**Ross El Sch**  
Schoolwide Title 1 School Plan | 2024 - 2025

# Profile and Plan Essentials

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| --- | --- | --- |
| **School** | | AUN/Branch |
| School District | | 113364002 |
| **Address 1** | | |
| 251 S Prince St | | |
| **Address 2** | | |
|  | | |
| **City** | **State** | **Zip Code** |
| Lancaster | PA | 17603 |
| **Chief School Administrator** | | **Chief School Administrator Email** |
| Dr Keith Miles | | keithmiles@sdlancaster.org |
| **Principal Name** | | |
| Melinda M. Vazquez-Markley | | |
| **Principal Email** | | |
| mmvazquez-markley@sdlancaster.org | | |
| **Principal Phone Number** | | **Principal Extension** |
| 717 2916268 | | 12510 |
| **School Improvement Facilitator Name** | | **School Improvement Facilitator Email** |
| Karen Wynne | | kewynne@sdlancaster.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Melinda Vazquez-Markley | Principal | George Ross | mmvazquez-markley@sdlancaster.org |
| Rebecca Anderson | Instructional Coach | George Ross | rsanderrson@sdlancaster.org |
| Susan Beck | Special Education | George Ross | smbeck@sdlancaster.org |
| Marco Ortiz | ELD Teacher | George Ross | marcoaortiz@sdlancaster.org |
| Heather Grunow | Paraprofessional | School District of Lancaster | crowe@sdlancaster.org |
| Karen Wynn | District Level Leaders | School District of Lancaster | kewynn@sdlancaster.org |
| Amanda Aikens | Teacher | George Ross | ajaikens@sdlancaster.org |
| Kathryn Chaffinch | Other | George Ross | kjchaffinch@sdlancaster.org |
| Laura Trimble | District Level Leaders | School District of Lancaster | lmtrimble@sdlancaster.org |
| Khoan Ly | Teacher | Goerge Ross | ksly@sdlancaster.org |
| Kelly Wood | Teacher | George Ross | klwood@sdlancaster.org |
| Aleisha Brixius | Teacher | George Ross | albrixius@sdlancaster.org |
| Kimberly Rodriguez | Teacher | George Ross | kcrodriguez@sdlancaster.org |
| Keith Miles | Chief School Administrator | School District of Lancaster | keithmiles@sdlancaster.org |
| Cheryl Brown | Community Member | George Ross | cbrown7074@hotmail.com |
| Andrea Nesbitt | Parent | George Ross | ajnesbitt07@gmai.com |
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|  |  |  |  |

# Vision for Learning

**Vision for Learning**

Mission: To ensure every child receives an excellent education. Vision: A place where every individual's unique academic and emotional talents are strengthened and celebrated through endless opportunities.

# Future Ready PA Index

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **True** K | **True** 1 | **True** 2 | **True** 3 | **True** 4 | **True** 5 | **False** 6 |
| **False** 7 | **False** 8 | **False** 9 | **False** 10 | **False** 11 | **False** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| There is significant evidence that the school exceeded the statewide academic growth goal in Mathematics/Algebra. | Ross performed above the statewide average |
| There is significant evidence that the school met the statewide academic growth goal and increased in performance from the previous year in ELA. | With the return to onsite instruction was attributed to the increase in scores in ELA |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| There is significant evidence that the school did not meet the interim goal/target with a decrease in performance from the previous year in ELA. | All Student group did not meet proficient/advanced on the PSSA Ross 50.4% statewide average 54.5% 2030 goal 81.1% |
| There is significant evidence that the school did not meet the interim goal/target with a decrease in performance from the previous year in Mathematics/Algebra. | Ross 34.7% Statewide 38.3% |

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

### Strengths

|  |  |
| --- | --- |
| **Indicator**  There is significant evidence that the Hispanic subgroup met the statewide academic growth goal in Mathematics/Algebra.  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  Core Math instruction delivery was consistent across the grade level. Core instruction met the district time requirements. |
| **Indicator**  Evidence shows that the economically disadvantaged subgroup met the statewide growth goal in Mathematics/Algebra.  **ESSA Student Subgroups** | **Comments/Notable Observations**  The implementation of data-driven protocols across all grade levels supported Math growth. |

### Challenges

|  |  |
| --- | --- |
| **Indicator**  There is significant evidence that the Hispanic subgroup met the statewide academic growth goal and decreased in performance from the previous year in Math.  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  The core program did not meet the needs of the Hispanic subgroup. |
| **Indicator**  There is significant evidence that the Hispanic subgroup met the statewide academic growth goal and decreased performance from the previous year in ELA.  **ESSA Student Subgroups**  Hispanic | **Comments/Notable Observations**  Ross displayed a notable decrease in proficiency from the 2019 (pre-covid) school year. |
| **Indicator**  There is evidence that the percentage of advanced students did not meet the statewide goal in ELA..  **ESSA Student Subgroups** | **Comments/Notable Observations** |

## 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.

|  |
| --- |
| There is significant evidence that the school met the statewide academic growth goal in Mathematics/Algebra. |
| There is significant evidence that the school met the statewide academic growth goal and increased in performance from the previous year in ELA. |

### 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.

|  |
| --- |
| There is significant evidence that the school did not meet the interim goal/target with a decrease in performance from the previous year in ELA. |
| There is significant evidence that the school did not meet the interim goal/target with an increase in performance from the previous year in Mathematics/Algebra. |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| ARC Data June 1st, 2023. | 45.5% of all students are reading grade-level text. |
| STAR Reading | 46% of all students are at or above proficiency. |

## English Language Arts Summary

### Strengths

|  |
| --- |
| According to IRLA data, students grew from 42.5% on grade level proficiency in September to 62% in May. |
| Students in 4th grade averaged 60% or above on the STAR reading assessment. |

### Challenges

|  |
| --- |
| According to IRLA, the average growth of all students did not meet the building goal of 1.2 years' worth of growth in reading. |
| According to STAR data, 46% of students are at or above proficiency in reading. |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| STAR Math | 55% of all students are at or above proficiency in STAR math. |
| Increase in proficiency and advancement from the previous year. | Increase from 43% to 48% proficiency. |

## Mathematics Summary

### Strengths

|  |
| --- |
| All students grew from 43% to 55% at or above proficiency from September to May of 21/22 school year. . |

### Challenges

|  |
| --- |
| Students in 2nd and 3rd grade did not meet the expected proficiency according to STAR Math. |
| All students did not meet the expected growth rates in STAR Math. |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| PSSA data | 74.4% of all students in 4th grade are proficient in Science PSSA. |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| There is evidence that all student groups met the interim target. |

### Challenges

|  |
| --- |
| All students met the interim target but there is a decrease in growth from the previous year. |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| All Student Groups exceeded the Performance standard. | 100% of students met the performance standard for career readiness. |

## 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)

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

## 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.

|  |
| --- |
| 100% of students met the performance standard for career readiness. |
| All student groups exceeded the performance standard. |

### 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.

|  |
| --- |
| Continue to maintain 100% performance on College and Career Measures. |

# Equity Considerations

## English Learners

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

## Students with Disabilities

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

## Students Considered Economically Disadvantaged

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

## Student Groups by Race/Ethnicity

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

|  |  |
| --- | --- |
| Student Groups | Comments/Notable Observations |
| Hispanic | There is evidence that the Hispanic subgroup decreased in performance from the previous year in ELA. |

## 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.

|  |
| --- |
| There is evidence that the Hispanic subgroup met the interim target. |
|  |
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### 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.

|  |
| --- |
| The Hispanic subgroup is not meeting the statewide goal/interim target in mathematics. |
| The Hispanic subgroup in not meet the statewide goal/interim target and demonstrated a decrease from the previous year in ELA. |
|  |
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|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Emerging |
| 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 | Operational |
| 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 | Exemplary |
| 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 | Operational |
| 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 | Exemplary |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Operational |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| 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 | Operational |
| 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 | Operational |

## Summary

### Strengths

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

|  |
| --- |
| Identify and address individual student learning needs. |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. |

### 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?

|  |
| --- |
| Align curriculum, assessments, and instruction to the PA standards. |

# 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 |
| There is significant evidence that the school met the statewide academic growth goal in Mathematics/Algebra. | True |
| There is significant evidence that the school met the statewide academic growth goal and increased in performance from the previous year in ELA. | True |
| According to IRLA data, students grew from 42.5% on grade level proficiency in September to 62% in May. | False |
| Students in 4th grade averaged 60% or above on the STAR reading assessment. | False |
| There is evidence that the Hispanic subgroup met the interim target. | False |
| There is evidence that all student groups met the interim target. | False |
| 100% of students met the performance standard for career readiness. | False |
| All students grew from 43% to 55% at or above proficiency from September to May of 21/22 school year. . | False |
| All student groups exceeded the performance standard. | False |
| Identify and address individual student learning needs. | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. | 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 |
| There is significant evidence that the school did not meet the interim goal/target with a decrease in performance from the previous year in ELA. | True |
| There is significant evidence that the school did not meet the interim goal/target with an increase in performance from the previous year in Mathematics/Algebra. | True |
| According to IRLA, the average growth of all students did not meet the building goal of 1.2 years' worth of growth in reading. | False |
| According to STAR data, 46% of students are at or above proficiency in reading. | False |
| Students in 2nd and 3rd grade did not meet the expected proficiency according to STAR Math. | False |
| Continue to maintain 100% performance on College and Career Measures. | False |
| Align curriculum, assessments, and instruction to the PA standards. | False |
| All students did not meet the expected growth rates in STAR Math. | False |
| All students met the interim target but there is a decrease in growth from the previous year. | False |
| The Hispanic subgroup is not meeting the statewide goal/interim target in mathematics. | False |
| The Hispanic subgroup in not meet the statewide goal/interim target and demonstrated a decrease from the previous year in ELA. | False |

## 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.

There is a need to consistently implement the evidence-based process of formative assessments across all classrooms and to effectively use comprehensive data analysis to support teaching and learning.

# Analyzing (Strengths and Challenges)

## Analyzing Challenges

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| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| There is significant evidence that the school did not meet the interim goal/target with a decrease in performance from the previous year in ELA. | Data collection, analysis procedures, and data-informed instruction will be used to ensure we make instructional-informed decisions. | True |
| There is significant evidence that the school did not meet the interim goal/target with an increase in performance from the previous year in Mathematics/Algebra. |  | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| There is significant evidence that the school met the statewide academic growth goal in Mathematics/Algebra. | Teachers implemented evidence-based strategies to strengthen foundational skills. |
| There is significant evidence that the school met the statewide academic growth goal and increased in performance from the previous year in ELA. |  |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | IF we consistently use the formative assessment process AND we engage in deep data discussions that support effective teaching and learning practices THEN we will have positive student outcomes in both growth and achievement. |
|  | IF we consistently use the formative assessment process AND we engage in deep data discussions that support effective teaching and learning practices THEN we will have positive student outcomes in both growth and achievement. |

# Goal Setting

## Priority: IF we consistently use the formative assessment process AND we engage in deep data discussions that support effective teaching and learning practices THEN we will have positive student outcomes in both growth and achievement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 30, the end of the 24-25 school year buildings proficiency total will be 62% as measured by the IRLA School Data Wall by Grade Report. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| ELA | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By Q1, 100% of all students will have established goals and growth markers as measured by IRLA- School Data Wall by Grade Report from June 2024. New Students to the District will have established goals and growth markers for grade level proficiency levels. | By Q2, 57% of students will be on target by grade (for Reading level) and/or have demonstrated proficiency for their grade level as measured by the IRLA School Data Wall by Grade Report. | By Q2, 57% of students will be on target by grade (for Reading level) and/or have demonstrated proficiency for their grade level as measured by the IRLA School Data Wall by Grade Report. | By Q4, the end of the 24-25 school year building proficiency total will by 62% as measured by the IRLA School Data Wall by Grade Report. |

## Priority: IF we consistently use the formative assessment process AND we engage in deep data discussions that support effective teaching and learning practices THEN we will have positive student outcomes in both growth and achievement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome Category** | | | |
| Mathematics | | | |
| **Measurable Goal Statement (Smart Goal)** | | | |
| By June 2025, there will be a total positive movement of 20% from the Q1 baseline data from the Consolidated Assessment Math Proficiency Report on the STAR. | | | |
| **Measurable Goal Nickname (35 Character Max)** | | | |
| Math | | | |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| By Q1, 100% of students will have an established STAR Math Screening Report baseline and progress monitoring will commence. | By, Q2, there will be a building total positive movement of 10% on the STAR Screening Report. | By, Q2, there will be a building total positive movement of 15% on the STAR Screening Report. | By Q4, there will be a positive movement of 20% from the Q1 baseline from the STAR Screening Report. |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| ELA | Math |

## Action Plan For: ELA Action Plan

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| **Measurable Goals:** |
| * By June 30, the end of the 24-25 school year buildings proficiency total will be 62% as measured by the IRLA School Data Wall by Grade Report. |

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| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Power Goal setting with students will occur monthly. | | 2024-08-22 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Grade Level Teachers, ELD and SE teachers /students | School Pace Data | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| The use of DDI Protocol will be used when analyzing data during PLC's | | 2024-09-09 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Grade Level Teachers, Interventionist, and Instructional Coach | School Place Data and STAR Assessments | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Professional Development focused on shared language and common understanding on a variety of assessments with a focus on formative assessment will be developed during early dismissal professional development. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/Principal | Resources focused on formative assessment. Support from the District-level Instructional Coach. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Using multiple data points, students needing Tier 2 and Tier 3 support will be identified and given appropriate interventions. | | 2024-09-09 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Grade Level Teachers/Coach/Interventionist/Principal | Formative Assessments, School Pace Data, STAR Assessments, Progress Monitoring Data. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Writing Instruction will be aligned K5 through 5th grade using Ross standardized writing scales. | | 2024-09-03 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Grade Level Teachers/Coach/Interventionist | PA state rubrics, PA state standards, SDoL ELA curriculum. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Students maintain a power goal journal which will be used during one-on-one conferences with teachers or peer. | | 2024-09-03 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Grade Level Teachers/Students | School Pace Data, STAR Data, | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Ross Elementary's proficiency total in ELA will be 62% as measured by the IRLA School Pace Data Wall by Grade Report. | Quarterly Progress Monitoring of the action steps by the school principal, leadership team, SIP team, and staff. |

## Action Plan For: Math Action Plan

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| --- |
| **Measurable Goals:** |
| * By June 2025, there will be a total positive movement of 20% from the Q1 baseline data from the Consolidated Assessment Math Proficiency Report on the STAR. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Prioritize students ranked 10% or less on end-of-the-year STAR Assessment in grades 1 and 2. | | 2024-08-13 | 2024-08-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Academic Interventionist | Bridges Intervenion kits, STAR end of the 23/24 STAR Screening Report. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide monthly professional development for grades 3-5 focused on Bridges Intervention. | | 2024-09-09 | 2025-05-23 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Instructional Coach/District Math Instructional Coach | Bridges materials, instructional materials. | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Providing Tier 1 Core Instruction which includes differentiation based on formative assessments. | | 2024-08-21 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Grade-Level Teachers | BRIDGES Instructional Materials/Resources, Scope, and Sequence.LessonPlans | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Using multiple data points students needing Tier 2 and Tier 3 support will be identified and given appropriate intervention. | | 2024-08-26 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Grade-Level Teachers, Instructional Coach, Academic Interventionists. | STAR data, formative assessments, Unit assessments, and progress monitoring data, DDI protocal. | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| All students below grade level expectations on the STAR District Assessment will be progressed monitored monthly by assigning target pathways by Freckle | | 2024-09-09 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Grade-Level Teacher | STAR data/Freckle | No |  |

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| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| There will be a total positive movement of 20% form Q1 baseline data for the proficiency STAR report. | Teachers, Interventionists and Instructional Leaders will be progress monitored by the academic interventionist. Quarterly analysis of the Math STAR assessment, and monthly analysis of student's progress monitored using Freckle. |

## Action Plan For: Attendance Action Plan

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| **Measurable Goals:** |
| * By June 30, the end of the 24-25 school year buildings proficiency total will be 62% as measured by the IRLA School Data Wall by Grade Report. * By June 2025, there will be a total positive movement of 20% from the Q1 baseline data from the Consolidated Assessment Math Proficiency Report on the STAR. |

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| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide professional development on school attendance policies and school attendance data for all staff. | | 2024-08-13 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Principal/School Social Worker | District Attendance Policy/School Attendance Data | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Provide multiple interventions including Attendance Improvement Conferences, Truancy Diversion Program, Check and Connect, CYA referrals, and Case Management for students who have been identified with chronic absenteeism. | | 2024-09-06 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Attendance Team | School Attendance Data | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Hold bi-weekly attendance meetings to track and monitor regular attendance and track absenteeism. | | 2024-09-06 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| SFRS/Attendace Team | School Attendance Data | No |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| Ensure that Tier 1 attendance supports are in place school-wide. | | 2024-08-21 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Attendance Team | Attendance Data | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| By June 1st, Ross Elementary will have an attendance rate of 95%. | The Attendance Team, School Principal, and Leadership Team will monitor the progress of the anticipated output monthly. |

## Action Plan For: Social-Emotional Learning Action Plan

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| --- |
| **Measurable Goals:** |
| * By June 30, the end of the 24-25 school year buildings proficiency total will be 62% as measured by the IRLA School Data Wall by Grade Report. * By June 2025, there will be a total positive movement of 20% from the Q1 baseline data from the Consolidated Assessment Math Proficiency Report on the STAR. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| A school-wide staff SEL curriculum will be implemented with monthly professional development. | | 2024-08-21 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| School Counselor, School Social Worker, Dean of Students | RULER curriculum | Yes |  |
| **Action Step** | | **Anticipated Start/Completion Date** | |
| All students will complete a strengths-based universal screener to identify areas of social emotional need and growth. | | 2024-08-21 | 2025-05-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Grade-level Teachers, School Counselor, Social Worker and Dean of Students. | Universal Screener | No |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| All students referred to MTSS for behavioral concerns will receive Tier 2 interventions. | Quarterly Progress Monitoring by the school principal, and school leadership. |

# 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **eGgrant Budget Category (Schoolwide Funding)** | **Action Plan(s)** | **Expenditure Description** | **Amount** |
| Instruction | * ELA Action Plan * Math Action Plan * Attendance Action Plan * Social-Emotional Learning Action Plan | Building Coach Salary | 73779 |
| Other Expenditures | * ELA Action Plan * Math Action Plan * Attendance Action Plan * Social-Emotional Learning Action Plan | Parent Engagement | 1391 |
|  |  |  |  |
|  |  |  |  |
| Total Expenditures | | | | 75170 |

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| ELA Action Plan | Professional Development focused on shared language and common understanding on a variety of assessments with a focus on formative assessment will be developed during early dismissal professional development. |
| Math Action Plan | Provide monthly professional development for grades 3-5 focused on Bridges Intervention. |
| Attendance Action Plan | Provide professional development on school attendance policies and school attendance data for all staff. |
| Social-Emotional Learning Action Plan | A school-wide staff SEL curriculum will be implemented with monthly professional development. |

## School Improvement Professional Development

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Professional Development focused on shared language and common understanding on a variety of assessments with a focus on formative assessment will be developed during early dismissal professional development. | | |
| **Audience** | | |
| Grade Level Teachers, ELD and SE Teachers. | | |
| **Topics to be Included** | | |
| Formative Assessment, School Wide District Assessments | | |
| **Evidence of Learning** | | |
| Teachers use formative assessment strategies to drive instruction within the classroom. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Principal/Instructional Coach | 2024-08-13 | 2025-05-23 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Book study | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Language and Literacy Acquisition for All Students | |

## Social Emotional Learning Action Plan

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * A school-wide staff SEL curriculum will be implemented with monthly professional development. | | |
| **Audience** | | |
| Grade-Level Teachers, SE and ELD teachers, Leadership and support staff | | |
| **Topics to be Included** | | |
| A school-wide implementation of the RULER curriculum. | | |
| **Evidence of Learning** | | |
| Classroom teachers utilize the RULER framework within daily classroom meetings. All staff use of RULER language to meet the needs of students. | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| School Counselor/ Dean of Students. / RULER Team / Principal | 2024-08-13 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Workshop(s) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

## Attendance Action Plan

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide professional development on school attendance policies and school attendance data for all staff. | | |
| **Audience** | | |
| Grade-Level Teachers, SE and ELD teachers, Leadership and support staff | | |
| **Topics to be Included** | | |
| Attendance Policies/Procedures/Discussion of Attendance Data | | |
| **Evidence of Learning** | | |
| Improvement in attendance rate | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| School Social Worker/Principal | 2024-08-13 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Common Ground: Culturally Relevant Sustaining Education | |

## Math Action Plan

|  |  |  |
| --- | --- | --- |
| **Action Step** | | |
| * Provide monthly professional development for grades 3-5 focused on Bridges Intervention. | | |
| **Audience** | | |
| Classroom Teachers | | |
| **Topics to be Included** | | |
| Math intervention with the use of BRIDGES curriculum and materials | | |
| **Evidence of Learning** | | |
| Focused/differentiated math instruction for grades 3-5 | | |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| District Math Coach/School Coach/Interventionist | 2024-08-13 | 2025-05-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC) | Monthly |
| **Observation and Practice Framework Met in this Plan** | |
|  | |
| **This Step Meets the Requirements of State Required Trainings** | |
| Teaching Diverse Learners in Inclusive Settings | |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
|  |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
|  |  |
| **Building Principal Signature** | **Date** |
| Melinda Vazquez-Markley | 2024-11-18 |
| **School Improvement Facilitator Signature** | **Date** |
|  |  |