

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	00-05		
ULCS Code	6470		
Name of School	John B. Kelly School		
Neighborhood Network	Network 6		
Assistant Superintendent	Kimberly Newman		
ESSA Federal Designation	Non-Designated		
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.)	N/A		
Principal Name	Victoria Pressley		
Years as Principal	N/A		
Years as Principal at this School	1		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Victoria Pressley	JB Kelly	vpressley@philasd.org
Additional Leadership Team Representative	Ricky Clark	JB Kelly	rclark@philasd.org
Math Content Specialist/Teacher Leader	NA	NA	NA
Literacy Content Specialist/Teacher Leader	Monique Lewis	JB Kelly	mpcanton@philasd.org
Science Content Specialist/Teacher Leader	NA	NA	NA
School-based Climate Representative	Alfred Koniecki	JB Kelly	akoniecki@philasd.org
Parent	NA	NA	NA
Community member	Corinne Brady	Library Volunteers	bradycorinne@gmail.com
Business partner (other than parent or community member)	NA	NA	NA
Student (required for High Schools)	NA	NA	NA
Planning and Evidence-based Support (PESO) member	Leya Egea-Hinton	SDP Central Office	legeahinton@philasd.org
Special Education Case Manager	Lynda Larubio	SDP Central Office	lsupplee@philasd.org
Network Attendance Coach	Michaela Finkelstein	SDP Central Office	mfinkelstein@philasd.org
Network Culture and Climate Coach	Daniel Merin	SDP Central Office	dmerin@philasd.org
Grants Compliance Monitor	Patty Nelson	Grants & Compliance Office	pnelson@philasd.org
Central Office Talent Partner	Laurese Harper	Talent Office	lharper@philasd.org
Network Early Literacy/Literacy Director	Toni O'Karma	SDP Central Office	aokarma@philasd.org
Network Professional Learning Specialist	Martha Schlatter	SDP Central Office	mdschlatter@philasd.org
Prevention and Intervention Liaison	Howard Marcus	SDP Central Office	hcmarcus@philasd.org
PBIS Coach (if applicable)	NA	NA	NA
Relationships First Coach (if applicable)	NA	NA	NA
Youth Court Coach (if applicable)	NA	NA	NA
Community School Coordinator (if applicable)	NA	NA	NA
Multilingual Manager	Maria Villella	SDP Central Office	mvillella@philasd.org
EL Point Person	NA	NA	NA

ADDITIONAL DATA ANALYSIS												
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	79.4%	8.0%	10.0%	82.0%	43	79.6%	4.7%	32.6%	62.8%			
1st	83.6%	23.0%	11.5%	65.6%	41	82.9%	30.2%	3.2%	66.7%			
2nd	73.5%	36.0%	18.0%	46.0%	33	76.8%	40.4%	17.3%	42.3%			
3rd	74.6%	26.4%	17.0%	56.6%	28	80.3%	45.6%	3.5%	50.9%			
4th	77.4%	33.8%	16.9%	49.2%	50	75.3%	26.6%	23.4%	50.0%			
5th	85.7%	33.3%	16.7%	50.0%	46	72.2%	35.1%	22.8%	42.1%			
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	74.6%	19.1%	21.3%	59.6%	49	79.6%	16.3%	25.6%	58.1%			
1st	82.2%	18.3%	10.0%	71.7%	47	76.3%	3.4%	19.0%	77.6%			
2nd	80.9%	23.6%	9.1%	67.3%	29	72.5%	38.0%	16.0%	46.0%			
3rd	73.2%	17.3%	13.5%	69.2%	22	81.7%	25.9%	20.7%	53.4%			
4th	83.3%	15.7%	24.3%	60.0%	40	71.8%	23.0%	21.3%	55.7%			
5th	87.0%	13.4%	19.4%	67.2%	38	73.4%	15.5%	15.5%	69.0%			
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	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	30.9%	40.8%	32.0%	36.6%	31.0%	43.9%	40.8%	36.5%	All students	99.0%	97.4%	96.2%
90-95% days	15.1%	25.3%	28.7%	26.3%	16.1%	26.0%	25.3%	28.8%	Black/Afr Amer	98.9%	97.2%	96.2%
85-90% days	8.8%	12.6%	16.1%	13.0%	9.5%	9.9%	12.6%	14.3%	Hispanic/Latino	100.0%	100.0%	100.0%
80-85% days	9.9%	9.2%	7.0%	10.4%	7.6%	9.1%	9.2%	6.3%	Asian			100.0%
<80% days	35.3%	12.1%	16.3%	13.7%	35.8%	11.1%	12.1%	14.1%	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	While teachers have received training in the literacy framework, the data suggests that teachers have not fully mastered teaching literacy with fidelity. In addition, some teachers function with a deficit mindset setting low expectations around student achievement and success for the students we service.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Board Goal 2	In previous years, standards driven instruction has not been a priority focus. Data has not been effectively used to meet the needs of all students.	3rd grade students proficient on ELA PSSA will grow from 32.5% in August 2019 to 62.0% by August 2026.	EP 01: Align curriculum, assessments, and instruction to the PA Standards

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

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. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by

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

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Align our school schedule to expectations for literacy instructional minutes.	August 2021	6/1/2022	Principal, Assistant Principal and SBTL	Master roster, Calendar, Curriculum Engine, IEP at a Glance	Y
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the literacy framework.	August 2021	6/1/2022	Principal, Assistant Principal and SBTL	Lesson Plans, Curriculum Engine, PD Schedule	Y
Implement an observation & feedback schedule that will identify trends in literacy data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	August 2021	6/1/2022	Principal, Assistant Principal and SBTL	Lesson Plans, Curriculum Engine, PD Schedule, ELA Framework	Y
Collect a triangulation of literacy data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	August 2021	6/1/2022	Principal, Assistant Principal, SBTL and teachers	Lesson Plans, Curriculum Engine, PD Schedule, Sample IEPs, Exemplars	Y
Assess lesson planning and curriculum implementation by using the "Look For" documents.	August 2021	6/1/2022	Principal, Assistant Principal and SBTL	PD Calendar	Y
Determine quarterly implementation goals aligned to "Look For" data.	August 2021	6/1/2022	Principal, Assistant Principal and SBTL	Lesson Plans, Curriculum Engine, Lesson Plans, Cornerstone, Benchmark Tracker	Y
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	August 2021	6/1/2022	Principal, Assistant Principal and SBTL	PD Schedule, Training Materials	Y
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	August 2021	6/1/2022	Principal, Assistant Principal and SBTL	PD Schedule, Training Materials	Y
Align Framework & Curriculum implementation to the professional learning expectations and focus.	August 2021	6/1/2022	Principal, Assistant Principal and SBTL	Lesson Plans, Curriculum Engine	Y
Analyze student data to monitor progress towards meeting expected student outcomes.	August 2021	6/1/2022	Principal, Assistant Principal, SBTL and teachers	ELA Framework, Master roster, Curriculum Engine	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	Teachers have not been adequately trained in understanding the standards and components of the mathematical framework as it relates to conceptual understanding, procedural fluency and applications.	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

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. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by

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

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Align our school schedule to expectations for math instructional minutes.	August 2021	6/1/2022	Principal, Assistant Principal, and SBTL	Master roster, Calendar, Curriculum Engine, IEP at a Glance	Y
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the math framework.	August 2021	6/1/2022	Principal, Assistant Principal, and SBTL	Lesson Plans, Curriculum Engine, PD Schedule	N
Implement an observation & feedback schedule that will identify trends in math data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	August 2021	6/1/2022	Principal, Assistant Principal, and SBTL	Lesson Plans, Curriculum Engine, PD Schedule, ELA Framework	N
Collect a triangulation of math data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	August 2021	6/1/2022	Principal, Assistant Principal, SBTL and Teachers	Lesson Plans, Curriculum Engine, PD Schedule, Sample IEPs, Exemplars	N
Assess lesson planning and curriculum implementation by using the "Look For" documents.	August 2021	6/1/2022	Principal, Assistant Principal, and SBTL	PD Calendar	N
Determine quarterly implementation goals aligned to "Look For" data.	August 2021	6/1/2022	Principal, Assistant Principal, and SBTL	Lesson Plans, Curriculum Engine, Lesson Plans, Cornerstone, Benchmark Tracker	N
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	August 2021	6/1/2022	Principal, Assistant Principal, and SBTL	PD Schedule, Training Materials	N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	August 2021	6/1/2022	Principal, Assistant Principal, and SBTL	PD Schedule, Training Materials	N
Align Framework & Curriculum implementation to the professional learning expectations and focus.	August 2021	6/1/2022	Principal, Assistant Principal, and SBTL	Lesson Plans, Curriculum Engine	N
Analyze student data to monitor progress towards meeting expected student outcomes.	August 2021	6/1/2022	Principal, Assistant Principal, SBTL and Teachers	ELA Framework, Master roster, Curriculum Engine	N

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #3:						
PBIS - Currently Implementing (Focus: Tier I Climate Framework)						
Select Any Applicable Goals	Why Statement	Goal Statement		Essential Practice		
Board Goal 1	While teachers have received training in the literacy framework, the data suggests that teachers have not fully mastered teaching literacy with fidelity. In addition, some teachers function with a deficit mindset setting low expectations around student achievement and success for the students we service.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.		EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.		
Anticipated Outputs (link out to EP Look Fors)				Monitoring/Evaluation		
Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. Educators use evidence-based classroom management strategies with fidelity to support positive behavior for all students as well as to intervene with challenging behaviors. Educators maximize instructional time through well-managed classroom routines.				We will monitor the effectiveness and implementation of this strategy using attendance and suspension data, SIS PBIS dashboard, district wide survey, ODRs, minor behavior forms, Tier Fidelity Inventories, and monthly TIPS meetings.		
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Schedule for entire PBIS Team to attend 3 full days of training throughout the year	August 2021	4/1/2022	Climate Manager, Assistant Principal,	Master roster, Calendar, Curriculum Engine, IEP at a Glance	Y
	Establish team operating procedures and schedule PBIS Team meetings monthly and establishes a current PBIS action plan.	August 2021	5/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	Lesson Plans, Curriculum Engine, PD Schedule	N
	Re-visit behavior expectations with students, staff, and families	September 2021	5/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	Lesson Plans, Curriculum Engine, PD Schedule, ELA Framework	N
	Formal walkthroughs collecting data on utilization of school-wide expectations language to increase staff use of behavior expectations language/system, praise to corrections ratio, tangible reinforcements.	September 2021	5/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	Lesson Plans, Curriculum Engine, PD Schedule, Sample IEPs, Exemplars	N
	Create a school-wide calendar of incentives (i.e weekly, monthly, quarterly, etc.)	August 2021	6/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	PD Calendar	N
	Classrooms are formally implementing all core Tier I features, consistent with school wide-expectations and there is evidence of inclusive practices.	August 2021	6/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	Lesson Plans, Curriculum Engine, Lesson Plans Cornerstone, Benchmark Tracker	N
	Soliciting feedback and acknowledgement to create a formal system for acknowledging student behavior	August 2021	6/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	PD Schedule, Training Materials	N
	Share tier 1 data with school staff at least 4 times per year.	August 2021	11/1/2021, 2/2022, 4/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	PD Schedule, Training Materials	N
	It will be documented that students, families, and community members of all racial, cultural, ethnic, and linguistic backgrounds have provided feedback on Tier I practices	August 2021	5/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	Lesson Plans, Curriculum Engine	N
	TIPS Team meets at least monthly to review disaggregated discipline data, determine interventions, and track progress.	August 2021	5/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	ELA Framework, Master roster, Curriculum Engine	N
	Fidelity data collection and usage, Tier I fidelity data is collected and used for decision making annually (formal and informal).	August 2021	5/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	District benchmark assessments, classroom assessments, progress monitoring data, PLC schedule	N
	Complete annual Tiered Fidelity Inventory. Evaluation conducted at least annually and reflects student and family voices.	August 2021	5/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	Lesson Plans, ELA Framework, Assessments	N
	Designate time & complete the self-assessment survey. Evaluation conducted at least annually and reflects student and family voices.	August 2021	5/1/2022	Climate Manager, Assistant Principal, Climate and Cultural Champion	PD Schedule, district assessments, student data	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	Why Statement	Goal Statement	Essential Practice
Board Goal 1	While teachers have received training in the literacy framework, the data suggests that teachers have not fully mastered teaching literacy with fidelity. In addition, some teachers function with a deficit mindset setting low expectations around student achievement and success for the students we service.	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 1	(please type a Why statement here for this goal)	climate goal	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 effectiveness and implementation of this strategy using attendance and suspension data, district wide survey, ODRs, walkthroughs and observations, community meeting self-assessment and fidelity tools, and minor behavior forms.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Each classroom has a daily, consistent time to conduct Community Meeting for 25-30 minutes.	8/23/2021	8/30/2021	Counselor & Dean	Community Meeting Slide Deck	Y
Staff participates in training module on Community Meeting and its connections to social-emotional learning during the back-to-school reorganization week	8/23/2021	9/30/2021	Counselor & Dean		N
Create a Year-Long calendar of CM topics and responsibilities using calendar provided by the Office of School Climate & Culture and is adjusted through out the year as needed.	11/1/2021	6/1/2022	Counselor & Dean	Community Meeting calendar	N
Revisit and review community meeting topics discussed during Common Planning Time in addition to making revisions as needed throughout the year based on current events or other needs.	9/1/2021	6/15/2022	Principal	"check for understanding" survey	N
Progress monitor implementation through staff participation in "check for understanding" survey and develop individual coaching tools.	9/1/2021	6/15/2022	Principal	Student Well-Being Survey	N
Incorporate Student Well-Being Survey administered monthly during Community Meeting	9/1/2021	6/15/2022	Principal		N
Make a plan for ongoing coaching and support at the district and school-level; support is outlined and agreed upon by principal and district support.	9/1/2021	6/15/2022	Principal		N

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	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 24% of grade 3-5 students will score proficient/advanced on the ELA PSSA	At least 24% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 24% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 24% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 24% 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?				
BOARD GOAL 2	At least 24% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 24% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 24% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 24% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 24% 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 13% of grade 3-5 students will score proficient/advanced on the Math PSSA	At least 13% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1	At least 13% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2	At least 13% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3	At least 13% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance				
	Met Target?				
90% ATTENDANCE GOAL	At least 45% of all students will attend school 90% of days or more	At least 55% of all students will attend school 90% of days or more in Q1.	At least 50% of all students will attend school 90% of days or more in Q2.	At least 48% of all students will attend school 90% of days or more in Q3.	At least 45% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				