

BREGY F AMEDEE SCH

1700 Bigler St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

As a Bregy family, our vision is to foster academic excellence for a diverse community of learners in which students are intrinsically motivated to become knowledge seekers, problem solvers, and culturally accepting individuals. Together as a school community, we will create a nurturing and safe learning environment where all students feel accepted and valued. We believe that every student can succeed and develop the necessary skills to meet the ever-changing demands of the 21st century.

STEERING COMMITTEE

Name	Position	Building/Group
Shakeera Warthen	Principal	Bregy School
Christina Keyes	Additional Leadership Team Representative	Bregy School
Karen Chamberlain	Math Specialist	Bregy School
Deanna Scavetti	Literacy Specialist	Bregy School
Karen O'Hara	Science Specialist	Bregy School
DeWayne Thompson	Climate Specialist	Bregy School
Ashley Dorsey	Parent	Bregy School
Carolyn Dunn	Community Member	Bregy School
Trevor Smith	Business Partner	PDIC
Joe Taylor	Planning Support	School District of Philadelphia
Patricia Ayres	Professional Learning Specialist	School District of Philadelphia
Cynthia Van Otoo	Prevention and Intervention Specialist	School District of Philadelphia
Kesha Hines	Attendance Coach	School District of Philadelphia
Maria Capitolo	Special Education Director	School District of Philadelphia
Dianna Phelps	Climate and Culture Coach	School District of Philadelphia
Megan Conley	Early Literacy Director	School District of Philadelphia
Danielle Gardner	Talent Partner	School District of Philadelphia

Name

Position

Building/Group

Philadelphia

Kelly Ann
McCarthy

Grants Compliance Monitor

School District of
Philadelphia

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based, particularly in the area of science, an area in which schools receive far less district support	STEM English Language Arts Career Standards Benchmark
We will implement a multi-tiered system of supports for academics with a particular focus on developing intervention blocks that provide time that is specifically dedicated to supporting Tier II and III students.	Early Literacy Mathematics School climate and culture

ACTION PLAN AND STEPS

Evidence-based Strategy			
Universal Screening for Emotional/Behavioral Risk (Early Warning Intervention and Monitoring System)			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Zero OSS	At least 94% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish team (e.g.,	2020-09-01 -	School	Meeting schedule, team

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
counselor, principal, climate manager, climate specialist, special education compliance manager) to oversee Tier II programming and set regular meeting schedule (at least once a month)	2021-06-11	Counselor (Lisa Bronca)	members and their roles and responsibilities, protocol for the universal screening
Establish clear roles and responsibilities for oversight and implementation of the universal screener	2020-08-24 - 2020-09-30	School Counselor (Lisa Bronca)	Team roles and responsibilities (organizational chart)
Train intervention providers (e.g., Tier II team members) in implementing the universal screener on an ongoing basis throughout the year.	2020-08-24 - 2021-06-11	School Counselor (Lisa Bronca)	District Prevention and Intervention Specialist, time for training, training materials
Train teachers in their role in administering the universal screener to their students and provide the necessary supports to students based on screener results and identified Tier II interventions. This PD will occur on an ongoing basis throughout the year.	2020-08-24 - 2021-06-11	School Counselor (Lisa Bronca)	Training schedule, training materials, Tier II supports and interventions, universal screener data
Create a plan for comprehensive MTSS that includes targeted behavioral supports for students at Tiers II and III based on data from the	2020-08-24 - 2020-11-30	School Counselor (Lisa Bronca)	MTSS Plan, universal screener data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
universal screener.			

Anticipated Outcome

Decrease in the number of out of school suspensions, student mental health and behavioral needs being met through Tier II supports, more students spending more time on academic tasks in the classroom, teachers utilizing research-based strategies and interventions to address student needs.

Monitoring/Evaluation

Biweekly MTSS Meetings; Monthly monitoring of climate data; Monitoring of ODR Referrals.

Evidence-based Strategy

Check-in Check-out

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS	At least 94% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish clear roles and responsibilities for oversight and implementation of Check-in Check-out	2020-07-01 - 2020-09-30	Counselor	CICO materials, organizational chart
Bregy School will implement a check in/check out system for students identified by the universal screener or other data points as	2020-09-01 - 2021-06-11	Climate Manager (DeWayne Thompson)	MTSS Plan, Universal Screener Data, School Discipline Data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
needing an additional layer individualized support daily/weekly.			
Train school leaders in CICO so that they can provide turnaround training to teachers.	2020-08-24 - 2020-09-30	Climate Manager	Network Climate and Culture Coach
Train teachers in their role in mentoring students through the CICO system (e.g., how to set goals with students, how to track their students' progress).	2020-08-24 - 2020-09-30	Climate Manager	CICO materials
Identify key data and process for monitoring implementation of CICO, including criteria for exiting students from CICO.	-	Climate Manager	Climate data (e.g., Qlik, SIS, SchoolNet), MTSS team meetings, data review protocols

Anticipated Outcome

Teachers will be provided with the skills and strategies for meet the various needs of our students. Students' socioemotional needs will be met, which will support their time spent on academic tasks.

Monitoring/Evaluation

MTSS members will keep weekly notes in SIS of Check In/Check Out with students; Office Discipline Referral; Out of School Suspension Data.

Evidence-based Strategy

120 Minute Early Literacy Block

Measurable Goals

Goal Nickname**Measurable Goal Statement (Smart Goal)**

AIMSweb Goal

At least 55% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Establish/refine Literacy Framework including time allotments for all teachers to follow in order to ensure that all

2020-08-24 -
2021-06-11

Shakeera
Warthen,
Principal

Master Schedule, Literacy Framework, Classroom Literacy Agenda, Literacy Curriculum Materials (Saxon Phonics, Pearson,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
components are being followed, including guided reading.			Scholastic Leveled Books).
Observations will be conducted with fidelity to ensure that all components of the block are being implemented and to determine the areas in which teachers need improvement.	2020-09-01 - 2021-06-11	Shakeera Warthen (Principal) & Deanna Scavetti (Literacy Lead Teacher)	Danielson Framework, CPEL, Walk Through Look Fors, Master Schedule.
One-on-one meetings will be set up so that the LLT or principal can review observation notes with teachers and develop a plan of action to address areas of need	2020-09-01 - 2021-06-11	Shakeera Warthen (Principal) & Deanna Scavetti (Literacy Lead Teacher)	Master Schedule, PLC Meeting, Observation Data, CPEL Data, CLI Best Practices in Literacy.
Time will be set aside for Lexia as a center during guided reading so that students can complete Lexia activities and reach their usage goals	2020-09-01 - 2021-06-11	Literacy Lead Teacher (Deanna Scavetti)	Chromebooks, Ipads, Lexia Platform, Lexia Placement Test Data, Computer Schedules.
Teachers will work with the LLT to set quarterly Lexia goals for students. At the end of the quarter, progress will be reviewed to determine whether students are making gains and whether small groups need to be re-worked.	2020-09-01 - 2021-06-11	Literacy Lead Teacher (Deanna Scavetti)	Chromebooks, Ipads, Lexia Platform, Lexia Placement Test Data, Computer Schedules, Student independent Lexia Data, Lexia small group lesson plans, and Lexia independent practice.
Within the 120 minute literacy block, teachers will implement Phonics	2020-08-31 - 2021-06-11	Deanna Scavetti (Literacy Lead	Saxon Phonics Curriculum Materials, Literacy Schedule.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Instruction in K-3 classrooms daily.		Teacher)	
Within the 120 minute literacy block, teachers, will implement Guided Reading/Small Group Instruction	2020-08-31 - 2020-06-11	Deanna Scavetti (Literacy Lead Teacher)	Student Data (DRA, Lexia, AIMSWeb), leveled text, Saxon Phonics small group lessons, and Lexia reteach lessons.

Anticipated Outcome

All teachers will implement the 120 literacy block. Students will have increased exposure and opportunities to engage in literacy related activities. Students will utilize the Lexia intervention daily for their prescribed intervention lessons. Students will meet their individual literacy goals for the year. The percentage of students scoring in the Tier 3 category of AIMSWeb will decrease.

Monitoring/Evaluation

The instructional leadership team will monitor master and individual classroom schedules, teacher observation data, and students literacy data (AIMSWeb and DRA Data) on a bi-weekly basis

Evidence-based Strategy

Common Planning Time

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Science Proficiency Goal	At least 40% of students in grades 4 and 8 will score at Proficient or Advanced on the Science PSSA (includes PASA). (use Benchmarks to monitor).
ELA Below Basic Goal	No more than 13% of students in grades 4-8 will score at Below Basic on the ELA PSSA (includes PASA). (use STAR to monitor).
Math Proficiency Goal	At least 24% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
A schedule will be developed to allow Grade/Content Teams to have common preparation periods daily, as well as a 6th period for Common Planning Time Meeting led by a member of the academic leadership team.	2020-08-24 - 2021-06-11	Shakeera Warthen (Principal)	Curriculum Engine; Planning and Scheduling Timelines; Math, ELA, and Science Frameworks; Student Work Samples; Student Data; Curriculum Resources for Math, ELA, and Science; CPT Protocol Documents.
Grade/Content Teams will meet with SBTL/LLT and Principal to plan instruction, refine lesson plans, analyze students' work, review intervention data (usage and passage rates), and create Tier II or Tier III action plans.	2020-08-24 - 2021-06-11	Principal (Shakeera Warthen)	Curriculum Engine; Planning and Scheduling Timelines; Math, ELA, and Science Frameworks; Student Work Samples; Student Data; Curriculum Resources for Math, ELA, and Science; CPT Protocol Documents.
Our School Based Teacher Leader will	2020-08-24 - 2021-06-11	Karen Chamberlain	Curriculum Resources for Math (Envision) & ELA

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>provide weekly CPT support for lesson planning, data analysis, iReady Math Intervention Program, Lexia Intervention Program, and lesson delivery for teachers. Our SBTL will provide PD during PLC and Professional Development Days.</p>		<p>(SBTL)</p>	<p>(ReadyGen/Collections); SDP Curriculum Engine; iReady Lessons/Data; Lexia Lessons/Data; and student data (Benchmark, STAR, iReady, Lexia, PSSA, and teacher made assessments).</p>

<p>Science Lead Teacher will attend CPT for 4th and 8th Grade (PSSA Tested Grades). As well, as they provide monthly Professional Developments on standard aligned instruction and assessments for all grade teachers.</p>	<p>2020-08-24 - 2021-06-11</p>	<p>Karen O’Hara (Science Lead Teacher)</p>	<p>Curriculum Resources for Science, SDP Curriculum Engine, Next Generation Science Standards, PSSA Released Items for Science, and Master Schedule.</p>
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Anticipated Outcome

Teachers will collaboratively plan lessons that are based on our students strengths and areas of growth. Teachers will receive support with lesson planning and problems of practice from their grade partners. Students will benefit academically from teachers working collaboratively to plan for whole and small group instruction.

Monitoring/Evaluation

The instructional leadership team will monitor agendas and notes from weekly CPT Meetings; Analysis of Student Work Samples; Teacher Observations to see implementation of lessons planned in CPT; Student data on benchmarks, AIMSWeb, DRA, and other school assessments on a weekly basis.

Evidence-based Strategy

Data-Driven Instruction

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students' data is used to plan for whole and small group instruction (reteach & enrichment) and to differentiate instruction based on students needs.	2020-09-01 - 2021-06-11	Karen Chamberlain (SBTL), Deanna Scavetti (LLT), and Shakeera Warthen (Principal)	Checks for Understanding, Exit Slips, Teacher Made Assessments, Lexia Data, iReady Data, Benchmark Data, Guided Reading Notes, AIMSWeb Data, and student observational data; Lesson Plans (Small Group and Guided Reading Templates); Curriculum Resources.
Teachers will monitor and track student data on our school based tracking tool weekly. Teacher Teams will analyze student data and plan for small group reteaching, interventions, and enrichment of content.	2020-09-01 - 2021-06-11	Karen Chamberlain (SBTL), Deanna Scavetti (LLT), and Shakeera Warthen (Principal)	Bregy School Data Tracker; iReady Data; Lexia Data; AIMSWeb Data; DRA Data; STAR Data; Benchmark Data; CFU/Exit Slip Data; Curriculum Resources; Curriculum Engine.
Teachers will set individual growth goals for students in Math and ELA and consistently analyze data as it pertains to small groups to determine which students need to be moved to a different group and what content to cover in these small groups. Small groups will be differentiated and flexible in order for students to meet their growth targets.	2020-09-01 - 2021-06-11	Karen Chamberlain (SBTL), Deanna Scavetti (LLT), and Shakeera Warthen (Principal)	Bregy School Data Tracker; AIMSWeb Data; DRA Data; STAR Data; Curriculum Resources; Curriculum Engine; Small Group Lesson Template.
Teachers will implement an Action Plan for Tier II and III students not	2020-09-15 - 2021-06-11	Karen Chamberlain (SBTL),	Bregy Data Tracker; Progress Monitoring Tools; Small Group Instruction

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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<p>making progress, which includes at least 3 opportunities per week for reteaching and intervention. Small and whole group lessons will be adjusted to meet the needs of the students. The students will be progress monitored on their goals every 6 weeks; and plans adjusted based on their data.</p>		<p>Deanna Scavetti (LLT), and Shakeera Warthen (Principal)</p>	<p>Lessons Plans and Anecdotal Data; Curriculum Resources; Curriculum Engine.</p>
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<p>Teachers will bring progress monitoring assessments to Data Team meetings. Teachers will share intervention plans for students in need. Teacher Teams will work collaboratively to support each other in differentiating instruction based on their students' needs.</p>	<p>2020-09-20 - 2021-06-11</p>	<p>Karen Chamberlain (SBTL), Deanna Scavetti (LLT), and Shakeera Warthen (Principal)</p>	<p>Bregy Data Tracker; Intervention groups data; Small Group Lesson Plans and Anecdotal Data; Curriculum Resources; Curriculum Engine.</p>
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<p>Anticipated Outcome</p>
<p>Teachers will use data gathered from CFU, observations, and formal assessments to plan for whole and small group instruction. Students needs of intervention and enrichment will be met, resulting in improved academic outcomes for students.</p>

<p>Monitoring/Evaluation</p>
<p>Classroom Observations; Lesson Plans; Students grades (SIS); school and teacher assessment data.</p>



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 94% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS)	Universal Screening for Emotional/Behavioral Risk (Early Warning Intervention and Monitoring System)	Train intervention providers (e.g., Tier II team members) in implementing the universal screener on an ongoing basis throughout the year.	08/24/2020 - 06/11/2021

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 94% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS)	Check-in Check-out	Train school leaders in CICO so that they can provide turnaround training to teachers.	08/24/2020 - 09/30/2020

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