<table>
<tr><td colspan="4">THE SCHOOL DISTRICT OF PHILADELPHIA
2021-2022
School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)</td></tr>
<tr><td>School Grade Span</td><td colspan="3">00-08</td></tr>
<tr><td>ULCS Code</td><td colspan="3">7470</td></tr>
<tr><td>Name of School</td><td colspan="3">Bridesburg School</td></tr>
<tr><td>Neighborhood Network</td><td colspan="3">Network 9</td></tr>
<tr><td>Assistant Superintendent</td><td colspan="3">Noah Tennant</td></tr>
<tr><td>ESSA Federal Designation</td><td colspan="3">Non-Designated</td></tr>
<tr><td>Admission Type</td><td colspan="3">Neighborhood</td></tr>
<tr><td>District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)</td><td colspan="3">N/A</td></tr>
<tr><td>Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)</td><td colspan="3">N/A</td></tr>
<tr><td>Principal Name</td><td colspan="3">James Serpiello</td></tr>
<tr><td>Years as Principal</td><td colspan="3">16</td></tr>
<tr><td>Years as Principal at this School</td><td colspan="3">11</td></tr>
</table>

Planning Team			
Team Member Title	**Team Member Name**	**Organization**	**Email Address**
Principal	James Serpiello	Bridesburg School	jserpiello@philasd.org
Assistant Principal	Dr. John Reese	Bridesburg School	jreese@philasd.org
Math Content Specialist/Teacher Leader	Lauren Yeiter	Bridesburg School	lyeiter@philasd.org
Literacy Content Specialist/Teacher Leader	Sharon Shea	Bridesburg School	sshea@philasd.org
Science Content Specialist/Teacher Leader	N/A	N/A	N/A
School-based Climate Representative	Dara Savage	Bridesburg School	diledford@philasd.org
Parent	Kimberly Diviny	Parent	kdiviny@gmail.com
Community member	John McBride	Bridesburg Recreation Center	jmcbride@bridesburgcougars.org
Business partner (other than parent or community member)	Mare Shipton	Bridesburg Boys and Girls Club	www.bgcphila.org
Student (required for High Schools)	TBD	TBD	TBD
Planning and Evidence-based Support (PESO) member	Leya Egea Hinton	SDP	legeahinton@philasd.org
Special Education Case Manager	Zanetta Smith	SDP	zjsmith@philasd.org
Network Attendance Coach	Justin Proctor	SDP	jeproctor@philasd.org
Network Culture and Climate Coach	Cynthia Jones	SDP	cjones3@philasd.org
Grants Compliance Monitor	Patricia Nelson	SDP	pnelson@philasd.org
Central Office Talent Partner	Christopher Richard	SDP	crichard@philasd.org
Network Early Literacy/Literacy Director	Traci Mccabe	SDP	tmccabe@philasd.org
Network Professional Learning Specialist	Joel Witter	SDP	jwitter@philasd.org
Prevention and Intervention Liaison	Johanna Agnew	SDP	jagnew@philasd.org
PBIS Coach (if applicable)	Lateefah Ellison	SDP	lellison@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)	Jamie Serrano	SDP	jserrano@philasd.org
Multilingual Manager	Aaron Maclennan	SDP	apmaclennan@philasd.org
EL Point Person	Sharon Shea	SDP	sshea@philasd.org

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	93.0%	22.6%	24.5%	52.8%	54	91.2%	17.3%	17.3%	65.4%
1st	94.4%	25.4%	6.0%	68.7%	37	94.4%	20.9%	16.4%	62.7%
2nd	90.6%	64.9%	9.1%	26.0%	49	86.7%	70.8%	15.3%	13.9%
3rd	40.5%	50.0%	20.6%	29.4%	44	95.2%	66.3%	17.5%	16.3%
4th	91.5%	44.6%	27.7%	27.7%	51	88.9%	51.6%	7.8%	40.6%
5th	83.7%	68.1%	12.5%	19.4%	54	56.3%	57.1%	20.4%	22.4%

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	90.8%	42.4%	11.9%	25.4%	20.3%	51	94.9%	39.7%	19.8%	22.1%	18.3%	49
7th	74.8%	39.6%	12.9%	24.8%	22.8%	49	93.0%	33.8%	18.8%	22.5%	25.0%	36
8th	95.2%	25.3%	20.3%	19.0%	35.4%	48	94.7%	32.4%	26.8%	26.8%	14.1%	57

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	93.0%	67.9%	17.0%	15.1%	73	89.5%	37.3%	33.3%	29.4%
1st	94.4%	34.3%	16.4%	49.3%	50	93.0%	24.2%	34.8%	40.9%
2nd	88.2%	69.3%	8.0%	22.7%	49	91.6%	72.4%	9.2%	18.4%
3rd	96.4%	54.3%	9.9%	35.8%	47	95.2%	48.8%	20.0%	31.3%
4th	91.5%	43.1%	20.0%	36.9%	46	90.3%	47.7%	12.3%	40.0%
5th	83.7%	47.2%	22.2%	30.6%	43	54.0%	53.2%	12.8%	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	90.8%	50.8%	15.3%	16.9%	16.9%	34	92.8%	62.5%	15.6%	9.4%	12.5%	62
7th	68.1%	62.0%	9.8%	10.9%	17.4%	50	74.4%	40.6%	18.8%	20.3%	20.3%	15
8th	94.0%	55.1%	16.7%	14.1%	14.1%	43	94.7%	69.0%	9.9%	15.5%	5.6%	58

Climate Data

Annual Attendance Data (Click for link to data)

Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18
95%+ days	64.4%	52.8%	47.5%	45.2%
90-95% days	13.4%	29.0%	30.8%	30.5%
85-90% days	7.3%	9.0%	10.0%	12.1%
80-85% days	4.3%	4.1%	5.4%	5.9%
<80% days	10.6%	5.2%	6.3%	6.2%

Monthly Attendance Snapshots (Click for link to data)

	Jan 2021	Jan 2020	March 2020	March 2019
95%+ days	64.9%	52.7%	52.8%	46.2%
90-95% days	15.0%	29.3%	29.0%	31.8%
85-90% days	5.6%	8.8%	9.0%	11.3%
80-85% days	3.6%	4.1%	4.1%	4.6%
<80% days	10.9%	5.1%	5.2%	6.1%

Suspension Data (Click for link to data)

Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
All students	99.4%	98.9%	97.0%
Black/Afr Amer	94.7%	100.0%	100.0%
Hispanic/Latino	100.0%	97.3%	92.1%
Asian	100.0%	100.0%	100.0%
White	99.6%	99.0%	97.2%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:

MTSS (Focus: Tiers II/III Academics)

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 1	SPED ELA proficiency improved by 6% 16-17 to 16% 18-19; however, compared to school wide proficiency of 48% SPED student are not performing because the lack of consistent collaboration and communication between Regular and Special Education Teachers to address student learning gaps	Grade 3-8 students proficient on ELA PSSA will grow from 35.7% in August 2019 to 65.0% by August 2026.	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Board Goal 2	Hispanic students in 3rd grade ELA proficiency dropped 25% from 16-17 to 18-19 because we have not identified the specific Latino Students in need of additional supports needed to raise student achievement in Reading	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
Board Goal 3	In schoolwide Math proficiency there has been an increase from 16-17 at 30% to 34.9% in 18-19 which overall was only a 4.4 increase over three years because we have failed to provide consistent and appropriate systems for effective small group instruction in Mathematics for all students	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP04: Identify and address individual student learning needs

Anticipated Outputs (link out to EP Look Fors)	Monitoring/Evaluation
Provide teachers with regular times for common planning to meet and discuss effective instructional practices, align learning goals, and plan for instruction. Establish a collaboration plan to encourage regular collaboration between Special Education and Regular Education Teachers to align weekly focus standards and share lesson plans.	Weekly, the Principal and Assistant Principal will conduct formal and informal observations and walkthroughs of classrooms and CPT meetings to ensure the efficacy of this practice and alignment to schoolwide expectations and goals.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Set norms for Common Planning Time. Focus on Lesson content, Pedagogy, collaboration of standards and reflection.	8/16/21	6/15/2022	Principal, Assistant Principal, MTSS lead Teacher	N/A	Y
Identify Common Planning time in Roster/Schedule	8/1//21	8/30/2021	Principal	N/A	N
Establish Common Planning Time meeting agendas, protocols, topics and outcome goals	8/30/21	9/30/2021	Principal, Asst. Principal, Leadership Team	N/A	N
Retrain all instructional staff to share CPT(common planning time) expectations, protocols, agendas during August Professional Development days.	8/21/21	8/30/2021	Principal, Assistant Principal, MTSS lead Teacher	templates, protocols	Y
Provide collaboration time during PD days in August for Special Education Teachers and Regular Education Teachers to establish a collaboration plan to communicate during the school year.	8/21/21	8/30/2021	MTSS lead teacher, Teachers, Principal, Assistant Principal	Meeting protocols, presentation materials, templates	N
Establish plan for monitoring implementation of CPT norms and expectations, use of protocols and data to guide instructional practices.	9/1/21	6/15/2022	Principal, Asst. Principal	Evaluation instrument	N
Train instructional staff in the key components of the Literacy framework, with focus on Phonics, Phonemic awareness, fluency, vocabulary development, and comprehension.	8/23/21	6/15/2021	Teachers, Principal and Asst. Principal,	SDP Comprehensive Literacy Framework	Y
Re-Training in use of Saxon Phonics, grades K-3	9/1/21	9/30/2021	MTSS Lead Teacher	Saxon Phonics Tranining Materials	Y
Identify all Students tiers 2-3 in need of school based literacy support based on 2020-2021 Aimsweb results	9/1/21	9/10/21	Teacher teams	Literacy Data from Previous year. QlikBam Access	N
Use scheduling block to assure that time in distributed appropriately across all components of the Literacy Framework in all K-3 Classrooms	8/23/21	10/30/2021	Principal, Asst. Principal	School Roster	N
In collaboration with the Counselor, ESOL Teacher, SPECM and Special Education teacher, using observation & feedback data, student data , and parental/guardian/agency input to determine the instructional areas to support, by content, by standard, by concept, and by skill.	9/1/21	6/15/2022	Principal, Asst. Principal	Literacy Data from Previous year. QlikBam Access, Observaion feedback	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #2:	
ELA Framework (Focus: Tier I Academics)	

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 2	Hispanic students in 3rd grade ELA proficiency dropped 25% from 16-17 to 18-19 because we have not identified the specific Latino Students in need of additional supports needed to raise student achievement in Reading	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
Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026. School wide focus on planning and delivering grade level, standards aligned instruction in all Math classrooms, Grades K-8. Implementation of lessons aligned with established Math practices that include student voice, inquiry based math instruction. Daily small group instruction to reinforce and reteach skills for students in need of interventions.	Increase by 10 % the number of students performing at tier 1 STAR Math Assessment and also reduce by 10% the number of students performing at tier 3 from September 2021 to June 2022. Evidence from observation of classroom practices and strategies.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Review check-in, check-out policy with identified staff members	8/23/21	8/27/2021	Counselor	N/A	Y
Train identified staff in implementation of Check-in, Check-out	8/23/21	9/15/2021	Math Lead Teacher, SDP Math Instructional Staff	Training materials	Y
Establish a Daily Math Schedule of 90 minutes in K-7, 75 minutes in grade 8	8/23/21	8/27/2021	Principal, Asst. Principal	Saxon Phonics materials	y
Identify students that need tier 2-3 supports and form skills groups to provide skills intervention based on results of STAR Math Assessment	9/1/21	9/30/2021	Teachers		N
Review lesson plans weekly to check for consistency in applying Math practices outlined in SDP Math framework	9/1/21	6/15/2022	Principal, Asst. Principal		N
Conduct regular observations to check for application of Math practices and provide feedback	9/1/21	6/15/2022	Principal, Asst. Principal		N
Review STAR data for all grades quarterly and provide guidance to Teachers based on results	9/1/21	6/15/2022	Principal, Asst. Principal	notes from observations	N
In collaboration with the Counselor, ESOL Teacher, SPECM and Special Education teacher, using observation & feedback data, student data , and parental/guardian/agency input to determine the instructional areas to support, by content, by standard, by concept, and by skill.	9/1/21	6/15/2022	Principal, Asst. Principal	N/A	N
Align our school schedule to expectations for math instructional minutes.	8/23/21	9/15/2021	Math Lead Teacher, SDP Math Instructional Staff	School Roster	N
Ensure that all leaders and teachers actively participate in the District's professional learning for implementation of the math framework.	8/23/21	9/15/2021	Math Lead Teacher, SDP Math Instructional Staff	Professional Development Plan	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.	9/1/21	6/15/2022	Principal, Asst. Principal	Observation Schedule	N
Collect a triangulation of math data to determine areas of strength and areas to improve as it aligns to District instructional expectations.	9/1/21	6/15/2022	Principal, Asst. Principal	Access to QlikBam, SchoolNet	N
Assess lesson planning and curriculum implementation by using the "Look For" documents.	9/1/21	6/15/2022	Principal, Asst. Principal	Look Fors Document	N
Determine quarterly implementation goals aligned to "Look For" data.	9/1/21	6/15/2022	Principal, Asst. Principal	Look Fors Document	N
Collaborate with Network and Central Office Points of Contact to support CPT and school-based professional learning.	9/1/21	6/15/2022	Principal, Asst. Principal	N/A	N
Plan, implement, and assess lessons aligned to the District's curriculum (or Quarters at a Glance).	9/1/21	6/15/2022	Principal, Asst. Principal	SDP Comprehensive Framework	N
Align Framework & Curriculum implementation to the professional learning expectations and focus.	9/1/21	6/15/2022	Principal, Asst. Principal	SDP Comprehensive Framework	N
Analyze student data to monitor progress towards meeting expected student outcomes.	9/1/21	6/15/2022	Principal, Asst. Principal	Access to QlikBam, SchoolNet	N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #3:			
Check-In/Check-Out (Focus: Tiers II/III Climate)			

Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 2	Hispanic students in 3rd grade ELA proficiency dropped 25% from 16-17 to 18-19 because we have not identified the specific Latino Students in need of additional supports needed to raise student achievement in Reading	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
A schoolwide team manages the design, delivery, and evaluation of behavior support systems in the school. Check/in, Check/out will be utilized by students and mentors on a daily basis; records of this process will be maintained in a log with fidelity. Reduction of office disciplinary referrals and increase in student attendance will be noted for students receiving this intervention.	Weekly, Counselor will review check-in/check-out logs to ensure that the process is being implemented with fidelity. On a monthly bases, attendance and suspension data in SIS, SchoolNet and QlikBam will be reviewed by the Leadership team led by the Counselor

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Establish a team to implement and manage check-in, check-out procedure	8/23/21	8/24/2021	Counselor	N/A	N
Train Team members in their role as mentors to apply Check-in, Check out protocol	8/23/21	8/27/2021	Counselor	N/A	Y
Identify students to receive check-in, check-out support	8/26/21	9/2/2021	Counselor	N/A	N
Establish a team to implement and manage check-in, check-out procedure	8/23/21	8/1/2721	Counselor	N/A	N
Establish clear roles and responsibilities for oversight and implementation of Check-in, Check-out strategy	8/23/21	8/27/2021	Counselor	N/A	Y
Identified Students will meet with Staff mentors weekly or more based on need. Mentors will record observations and any necessary information for review by MTSS Team.	9/30/21	6/1/2022	Dean, Climate Support Liaison	Logs	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 3	In schoolwide Math proficiency there has been an increase from 16-17 at 30% to 34.9% in 18-19 which overall was only a 4.4 increase over three years because we have failed to provide consistent and appropriate systems for effective small group instruction in Mathematics for all students	Grade 3-8 students proficient on Math PSSA will grow from 21.5% in August 2019 to 52.0% by August 2026.	EP04: Identify and address individual student learning needs
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance	To increase the % of students attending school 95% of the days by 10% from the previous school year.	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. Leadership and staff are provided continuous professional development to develop and sustain practices related to social and emotional learning. Adults implement these practices with fidelity. The school intentionally creates opportunities for students to build positive relationships with peers. Stakeholders perceive the school as warm, inviting, and helpful.	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?
Establish Community Meeting schedule for each grade	8/23/2021	8/30/2021	Principal		N
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

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 59% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 59% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 59% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 59% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 59% 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 2	At least 61% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 61% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 61% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 61% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 61% 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 3	At least 40% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 40% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 40% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 40% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 40% 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?				

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
90% ATTENDANCE GOAL	At least 80% of all students will attend school 90% of days or more	At least 90% of all students will attend school 90% of days or more in Q1.	At least 88% of all students will attend school 90% of days or more in Q2.	At least 84% of all students will attend school 90% of days or more in Q3.	At least 80% of all students will attend school 90% of days or more in Q4.
	Actual Performance				
	Met Target?				