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Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Mission: At George Ross, students will experience world-class learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all students to become productive citizens, ethical leaders, and positive contributors to our community, country, and global society. Vision:- What our future will look like: George Ross will work collaboratively and comprehensively with staff, students, families and the community to strengthen a learning environment focused on academic growth and achievement for all students and preparing them for success in college and career.

STEERING COMMITTEE

Name	Position	Building/Group
Camille A. Hopkins	Principal	George Ross
Rebecca Anderson	Instructional Coach	George Ross
Susan Beck	Special Education	George Ross
Jaclyn Bloch	Special Education	George Ross
Marco Ortiz	ELD Teacher	George Ross
Lisa Vazquez	ELD Teacher	George Ross
Nevia Medina	Parent	George Ross
Barba Fuch	Parent	George Ross
Dr. Jessica Sherman	Coordinator of Elementary and Social Studies	School District of Lancaster
Jennifer Clearly	Coordinator of Mathematics and Stem	School District of Lancaster
Carmen Rowe	ELD Coach School District of Lancaster	School District of Lancaster

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If core reading and writing were taught with fidelity and aligned across classrooms and grade levels then reading proficiency will increase. Implementing a high-quality core reading program consistently across the school will better support our educators, students, parents/ guardians, and community by providing standardized instruction, with progress monitoring and formative assessments.	Essential Practices 1: Focus on Continuous Improvement of Instruction Professional learning Career Standards Benchmark
If teachers have a larger structured block of time to collaborate and plan with PLC based, then they will be able to create rigorous, differentiated, standards aligned instruction and assessments. As a school system, we need to develop a more robust and consistent delivery model for instruction that meets the needs of students across all classrooms that aligns with the PA Framework for Teaching. Implementing a district reading curriculum and identifying instructional best practices based on differentiation and student data will set learning goals for growth and achievement.	English Language Arts English Language Arts Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy
Marzano Teacher evaluation Model (ESSA rating- Strong)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Plan and implement sound ELA instruction	June 30, 2021, 100% of teachers will demonstrate proficient and/or growth as measured element 44 (Attention to established

Goal Nickname	Measurable Goal Statement (Smart Goal)
	Content standards), by utilizing the K-5 ELA Curriculum and Instruction Pacing Guides to identify critical content and plan K-5 ELA instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment as documented in iObservation.
Professional Development will be planned and provided to improve instruction.	June 30, 2021, 100% of teachers will demonstrate proficient and/or growth as measured element 60 (Participating in District and School Initiatives) by participating in professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment, as documented in iObservation.
Engage instructional teams in assessing and monitoring student mastery	By June 2021, 70% of students will be on target for their IRLA color reading level. To support this goal, teachers will continuously monitor student learning as documented through anecdotal notes, the Independent Reading Level Assessment (IRLA), curriculum based formative and summative assessment. Teachers will adjust instructional strategies, student grouping, and provide additional intervention, as necessary based on the data.
Provide instruction and modeling of metacognitive processes and strategies to enhance student self-management of learning.	By June 2021, 59.6% of students will be proficient on the ELA PSSA. Students will be continuously exposed to ELA content through ongoing, differentiated lessons and opportunities for practice in order to promote a growth mindset, stretch students' interests, connect learning to student aspirations, and differentiate instruction to enhance students' engagement and persistence with learning.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development on Element 44 (Attention to established content standards) and Element 60 (Participating in	2020-08-17 - 2021-06-07	Principal and Instructional Coach	District Resources District ELA curriculum PA Common Core Standards Other materials that support differentation

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
district and school initiatives).			
Utilizing PLCs, teachers develop lessons that are strongly connected to the identified elements, with a focus on learning targets/task alignment.	2020-08-17 - 2021-06-07	Principal and Instructional Coach; Grade level PLCs; L?/?LD staff	District Resources
Highlight staff who are demonstrating exemplary practice with identified elements, sharing best practices and successful strategies.	2020-09-09 - 2021-06-07	Principal; Instructional Coach	District Resources
Horizontal and vertical team collaboration, with a focus on identified elements including analysis of student work to ensure increased levels of rigor K5-5th.	2020-09-09 - 2021-06-07	Principal/Instructional Coach/Exceptional Student Specialist/Grade Level Teachers/ELD/LS	District Resources
The Leadership team will conduct instructional rounds quarterly to monitor lesson implementation and student	2020-09-09 - 2021-06-07	Principal Instructional Coach	Instructional Round Walkthrough Tool

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

Anticipated Outcome

Teachers in grade level teams will apply professional learning specific to Learning Targets, RIgorous Tasks and Taxonomy Alignment. As a result, student profciency levels will increase and this will translate to improved growth as measured by the IRLA, CDT, PSSA and PVAAS.

Monitoring/Evaluation

Professional Development Agenda, Sign in and Materials; iObservation Reports; PLC Notes; LSI Trend Tracker Reports; IRLA, CDT, PSSA, and PVAAS data.

Evidence-based Strategy

Standards Based Planning (Marzano FTEM Model)

Measurable Goals

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Plan and implement sound ELA instruction	June 30, 2021, 100% of teachers will demonstrate proficient and/or growth as measured element 44 (Attention to established Content standards), by utilizing the K-5 ELA Curriculum and Instruction Pacing Guides to identify critical content and plan K-5 ELA instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment as documented in iObservation.
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Provide instruction and modeling of metacognitive processes and strategies to enhance student self-management of learning.	By June 2021, 59.6% of students will be proficient on the ELA PSSA. Students will be continuously exposed to ELA content through ongoing, differentiated lessons and opportunities for practice in order to promote a growth mindset, stretch students' interests, connect learning to student aspirations, and differentiate instruction to enhance students' engagement and persistence with learning.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development to K-5 teachers on the district approved ELA programs IRLA and ARC Core (American Reading Company).	2020-08-17 - 2021-06-07	Instructional Coach Leadership Team	District approved IRLA and ARC Core Materials.
Teachers will administer the Independent Reading Level Assessment (IRLA) at the beginning of the year to determine the baseline reading level of students.	2020-08-24 - 2020-10-01	Classroom Teachers Instructional Coach ELD/LS Teachers	IRLA SchoolPace
Teachers will individualize instructional plans in response to individual student performance on the Independent Reading Level	2020-08-24 - 2021-06-07	Principal,Classroom Teachers Instructional Coach ELD/LS Teachers	IRLA SchoolPace

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Assessment (IRLA) to provide support for all students and enhance learning opportunities.			
All teachers will assess student independent reading progress regularly using the IRLA, adjust instruction as needed and maintain a record of the results.	2020-08-24 - 2021-06-07	Principal, Classroom Teachers Instructional Coach ELD/LS Teachers	IRLA SchoolPace
Instructional Rounds and informal observations will be conducted to monitor lesson plan development and implementation of standards-aligned learning targets, rigorous tasks, and aligned taxonomy of instruction and student work.	2020-08-24 - 2021-06-07	Principal, Instructional Coach	LSI Rigor Walk and Growth Tracker, iObservation

Anticipated Outcome

Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Monitoring/Evaluation

Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

There is significant evidence that students exceeded the standard of growth and achievement in science measured by PSSA.

There is an increase in performance from previous years.

Proficient and Advanced on the Science PSSA

Meeting Annual Academic Growth Expectations (PVAAS) for math

English Language Growth and Attainment

Meeting Academic Growth expectations (PVAAS) math

White subgroup proficient and advanced PSSA ELA

All Student group did meet or exceed statewide goal.

English Learners, while they did not meet the interim goal, they increased from the previous year.

The Hispanic student group met the interim target for PSSA math.

The Hispanic student group exceeded the standards demonstrating growth for (PVAAS) math.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and

Challenges

Not Meeting Academic growth expectations ELA (PVAAS)

Not Meeting Academic growth expectations ELA (PSSA) achievement

All Student Group did not meet standard demonstrating growth (PVAAS) ELA.

All Student Group and Economically Disadvantaged met the standards but decreased performance from the previous year PSSA math.

There is a decrease in performance for the Economically Disadvantaged group. All of the groups met standards, but decreased in performance from the previous year.

All students will continue to exceed the growth expectation.

The Economically Disadvantaged and Hispanic groups did meet the growth standard but decreased from the previous year.

This Hispanic group had a decrease in the PSSA achievement performance target from the previous year.

The Hispanic group had a decrease in the PVAAS growth performance target from the previous year.

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Identify and address individual student

Strengths	Challenges
physically .	learning needs.
Foster a culture of high expectations for success for all students, educators, families, and community members .	

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Most Notable Observations/Patterns

The subgroups are not experiencing the same academic and growth level success rate in English Language Arts and Mathematics, as compared to Science. As a team, we also observed the Student with Disabilities group showed a significant gap in all categories including attendance. The Student with Disabilities group attendance has decreased over the last two years.

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Challenges	Discussion Point	Priority for Planning
Not Meeting Academic growth expectations ELA (PVAAS)	Data collection, analysis procedures, and data-informed instruction will be used to ensure we make instructionally informed decisions.	✔
Not Meeting Academic growth expectations ELA (PSSA) achievement	Targeted professional development and consistent data dialogue with teachers will be used to support and improve instructional delivery in all classrooms.	✔
All students will continue to exceed the growth expectation.		

ADDENDUM B: ACTION PLAN

Action Plan: Marzano Teacher evaluation Model (ESSA rating- Strong)

Action Steps	Anticipated Start/Completion Date
Provide professional development on Element 44 (Attention to established content standards) and Element 60 (Participating in district and school initiatives).	08/17/2020 - 06/07/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign in and Materials; iObservation Reports; PLC Notes; LSI Trend Tracker Reports; IRLA, CDT, PSSA, and PVAAS data.	Teachers in grade level teams will apply professional learning specific to Learning Targets, RIgorous Tasks and Taxonomy Alignment. As a result, student profciency levels will increase and this will translate to improved growth as measured by the IRLA, CDT, PSSA and PVAAS.

Material/Resources/Supports Needed	PD Step
District Resources District ELA curriculum PA Common Core Standards Other materials that support differentation	yes

Action Steps	Anticipated Start/Completion Date
Utilizing PLCs, teachers develop lessons that are strongly connected to the identified elements, with a focus on learning targets/task alignment.	08/17/2020 - 06/07/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign in and Materials; iObservation Reports; PLC Notes; LSI Trend Tracker Reports; IRLA, CDT, PSSA, and PVAAS data.	Teachers in grade level teams will apply professional learning specific to Learning Targets, RIgorous Tasks and Taxonomy Alignment. As a result, student profciency levels will increase and this will translate to improved growth as measured by the IRLA, CDT, PSSA and PVAAS.

Material/Resources/Supports Needed	PD Step
District Resources	yes

Action Steps	Anticipated Start/Completion Date
Highlight staff who are demonstrating exemplary practice with identified elements, sharing best practices and successful strategies.	09/09/2020 - 06/07/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign in and Materials; iObservation Reports; PLC Notes; LSI Trend Tracker Reports; IRLA, CDT, PSSA, and PVAAS data.	Teachers in grade level teams will apply professional learning specific to Learning Targets, RIgorous Tasks and Taxonomy Alignment. As a result, student profciency levels will increase and this will translate to improved growth as measured by the IRLA, CDT, PSSA and PVAAS.

Material/Resources/Supports Needed	PD Step
District Resources	yes

Action Steps	Anticipated Start/Completion Date
Horizontal and vertical team collaboration, with a focus on identified elements including analysis of student work to ensure increased levels of rigor K5-5th.	09/09/2020 - 06/07/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign in and Materials; iObservation Reports; PLC Notes; LSI Trend Tracker Reports; IRLA, CDT, PSSA, and PVAAS data.	Teachers in grade level teams will apply professional learning specific to Learning Targets, RIgorous Tasks and Taxonomy Alignment. As a result, student profciency levels will increase and this will translate to improved growth as measured by the IRLA, CDT, PSSA and PVAAS.

Material/Resources/Supports Needed	PD Step
District Resources	yes

Action Steps	Anticipated Start/Completion Date
The Leadership team will conduct instructional rounds quarterly to monitor lesson implementation and student achievement.	09/09/2020 - 06/07/2021

Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign in and Materials; iObservation Reports; PLC Notes; LSI Trend Tracker Reports; IRLA, CDT, PSSA, and PVAAS data.	Teachers in grade level teams will apply professional learning specific to Learning Targets, RIgorous Tasks and Taxonomy Alignment. As a result, student profciency levels will increase and this will translate to improved growth as measured by the IRLA, CDT, PSSA and PVAAS.

Material/Resources/Supports Needed	PD Step
Instructional Round Walkthrough Tool	no

Action Plan: Standards Based Planning (Marzano FTEM Model)

Action Steps	Anticipated Start/Completion Date
Provide professional development to K-5 teachers on the district approved ELA programs IRLA and ARC Core (American Reading Company).	08/17/2020 - 06/07/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
District approved IRLA and ARC Core Materials.	yes

Action Steps	Anticipated Start/Completion Date
Teachers will administer the Independent Reading Level Assessment (IRLA) at the beginning of the year to determine the baseline reading level of students.	08/24/2020 - 10/01/2020

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
IRLA SchoolPace	no

Action Steps	Anticipated Start/Completion Date
Teachers will individualize instructional plans in response to individual student performance on the Independent Reading Level Assessment (IRLA) to provide support for all students and enhance learning opportunities.	08/24/2020 - 06/07/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
IRLA SchoolPace	no

Action Steps	Anticipated Start/Completion Date
All teachers will assess student independent reading progress regularly using the IRLA, adjust instruction as needed and maintain a record of the results.	08/24/2020 - 06/07/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
IRLA SchoolPace	no

Action Steps	Anticipated Start/Completion Date
Instructional Rounds and informal observations will be conducted to monitor lesson plan development and implementation of standards-aligned learning targets, rigorous tasks, and aligned taxonomy of instruction and student work.	08/24/2020 - 06/07/2021

Monitoring/Evaluation	Anticipated Output
Instructional Rounds, Lesson Plan Reviews, Informal and Formative Observations	Teachers will design and implement lesson plans that are aligned to grade level standards using learning targets that demonstrate a progression of learning and improve reading proficiency.

Material/Resources/Supports Needed	PD Step
LSI Rigor Walk and Growth Tracker, iObservation	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
June 30, 2021, 100% of teachers will demonstrate proficient and/or growth as measured element 44 (Attention to established Content standards), by utilizing the K-5 ELA Curriculum and Instruction Pacing Guides to identify critical content and plan K-5 ELA instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment as documented in iObservation. (Plan and implement sound ELA instruction)	Marzano Teacher evaluation Model (ESSA rating-Strong)	Provide professional development on Element 44 (Attention to established content standards) and Element 60 (Participating in district and school initiatives).	08/17/2020 - 06/07/2021
June 30, 2021, 100% of teachers will demonstrate proficient and/or growth as measured element 60 (Participating in District and School Initiatives) by participating in professional development specific to strengthening lesson planning and delivery through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment, as documented in iObservation. (Professional Development will be planned and provided to improve instruction.)			
By June 2021, 70% of students will be on target for their IRLA color reading level. To support this goal, teachers will continuously monitor student learning as documented through anecdotal notes, the Independent Reading Level Assessment (IRLA), curriculum based formative and summative assessment. Teachers will adjust instructional strategies, student grouping, and provide additional intervention, as necessary			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
based on the data. (Engage instructional teams in assessing and monitoring student mastery) By June 2021, 59.6% of students will be proficient on the ELA PSSA. Students will be continuously exposed to ELA content through ongoing, differentiated lessons and opportunities for practice in order to promote a growth mindset, stretch students' interests, connect learning to student aspirations, and differentiate instruction to enhance students' engagement and persistence with learning. (Provide instruction and modeling of metacognitive processes and strategies to enhance student self-management of learning.)			
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Alignment, as documented in iObservation. (Professional Development will be planned and provided to improve instruction.)			
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June 30, 2021, 100% of teachers will demonstrate proficient and/or growth as measured element 44 (Attention to established Content standards), by utilizing the K-5 ELA Curriculum and	Marzano Teacher evaluation Model (ESSA	Highlight staff who are demonstrating exemplary practice with	09/09/2020 - 06/07/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Instruction Pacing Guides to identify critical content and plan K-5 ELA instruction using the framework for developing Learning Targets, Rigorous Tasks and Taxonomy Alignment as documented in iObservation. (Plan and implement sound ELA instruction)	rating-Strong)	identified elements, sharing best practices and successful strategies.	
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals		Action Plan Name	Professional Development Step	Anticipated Timeline
management of learning.)				

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Ongoing district curriculum and standards analysis, implementation and monitoring of progress	Ross Elementary staff	Curriculum and standards analysis Instruction develeopment Differentiation Progress Monitoring

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase of PSSA, IRLA, CDT and PVAAS scores	08/17/2020 - 06/07/2021	Ross Leadership Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquistion for All Students