 43 94.9% 53.3% 13.3% 33.3% 4th 47.7% 35.7% 21.4% 42.9% 43 69.0% 43.3% 6.7% 50.0% **Math Assessment Data** (Leading Indicators for Board Goals 3, and 4) AIMSweb Math Gr K-5 Data (Click for link to data) Winter 2020-21 Fall 2020-21 aimsweb Particip Tier 1 Tier 2 Tier 3 SGP Particip Tier 1 Tier 2 Tier 3 κ 83.9% 7.7% 21.2% 71.2% 40 77.2% 9.1% 18.2% 72.7% 1st 95.1% 17.9% 16.7% 65.4% 43 90.4% 8.0% 26.7% 65.3% 87.7% 40.6% 21.9% 37.5% 28 90.7% 54.4% 17.6% 27.9% 2nd 3rd 61.4% 23.5% 21.6% 54.9% 27 88.6% 31.4% 24.3% 44.3% 4th 34.1% 26.7% 23.3% 50.0% 45 74.7% 26.2% 26.2% 47.7% **Climate Data Monthly Attendance Snapshots** Annual Attendance Data (Click for link to data) (Click for link to data) Suspension Data (Click for link to data)

March 2020

70.5%

17.2%

6.1%

3.7%

2.5%

March 2019

52.1%

29.2%

7.6%

5.6%

Students with Zero

Suspensions (% of students)

All students

Asian

White

Black/Afr Amer

Hispanic/Latino

2019-20

100.0%

100.0%

100.0%

100.0%

100.0%

2018-19

100.0%

100.0%

100.0%

100.0%

100.0%

2017-18

99.6%

99.5%

100.0%

100.0%

100.0%

	Comprehensive Plan: S			<del>-</del>	
	Evidence Ba	sed Strategy	#1:		
	ELA Framework (Focus: Tier I Academics)				
Select Any Applicable Goals	Why Statement	Goa	l Statement	Essei	ntial Practice
Board Goal 1	planning sessions to further support teachers with the implementation of the			EP 01: Align curriculum, assessments, and instruction to the PA Standards	
Board Goal 2	strategies to ensure that all students feel welcome in a positive classroom	itional 3rd grade students proficient on ELA		EP11: Promote and sustain a positive school environment where a members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evalua	ation
aligned curriculum is de curriculum and reflect h	and lesson plans include guidance for accommodations and modifications for all learners. livered with fidelity to all students. Lesson plans clearly reference grade-level, standards-a igh expectations for all students. Classroom assessments are periodically reviewed to ensus and learning targets and consistently measure intended outcomes.	ligned			of this strategy using district benchman ts, observations and walkthroughs, and

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Ensure the PD calendar provides multiple opportunities for learning and collaboration to understand standards-aligned planning and high expectations for all students.	08/01/2021	6/15/2021	Principal, Lead Teacher, Reading Specialist	PD Schedule, agendas	N
Schedule time for student work analysis	08/01/2021	6/15/2021	Principal, Lead Teacher, Reading Specialist	PD Schedule, CPT Schedule, Grade Group Meeting Schedule	N
Schedule time for special education and ESOL teachers to reguarly collaborate with general education teachers.	08/01/2021	8/31/2021	Principal	CPT Schedule, Master roster	N
Determine protocols for student work analysis	08/01/2021	8/31/2021	Principal, Lead Teacher, Reading Specialist	PD Schedule, CPT Schedule, Grade Group Meeting Schedule, Protocols	N
Monitor and support with professional development feedback, walkthroughs and observations, and lesson plan feedback.	08/23/2021	6/15/2021	Principal, Lead Teacher, Reading Specialist	PD Feedback, Cornerstone, Lesson Plans	N
Provide support during PD and CPT around planning and delivering instruction that includes accommodations and modifications for all learners.	08/23/2021	6/15/2021	Principal, Lead Teacher, Reading Specialist, SPECM	PD Schedule, CPT Schedule	N
Outline an aligned CPT calendar to support standards-aligned lesson planning.	08/23/2021	6/15/2021	Principal, Lead Teacher, Reading Specialist	CPT schedule	N
Set and communicate schoolwide expectations for standards-aligned curriculum.	08/23/2021	8/31/2021	Principal, Lead Teacher, Reading Specialist	ELA Framework, Standards	Y
Ensure that all instructional staff have access to curriculum resources.	08/23/2021	8/31/2021	Principal, Lead Teacher, Reading Specialist, Leadership Team	Curriculum	N
Monitor student data to ensure implementation and effectiveness of the strategy.	08/31/2021	6/15/2021	Principal, Lead Teacher, Reading Specialist, Leadership Team,Teachers	District assessments, classroom assessments	N
Engage in student work analysis	08/31/2021	6/15/2021	Teachers	Student work, protocols	N
	1				

Select Any Applicable Goals	Math Framework (Focus: Tier I Academics)					
	Why Statement	Goa	al Statement	Esse	ential Practice	
Board Goal 3	We are off track for Math because we need to provide more coaching, PD, and planning sessions to further support teachers with the implementation of the PSSA will gro		ents proficient on Math r from 21.5% in August by August 2026.	1		
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evalu	ation	
ligned curriculum is del urriculum and reflect hi	and lesson plans include guidance for accommodations and modifications for all learners. livered with fidelity to all students. Lesson plans clearly reference grade-level, standards-al igh expectations for all students. Classroom assessments are periodically reviewed to ensus s and learning targets and consistently measure intended outcomes.	aligned		mplementation and effectiveness terventions, classroom assessmer		
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step
	Ensure the PD calendar provides multiple opportunities for learning and collaboration to understand standards-aligned planning and high expectations for all students.	08/01/2021	6/15/2021	Principal, Lead Teacher	PD Schedule, agendas	N
	Schedule time for student work analysis	08/01/2021	6/15/2021	Principal, Lead Teacher	PD Schedule, CPT Schedule, Grade Group Meeting Schedule	N
	Schedule time for special education and ESOL teachers to reguarly collaborate with general education teachers.	08/01/2021	8/31/2021	Principal	CPT Schedule, Master roster	N
	Determine protocols for student work analysis	08/01/2021	8/31/2021	Principal, Lead Teacher	PD Schedule, CPT Schedule, Grade Group Meeting Schedule, Protocols	N
	Monitor and support with professional development feedback, walkthroughs and observations, and lesson plan feedback.	08/23/2021	6/15/2021	Principal, Lead Teacher	PD Feedback, Cornerstone, Lesson Plans	N
	Provide support during PD and CPT around planning and delivering instruction that includes accommodations and modifications for all learners.	08/23/2021	6/15/2021	Principal, Lead Teacher, SPECM	PD Schedule, CPT Schedule	N
	Outline an aligned CPT calendar to support standards-aligned lesson planning.	08/23/2021	6/15/2021	Principal, Lead Teacher	CPT schedule	N
	Set and communicate schoolwide expectations for standards-aligned curriculum.	08/23/2021	8/31/2021	Principal, Lead Teacher	Math Framework, Standards	Υ
	Ensure that all instructional staff have access to curriculum resources.	08/23/2021	8/31/2021	Principal, Lead Teacher, Leadership Team	Curriculum	N
	Monitor student data to ensure implementation and effectiveness of the strategy.	08/31/2021	6/15/2021	Principal, Lead Teacher, Leadership Team, Teachers	District assessments, classroom assessments	N
	Engage in student work analysis	08/31/2021	6/15/2021	Teachers	Student work, protocols	N
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			-		+	-

	Evidence B	ased Strategy	/ #3:				
Social	-Emotional Learning (Focus: Tier I Climate Framework)						
Select Any							
Applicable Goals	Why Statement	Goal Statement Essential Pract			ntial Practice	actice	
dditional Goal 1	(please type a Why statement here for this goal)	At least _% of a school 95% of	all students will attend days or more.	EP11: Promote and sustain a positive school environment w members feel welcomed, supported, and safe in school: soc emotionally, intellectually, and physically			
Iditional Goal 2	(please type a Why statement here for this goal)	At least _% of sout-of-school s	students will have zero uspensions.	EP11: Promote and sustain a positive school environment wh			
oard Goal 2	Some student subgroups are off-track because we need to develop additional strategies to ensure that all students feel welcome in a positive classroom environment.	PSSA will grow	ents proficient on ELA from 32.5% in August by August 2026.	EP11: Promote and sustain a positive school environment			
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evalue			
		Anticipated	Anticipated		Materials / Posources	PD	
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?	
	Action Steps  Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.			Lead Person/Position  Counselor			
	Train school leadership on full implementation scope and sequence of	Start Date	Completion Date		Needed	Step	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.	Start Date 8/1/2021	9/15/2021	Counselor	Needed training materials	Step Y	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team	Start Date 8/1/2021 8/1/2021	9/15/2021 9/15/2021	Counselor Counselor and Principal	Needed training materials staff roster	Y N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team	8/1/2021 8/1/2021 8/1/2021	9/15/2021 9/15/2021 8/31/2021	Counselor  Counselor and Principal  Counselor and Principal	Needed training materials staff roster training materials	Y N Y	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff	8/1/2021 8/1/2021 8/1/2021 9/15/2021	9/15/2021 9/15/2021 9/15/2021 8/31/2021 11/1/2021	Counselor Counselor and Principal Counselor and Principal Counselor	Needed training materials staff roster training materials training materials	Y N Y Y	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal	Needed training materials staff roster training materials training materials master schedule	Y N Y Y N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021	Ompletion Date 9/15/2021 9/15/2021 8/31/2021 11/1/2021 9/30/2021 6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach	Y N Y Y N N N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time  Youth voice and engagement	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021 10/1/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021  6/15/2022  6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor and Principal Counselor and Principal	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach student roster	Y N Y Y N N N N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time  Youth voice and engagement	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021 10/1/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021  6/15/2022  6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor and Principal Counselor and Principal	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach student roster	Y N Y Y N N N N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time  Youth voice and engagement	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021 10/1/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021  6/15/2022  6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor and Principal Counselor and Principal	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach student roster	Y N Y Y N N N N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time  Youth voice and engagement	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021 10/1/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021  6/15/2022  6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor and Principal Counselor and Principal	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach student roster	Y N Y Y N N N N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time  Youth voice and engagement	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021 10/1/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021  6/15/2022  6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor and Principal Counselor and Principal	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach student roster	Y N Y Y N N N N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time  Youth voice and engagement	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021 10/1/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021  6/15/2022  6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor and Principal Counselor and Principal	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach student roster	Y N Y Y N N N N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time  Youth voice and engagement	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021 10/1/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021  6/15/2022  6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor and Principal Counselor and Principal	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach student roster	Y N Y Y N N N N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time  Youth voice and engagement	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021 10/1/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021  6/15/2022  6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor and Principal Counselor and Principal	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach student roster	Y N Y Y N N N N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time  Youth voice and engagement	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021 10/1/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021  6/15/2022  6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor and Principal Counselor and Principal	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach student roster	Y N Y Y N N N N	
	Train school leadership on full implementation scope and sequence of Schoolwide Social-Emotional Learning.  Designate SEL team  Train SEL team  Train Staff  Create meeting schedule for the year  Explicit teaching of SEL competencies and integration of SEL and academics are discussed consistently in Common Planning Time  Youth voice and engagement	8/1/2021 8/1/2021 8/1/2021 8/1/2021 9/15/2021 9/15/2021 9/15/2021 10/1/2021	9/15/2021  9/15/2021  9/15/2021  8/31/2021  11/1/2021  9/30/2021  6/15/2022  6/15/2022	Counselor Counselor and Principal Counselor and Principal Counselor Counselor and Principal Counselor and Principal Counselor and Principal	Needed training materials staff roster training materials training materials training materials master schedule SEL integration approach student roster	Y N Y N N N N N	

## **Comprehensive Plan: Strategies and Action Steps Evidence Based Strategy #4:** Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate) Select Any **Applicable Goals Goal Statement** Why Statement **Essential Practice** EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, At least \_% of all students will attend school 95% of days or more. (please type a Why statement here for this goal) Additional Goal 1 emotionally, intellectually, and physically EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically At least \_% of students will have zero Additional Goal 2 (please type a Why statement here for this goal) out-of-school suspensions Some student subgroups are off-track because we need to develop additional strategies to ensure that all students feel welcome in a positive classroom EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically 3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026. Board Goal 2 environment. **Anticipated Outputs (link out to EP Look Fors)** Monitoring/Evaluation Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. The school intentionally creates We will monitor the implementation and effectiveness of this strategy using attendance and opportunities for students to build positive relationships with peers. suspension data, SIS, ODRs, teacher and counselor referrals, and district wide survey data. Lead Person/Position Materials / Resources Start Date **Completion Date** Step? Establish Community Meeting schedule for each grade Principal and Counselor Train new staff and provide refresher training for returning staff in Community 8/15/2021 8/31/2021 Counselor training materials Meeting (and its connections to social-emotional learning) SDP example calendar of Create a Year-Long calendar of CM topics and responsibilities 8/15/2021 8/31/2021 Counselor topics Incorporate Student Well-Being Survey 9/1/2021 6/15/2022 student well-being survey Counselor N Make a plan for ongoing coaching and support based on progress monitoring 10/1/2021 6/15/2022 Principal and Counselor staff feedback N

	Comprehensive Plan:	Strategies	and Action Ste	ps	
	Evidence B	ased Strategy	/ #1:		
Pro-social Re	cess & Lunch Programs (Focus: Tier I Supplemental Climate)				
Select Any Applicable Goals	Why Statement	Goa	l Statement	Essential Practice	
Additional Goal 1	(please type a Why statement here for this goal)	At least _% of all students will attend school 95% of days or more.		EP11: Promote and sustain a positive school environment where a members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	
Additional Goal 2	At least _% of students will have zer (please type a Why statement here for this goal)  At least _% of students will have zer out-of-school suspensions.			EP11: Promote and sustain a positive school environment where members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	
	Anticipated Outputs (link out to EP Look Fors)  ilt, and student-student interactions are positive, caring, and respectful. The school inten  ts to build positive relationships with peers.	tionally creates		Monitoring/Evaluation  ementation and effectiveness of this strategy using attendance and Rs, teacher and counselor referrals, and district wide survey data.	
	Action Stans	Anticipated	Anticipated	Lead Person/Position Materials / Resources PD	

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Train school leadership on Pro-social Recess & Lunch Programs	8/15/2021	9/30/2021	Principal; Climate and Culture Coach	training materials	Y
Establish Pro-social Recess & Lunch Team (Recess & Lunch team)	9/1/2021	9/30/2021	Principal and climate staff	Staff roster	N
Establish a team meeting schedule	9/30/2021	10/15/2021	Principal and climate staff	master schedule	N
Develop a vision for recess & lunch	9/15/2021	10/31/2021	Principal and Lunch and Recess team; Climate and Culture Coach	vision setting tools	N
Develop operating procedures for recess & lunch	9/15/2021	10/31/2021	Principal and Lunch and Recess team; Climate and Culture Coach	lunch and recess procedures	N
Train Recess and Lunch Staff (including on submitting ODRS)	9/1/2021	6/15/2021	Lunch and Recess team; Climate and Culture Coach	training materials	Y
Communicate Lunch and Recess Procedures	9/15/2021	11/15/2021	Principal and Lunch and Recess team; Climate and Culture Coach	lunch and recess procedures	N
Create opportunities for incentives	10/1/2021	12/1/2021	Lunch and Recess team; Climate and Culture Coach	List of incentives	N
Schedule time to administer student surveys	1/10/2022	6/15/2022	Lunch and Recess team; Climate and Culture Coach	student surveys	N
Ongoing Progress Monitoring	10/15/2021	6/15/2022	Lunch and Recess team; Climate and Culture Coach	master schedule	N

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
H.	At least 35% of grade 3-4 students	At least 35% students in grades 3-	At least 35% students in grades 3-	At least 35% students in grades 3-	At least 35% students in grades 3-
ΖĘ	will score proficient/advanced on the	4 will score at or above grade-	4 will score at or above grade-	4 will score at or above grade-	4 will score at or above grade-
မ	ELA PSSA	level on the District's within-year	level on the District's within-year	level on the District's within-year	level on the District's within-year
8		reading assessment in Q1	reading assessment in Q2	reading assessment in Q3	reading assessment in Q4
BOARD GOAL 1	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
~	At least 37% of grade 3 students will	At least 37% students in grades	At least 37% students in grades	At least 37% students in grades	At least 37% students in grades
A	score proficient/advanced on the	K-3 will score at or above grade-	K-3 will score at or above grade-	K-3 will score at or above grade-	K-3 will score at or above grade-
Ğ	ELA PSSA	level on the District's within-year	level on the District's within-year	level on the District's within-year	level on the District's within-year
BOARD GOAL 2		reading assessment in Q1	reading assessment in Q2	reading assessment in Q3	reading assessment in Q4
8	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
F 3	At least 16.3% of grade 3-4 students	At least 16.3% students in grades	At least 16.3% students in grades	At least 16.3% students in grades	At least 16.3% students in grades
0,	will score proficient/advanced on the Math PSSA	3-4 will score at or above grade-	3-4 will score at or above grade-	3-4 will score at or above grade-	3-4 will score at or above grade-
ě	Matri PSSA	level on the District's within-year math assessment in Q1	level on the District's within-year math assessment in Q2	level on the District's within-year math assessment in Q3	level on the District's within-year math assessment in Q4
BOARD GOAL 3	Actual Performance				
<u> </u>	Met Target?				
	Met larget:				
	Gool Statement	O1 Toward	O2 Toward	O2 Townsh	Q4 Target
필	Goal Statement At least 60% of all students will	Q1 Target At least 70% of all students will	Q2 Target At least 67% of all students will	Q3 Target At least 63% of all students will	At least 60% of all students will
95% ATTENDANCE GOAL	attend school 95% of days or more	attend school 95% of days or	attend school 95% of days or	attend school 95% of days or	attend school 95% of days or
TEND		more in Q1.	more in Q2.	more in Q3.	more in Q4.
FA 6					
2%	Actual Performance				
6	Met Target?				
_	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
ō	At least 100% of students will have zero out-of-school suspensions	At least 100% of students will	At least 100% of students will	At least 100% of students will	At least 100% of students will
S IS	zero out-or-school suspensions	have zero out-of-school suspensions in Q1.	have zero out-of-school suspensions in Q2.	have zero out-of-school suspensions in Q3.	have zero out-of-school suspensions in Q4.
SUSPENSION	Actual Performance	ouoponoiono in Q ii		Suspensions in Qs.	Supplied in Q ii
S	Met Target?				
	Wet larget:				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 35% of Black/African-	At least 35% of Black/African-	At least 35% of Black/African-	At least 35% of Black/African-	At least 35% of Black/African-
₩	American students in grades 3-4 will	American students in grades 3-4	American students in grades 3-4	American students in grades 3-4	American students in grades 3-4
AF	score proficient/advanced on the	will score at or above grade-level	will score at or above grade-level	will score at or above grade-level	will score at or above grade-level
TSI GOAL 1	ELA PSSA	on the District's within-year	on the District's within-year	on the District's within-year	on the District's within-year
13	11.10.6	reading assessment in Q1	reading assessment in Q2	reading assessment in Q3	reading assessment in Q4
	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
~	At least 35% of economically disadvantaged students in grades 3-	At least 35% of economically disadvantaged students in grades	At least 35% of economically disadvantaged students in grades	At least 35% of economically disadvantaged students in grades	At least 35% of economically disadvantaged students in grades
AF.	4 will score proficient/advanced on	3-4 will score at or above grade-	3-4 will score at or above grade-	3-4 will score at or above grade-	3-4 will score at or above grade-
TSI GOAL 2	the ELA PSSA	level on the District's within-year	level on the District's within-year	level on the District's within-year	level on the District's within-year
ISI		reading assessment in Q1	reading assessment in Q2	reading assessment in Q3	reading assessment in Q4
	Actual Performance				
	Met Target?				
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
	At least 9% of students with	At least 9% of students with	At least 9% of students with	At least 9% of students with	At least 9% of students with
F 3	disabilities in grades 3-4 will score proficient/advanced on the ELA	disabilities in grades 3-4 will score at or above grade-level on the	disabilities in grades 3-4 will score	disabilities in grades 3-4 will score at or above grade-level on the	disabilities in grades 3-4 will score
OB A	PSSA	District's within-year reading	at or above grade-level on the District's within-year reading	District's within-year reading	at or above grade-level on the District's within-year reading
TSI GOAL 3		assessment in Q1	assessment in Q2	assessment in Q3	assessment in Q4
	Actual Performance				
	Met Target?				