

THE SCHOOL DISTRICT OF PHILADELPHIA 2021-2022 School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)			
School Grade Span	00-08		
ULCS Code	2510		
Name of School	Andrew Jackson School		
Neighborhood Network	Network 10		
Assistant Superintendent	Jessica Ramos		
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	Kelly Espinosa		
Years as Principal	4		
Years as Principal at this School	4		
Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	Kelly Espinosa	Andrew Jackson	kespinosa@philasd.org
Additional Leadership Team Representative	Melanie Pena	Andrew Jackson	mchern@philasd.org
Math Content Specialist/Teacher Leader	Janet DiSalvo	Andrew Jackson	jlsenni@philasd.org
Literacy Content Specialist/Teacher Leader	Michelle Brozdonis	Andrew Jackson	mbrozdonis@philasd.org
Science Content Specialist/Teacher Leader	Katie Ryan	Andrew Jackson	kteevan@philasd.org
School-based Climate Representative	Tom Klemash	Andrew Jackson	tklemash@philasd.org
Parent	Molly Peterman	Andrew Jackson	mollypeterman@gmail.com
Community member	Susan Packer	Andrew Jackson	susan.packer@yahoo.com
Business partner (other than parent or community member)	Michael Lane	Steak 'Em Up	steakemup@comcast.net
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	Darrin Kall	Office of Grant Compliance	dkall@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)	Aubrey Depa	School District of Philadelphia	abeiswenger@philasd.org
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	Maria DiFlorio	Andrew Jackson	mdiflorio@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>All Jackson students have the ability to achieve rigorous academic and social expectations through high-quality teaching that taps on multiple intelligences, real-world connections, and inquiry in a 21st Century learning environment. We will foster self-resiliency and autonomy to actualize leadership so that every student has the ability to empathize, respect, and function collaboratively with others to become contributing members of a global society.</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	95.2%	39.0%	22.0%	39.0%	48	95.1%	39.7%	31.0%	29.3%
1st	100.0%	56.5%	15.9%	27.5%	66	100.0%	50.7%	13.0%	36.2%
2nd	96.1%	69.9%	21.9%	8.2%	50	90.7%	76.5%	13.2%	10.3%
3rd	98.3%	62.1%	15.5%	22.4%	49	81.4%	75.0%	14.6%	10.4%
4th	87.7%	72.0%	12.0%	16.0%	57	81.4%	75.0%	12.5%	12.5%
5th	93.3%	51.8%	5.4%	42.9%	42	71.7%	67.4%	9.3%	23.3%

STAR Reading Assessment (Click for link to data)

STAR Reading	Winter 2020-21						Winter 2019-2020					
	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP
6th	81.6%	22.5%	10.0%	20.0%	47.5%	52	100.0%	22.2%	14.8%	29.6%	33.3%	57
7th	96.3%	30.8%	11.5%	19.2%	38.5%	58	88.4%	42.1%	21.1%	15.8%	21.1%	
8th	78.0%	53.1%	6.3%	21.9%	18.8%	42	89.8%	27.3%	11.4%	27.3%	34.1%	22

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	93.5%	56.9%	22.4%	20.7%	58	95.1%	51.7%	24.1%	24.1%
1st	100.0%	66.7%	11.6%	21.7%	67	100.0%	49.3%	15.9%	34.8%
2nd	94.7%	66.7%	12.5%	20.8%	47	94.7%	74.6%	11.3%	14.1%
3rd	98.3%	55.2%	13.8%	31.0%	46	72.9%	65.1%	14.0%	20.9%
4th	94.7%	44.4%	18.5%	37.0%	39	83.1%	65.3%	16.3%	18.4%
5th	98.3%	44.1%	11.9%	44.1%	45	83.3%	48.0%	18.0%	34.0%

STAR Math Assessment (Click for link to data)

STAR Math	Winter 2020-21						Winter 2019-2020					
	% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP
6th	81.6%	30.0%	12.5%	20.0%	37.5%	45	98.1%	30.2%	13.2%	26.4%	30.2%	48
7th	85.2%	41.3%	19.6%	15.2%	23.9%	52	90.7%	53.8%	15.4%	17.9%	12.8%	41
8th	82.9%	64.7%	11.8%	8.8%	14.7%	59	93.9%	50.0%	15.2%	17.4%	17.4%	87

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	77.3%	71.5%	63.4%	62.9%	77.6%	73.7%	71.5%	65.3%	All students	98.1%	96.2%	95.7%
90-95% days	9.6%	21.5%	24.9%	24.4%	8.8%	20.1%	21.5%	23.1%	Black/Afr Amer	92.2%	86.2%	86.6%
85-90% days	4.4%	4.1%	6.9%	7.2%	4.4%	2.8%	4.1%	7.9%	Hispanic/Latino	100.0%	98.9%	98.5%
80-85% days	2.2%	1.2%	2.5%	3.2%	2.6%	2.2%	1.2%	2.5%	Asian	100.0%	100.0%	100.0%
<80% days	6.4%	1.7%	2.3%	2.3%	6.6%	1.2%	1.7%	1.2%	White	99.0%	98.4%	98.1%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:

ELA Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 2	We have seen a school wide increase for Grade 3 ELA proficiency because teachers are receiving continued coaching to build upon their ability to plan and deliver standards-aligned instruction.	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 school's instructional materials and assessments are aligned to standards in every subject to ensure vertical and horizontal alignment by grade level. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of researchbased practices.

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 coaching trackers.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for ELA instructional minutes.	08/01/2021	8/31/2021	Principal, SBTL	ELA Framework, Master schedule	N
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the frameworks.	08/23/2021	6/15/2022	Principal, SBTL	PD Schedule	N
Implement an observation & feedback schedule that will identify trends in data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	08/31/2021	6/15/2022	Principal, SBTL	Observation tracker, CPT schedule, PD schedule, coaching tracker	N
Collect a triangulation of data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	08/31/2021	6/15/2022	Principal, SBTL	District benchmark assessment, classroom assessments, observations, lesson plans	N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	08/31/2021	6/15/2022	Teachers	Lesson plans, ELA Framework, Quarters at a Glance	N
Align Framework & Curriculum implementation to the professional learning expectations and focus.	08/23/2021	6/15/2022	Principal, SBTL	ELA Framework, PD Schedule, CPT Schedule	N
Analyze student data to monitor progress towards meeting expected student outcomes.	08/31/2021	6/15/2022	Principal, SBTL, Teachers, PESO	District benchmark assessment, classroom assessments	N
Ensure that all instructional staff have access to curriculum resources.	08/01/2021	8/31/2021	Principal, SBTL	Curriculum resources	N
Outline and implement a PD calendar that has multiple opportunities for collaboration and learning around implementation of curriculum related materials.	08/01/2021	8/31/2021	Principal, SBTL	PD Schedule	N
Provide support during PD and CPT around planning and delivering instruction that includes accommodations and modifications for all learners.	08/23/2021	6/15/2022	Principal, SBTL, SPECM	PD Schedule, CPT Schedule	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #4:

Math Framework (Focus: Tier I Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	We have seen a school wide increase in grades 3-8 in Math because teachers are receiving continued coaching to build upon their ability to plan and deliver standards aligned-instruction.	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Anticipated Outputs (link out to EP Look Fors)

Monitoring/Evaluation

The school's instructional materials and assessments are aligned to standards in every subject to ensure vertical and horizontal alignment by grade level. Curriculum documents and lesson plans include guidance for accommodations and modifications for all learners. There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of researchbased practices.

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 coaching trackers.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Align the school's schedule to expectations for Math instructional minutes.	08/01/2021	8/31/2021	Principal, SBTL	Math Framework, Master schedule	N
Ensure that all instructional staff have access to curriculum resources.	08/01/2021	8/31/2021	Principal, SBTL	Curriculum resources	N
Outline and implement a PD calendar that has multiple opportunities for collaboration and learning around implementation of curriculum related materials.	08/01/2021	8/31/2021	Principal, SBTL	PD Schedule	N
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the frameworks.	08/23/2021	6/15/2022	Principal, SBTL	PD Schedule	N
Align Framework & Curriculum implementation to the professional learning expectations and focus.	08/23/2021	6/15/2022	Principal, SBTL	Math Framework, PD Schedule, CPT Schedule	N
Provide support during PD and CPT around planning and delivering instruction that includes accommodations and modifications for all learners.	08/23/2021	6/15/2022	Principal, SBTL, SPECM	PD Schedule, CPT Schedule	N
Implement an observation & feedback schedule that will identify trends in data to inform CPT, requests for professional learning, progress monitoring, and status of implementation.	08/31/2021	6/15/2022	Principal, SBTL	Observation tracker, CPT schedule, PD schedule, coaching tracker	N
Collect a triangulation of data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	08/31/2021	6/15/2022	Principal, SBTL	District benchmark assessment, classroom assessments, observations, lesson plans	N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	08/31/2021	6/15/2022	Teachers	Lesson plans, Math Framework, Quarters at a Glance	N
Analyze student data to monitor progress towards meeting expected student outcomes.	08/31/2021	6/15/2022	Principal, SBTL, Teachers, PESO	District benchmark assessment, classroom assessments	N

Andrew Jackson School [2510] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 52.3% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 52.3% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 52.3% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 52.3% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 52.3% 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?				
BOARD GOAL 2	At least 56.9% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 56.9% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 56.9% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 56.9% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 56.9% 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 36.9% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 36.9% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 36.9% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 36.9% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 36.9% students in grades 3-8 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 73% of all students will attend school 95% of days or more	At least 85% of all students will attend school 95% of days or more in Q1.	At least 81% of all students will attend school 95% of days or more in Q2.	At least 77% of all students will attend school 95% of days or more in Q3.	At least 73% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				
ZERO SUSPENSION GOAL	At least 99% of students will have zero out-of-school suspensions	At least 99% of students will have zero out-of-school suspensions in Q1.	At least 99% of students will have zero out-of-school suspensions in Q2.	At least 99% of students will have zero out-of-school suspensions in Q3.	At least 99% of students will have zero out-of-school suspensions in Q4.
	Actual Performance				
	Met Target?				