

MCCLURE ALEXANDER K SCH

600 W Hunting Park Pike

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

A.K. McClure's vision is to instill in children a lifelong love of learning so that they will become contributing and competitive members of our global society. We must work to close the achievement gap by preparing all students for college and career readiness and to perform at the proficient and advanced level of work. Our school will provide consistent academic instruction and monitoring of that instruction so that students can learn while in a safe learning environment. McClure will prepare students to be academically successful through high expectations, data driven instruction, and the belief that all students can learn. Our expectation is that parents, students, teachers, administrators and the community will understand and support our vision and goals.

STEERING COMMITTEE

Name	Position	Building/Group
Sharon Marino	Principal	McClure School
Amanda Strain	Additional Leadership Team Representative	McClure School
Susan Anderson	Math Content Specialist/Teacher Leader	McClure School
Jennifer Kocher	Literacy Content Specialist/Teacher Leader	McClure School
Is'mil Lamarr	School-based Climate Representative	McClure School
Eva Sanchez	Parent	McClure School
Joshua Irving	Community member	Legacy Youth Tennis and Education
Josh Klaris	Business partner	North 10 Philadelphia
Nina Fonseca	Planning and Evidence-based Support (PESO) member	SDP
Carrie Bannon	Special Education Case Manager	SDP
Mariangeli Diodanet	Network Attendance Coach	SDP
Catherine Darin	Grants Compliance Monitor	SDP
Jennifer Nearn	Central Office Talent Partner	SDP
Felicia Brown	Network Early Literacy/Literacy Director	SDP
Nihessah Almond	Network Professional Learning Specialist	SDP
Jami Williams	Prevention and Intervention Liaison	SDP

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	School climate and culture Career Standards Benchmark
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	Early Literacy Mathematics Career Standards Benchmark
Implement a multi-tiered system of supports for academics and behavior	Early Literacy Career Standards Benchmark Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy	
Positive Behavioral Interventions and Supports (PBIS)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance	At least ___% of students will attend school 95% of days or more.
Suspensions	At least ___% of students will have zero out-of-school

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

suspensions (100% of K-2 will have zero-out-of-school suspensions).

90% + Attendance

At least ____% of students will attend school 90% of days or more.

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

Create location specific school-wide expectations and rules matrix

2019-11-01 -
2020-03-31

Climate
Manager

Printed signage in both languages

Develop PBIS action plan based on data

2019-11-01 -
2020-03-31

Climate
Manager

Calendar, Reward schedule

Train all staff on PBIS

2020-05-01 -
2021-06-30

Climate
Manager

PBIS PD (ODR, minor form, PBIS language) and 7 Levels of Redirection PD

Establish TIPS team

2020-08-01 -
2020-09-30

Climate
Manager

Trackers, SIS, ODR, Minor form

Create TIPS meeting schedule

2020-08-01 -
2020-09-30

Climate
Manager

Schedule

Make a calendar of PBIS related incentives

2020-03-01 -
2020-08-31

Climate
Manager

Calendar

Train staff on minor form entry in SIS

2020-08-01 -
2020-08-31

PBIS
Facilitator

Minor Form/SIS

Train staff on major ODR entry in SIS

2020-08-01 -
2020-08-31

Principal/SBTL

SIS

Train staff on behavior flowchart

2020-05-01 -
2020-09-30

Climate
Manager

Flowchart

Implement regular PBIS fidelity checks

2020-09-01 -
2021-06-30

Climate
Manager

Feedback form

Develop student voice and involvement plan

2020-09-01 -
2021-06-30

Climate
Manager

Engagement and feedback strategies

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Regularly monitor Tier I data	2020-09-01 - 2021-06-30	Climate Manager	Trackers, SIS

Anticipated Outcome

Our roll out of our new PBIS program will support the school community in feeling welcomed and positive. Staff will be specifically trained on PBIS and SEL resources to support this priority. Hiring a 2nd counselor, who will focus on MTSS, specifically Tier 2 systems, will allow more attention for attendance interventions and supports.

Monitoring/Evaluation

We will work with our PBIS Coach and PESO Staff to monitor fidelity and effectiveness of approach.

Evidence-based Strategy

Check-in Check-out

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Suspensions	At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a plan for comprehensive MTSS that includes targeted supports for students at Tiers II and III	2020-05-01 - 2020-08-31	Principal	Framework
Establish team to oversee Tier II programming and set regular meeting schedule (at least once a	2020-05-01 - 2020-08-31	Principal	Calendar/Schedule

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
month)			
Establish clear roles and responsibilities for oversight and implementation of identified approach	2020-05-01 - 2020-08-31	Principal	Framework
Train intervention providers in identified approach	2020-05-01 - 2020-09-30	Counselors	Calm Cat, Coping Power, Incredible Years
Train staff on behavior planning in SIS	2020-08-01 - 2020-09-30	Counselors	SIS, protocols, CY, SBTLs
Train teachers in their role in identified approach	2020-08-01 - 2020-09-30	Counselors	SIS, protocols

Anticipated Outcome

Purchasing Tier 2 and Tier 3 academic and behavioral interventions to support MTSS will allow for a comprehensive approach to MTSS. Hiring key staff members to oversee and support the specific tiers of the MTSS process will allow for a systematic framework and flow to be created for MTSS.

Monitoring/Evaluation

We will collaborate with Climate and Safety and PESO staff to monitor implementation, fidelity, and effectiveness of interventions.

Evidence-based Strategy

Universal Screening for Emotional/Behavioral Risk

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Suspensions

At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school

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

suspensions).

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

Assign students to Tier II interventions based on data

2020-09-01 - 2021-06-30

Counselors

Screener

Identify key data and process for monitoring implementation of identified approach

2020-09-01 - 2021-06-30

Counselors

SIS, Screener, Teacher input, FAST forms

Align communication and processes among school staff and Tier III partners

2020-08-01 - 2020-10-30

Counselors

SIS, Screener, CICO data

Anticipated Outcome

Purchasing Tier 2 and Tier 3 academic and behavioral interventions to support MTSS will allow for a comprehensive approach to MTSS. Hiring key staff members to oversee and support the specific tiers of the MTSS process will allow for a systematic framework and flow to be created for MTSS.

Monitoring/Evaluation

We will collaborate with Climate and Safety and PESO staff to monitor implementation, fidelity, and effectiveness of screener.

Evidence-based Strategy

Evidence-based Small Group Interventions

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

Suspensions

At least ___% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Assign students to Tier II interventions based on data	2020-09-01 - 2021-06-30	Counselors	Screeener, SIS,
Progress monitor all students receiving Tier II and III interventions	2020-09-01 - 2021-06-30	Counselors	PM Screener
Leverage external partnerships in alignment with identified approach	2020-08-01 - 2021-06-30	Principal	City Year, CBH

Anticipated Outcome

Purchasing Tier 2 and Tier 3 academic and behavioral interventions to support MTSS will allow for a comprehensive approach to MTSS. Hiring key staff members to oversee and support the specific tiers of the MTSS process will allow for a systematic framework and flow to be created for MTSS.

Monitoring/Evaluation

We will collaborate with Climate and Safety and PESO staff to monitor implementation, fidelity, and effectiveness of Tier II and Tier III implementation.

Evidence-based Strategy

Improving Standards-Aligned Instruction (e.g., through PD, PLCs)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Tier I Aims	At least ___% of students in grades K-3 will score at Tier I by Spring AIMsweb Plus, as evidenced by the grade level composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-Support teachers in leveraging standards-aligned resources and identifying grade-level materials to implement the identified approach	2020-05-01 - 2021-06-30	Principal/AP/T3 Coach	Standards, Screeners, Curriculum, Scope and Sequence, Backwards Mapping
-Identify strategic scaffolds to support students' access and processing of grade-level texts, content, and skills	2020-05-01 - 2021-06-30	Teacher Leaders	Standards, Screeners, Curriculum, Scope and Sequence
-Set and follow plan for monitoring consistent implementation of instructional strategies	2020-05-01 - 2021-06-30	Principal/AP/T3 Coach	Standards, Screeners, Curriculum, Scope and Sequence, Backwards Mapping

Anticipated Outcome

Using our data and protocols to support flexible grouping of students for Early Literacy and Math will support individualized needs and allow for programs to be adjusted to meet the needs of students. Training staff on standard aligned instruction and instructional planning will support implementation of the Common Core Standards and improve student achievement. Supplemental supports will allow instructional gaps to be filled in a more effective manner.

Monitoring/Evaluation

In collaboration with network supports, we will monitor the implementation of grade level standards instruction through informal/formal feedback and Instructional Rounds.

Evidence-based Strategy

Data-Driven Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

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

Tier I Aims

At least ____% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.

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

-Identify a plan to support students who need conceptual/skill-based reinforcement in preparation for upcoming state assessments (because they missed this past year's)

2020-05-01 - 2021-06-30

SBTL

MTSS Framework, Lexia, RAZ, Reading Mastery

-Identify students who will need a differentiated instructional plan for upcoming state assessments

2020-05-01 - 2021-06-30

SBTL

Data Tracker, Aimsweb

Anticipated Outcome

Using our data and protocols to support flexible grouping of students for Early Literacy and Math will support individualized needs and allow for programs to be adjusted to meet the needs of students. Training staff on standard aligned instruction and instructional planning will support implementation of the Common Core Standards and improve student achievement. Supplemental supports will allow instructional gaps to be filled in a more effective manner.

Monitoring/Evaluation

In collaboration with network supports, we will monitor the implementation of grade level standards instruction through informal/formal feedback, coaching, and progress monitoring data.

Evidence-based Strategy

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
4/5 BB Math	No more than ____% of students in grades 4-5 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-Support teachers in leveraging standards-aligned resources and identifying grade-level materials to implement the identified approach	2020-05-01 - 2021-06-30	Principal/AP/T3 Coach	Standards, Screeners, Curriculum, Scope and Sequence, Backwards Mapping
-Identify strategic scaffolds to support students' access and processing of grade-level texts, content, and skills	2020-05-01 - 2021-06-30	Teacher Leaders	Standards, Screeners, Curriculum, Scope and Sequence
-Set and follow plan for monitoring consistent implementation of instructional strategies	2020-05-01 - 2021-06-30	Principal/AP/T3 Coach	Coaching and Rounds calendar

Anticipated Outcome

Using our data and protocols to support flexible grouping of students for Early Literacy and Math will support individualized needs and allow for programs to be adjusted to meet the needs of students. Training staff on standard aligned instruction and instructional planning will support implementation of the Common Core Standards and improve student achievement. Supplemental supports will allow instructional gaps to be filled in a more effective manner.

Monitoring/Evaluation

In collaboration with network supports, we will monitor the implementation of grade level standards instruction through informal/formal feedback, coaching, and progress monitoring data.

Evidence-based Strategy

Data-Driven Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
4/5 BB Math	No more than ____% of students in grades 4-5 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-Identify a plan to support students who need conceptual/skill-based reinforcement in preparation for upcoming state assessments (because they missed this past year's)	2020-05-01 - 2021-06-30	SBTL	Standards, Screeners, Curriculum, Scope and Sequence
-Identify students who will need a differentiated instructional plan for upcoming state assessments	2020-05-01 - 2021-06-30	SBTL	MTSS Framework, i-Ready

Anticipated Outcome

Using our data and protocols to support flexible grouping of students for Early Literacy and Math will support individualized needs and allow for programs to be adjusted to meet the needs of students. Training staff on standard aligned instruction and instructional planning will support implementation of the Common Core Standards and improve student achievement. Supplemental supports will allow instructional gaps to be filled in a more effective manner.

Monitoring/Evaluation

In collaboration with network supports, we will monitor the implementation of grade level

standards instruction through informal/formal feedback, coaching, and progress monitoring data.

Evidence-based Strategy

i-Ready

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
4/5 BB Math	No more than ____% of students in grades 4-5 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-For interventions that apply to more than 40% of students that norms for blending learning (e.g. station rotations), or online learning (e.g. in the event of school closures or to engage students at home).	2020-05-01 - 2021-06-30	Teacher Leaders	i-Ready diagnostic, tracker
-Identify students for interventions or online learning (PVAAS data can help with this)	2020-09-01 - 2021-06-30	SBTL	PVAAS, i-Ready diagnostic
-Set schedule for use of adaptive interventions in school (follow the guidelines for how long students should use the intervention each week for implementation fidelity)	2020-09-01 - 2021-06-30	Principal/AP	Guidelines for online programs
-Train	2020-08-01 -	SBTL	i-Ready

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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teachers/staff/partners in how to implement these interventions	2020-09-30		
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-Set and follow plan for monitoring students' progress as they utilize interventions	2020-09-01 - 2021-06-30	ILT	MTSS Meetings, Tracker, PM Data
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Anticipated Outcome

Using our data and protocols to support flexible grouping of students for Early Literacy and Math will support individualized needs and allow for programs to be adjusted to meet the needs of students. Training staff on standard aligned instruction and instructional planning will support implementation of the Common Core Standards and improve student achievement. Supplemental supports will allow instructional gaps to be filled in a more effective manner.

Monitoring/Evaluation

In collaboration with network supports, we will monitor the implementation of grade level standards instruction through informal/formal feedback, coaching, and progress monitoring data.

Evidence-based Strategy

City Year, Lexia, Learning A-Z, Reading Mastery

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Tier 3 Aims	No more than ____% of students in grades K-5 will score in Tier 3 by Spring AIMsweb Plus, as evidenced by the grade level composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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-Identify students for	2020-09-01 -	SBTL	Tracker, PVAAS data,
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
interventions or online learning (PVAAS data can help with this)	2021-06-30		Aimsweb data
-Set schedule for use of adaptive interventions in school (follow the guidelines for how long students should use the intervention each week for implementation fidelity)	2020-09-01 - 2021-06-30	Principal/AP	Schedule, guidelines for Lexia, RAZ, and Reading Mastery
-Train teachers/staff/partners in how to implement these interventions	2020-08-01 - 2020-09-30	SBTL	Lexia RAZ, and Reading Mastery
-Set and follow plan for monitoring students' progress as they utilize interventions	2020-09-01 - 2021-06-30	ILT	MTSS Meetings, Tracker, PM Data
-Set plan for leveraging computer-assisted instruction, Google classroom, etc for students in need of additional supports	2020-09-01 - 2021-06-30	SBTL	Tech list, schedule, tracker

Anticipated Outcome

Purchasing Tier 2 and Tier 3 academic and behavioral interventions to support MTSS will allow for a comprehensive approach to MTSS. Hiring key staff members to oversee and support the specific tiers of the MTSS process will allow for a systematic framework and flow to be created for MTSS.

Monitoring/Evaluation

In collaboration with network supports, we will monitor the implementation of interventions to support MTSS process, specifically Tiers II and III.

Evidence-based Strategy

Data-Driven Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Tier 3 Aims	No more than ___% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-Identify a plan to support students who need conceptual/skill-based reinforcement in preparation for upcoming state assessments (because they missed this past year's)	2020-08-01 - 2021-06-30	SBTLs	Standards, Screeners, Curriculum, Scope and Sequence
-Identify students who will need a differentiated instructional plan for upcoming state assessments	2020-08-01 - 2021-06-30	SBTL	MTSS Framework, Lexia, RAZ, and Reading Mastery

Anticipated Outcome

Purchasing Tier 2 and Tier 3 academic and behavioral interventions to support MTSS will allow for a comprehensive approach to MTSS. Hiring key staff members to oversee and support the specific tiers of the MTSS process will allow for a systematic framework and flow to be created for MTSS.

Monitoring/Evaluation

In collaboration with network supports, we will monitor the implementation of interventions to support MTSS process, specifically Tiers II and III.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ___% of students will attend school 95% of days or more. (95% Attendance)	Positive Behavioral Interventions and Supports (PBIS)	Train all staff on PBIS	05/01/2020 - 06/30/2021
At least ___% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)			
At least ___% of students will attend school 90% of days or more. (90% + Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ___% of students will attend school 95% of days or more. (95% Attendance)	Positive Behavioral Interventions and Supports (PBIS)	Train staff on minor form entry in SIS	08/01/2020 - 08/31/2020
At least ___% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)			
At least ___% of students will attend school 90% of days or more. (90% + Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ___% of students will attend school 95% of days or more. (95% Attendance)	Positive Behavioral Interventions and Supports (PBIS)	Train staff on major ODR entry in SIS	08/01/2020 - 08/31/2020
At least ___% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)			
At least ___% of students will attend school 90% of days or more. (90% + Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ___% of students will attend school 95% of days or more. (95% Attendance)	Positive Behavioral Interventions and Supports (PBIS)	Train staff on behavior flowchart	05/01/2020 - 09/30/2020
At least ___% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)			
At least ___% of students will attend school 90% of days or more. (90% + Attendance)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Check-in Check-out	Train intervention providers in identified approach	05/01/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Check-in Check-out	Train staff on behavior planning in SIS	08/01/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least ____% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Suspensions)	Check-in Check-out	Train teachers in their role in identified approach	08/01/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades 4-5 will score Below Basic on the Math PSSA (includes PASA). (use STAR to monitor). (4/5 BB Math)	i-Ready	-Train teachers/staff/partners in how to implement these interventions	08/01/2020 - 09/30/2020

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
No more than ____% of students in grades K-5 will score in Tier 3 by Spring AIMSweb Plus, as evidenced by the grade level composite score. (Tier 3 Aims)	City Year, Lexia, Learning A-Z, Reading Mastery	-Train teachers/staff/partners in how to implement these interventions	08/01/2020 - 09/30/2020