VISION FOR LEARNING

You don't make progress by standing on the sidelines, whimpering and complaining. You make progress by implementing ideas. Shirley Chisholm
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Building/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Spencer</td>
<td>Principal</td>
<td>John F McCloskey (School District of Philadelphia)</td>
</tr>
<tr>
<td>Kaylin Dolan</td>
<td>Teacher Leader</td>
<td>John F McCloskey (School District of Philadelphia)</td>
</tr>
<tr>
<td>Erin Zivanovic</td>
<td>Special Education Compliance Monitor</td>
<td>John F McCloskey (School District of Philadelphia)</td>
</tr>
<tr>
<td>Christopher Alford</td>
<td>Science Content Specialist</td>
<td>John F McCloskey (School District of Philadelphia)</td>
</tr>
<tr>
<td>Leya Egea-Hinton</td>
<td>PESO</td>
<td>Central Office</td>
</tr>
<tr>
<td>Linda Larubio</td>
<td>Special Education Case Manager</td>
<td>Central Office</td>
</tr>
<tr>
<td>Michaela Finkelstein</td>
<td>Attendance Coach</td>
<td>Central Office</td>
</tr>
<tr>
<td>Daniel Merin</td>
<td>Network Culture and Climate Coach</td>
<td>Central Office</td>
</tr>
<tr>
<td>Molly Byer</td>
<td>Grants Compliance Monitor</td>
<td>Central Office</td>
</tr>
<tr>
<td>Laurese Harper</td>
<td>Central Office Talent Partner</td>
<td>Central Office</td>
</tr>
<tr>
<td>Antoinette O'Karma</td>
<td>Early Literacy Director</td>
<td>NN6 Staff/Central Office</td>
</tr>
<tr>
<td>Martha Schlatter</td>
<td>Network Professional Learning Specialist</td>
<td>NN6 Staff</td>
</tr>
<tr>
<td>Howard Marcus</td>
<td>Prevention and Intervention Liaison</td>
<td>NN6 Staff/Central Office</td>
</tr>
</tbody>
</table>
ESTABLISHED PRIORITIES

<table>
<thead>
<tr>
<th>Priority Statement</th>
<th>Outcome Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement a multi-tiered system of supports for academics and behavior.</td>
<td>School climate and culture</td>
</tr>
<tr>
<td></td>
<td>Regular Attendance</td>
</tr>
<tr>
<td></td>
<td>Career Standards</td>
</tr>
<tr>
<td></td>
<td>Benchmark</td>
</tr>
</tbody>
</table>

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.

ACTION PLAN AND STEPS

Evidence-based Strategy

Schoolwide Behavior Incentives

Measurable Goals

<table>
<thead>
<tr>
<th>Goal Nickname</th>
<th>Measurable Goal Statement (Smart Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Out of School Suspension</td>
<td>At least ___% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).</td>
</tr>
<tr>
<td>90% Attendance</td>
<td>At least ___% of students will attend school 90% of days or more.</td>
</tr>
<tr>
<td>Action Step</td>
<td>Anticipated Start/Completion</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>A school-wide Positive Behavior Support plan will also be drafted and implemented to reward student exhibiting positive behavior throughout the school. McCloskey will utilize multiple strategies that promote single school culture and focuses on reinforcing positive behaviors.</td>
<td>2020-09-01 - 2020-06-19</td>
</tr>
<tr>
<td>Students will also be recognized monthly by their teachers with a &quot;Student of the Month Award.&quot;</td>
<td>2020-09-01 - 2021-06-18</td>
</tr>
<tr>
<td>The School Staff led by the Climate Team (Led by the School Climate Manager) will draft and implement a Single School Culture Initiative to outline student rules, regulations, and positive behavior procedures (K-8).</td>
<td>2020-09-01 - 2021-06-18</td>
</tr>
<tr>
<td>All school climate initiatives will be monitored by collecting data monitored to measure how many students are earning school incentives. (McCloskey Bucks)</td>
<td>2020-09-01 - 2021-06-18</td>
</tr>
<tr>
<td>The School Staff led by the Climate Team will</td>
<td>2020-10-01 - 2021-06-18</td>
</tr>
<tr>
<td>Action Step</td>
<td>Anticipated Start/Completion</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>consistently review and reinforce Single School Culture Initiative that outlines expectations for student rules, regulations, and positive behavior.</td>
<td></td>
</tr>
<tr>
<td>Climate manager will monitor behavior and attendance referrals weekly and identify students in need of Level 1, 2, and 3 support when it is needed.</td>
<td>2020-09-01 - 2021-06-18</td>
</tr>
<tr>
<td>Climate manager will monitor behavior and attendance referrals weekly and parents will be notified of concerns, actions or further interventions via phone, letter, email or face to face contact.</td>
<td>2020-07-01 - 2021-06-18</td>
</tr>
</tbody>
</table>

**Anticipated Outcome**
Professional development, Bi-weekly Assessments, & Progress Monitoring

**Monitoring/Evaluation**
Review of SIS/Schoolnet daily

**Evidence-based Strategy**
Literacy Block

**Measurable Goals**

<table>
<thead>
<tr>
<th>Goal Nickname</th>
<th>Measurable Goal Statement (Smart Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Nickname</td>
<td>Measurable Goal Statement (Smart Goal)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4-8 will score at Proficient or Advanced on the ELA PSSA</td>
<td>At least _____% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Anticipated Start/Completion</th>
<th>Lead Person/Position</th>
<th>Materials/Resources/Supports Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>To measure effectiveness of instruction and monthly data from the integrated learning systems will be collected weekly and analyzed for progress as we move toward 8-week targets.</td>
<td>2020-08-21 - 2021-06-18</td>
<td>Principal &amp; School Based Teacher Leader</td>
<td>If we have an SBTL then professional development can occur consistently for ELA &amp; Math grade group and half day PD's.</td>
</tr>
<tr>
<td>Consistent observations aligned to targeted development of instructional best practices.</td>
<td>2020-09-01 - 2021-06-18</td>
<td>Principal</td>
<td>Danielson Framework</td>
</tr>
<tr>
<td>Based on data review, guided reading notes and teacher observations teachers will support students based on reading level and skill development.</td>
<td>2020-09-01 - 2021-06-18</td>
<td>Principal/SBTL</td>
<td>Anecdotal Notes, Guided Reading Binder, Pacing Guide and Lesson Plans, Student work and data</td>
</tr>
<tr>
<td>Standards aligned planning with evidence of assessment that measures students mastery against the</td>
<td>2020-09-01 - 2021-06-18</td>
<td>Principal</td>
<td>Danielson Framework</td>
</tr>
<tr>
<td>Action Step</td>
<td>Anticipated Start/Completion</td>
<td>Lead Person/Position</td>
<td>Materials/Resources/Supports Needed</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------</td>
<td>----------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will facilitate the identification of students at each grade level placing them in small group instruction/Guided Reading Groups.</td>
<td>2020-09-01 - 2021-06-18</td>
<td>Principal/SBTL</td>
<td>Anecdotal Notes, Guided Reading Binder, Pacing Guide and Lesson Plans, Student work and data</td>
</tr>
<tr>
<td>Parents will meet with and/or be contacted by school staff/teachers throughout the year regarding concerns, achievements and progress of their child to ensure their inclusion in the student's education.</td>
<td>2020-09-01 - 2021-06-18</td>
<td>Counselor/Teacher/Principal</td>
<td>Parent Information, Lesson Plans, Parent Resources, FACE Office/Representative</td>
</tr>
</tbody>
</table>

**Anticipated Outcome**

Progress Monitoring, Fidelity Implementation, & Professional Development

**Monitoring/Evaluation**

Review of SIS/Schoolnet daily, Assessment of Guided Reading Binder, AIMSweb and DRA progress monitoring and data analysis.

**Evidence-based Strategy**

Mathematic Block

**Measurable Goals**

<table>
<thead>
<tr>
<th>Goal Nickname</th>
<th>Measurable Goal Statement (Smart Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-8 will score at</td>
<td>At least ____% of students in grades 4-8 will score at Proficient or</td>
</tr>
<tr>
<td>Goal Nickname</td>
<td>Measurable Goal Statement (Smart Goal)</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Proficient or Advanced on the Math PSSA</td>
<td>Advanced on the Math PSSA (includes PASA). (use STAR to monitor).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Anticipated Start/Completion</th>
<th>Lead Person/Position</th>
<th>Materials/Resources/Supports Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resign master schedule to accommodate instructional blocks.</td>
<td>2020-09-01 - 2021-06-18</td>
<td>Principal/SBTL</td>
<td>If we have an SBTL then professional development can occur consistently for ELA grade group and half day PD's.</td>
</tr>
<tr>
<td>Set and follow plan for monitoring consistent implementation of instructional strategies.</td>
<td>2020-09-01 - 2021-06-18</td>
<td>Principal/SBTL</td>
<td>Lesson Plans, Notes, Student Work and Assessments, Student Data</td>
</tr>
<tr>
<td>Based on data review, anecdotal notes about students math performance, assessments, classwork and teacher observations teachers will support students based on math level and skill development.</td>
<td>2020-09-01 - 2021-06-18</td>
<td>Teacher</td>
<td>Lesson Plans, Notes, Student Work and Assessments, Student Data</td>
</tr>
<tr>
<td>Teachers will facilitate the identification of students at each grade level placing them in small group instruction and providing specific interventions, differentiation and/ or reteaching based on student achievement and growth in a specific skill set.</td>
<td>2020-09-10 - 2021-06-10</td>
<td>Teacher</td>
<td>Lesson Plans, Notes, Student Work and Assessments, Student Data</td>
</tr>
<tr>
<td>To measure effectiveness</td>
<td>2020-09-01 -</td>
<td>Principal and</td>
<td>Lesson Plans, Notes,</td>
</tr>
<tr>
<td><strong>Action Step</strong></td>
<td><strong>Anticipated Start/Completion</strong></td>
<td><strong>Lead Person/Position</strong></td>
<td><strong>Materials/Resources/Supports Needed</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------</td>
<td>--------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>of instruction and monthly data from the integrated learning systems will be collected weekly and analyzed for progress as we move toward 8-week targets.</td>
<td>2021-06-10</td>
<td>SBTL</td>
<td>Student Work and Assessments, Student Data</td>
</tr>
</tbody>
</table>

**Anticipated Outcome**
Progress Monitoring, Fidelity Implementation, & Professional Development

**Monitoring/Evaluation**
Data review and analysis of student work, assessments, benchmarks to look at student growth, make adjustments to instruction and support students with the correct intervention.
### PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least ___% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (0 Out of School Suspension)</td>
<td>Schoolwide Behavior Incentives</td>
<td>The School Staff led by the Climate Team (Led by the School Climate Manager) will draft and implement a Single School Culture Initiative to outline student rules, regulations, and positive behavior procedures (K-8).</td>
<td>09/01/2020 - 06/18/2021</td>
</tr>
<tr>
<td>At least ___% of students will attend school 90% of days or more. (90% Attendance)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least ___% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (0 Out of School Suspension)</td>
<td>Schoolwide Behavior Incentives</td>
<td>Climate manager will monitor behavior and attendance referrals weekly and parents will be notified of concerns, actions or further interventions via phone, letter, email or face to face contact.</td>
<td>07/01/2020 - 06/18/2021</td>
</tr>
<tr>
<td>At least ___% of students will attend school 90% of days or more. (90% Attendance)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least ____% of students in grades 4-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (4-8 will score at Proficient or Advanced on the ELA PSSA)</td>
<td>Literacy Block</td>
<td>To measure effectiveness of instruction and monthly data from the integrated learning systems will be collected weekly and analyzed for progress as we move toward 8-week targets.</td>
<td>08/21/2020 - 06/18/2021</td>
</tr>
</tbody>
</table>
## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least ___% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4-8 will score at Proficient or Advanced on the Math PSSA)</td>
<td>Mathematic Block</td>
<td>Resign master schedule to accommodate instructional blocks.</td>
<td>09/01/2020 - 06/18/2021</td>
</tr>
</tbody>
</table>
### PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least ___% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (4-8 will score at Proficient or Advanced on the Math PSSA)</td>
<td>Mathematic Block</td>
<td>Set and follow plan for monitoring consistent implementation of instructional strategies.</td>
<td>09/01/2020 - 06/18/2021</td>
</tr>
</tbody>
</table>