

**THE SCHOOL DISTRICT OF PHILADELPHIA  
2022-2023  
School-based Planning Tool**

School Grade Span	00-08
ULCS Code	7470
Name of School	Bridesburg School
Neighborhood Network	Network 9
Assistant Superintendent	Tamara Edwards
ESSA Federal Designation	Non-Designated
Admission Type	Neighborhood
Equity Network Cohort	
Principal Name	Mr James Serpiello
Years as Principal	
Years as Principal at this School	

<b>Planning Team</b>			
<b>Team Member Title</b>	<b>Team Member Name</b>	<b>Organization</b>	<b>Email Address</b>
Principal	James Serpiello	Bridesburg School	jserpiello@philasd.org
Additional Leadership Team Representative	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	<a href="http://www.bgcpchila.org">www.bgcpchila.org</a>
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	zsmith@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		SDP	tmccabe@philasd.org
Network Professional Learning Specialist	Helene Gold	SDP	jtwitter@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
Star Champion	N/A	N/A	N/A
Technology Lead	N/A	N/A	N/A
Assessment Coordinator	N/A	N/A	N/A

**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.) How is your school’s vision focused on advancing equity?**

Our school is a welcoming community of learners that engages academically talented students. The school vision has been created over time. The principles are implemented through our instructional practices and our efforts to build a school climate that has high expectations. We feel that it is important to identify the needs of all students, especially those needs that may result in a decreased opportunity to succeed academically if they are not addressed. It is our goal to create a climate that gives students the opportunity to develop a positive outlook on their school experience. In addition, we believe that children learn by doing, using all modalities in a supportive, risk free environment. Through the use of cooperative learning, exploration, multiple exposures, and positive reinforcement, students will learn. The staff believes that our role is to be a positive support, a learning guide, a good role model and a unified, consistent teaching team.

PRIORITY AREAS (Essential Practices)			
Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.			
Essential Practices		Rating	Definition of Rating
Instruction	1 EP 01: Align curriculum, assessments, and instruction to the PA Standards	Exemplary	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. Materials and resources are used in all classrooms and programs and continuously revised by educators and support staff to ensure alignment with student needs.
	2 EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3 EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Operational	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4 EP04: Identify and address individual student learning needs	Emerging	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5 EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Leadership Development	6 EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary	The entire school community is held accountable for ensuring that all students achieve the rigorous outcomes established for them.
	7 EP07: Collectively shape the vision for continuous improvement of teaching and learning	Operational	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8 EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9 EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	10 EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Climate	11 EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12 EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Emerging	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively-stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior.
	13 EP13: Implement a multi-tiered system of supports for academics and behavior	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
Family and Community Engagement	14 EP14: Implement evidence-based strategies to engage families to support learning	Emerging	Strategies to engage families are evident, but implementation is inconsistent.
	15 EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Emerging	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
Professional Development	16 EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	17 EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to
	18 EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

**Selected Essential Practice**

<b>Academic Essential Practice #1 (Required)</b>	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices
<b>Climate Essential Practice #2 (Required)</b>	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
<b>Additional Practice #3 (Optional)</b>	







Bridesburg School [7470] 2022-2023 School Plan

GOAL:		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target	
GOAL:	Board Goal 3	All Students	At least 64% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 35.4% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 41% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 46% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 47% 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:	Board Goal 2	All Students	At least 66% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 35% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 40% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 50% 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:	Board Goal 3	All Students	At least 55% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 27% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 32% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 38% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 43% 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:	90%+ Attendance	All Students	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?				
GOAL:	Suspension	All Students	At least 98% of students will have zero out-of-school suspensions	At least 100% 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 98% of students will have zero out-of-school suspensions in Q3	At least 98% of students will have zero out-of-school suspensions in Q4
			Actual Performance				
			Met Target?				