

BALDI C C A M S

8801 Verree Rd

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Through a rigorous and integrated program of academics, world culture, and enrichment, C.C.A. Baldi Middle School challenges all students to discover their unique academic abilities and passions by empowering students with the skills and character for success in high school and beyond. Students are enriched by working in diverse classroom communities and are called to become lifelong learners who develop their individual talents to better themselves, others and their community. With a commitment to intellectual excellence, leadership, community, and challenging oneself, we strive to develop young people who always try their best, find joy in learning, stand up for ideals, and respond to the opportunities and challenges of our time.

STEERING COMMITTEE

Name	Position	Building/Group
Luke Hostetter	Principal	Baldi Middle School
Gloria Cherny	Community Liaison	Baldi Middle School
Cathy Fizur	Math Teacher Leader	Baldi Middle School
Denise Eiler	ELA Teacher Leader	Baldi Middle School
Jennifer Nuskey	8th Grade Assistant Principal and Title 1 Liaison	Baldi Middle School
Daniel Mina	7th Grade Assistant Principal and Instructional Support Leader	Baldi Middle School
Melissa Bragg	6th Grade Assistant Principal and School Climate Leader	Baldi Middle School
Jennifer Ryan	Dean of Students	Baldi Middle School
April-Lee Ahern	Special Education Compliance Monitor	Baldi Middle School
Carole Farley	Parent	Baldi Middle School
Shari Bernstein	Parent	Baldi Middle School
Josh Culbertson	PESO Member	School District of Philadelphia
Justin Proctor	Network Attendance Coach	School District of Philadelphia
Charles Blackwell	Network Climate and Culture Coach	School District of Philadelphia
Marie Levine	Grants Compliance Manager	School District of Philadelphia
Jennifer Nearn	Central Office Talent Partner	School District of Philadelphia

Name	Position	Building/Group
Jennifer Marsico	Network Professional Learning Specialist	School District of Philadelphia
Deilia McGlaughlin	Prevention and Intervention Liaison	School District of Philadelphia

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In the 19-20 school year we partnered with GWHS to provide after school tutoring for EL students and saw success. In 20-21 expanding this mentorships will support improved proficiency in math. We plan have more devices for real-time translations, push-in support and curriculum materials in home languages. In addition, we are exploring staffing options for more in-class support and instruction in home languages. EL teachers will be able provide more 1:1 support in classrooms with our beginning students. These shifts will allow students to have better access to the curriculum and grade-level math. Finally, we have hired a EL Teacher that speaks Russian and teaches math who will work with a caseload of beginning EL Russian speaking students by providing more in-class support and instruction in home languages.</p>	<p>Regular Attendance Other Career Standards Benchmark</p>
<p>We need to have a more aligned approach to delivering Social Emotional instruction at a tier 1 Level across the school. This means working with our current Social-Emotional wellness teachers and expanding and aligning our curriculum across grade-levels. Further, we need to identify our students with highest social emotional need, particularly are students with disabilities, and develop a support plan and point-person from the first day of school.</p>	<p>Mathematics Mathematics Social emotional learning</p>
<p>Based on survey data, students indicated feeling bullied in school at a rate higher than expected. We will expand our use of Second Step program and develop broader community approach to celebrating our school value of kindness. Further, We will continue to approach the learning in the same respect. We will adjust our staffing and consider more targeted lessons in advisory around specific scenarios. Finally, in 20-21 we hope to provide more development for our staff members on SEL and TIC practices.</p>	<p>Regular Attendance Other School climate and culture</p>

ACTION PLAN AND STEPS

Evidence-based Strategy

Data-Driven Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PSSA Math Below Basic Reduction No more than 16% of students in grades 6-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

PSSA Math Adv/Pro At least 63% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Design a quarterly schoolwide approach to standards-aligned instruction assessment for the Quarterly Math Common Check-Point Assessments (Assessment of content given between benchmarks).	2020-08-24 - 2020-09-11	Math SBTL	MS Math Leader Support
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Support teachers in leveraging standards-aligned resources and identifying grade-level materials to implement the best practices using Benchmark , STAR and Math Common Assessments through Instructional Coaching	2020-09-07 - 2021-06-11	Math SBTL	Common Assessment
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Set and follow plan for monitoring consistent implementation of instructional strategies based on data review from Benchmark, STAR and Common Assessment data. Support teachers during 1:1 Coaching.	2020-09-07 - 2021-06-11	Math SBTL	
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify and reevaluate students who will need a differentiated instructional plan for upcoming state assessments - This includes the specific support of English Learner students in Math.	2020-09-07 - 2021-06-11	Math SBTL	

Anticipated Outcome

The Common Checkpoint assessment, benchmark and STAR will all be data points used to inform individual instructional coaching with Math teachers and will reduce the number of students at BB and increase overall proficiency.

Monitoring/Evaluation

At the end of each common checkpoint assessment, STAR and benchmark test, we will use data to inform reteaching, strategic groupings and differentiation

Evidence-based Strategy

Mathematical Tasks that Address Conceptual, Procedural, and Applied Understandings

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA Math Below Basic Reduction	No more than 16% of students in grades 6-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).
PSSA Math Adv/Pro	At least 63% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set and reevaluate our	2020-09-07 -	Math SBTL,	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>instructional norms aligned to our 'Mathematic Essentials' look fors associated with best practices to push conceptual, procedural and applied understandings.</p>	2021-06-11	Assistant Principals, Principal	
<p>Train teachers in understanding and implementing these norms/look fors during PLCs and during instructional coaching sessions through-out the year. This process is informed through on-going observation and feedback cycle. This approach should be individualized for each teacher's level of need.</p>	2020-09-07 - 2021-06-11	Math SBTL, Assistant Principals, Principal	Observation and feedback cycle.
<p>Set and follow plan for monitoring consistent implementation of instructional strategies. This includes weekly classroom visits and scoreboarding of Math Essential practices.</p>	2020-09-07 - 2021-06-11	All Instructional Coaches	

Anticipated Outcome

More Rigorous and Standards aligned math instruction and teacher coaching and development based evidence gathered during visits.

Monitoring/Evaluation

Weekly monitoring of observable Mathematical practices through observation and feedback.

Evidence-based Strategy

Small Group Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance 95%+ EL	At least 75% of English Learner students will attend school 95% of days or more.
On-Track Indicator Gr 6-8 EL	At least 59% of English Learner 6-8th grade students will be firmly on-track, earning As and Bs in all core courses.
PSSA Math Below Basic Reduction	No more than 16% of students in grades 6-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).
PSSA Math Adv/Pro	At least 63% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Roster English Learning students to appropriate sections and align appropriate teaching supports.	2020-06-01 - 2020-08-28	Roster Chair, Assistant Principals	
Develop meaningful Push-In and Pull-out instructional groups for students tiered on language needs and academic support using data and teacher input	2020-08-01 - 2020-09-11	English Learner Teachers, Assistant Principals	
Train teachers in setting small group work that is cognitively challenging and appropriate for cooperative learning and	2020-09-07 - 2021-06-11	ELA SBTL and Instructional Coaches	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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English Learner students.

Set and follow plan for monitoring consistent implementation of instructional strategies to support English Learners	2020-09-07 - 2021-06-11	Assistant Principal	
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Anticipated Outcome

This approach will improve the overall performance of course marks EL students as well as their attendance in school. This level of support will also address our EL performance on the Math PSSA by improving overall proficiency and reducing the percentage of students scoring Below Basic.

Monitoring/Evaluation

Use existing assessment cycles to monitor (STAR, Benchmark and Common-Checkpoint assessment).

Evidence-based Strategy

Achieve 3000

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
On-Track Indicator Gr 6-8 EL	At least 59% of English Learner 6-8th grade students will be firmly on-track, earning As and Bs in all core courses.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Determine Chromebook access and technology resources available in the

2020-08-24 - 2020-09-07

TTL

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
building when we come back to school			
Set norms for the appropriate use of adaptive interventions	2020-08-24 - 2020-09-07	ELA SBTL	
Identify students for interventions or online learning, specifically our focus students that do not receive SPED or EL support, and build teacher trackers for intervention use.	2020-08-24 - 2020-09-07	Assistant Principals	Student Data
Train teachers in how to implement these interventions	2020-08-24 - 2020-09-07	ELA SBTL	
Set and follow plan for monitoring students' progress as they utilize interventions - this includes monthly updates of teacher trackers and priority goal trackers.	2020-09-07 - 2021-06-11	Assistant Principals, ELA SBTL	
Set and monitor plan for leveraging computer-assisted instruction, Google classroom, etc for students in need of additional supports	2020-08-24 - 2021-06-11	Assistant Principal, TTL, Instructional coaches	
Anticipated Outcome			
Achieve3000 will support our students in improving their reading levels and performance, thus improving course marks in English, Social studies and science.			
Monitoring/Evaluation			
Monthly monitoring of intervention use and data used in PLCs and 1:1 instructional coaching			

to adjust and improve support.

Evidence-based Strategy

School Attendance Incentives

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance 95%+ EL	At least 75% of English Learner students will attend school 95% of days or more.
Attendance 95%+	At least 75% of students will attend school 95% of days or more.
On-Track Indicator Gr 6-8	At least 59% of 6-8th grade students will be firmly on-track, earning As and Bs in all core courses.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify students with prior record of attendance concerns	2020-08-24 - 2020-09-07	Grade-Level Counselors	
Contact parents about the importance of attendance and offer support for the upcoming school year.	2020-08-24 - 2020-09-11	Grade-level Counselors	
Send whole school messages in the beginning of year and there after have monthly rewards and reports that capture each student's 'Monthly Attendance Scorecard' as well as the 'NBA - Never Been Absent' board, dress down days, perfect	-	Grade-level Counselor, attendance grade committee	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
advisory attendance and other rewards for attendance gains. Counselors will continue to follow SAIP process and hold attendance meetings with families for struggling students.			

Anticipated Outcome
Support higher school-wide attendance and specific increase in EL attendance

Monitoring/Evaluation
Some of this will occur on a weekly basis at counselor and PLC meetings. Most monitoring for the whole school will occur monthly.

Evidence-based Strategy
Restorative Practices

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS	At least 95% of students will have zero Out-of-School Suspensions (OSS). There will be no disproportionality gap between Black students and white students in terms of suspension rates compared to percentage of population - Black students are at most 15% of overall suspensions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify students at risk for suspension and create plans for support - including assigning mentors.	2020-08-24 - 2020-09-11	Counselors, Deans	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Share school-wide goals and data with all teachers and staff as it relates to suspensions and disproportionality.	2020-08-24 - 2020-09-11	Principal, Deans	
Provide on-going support and professional development on: Trauma-informed care, Social-emotional Learning and Restorative practice at PLC meetings and on PD Days.	2020-08-24 - 2021-06-11	Counselors, Deans, Assistant Principal	
Set counseling groups and provide on-going support at grade-level for at-risk students.	2020-09-07 - 2021-06-11	Counselors, Grade-level committees	

Anticipated Outcome
 Reduction of Out-of-School Suspensions, stronger relationships between staff and at-risk students.

Monitoring/Evaluation
 Bi-Weekly at PLC Meetings, Weekly at Climate and Culture meetings and daily for deans and counselors.

Evidence-based Strategy
 Teen Court

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero OSS	At least 95% of students will have zero Out-of-School Suspensions (OSS). There will be no disproportionality gap

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

between Black students and white students in terms of suspension rates compared to percentage of population - Black students are at most 15% of overall suspensions.

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

Complete initial Youth Court Trainings - Application for Youth Court was accepted at the end of the 19-20 SY.

2020-08-24 -
2020-09-30

Deans and
ELA SBTL

Identify student participants and train students on Youth Court

2020-09-07 -
2020-09-30

ELA SBTL

Set Youth Court goals, monitor and provide on-going trials and school wide support for PBIS

2020-09-07 -
2021-06-11

ELA SBTL

Anticipated Outcome

Youth Court will provide a tier 1 intervention to address minor school culture infractions and thus reduce the need to escalate to suspension

Monitoring/Evaluation

Youth Court will meet twice per week. We will monitor effectiveness monthly at Climate Team Meetings.

Evidence-based Strategy

Naviance

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

Career Standards

95% of Students with disabilities will meet the career standards

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

Benchmark: Students with disabilities

benchmark

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

Guide students, specifically students in our Low-Incidence Special Education classrooms, in exploring career interests through Naviance

2020-09-07 - 2021-06-11

Grade-level Counselors

Access to Naviance related materials

Guide teachers in integrating students' career interests in lesson plan

2020-09-07 - 2020-06-11

Grade-level Counselors

Identify opportunities for job shadowing or internships based on students' interests

2020-09-07 - 2021-06-11

Low-incidence Teachers, Grade-level counselors

Anticipated Outcome

Increase participation by students with disabilities to 95% on career benchmark

Monitoring/Evaluation

Monthly monitoring of Naviance completion by Grade-level counselors.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>No more than 16% of students in grades 6-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (PSSA Math Below Basic Reduction)</p>	<p>Data-Driven Instruction</p>	<p>Design a quarterly schoolwide approach to standards-aligned instruction assessment for the Quarterly Math Common Check-Point Assessments (Assessment of content given between benchmarks).</p>	<p>08/24/2020 - 09/11/2020</p>
<p>At least 63% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (PSSA Math Adv/Pro)</p>			

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<p>At least 63% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (PSSA Math Adv/Pro)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 75% of English Learner students will attend school 95% of days or more. (Attendance 95%+ EL)</p>	<p>Small Group Instruction</p>	<p>Train teachers in setting small group work that is cognitively challenging and appropriate for cooperative learning and English Learner students.</p>	<p>09/07/2020 - 06/11/2021</p>
<p>At least 59% of English Learner 6-8th grade students will be firmly on-track, earning As and Bs in all core courses. (On-Track Indicator Gr 6-8 EL)</p>			
<p>No more than 16% of students in grades 6-8 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (PSSA Math Below Basic Reduction)</p>			
<p>At least 63% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (PSSA Math Adv/Pro)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 59% of English Learner 6-8th grade students will be firmly on-track, earning As and Bs in all core courses. (On-Track Indicator Gr 6-8 EL)	Achieve 3000	Train teachers in how to implement these interventions	08/24/2020 - 09/07/2020
At least 59% of 6-8th grade students will be firmly on-track, earning As and Bs in all core courses. (On-Track Indicator Gr 6-8)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 95% of students will have zero Out-of-School Suspensions (OSS). There will be no disproportionality gap between Black students and white students in terms of suspension rates compared to percentage of population - Black students are at most 15% of overall suspensions. (Zero OSS)	Restorative Practices	Provide on-going support and professional development on: Trauma-informed care, Social-emotional Learning and Restorative practice at PLC meetings and on PD Days.	08/24/2020 - 06/11/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 95% of students will have zero Out-of-School Suspensions (OSS). There will be no disproportionality gap between Black students and white students in terms of suspension rates compared to percentage of population - Black students are at most 15% of overall suspensions. (Zero OSS)	Teen Court	Complete initial Youth Court Trainings - Application for Youth Court was accepted at the end of the 19-20 SY.	08/24/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 95% of students will have zero Out-of-School Suspensions (OSS). There will be no disproportionality gap between Black students and white students in terms of suspension rates compared to percentage of population - Black students are at most 15% of overall suspensions. (Zero OSS)	Teen Court	Identify student participants and train students on Youth Court	09/07/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
95% of Students with disabilities will meet the career standards benchmark (Career Standards Benchmark: Students with disabilities)	Naviance	Guide teachers in integrating students' career interests in lesson plan	09/07/2020 - 06/11/2020