

**McCloskey John F Sch**

TSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
John F. McCloskey		126515001
<b>Address 1</b>		
8500 Pickering Ave		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Philadelphia	Pennsylvania	19150
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Tony B. Watlington Sr.		superintendent@philasd.org
<b>Principal Name</b>		
John Spencer		
<b>Principal Email</b>		
jspencer@philasd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
2154003380		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Zoë Ehrenberg		zehrenberg@philasd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
John Spencer	Principal	John F McCloskey School	jspencer@philasd.org
Erin Zivanovic	Teacher	John F McCloskey School	elong2@philasd.org
Zoë Ehrenberg	District Level Leaders	School District of Philadelphia	zehrenberg@philasd.org
Ricardo Goodman	Other	John F McCloskey School	ragoodman@philasd.org
Stephanie Brown	Other	John F McCloskey School	sbrown14@philasd.org
Akeleah Brent-Covil	Parent	John F McCloskey Parent	abrentcovil@philasd.org
Ms. Denise Medley	Community Member	John F McCloskey School Community Member	dmedley@philasd.org
Dr. Tony Watlington	Chief School Administrator	School District of Philadelphia	superintendent@philasd.org
Tiffanni Osborne	Other	John F McCloskey School	tosborne@philasd.org

## Vision for Learning

### **Vision for Learning**

Our Mission The staff of the John F. McCloskey Elementary School will provide a safe, nurturing environment where all students can achieve at high academic levels. To ensure that all students reach their potential, we will maintain high expectations and promote academic excellence for all students. We will prepare our students to become independent learners with the desired skills and abilities necessary for longtime learning which respects and values diversity and nurtures the self esteem of every individual. Statement of Philosophy John F. McCloskey School is the Home of Happy Students, Dedicated Staff, and Community-Centered Leadership. We move to the positive pulse of the Mount Airy Community, and make every educational decision with high expectations for our students reaching their full potential. To visit the McCloskey campus is to walk beautiful grounds with shared playground equipment in the rear schoolyard area. Inside features polished hallways, engaging print-rich classrooms, topped off by an acoustic wood auditorium. We strive to expose our students to a variety of real-world subject matter, and attempt to do so with regular assemblies throughout the school year. We learn about violence prevention, neighborhood safety, anti-bullying, and daily nutrition in a whole group setting to foster richer understanding and cultural staying power.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>True 6</b>
<b>True 7</b>	<b>True 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) - Math	Our school earned an academic growth score of 99.0 for Math for the 2022-23 school year.
Meeting Annual Academic Growth Expectations (PVAAS) - ELA/Literature	Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.

### Challenges

Indicator	Comments/Notable Observations
Regular Attendance	61.5% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<b>Indicator</b> Meeting Annual Academic Growth Expectations (PVAAS) - Math <b>ESSA Student Subgroups</b> African-American/Black	<b>Comments/Notable Observations</b> Black students at our school earned an academic growth score of 100 for Math for the 2022-23 school year.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

### Challenges

<p><b>Indicator</b> Regular Attendance <b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> 61.9% of Black students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.</p>
<p><b>Indicator</b> Regular Attendance <b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> 53.6% of economically disadvantaged students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.</p>
<p><b>Indicator</b> Regular Attendance <b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> 48.2% of students with disabilities regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.</p>
<p><b>Indicator</b> Proficient or Advanced on Pennsylvania State Assessments - ELA/Literature <b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> 18.4% of students with disabilities scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.</p>

### Summary

#### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.
Our school earned an academic growth score of 99.0 for Math for the 2022-23 school year.

#### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

61.5% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.
18.4% of students with disabilities scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Star Assessment - Reading	30.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 4.5% year over year.
Star Assessment - Reading	37.4% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 2% year over year.
Star Assessment - Reading	The median Student Growth Percentile (SGP) between Fall 2023 and Spring 2024 on the Star Reading assessment was 40.

### English Language Arts Summary

#### Strengths

30.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 4.5% year over year.
37.4% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 2% year over year.

#### Challenges

The median Student Growth Percentile (SGP) between Fall 2023 and Spring 2024 on the Star Reading assessment was 40.
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### Mathematics

Data	Comments/Notable Observations
Star Assessment - Math	12.6% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 0.4% year-over-year.
Star Assessment - Math	38.6% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.4% year over year.
Star Assessment - Math	The median Student Growth Percentile from Fall 2023 to Spring 2024 on the Star Math assessment was 38.

### Mathematics Summary

#### Strengths

12.6% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 0.4% year-over-year.
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#### Challenges

38.6% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.4% year over year.
The median Student Growth Percentile from Fall 2023 to Spring 2024 on the Star Math assessment was 38.
Across both ELA and Math, we examined which subgroups of students had particularly high needs. Only 3.6% of 5th graders scored At/Above on the Spring 2024 Star Math assessment. Additionally, the median Student Growth Percentile (SGP) from Fall 2023 to Spring 2024 for Students with Disabilities on the Star Reading assessment was 36.



## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Course Marks - Science	15.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.
Course Marks - Science	67.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

## Science, Technology, and Engineering Education Summary

### Strengths

67.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.

### Challenges

15.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	2.8% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**False** Social Studies (Civics and Government, Economics, Geography, History) Omit

Data	Comments/Notable Observations
Course Marks- Social Studies	80% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
Course Marks- Social Studies	1.6% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

80% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.
1.6% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.

## Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

2.8% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.

During the Spring 23-24 Survey window of the of the Student Well-Being survey, 60.8% of 4th graders responded positively about Peer Relationships and 76.3% of 4th graders responded positively regarding Adult-Student Relationships.

## Equity Considerations

### English Learners

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Insufficient sample size	N/A

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Star Assessment- Math	The median Student Growth Percentile (SGP) from Fall 2023 to Spring 2024 for Students with Disabilities on the Star Math assessment was 27.
Star Assessment- Reading	The median Student Growth Percentile (SGP) from Fall 2023 to Spring 2024 for Students with Disabilities on the Star Reading assessment was 36.

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Star Assessment - Reading	30.9% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.6% year over year.
Star Assessment - Math	10.3% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 1.1% year over year.

## Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	37.9% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.3% year over year.
Black	36.9% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 2.2% points year over year.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

30.9% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.6% year over year.
36.9% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 2.2% points year over year.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

10.3% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 1.1% year over year.
37.9% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.3% year over year.
The median Student Growth Percentile (SGP) from Fall 2023 to Spring 2024 for Students with Disabilities on the Star Math assessment was 27.



## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

EP05: Provide frequent, timely, and systematic feedback and support on instructional practices

EP06: Foster a culture of high expectations for success for all students, educators, families, and community members

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

EP04: Identify and address individual student learning needs

EP13: Implement a multi-tiered system of supports for academics and behavior



## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Our school earned an academic growth score of 100 for ELA/Literature for the 2022-23 school year.	False
Our school earned an academic growth score of 99.0 for Math for the 2022-23 school year.	False
30.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 4.5% year over year.	True
37.4% of students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 2% year over year.	False
12.6% of students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is an increase of 0.4% year-over-year.	False
EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	False
EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	False
67.9% of students earned As or Bs in Science through Q4 of the 2023-24 school year.	False
30.9% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 5.6% year over year.	False
36.9% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Reading assessment, which is a decrease of 2.2% points year over year.	False
80% of students earned As or Bs in Social Studies through Q4 of the 2023-24 school year.	False
1.6% of students earned Ds or Fs in Social Studies through Q4 of the 2023-24 school year.	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
61.5% of students regularly attended school for the 2022-23 school year, which is a decrease in performance from the previous year and is not meeting the statewide goal or interim target.	False
18.4% of students with disabilities scored proficient/advanced on the ELA PSSA for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
The median Student Growth Percentile (SGP) between Fall 2023 and Spring 2024 on the Star Reading assessment was 40.	False

38.6% of students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.4% year over year.	False
The median Student Growth Percentile from Fall 2023 to Spring 2024 on the Star Math assessment was 38.	False
EP04: Identify and address individual student learning needs	False
EP13: Implement a multi-tiered system of supports for academics and behavior	False
2.8% of students met the Career Standards Benchmark for the 2022-23 school year, which is not meeting the statewide goal or interim target.	False
Across both ELA and Math, we examined which subgroups of students had particularly high needs. Only 3.6% of 5th graders scored At/Above on the Spring 2024 Star Math assessment. Additionally, the median Student Growth Percentile (SGP) from Fall 2023 to Spring 2024 for Students with Disabilities on the Star Reading assessment was 36.	True
15.6% of students earned Ds or Fs in Science through Q4 of the 2023-24 school year.	False
10.3% of Economically Disadvantaged students scored At/Above Benchmark on the Spring 2024 Star Math assessment, which is a decrease of 1.1% year over year.	False
37.9% of African American/Black students scored Intensive Intervention on the Spring 2024 Star Math assessment, which is an increase of 3.3% year over year.	False
The median Student Growth Percentile (SGP) from Fall 2023 to Spring 2024 for Students with Disabilities on the Star Math assessment was 27.	False
During the Spring 23-24 Survey window of the of the Student Well-Being survey, 60.8% of 4th graders responded positively about Peer Relationships and 76.3% of 4th graders responded positively regarding Adult-Student Relationships.	True

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Across both ELA and Math, we examined which subgroups of students had particularly high needs. Only 3.6% of 5th graders scored At/Above on the Spring 2024 Star Math assessment. Additionally, the median Student Growth Percentile (SGP) from Fall 2023 to Spring 2024 for Students with Disabilities on the Star Reading assessment was 36.	These academic concerns are in part because we need to determine which subgroups need targeted support regularly throughout the year. Addressing this root cause will involve determining which students require push-in vs. pull-out services based on their specific needs, as well as making a plan for the special education and general education teams to have protected collaboration time.	True
During the Spring 23-24 Survey window of the of the Student Well-Being survey, 60.8% of 4th graders responded positively about Peer Relationships and 76.3% of 4th graders responded positively regarding Adult-Student Relationships.	This climate concern is in part because our administrative team could do more to review Student Well-Being Survey data with each teaching team, particularly the 4th grade team, and support teachers in shifting from a compliance-centered classroom to a relationship-centered classroom.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
30.5% of students scored At/Above Benchmark on the Spring 2024 Star Reading assessment, which is an increase of 4.5% year over year.	If we take what we learned from effectively fostering student growth in Reading and apply it to other academic areas, we are likely to improve student outcomes in the 24-25 SY.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we identify and address individual student learning needs, we will be better positioned to target specific subgroups who need additional support in Math and ELA.
	If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to improve Peer Relationship and Adult-Student Relationships across all grade bands and particularly within those grade-bands with lower survey results regarding these relationships.



## Goal Setting

Priority: If we identify and address individual student learning needs, we will be better positioned to target specific subgroups who need additional support in Math and ELA.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 35% of grade 3-8 students will score proficient/advanced on the ELA PSSA.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Board Goal 1			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 22% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 29% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 29% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 35% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 40% of grade 3 students will score proficient/advanced on the ELA PSSA.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Board Goal 2			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 31% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 36% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 36% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 40% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 15% of grade 3-8 students will score proficient/advanced on the Math PSSA.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Board Goal 3			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>

At least 4% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 10% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 10% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 15% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
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Priority: If we implement a multi-tiered system of supports for academics and behavior, we will be better positioned to improve Peer Relationship and Adult-Student Relationships across all grade bands and particularly within those grade-bands with lower survey results regarding these relationships.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 75% of all students will attend school 90% of days or more.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Student Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 82% of all students will attend school 90% of days or more in Q1	At least 77% of all students will attend school 90% of days or more in Q2	At least 75% of all students will attend school 90% of days or more in Q3	At least 75% of all students will attend school 90% of days or more in Q4

<b>Outcome Category</b>			
School climate and culture			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 98% of students will have zero out-of-school suspensions			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Zero OSS			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
At least 99% 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

## Action Plan

### Measurable Goals

Board Goal 1	Board Goal 2
Board Goal 3	Student Attendance
Zero OSS	

### Action Plan For: Math & ELA Curriculum

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>At least 35% of grade 3-8 students will score proficient/advanced on the ELA PSSA.</li> <li>At least 40% of grade 3 students will score proficient/advanced on the ELA PSSA.</li> <li>At least 15% of grade 3-8 students will score proficient/advanced on the Math PSSA.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Develop plan for school-based PD time that focuses on improving teacher practice in planning & implementation of the ELA & math curriculum.		2024-07-01	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	PL Calendar	Yes	
Action Step		Anticipated Start/Completion Date	
Conduct an initial round of data collection using the Implementation Support Guidance document to determine instructional improvement goals.		2024-08-26	2024-11-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Instructional Guides	No	
Action Step		Anticipated Start/Completion Date	
Identify practices to enhance or maximize engagement with adopted core instructional resource for all students including diverse learners by focusing on creating access as opposed to remediation strategies.		2024-08-26	2024-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team	Instructional Guides	No	
Action Step		Anticipated Start/Completion Date	
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on content-specific pedagogy in 8-10 week cycles.		2024-08-26	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Instructional Leadership Team	Observation Schedule, Coaching Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Throughout the year, implement observation and feedback schedule using the Implementation Support Guidance document.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal and Assistant Principal	Observation Schedule, Implementation Support Guidance Document	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials, with a specific focus on planning & implementation of the new curriculum.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Instructional Guides, PLC Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds as provided by the core instructional resource that respond to identified student needs in order to ensure students at all levels can access grade-level content.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Instructional Guides, PLC Schedule	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.		2024-08-26	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Benchmark Assessments, Star, Online Adaptive Programs, Student Work	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.		2024-10-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of ELA & Math curriculum, with a specific focus on supporting teachers with implementation and planning of the new curriculum.		2024-10-01	2025-06-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	



Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	No	
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<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
- Instructional materials and assessments are aligned to the district's curriculum. - Lesson plans clearly reference grade-level standards aligned to district's curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and district curriculum. - Lessons aligned to the district's curriculum are delivered with fidelity to all students. - All instructional staff have access to the district's curricular materials and the training necessary to use curricular and data resources relating to the learning goals for the school.	- Weekly, the ILT will review lesson plans. - Three times per year, students will be assessed using the Star assessments. - Quarterly, the principal will develop an informal observation schedule. - Annually, the principal will develop a formal observation schedule.

### Action Plan For: Social Emotional Learning (SEL)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>At least 98% of students will have zero out-of-school suspensions</li> <li>At least 75% of all students will attend school 90% of days or more.</li> </ul>

Action Step		Anticipated Start/Completion Date	
SEL-MTSS team completes Baseline Assessment of SEL Indicators for the school		2024-08-26	2024-11-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SEL Team	Baseline SEL Indicators Assessment	No	
Action Step		Anticipated Start/Completion Date	
Full SEL-MTSS team participate in district organized half-day in-person Schoolwide SEL Planning Workshops 3 times a year		2024-11-01	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SEL Team	N/A	Yes	
Action Step		Anticipated Start/Completion Date	
SEL-MTSS team develops or refines the shared vision for schoolwide SEL to guide planning and implementation.		2024-08-26	2024-12-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SEL Team	N/A	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SEL-MTSS team uses baseline SEL Assessment to identify community strengths and areas of growth (includes short-term SMARTIE goals)		2024-08-26	2024-12-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SEL Team	SMARTIE Goals Worksheet	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SEL-MTSS team will create a calendar of Tier I programming based on baseline SEL assessment and data review.		2024-08-26	2024-12-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SEL Team	Sample Tier I programming calendar	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Based on Baseline assessment, school leadership should create a PD calendar of necessary Foundational learning opportunities to staff (includes Student Climate Staff) to be held during Supportive Environments PD days, or other professional learning time		2024-08-26	2025-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SEL Team	Supportive Environments Professional Learning Slide Decks	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SEL-MTSS team will create a plan for data collection and review cycles that include Student Well-being Survey data Windows and SW SEL implementation rubric.		2024-08-26	2024-12-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SEL Team	Schoolwide SEL Implementation Rubric	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
SEL-MTSS team will create a plan for how they will engage and involve Caregivers in schoolwide SEL implementation		2024-11-01	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SEL Team	N/A	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
The SEL-MTSS team will review all data and feedback to plan appropriate interventions for areas of growth identified during the baseline assessments.		2024-11-01	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SEL Team	N/A	No	
<b>Action Step</b>		<b>Anticipated</b>	

		<b>Start/Completion Date</b>	
Based on data cycles, the SEL-MTSS team should work with school leadership to create an aligned budget for SEL resources, professional learning, and staffing to support the sustainability of SEL efforts.		2024-11-01	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
SEL Team	N/A	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
<ul style="list-style-type: none"> <li>- Adult-student and student-student interactions are positive, caring, and respectful.</li> <li>- Stakeholders perceive the school as warm, inviting, and safe.</li> </ul>	<ul style="list-style-type: none"> <li>-Complete the Schoolwide SEL Implementation Rubric to consider the school’s progress toward full-scale implementation; will complete the Implementation Rubric three times over the course of the school year. -</li> <li>SEL-MTSS team meets monthly to (1) review Student Well-Being Survey data, (2) support SEL content development, (3) identify ways to enhance instructional support, (4) review whether communications are effective at engaging stakeholders in schoolwide SEL, and (5) take action that will aid in the completion of the action steps below.</li> </ul>

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

<b>eGrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>• Math &amp; ELA Curriculum</li><li>• Social Emotional Learning (SEL)</li></ul>	Federally Funded Regular Programs - Supplies	5273
Instruction	<ul style="list-style-type: none"><li>• Math &amp; ELA Curriculum</li><li>• Social Emotional Learning (SEL)</li></ul>	Federally Funded Regular Programs - Salaries	129779.45
Instruction	<ul style="list-style-type: none"><li>• Math &amp; ELA Curriculum</li><li>• Social Emotional Learning (SEL)</li></ul>	Federally Funded Regular Programs - Benefits	82625.55
<b>Total Expenditures</b>			<b>217678</b>

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math & ELA Curriculum	Develop plan for school-based PD time that focuses on improving teacher practice in planning & implementation of the ELA & math curriculum.
Social Emotional Learning (SEL)	Full SEL-MTSS team participate in district organized half-day in-person Schoolwide SEL Planning Workshops 3 times a year

### SEL

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Full SEL-MTSS team participate in district organized half-day in-person Schoolwide SEL Planning Workshops 3 times a year</li> </ul>		
<b>Audience</b>		
SEL Team		
<b>Topics to be Included</b>		
Community Meetings, Student Well-Being Survey, SEL Strategies		
<b>Evidence of Learning</b>		
Student Well-Being Survey Data, Observations of Community Meetings		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
SEL Lead	2024-08-20	2025-06-12

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>BoardAffirmationStatement_August2024.pdf</li></ul>

Chief School Administrator	Date
Tony B. Watlington, Sr., Ed.D.	2024-08-30
Building Principal Signature	Date
Dr. John Spencer	2024-08-28
School Improvement Facilitator Signature	Date
Zoe Ehrenberg	2024-07-08