

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	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 Wildlife Refuge, Trust and Public Land, Southwest Community Development Center, Southwest Presbyterian Church, Pacifico Ford, Eat Right Now, Experience Corps		
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	bdgironimo@philasd.org
Math Content Specialist/Teacher Leader	Marjorie Thomas	John M. Patterson	mvthomas@philasd.org
Literacy Content Specialist/Teacher Leader	Amy Pedergrana	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 member)	Bria Amingwa	Heinz Wildlife Refuge	johnheinznrw@fws.gov
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	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	mearth@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.)			
<p>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.</p>			

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 \(Click for link to data\)](#)

aimsweb Reading	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	91.9%	7.0%	5.3%	87.7%	24	82.5%	14.9%	14.9%	70.2%
1st	95.1%	21.8%	9.0%	69.2%	34	92.8%	19.5%	5.2%	75.3%
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 \(Click for link to data\)](#)

aimsweb Math	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	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%
2nd	87.7%	40.6%	21.9%	37.5%	28	90.7%	54.4%	17.6%	27.9%
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

[Annual Attendance Data \(Click for link to data\)](#) [Monthly Attendance Snapshots \(Click for link to data\)](#) [Suspension Data \(Click for link to data\)](#)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18	Monthly Attendance Snapshots				Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
					Jan 2021	Jan 2020	March 2020	March 2019				
95%+ days	64.6%	70.5%	59.4%	49.7%	66.9%	68.9%	70.5%	52.1%	All students	100.0%	100.0%	99.6%
90-95% days	15.7%	17.2%	24.2%	27.5%	13.3%	19.4%	17.2%	29.2%	Black/Afr Amer	100.0%	100.0%	99.5%
85-90% days	9.0%	6.1%	7.3%	9.7%	9.6%	5.9%	6.1%	7.6%	Hispanic/Latino	100.0%	100.0%	100.0%
80-85% days	2.2%	3.7%	5.5%	6.3%	1.5%	2.8%	3.7%	5.6%	Asian	100.0%	100.0%	100.0%
<80% days	8.5%	2.5%	3.6%	6.9%	8.6%	3.0%	2.5%	5.5%	White	100.0%	100.0%	100.0%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

ELA Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	We are off track for ELA because we need to provide more coaching, PD, and planning sessions to further support teachers with the implementation of the ELA Framework and standards-aligned, grade-level instruction.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards
Board 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.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. The standards-aligned curriculum is delivered with fidelity to all students. Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. Classroom assessments are periodically reviewed to ensure alignment to grade-level expectations and learning targets and consistently measure intended outcomes.

We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, observations and walkthroughs, and lesson plan feedback.

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 regularly 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

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #2:						
Math Framework (Focus: Tier I Academics)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential 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 Math Framework and standards-aligned, grade-level instruction.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. The standards-aligned curriculum is delivered with fidelity to all students. Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. Classroom assessments are periodically reviewed to ensure alignment to grade-level expectations and learning targets and consistently measure intended outcomes.			We will monitor the implementation and effectiveness of this strategy using district benchmark assessments, adaptive interventions, classroom assessments, observations and walkthroughs, and lesson plan feedback.			
	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 regularly 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	Y
	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

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

Pro-social Recess & Lunch Programs (Focus: Tier I Supplemental Climate)

Select Any Applicable Goals	Why Statement	Goal 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 all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Additional Goal 2	(please type a Why statement here for this goal)	At least _% of students will have zero out-of-school suspensions.	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

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 opportunities for students to build positive relationships with peers.

We will monitor the implementation and effectiveness of this strategy using attendance and suspension data, SIS, ODRs, teacher and counselor referrals, and district wide survey data.

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

John M. Patterson School [1400] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 35% of grade 3-4 students will score proficient/advanced on the ELA PSSA	At least 35% students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35% students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 35% students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 35% students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance Met Target?				
BOARD GOAL 2	At least 37% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 37% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 37% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 37% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 37% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance Met Target?				
BOARD GOAL 3	At least 16.3% of grade 3-4 students will score proficient/advanced on the Math PSSA	At least 16.3% students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q1	At least 16.3% students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q2	At least 16.3% students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q3	At least 16.3% students in grades 3-4 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance Met Target?				
95% ATTENDANCE GOAL	At least 60% of all students will attend school 95% of days or more	At least 70% of all students will attend school 95% of days or more in Q1.	At least 67% of all students will attend school 95% of days or more in Q2.	At least 63% of all students will attend school 95% of days or more in Q3.	At least 60% of all students will attend school 95% of days or more in Q4.
	Actual Performance Met Target?				
ZERO SUSPENSION GOAL	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?				
TSI GOAL 1	At least 35% of Black/African-American students in grades 3-4 will score proficient/advanced on the ELA PSSA	At least 35% of Black/African-American students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35% of Black/African-American students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 35% of Black/African-American students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 35% of Black/African-American students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance Met Target?				
TSI GOAL 2	At least 35% of economically disadvantaged students in grades 3-4 will score proficient/advanced on the ELA PSSA	At least 35% of economically disadvantaged students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 35% of economically disadvantaged students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 35% of economically disadvantaged students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 35% of economically disadvantaged students in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance Met Target?				
TSI GOAL 3	At least 9% of students with disabilities in grades 3-4 will score proficient/advanced on the ELA PSSA	At least 9% of students with disabilities in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 9% of students with disabilities in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 9% of students with disabilities in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 9% of students with disabilities in grades 3-4 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance Met Target?				