BACHE-MARTIN SCH

2201 Brown St

CSI School Plan | 2020 - 2021

VISION FOR LEARNING

Bache-Martin is an inclusive community that strives to develop and empower all students to achieve their greatest potential.

STEERING COMMITTEE

Name	Position	Building/Group
Mark Vitvitsky	Principal	Bache-Martin
Danielle Merritt	Additional Leadership Team Representative	Bache-Martin
Ian McCutcheon	Math Specialist	Bache-Martin
Erin Pierce	Literacy Specialist	Bache-Martin
Tara Desmond	Parent	Bache-Martin
Joe Taylor	Planning Support	School District of Philadelphia
Patricia Ayres	Professional Learning Specialist	School District of Philadelphia
Kesha Hines	Attendance Coach	School District of Philadelphia
Dianna Phelps	Climate and Culture Coach	School District of Philadelphia
Cynthia Van Otoo	Prevention and Intervention Specialist	School District of Philadelphia
Brittany Hopkins	Grants Compliance Monitor	School District of Philadelphia
Danielle Gardner	Talent Partner	School District of Philadelphia
Megan Conley	Early Literacy Director	School District of Philadelphia
Maria Capitolo	Special Education Director	School District of Philadelphia

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We will implement a multi-tiered system of supports for behavior with a focus on improving our trauma-informed	Regular Attendance
	School climate and culture
	Career Standards Benchmark
We will use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based while also providing students with high level tasks that are cognitively challenging	Early Literacy
	Mathematics
	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Early Warning Indicator Monitoring System (Attendance Incentives/SAIPs) - Tier 2 https://www.evidenceforpa.org/strategies/1

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance Goal	At least 63% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set meeting schedule for Attendance team	2020-08-24 - 2020-08-28	Cocca/Counselor	Calendar, Climate Liaison
Consistently collect and review key attendance data	2020-08-31 - 2021-06-11	Cocca/Counselor	Qlik, SIS, EWI Reports
Specify key attendance data and process for monitoring effectiveness of attendance incentives	2020-08-24 - 2020-09-04	Cocca/Counselor	Qlik, SIS, EWI Reports
Schedule coaching or ongoing implementation support for the attendance	2020-08-24 - 2021-06-11	Cocca/Counselor	Climate Support Specialist, Network Attendance Coach

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
team around attendance initiatives at least once a semester			
Students with 3 unexcused absences will receive a C-31 letter.	2020-10-01 - 2021-06-11	Cocca/Counselor	Climate Support Specialist, C-31 Letter Template
By the 6th unexcused absence, students will have al meeting with parents . During this meeting, a student attendance intervention plan (SAIP) will be written up to get to the root cause of the issue and to develop a plan for overcoming hurdles to regular attendance.	2020-10-01 - 2021-06-11	Cocca/Counselor	SAIP Template, EWI Reports
Once the student reaches 10 unexcused absences, truancy paperwork will be completed and sent to the Attendance and Truancy Office.	2020-10-01 - 2021-06-11	Cocca/Counselor	Truancy Paperwork
Train staff in the SAIP process	2021-01-04 - 2021-06-11	Cocca/Counselor	PD Materials, PD Calendar, Network Attendance Coach
Train teachers in their role in supporting our attendance initiatives	2020-08-24 - 2020-08-28	Vitvitsky/Principal	SIS, Projector, PowerPoint, Network Attendance Coach
SAIPs will be progress monitored every 30 days to determine their effectiveness	2020-12-01 - 2021-06-11	Cocca/Counselor	EWI Report, SAIPs

Anticipated Outcome

All students who require an SAIP will have one written for them

Monitoring/Evaluation

SAIPs will be progress monitored every 30 days to determine their effectiveness The principal checks in with the counselor to review attendance data The attendance team meets weekly to review attendance data and set up SAIP meetings Quarterly, the principal will review attendance outcome data to determine whether we are on-track to meet our end of year goal

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Evidence-based Strategy

Positive Behavior Interventions and Supports - Tier 1 https://www.evidenceforpa.org/strategies/48

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS Goal	At least 97% 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
Develop PBIS action plan based on data	2020-08-24 - 2020-08-28	McAdoo/Director of Student Services and Jenkins/Director of Student Services	PBIS Plan, Student Data (Qlik and SIS)
Train staff on behavior flowchart and PBIS-specific language	2020-08-24 - 2020-08-28	McAdoo/Director of Student Services and Jenkins/Director of Student Services	Behavior flowchart, Projector, PowerPoint
Directors of Student Services will conduct daily PBIS fidelity checks	2020-08-31 - 2021-06-11	Vitvitsky/Principal, McAdoo/Director of Student Services, and Jenkins/Director of Student Services	PBIS Fidelity Checklist
Weekly check-ins to monitor progress for individuals around PBIS implementation (includes reviews of data from walkthroughs/observations)	2020-08-31 - 2021-06-11	Vitvitsky/Principal	Check-in Notes
Monthly TIPS meetings are held to review outcome data and discuss areas for improvement	2020-09-30 - 2021-06-11	McAdoo/Director of Student Services, and Jenkins/Director of Student Services	Qlik, SIS, Class Dojo
Develop incentives calendar for PBIS (Monthly) and Attendance (on-going)	2020-08-24 - 2020-08-28	McAdoo/Director of Student Services, and Jenkins/Director of Student Services	Calendar, Incentives
Teachers will receive trauma-informed PD from Lakeside	2020-08-24 - 2021-06-11	Mark Vitvitsky/Principal	PD Materials, PD Calendar This PD is funded through CSI funds - $20,000 Rationale for funding - If the school staff develops a deeper understanding of trauma-informed care then we will develop stronger relationships with our students and reduce suspensions.
Lakeside will provide coaching to teachers/staff around	2020-11-02 - 2021-06-11	Mark Vitvitsky/Principal	PD Materials, PD Calendar

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
trauma-informed practices			
For students who need additional behavioral supports (e.g., restorative conferences, peer mediation), the social worker will intervene using restorative practices.	2020-08-31 - 2021-05-31	Social Worker	STEP coordinator is funded through CSI funds - $117,000 If STEP coordinator holds restorative circles and meets with students regularly then our suspension rates will reduce.

Anticipated Outcome

Teachers will increase their use of PBIS-specific language 100% of teachers are utilizing class dojo IOT positively reinforce expected behaviors as listed by our schoolwide PBIS.

Monitoring/Evaluation

Monthly TIPS meetings are held to review outcome data and discuss areas for improvement Quarterly, the principal will review Zero OSS outcome data to determine whether we are on-track to meet our end of year goal

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Evidence-based Strategy

Using Student Achievement Data to Support Instructional Decision Making- Tier 3
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
AIMSweb Tier I Goal	At least 70% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score.
Math PSSA Goal	At least 31% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
ELA Proficiency Goal	At least 41% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers write lesson plans weekly that use PA Common Core Standards to drive their instruction and include aligned tasks, flexible student groups, iReady intervention	2020-08-24 - 2021-06-11	Pierce/SBTL	Lesson Plans, PA Common Core Standards SBTL is funded through CSI funds - $122,900 Rationale for funding - If SBTL coaches and holds regular CPT then teachers will improve their IPP and develop instruction that will focus students' learning on aligned tasks. Math Enrichment Teacher is funded through CSI funds, split funded ($122,900*0.30): $36,870 Rationale: If the school has a Math Intervention and Enrichment teacher, then students can receive more individualized instruction aligned to

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
time, and evidence that data is being used to inform instruction.			the standards at each grade level. This will help meet student needs. Chromebooks are funded through CSI funds, split funded: $830 Rationale: If students have Chromebooks, then students can access the iReady intervention program which will address student's learning needs, accelerate growth, and enable all students to access grade-level learning.
ELS and SBTL will monitor teachers' use of "Guided Reading and Shared Reading" Logs on a weekly basis as they conduct individualized meetings	2020-08-24 - 2021-06-11	Pierce/SBTL and Elliot-Merryman/ELS	Guided Reading and Shared Reading Logs ESOL Specialist funded through CSI funds - $122,900 Rationale for funding - If the school has an ESOL Specialist, then bilingual students can receive individualized support aligned to the standards at each grade level. This will help meet student needs.
Teachers will meet during common planning time weekly to collaborate, review student data and receive additional support (modeling, collaborative planning, PD, etc) from the ELS and/or SBTL.	2020-08-24 - 2021-06-11	Pierce/SBTL and Elliot-Merryman/ELS	Student data, data analysis protocols, curriculum engine
SBTL and/or ELS provide PD during CPT and district PD days on an as needed basis depending on the needs of the teachers as a group.	2020-08-24 - 2021-06-11	Pierce/SBTL and Elliot-Merryman/ELS	Smartboard, Curriculum Engine, Computer, Network Early Literacy Director
ESOL Specialist will assist with weekly planning to ensure that lessons contain proper scaffolding and differentiation for ELL students	2020-08-24 - 2021-06-11	ESOL Specialist	Lesson Plans, Curriculum Engine

Anticipated Outcome
Teachers are delivering consistent standards aligned instruction with a focus on shared reading and guided

reading

Monitoring/Evaluation

ELS and SBTL will monitor teachers' use of "Guided Reading and Shared Reading" Logs on a weekly basis
Instructional leadership team will review lesson plans and student data on a bi-weekly basis

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Evidence-based Strategy

Content-Focused Coaching - Tier 3 https://www.evidenceforessa.org/programs/reading/content-focused-coaching-whole-class

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Leadership team and SBTL will develop an observation schedule based on individual staff needs.	2020-08-24 - 2021-06-11	Vitvitsky/Principal	Observation Schedule
Leadership team and SBTL will observe (formal and informal) math and ELA classrooms on a daily basis and provide feedback based on standards aligned instruction, content focused teaching, scope/sequence and rigor of tasks.	2020-08-31 - 2021-06-11	Vitvitsky/Principal and Pierce/SBTL	Observation Schedule, Observation Rubric
SBTL and ELS provide coaching with the teachers as it relates to content being taught on an as needed basis depending on the needs of the teachers and the students in the classroom.	2020-08-31 - 2021-06-11	Pierce/SBTL and Elliot-Merryman/ELS	Observation Feedback, Student Data
Teachers are evaluated on their progress toward meeting the standard for their teaching practice based on their personal instructional abilities and as it relates to content being taught then given feedback about instruction to continue to make growth. Observations will be conducted	2020-08-31 - 2021-06-11	Vitvitsky/Principal	Observation Feedback, Observation Rubric

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
daily on a rolling basis.			
Teachers are given a specific "Action Step" as it relates to content being taught if improvement is needed in a specific area/teaching practice to focus on and are monitored on their progress toward meeting that "Action Step". The frequency of this step will depend on each teacher's level of need.	2020-08-31 - 2021-06-11	Vitvitsky/Principal	Action Step Document
Teachers who are not meeting expectations as it relates to content being taught receive additional support from Administration. Teacher support and coaching is increased and put into a 6-week cycle of intensive support.	2020-10-01 - 2021-06-11	Vitvitsky/Principal	Teacher Support Plan

Anticipated Outcome

Teachers are more comfortable with using best-practices in math instruction based on observations and teacher self-reporting. Teachers are delivering consistent standards aligned instruction with a focus on shared reading and guided reading.

Monitoring/Evaluation

Instructional leadership team meets weekly to review progress around teacher coaching On a quarterly basis, student achievement data (STAR, iReady, AIMSweb) will be reviewed to determine whether students are on track to meet proficiency/growth goals

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

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 63% of students will attend school 95% of days or more. (95% Attendance Goal)	Early Warning Indicator Monitoring System (Attendance Incentives/SAIPs) - Tier 2 https://www.evidenceforpa.org/strategies/1	Schedule coaching or ongoing implementation support for the attendance team around attendance initiatives at least once a semester	08/24/2020 - 06/11/2021

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 97% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OSS Goal)	Positive Behavior Interventions and Supports - Tier 1 https://www.evidenceforpa.org/strategies/48	Train staff on behavior flowchart and PBIS-specific language	08/24/2020 - 08/28/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 97% of students will	Positive Behavior Interventions and Supports	Train staff on	

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 97% of students will	Positive Behavior Interventions and Supports	Teachers will	08/24/2020

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 97% of students will	Positive Behavior Interventions and Supports	Lakeside will provide	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Proficiency Goal)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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