# LUIS A. RAMOS EL SCH

1430 West Allen St

TSI Title 1 School Plan | 2023 - 2024

# Steering Committee

| **Name** | **Position/Role** | **Building/Group/Organization** | **Email** |
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# Vision for Learning

At ASD, we believe each and every student, with the active support of the entire community, will graduate ready to thrive in a diverse and complex world.We believe Luis A. Ramos Elementary School facilitates active participation, recognizes mistakes as opportunities to learn and provides respect, dignity and unity. It also provides for certain basic values such as honesty, teamwork and respect for diversity to be an integral part while nurturing a positive student self-concept. We encourage a partnership among family, school and the community to fulfill our school vision.We at Ramos believe that learning is acquiring knowledge through the process of reasoning, thinking, interacting with others, and actively participating in rigorous tasks and activities. Learning is a continuous process that occurs within the school as well as within the community. We believe that all students have the potential to learn, that they have unique abilities, learning styles, strengths and experiences, which learning can effectively be built upon. We also believe that students learn best when they know what is clearly expected of them and they see the relevance of the subject matter. Creative problem solving, decision making, and active participation within an integrated, standards -based curriculum are key components to the learning process.

# Summary Of Strengths and Challenges

## Strengths

| **Strength** | **Consideration In Plan** |
| --- | --- |
| 2022/23 ELA PSSA Proficient/Advanced - All Student Group increased from 19.0% Proficient/Advanced in 2021/22 to 28.37% Proficient/Advanced in 2022/23 . | Yes |
| WIDA Listening Scores | Yes |
| 2022/23 ELA PSSA Proficient/Advanced - English Learner student subgroup increased proficient/advanced metric from 5.8% in 2021/22 to 16.00% in 2022/23. | Yes |
| 2022/23 Science PSSA Proficient/Advanced - All Student Group increased from 32.1% Proficient/Advanced in 2021/22 to 48.65% Proficient/Advanced in 2022/23. | No |
| Mathematics Growth Expectations for the all student group was 78.0 which exceeded the state average of 76.2. | No |
| English Language Growth and Attainment for the all student group was 25% which exceeded the state average of 22.2%. | No |
| English Learners subgroup outperformed the All student group in Math Growth Expectations. | Yes |
| 2022/23 Math PSSA Proficient/Advanced - All Student Group increased from 13.2% Proficient/Advanced in 2021/22 to 22.48% Proficient/Advanced in 2022/23. | Yes |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. | No |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school. | No |
| PA Career Standards Benchmark - 2022/23 Data shows 100% of All Student Group meeting benchmark. | No |
| Foster a culture of high expectations for success for all students, educators, families, and community members. | Yes |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. | No |
| Implement a multi-tiered system of supports for academics and behavior. | No |
| STAR Literacy Benchmark - Grades 1-5 State Proficiency Projection showed an increase from 25.07% at Fall Baseline to 33.85% at Spring Assessment. | No |
| STAR Literacy Benchmark - Grades 3 & 5 projected moving 12 and 14 student respectively from limited proficiency to proficient/advanced over course of 2022/23 School Year. | No |
| STAR Math Benchmark - Grades 1-5 State Proficiency Projection showed an increase from 18.16% at Fall Baseline to 30.15% at Spring Assessment. Overall number of students moved from limited proficiency to proficiency nearly doubled goal set by 2021/22 School Improvement Plan. | No |
| STAR Math Benchmark - Grades 2, 3, 4 & 5 projected moving 11, 19, 13 & 17 students respectively from limited proficiency to proficient/advanced over course of 2022/23 school year. | No |
| 2022/23 ELA PSSA Proficient/Advanced - English Learner student subgroup increased proficient/advanced metric from 5.8% in 2021/22 to 16.00% in 2022/23 . | Yes |
| 2022/23 Science PSSA Proficient/Advanced - English Learner student subgroup increased proficient/advanced metric from 15.8% in 2021/22 to 34.29% in 2022/23. | Yes |
| 2022/23 Science PSSA Proficient/Advanced - Students with Disabilities subgroup increased proficient/advanced metric from 7.7% in 2021/22 to 25.0% in 2022/23. | No |
| 2022/23 Science PSSA Proficient/Advanced - English Learner student subgroup increased proficient/advanced metric from 15.8% in 2021/22 to 34.29% in 2022/23. | No |
| 2022/23 Science PSSA Proficient/Advanced - Students with Disabilities subgroup increased proficient/advanced metric from 7.7% in 2021/22 to 25.0% in 2022/23. | No |
| 2022/23 LAS Links Student Growth and Attainment - 76.52% of students met their growth goals. | Yes |

## Challenges

| **Challenge** | **Consideration In Plan** |
| --- | --- |
| Percent Proficient/Advanced on 2021-22 ELA PSSA for all student group decreased from 36.9% in 2019/20 to 19% in 2021/22. | Yes |
| Percent Proficient/Advanced on 2021-22 Math PSSA for all student group decreased from 26.5% in 2019/20 to 13.2% in 2021/22. | Yes |
| Percent Proficient/Advanced on 2021-22 Science PSSA for all student group decreased from 48.6% in 2019/20 to 32.6% in 2021/22. | Yes |
| Percent Regular Attendance for all student group decreased from 85.6% in 2020/21 to 64.5% in 2021/22. | Yes |
| Hispanic, Economically Disadvantaged, and Students with Disabilities student groups decreased in performance from previous year on ELA PSSA proficient/advanced metric. | Yes |
| 2022/23 Math PSSA Proficient/Advanced - Grade 5 (16.00%) student subgroups performed below All Student Group percentage. Decreases in proficiency year over year and Overall low proficiency. | Yes |
| Continuous maintenance, review, and improvement of our career standards programs and supports. | No |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports. | No |
| Use multiple professional learning designs to support the learning needs of staff. | No |
| Implement evidence-based strategies to engage families to support learning. | No |
| Monitor and evaluate the impact of professional learning on staff practices and student learning. | Yes |
| 2022/23 ELA PSSA Proficient/Advanced - Grade 4 (23.76%) and Grade 5 (25.0%) student subgroups performed below All Student Group percentage. Overall low proficiency. | No |
| STAR Literacy Benchmark - Overall percent proficient/advanced did not meet SIP goal from 2021/22 School Year. | No |
| WIDA Writing Scores | Yes |
| 2022/23 Math PSSA Proficient/Advanced - English Learner student subgroup minimally increased proficient/advanced metric from 12.5% in 2021/22 to 14.29% in 2022/23. | Yes |
| Overall low proficiency in Science and still not meeting State Average or Statewide Goal. | No |
| STAR Literacy Benchmark - Grades 1, 2 & 4 did not move enough students from limited proficiency to proficient/advanced over course of 2022/23 School Year. | No |
| STAR Literacy Benchmark - Grades 1 did not move enough students from limited proficiency to proficient/advanced over course of 2022/23 School Year. | No |
| 2022/23 ELA PSSA Proficient/Advanced - Students with Disabilities subgroup minimally increased proficient/advanced metric from 4.8% in 2021/22 to 6.25% in 2022/23. | Yes |
| 2022/23 Math PSSA Proficient/Advanced - English Learner student subgroup minimally increased proficient/advanced metric from 12.5% in 2021/22 to 14.29% in 2022/23. | Yes |
| 2022/23 Math PSSA Proficient/Advanced - Students with Disabilities subgroup decreased proficient/advanced metric from 9.4% in 2021/22 to 1.56% in 2022/23. | Yes |
| 2022/23 ELA PSSA Proficient/Advanced - Students with Disabilities subgroup minimally increased proficient/advanced metric from 4.8% in 2021/22 to 6.25% in 2022/23. | Yes |
| 2022/23 Math PSSA Proficient/Advanced - Students with Disabilities subgroup decreased proficient/advanced metric from 9.4% in 2021/22 to 1.56% in 2022/23. | Yes |
| Identify and address individual student learning needs. | No |

## Most Notable Observations/Patterns

Although our All Student Group proficiency on PSSA testing significantly increase in 2022/23, we need to do a better job of providing targeted instruction and supports to specific subgroups, most notably Students with Disabilities and English Learners.

# Analyzing Strengths and Challenges

## Strengths

| **Strength** | **Discussion Points** |
| --- | --- |
| 2022/23 ELA PSSA Proficient/Advanced - All Student Group increased from 19.0% Proficient/Advanced in 2021/22 to 28.37% Proficient/Advanced in 2022/23 . |  |
| WIDA Listening Scores |  |
| 2022/23 ELA PSSA Proficient/Advanced - English Learner student subgroup increased proficient/advanced metric from 5.8% in 2021/22 to 16.00% in 2022/23. |  |
| English Learners subgroup outperformed the All student group in Math Growth Expectations. |  |
| 2022/23 Math PSSA Proficient/Advanced - All Student Group increased from 13.2% Proficient/Advanced in 2021/22 to 22.48% Proficient/Advanced in 2022/23. |  |
| Foster a culture of high expectations for success for all students, educators, families, and community members. |  |
| 2022/23 ELA PSSA Proficient/Advanced - English Learner student subgroup increased proficient/advanced metric from 5.8% in 2021/22 to 16.00% in 2022/23 . |  |
| 2022/23 Science PSSA Proficient/Advanced - English Learner student subgroup increased proficient/advanced metric from 15.8% in 2021/22 to 34.29% in 2022/23. |  |
| 2022/23 LAS Links Student Growth and Attainment - 76.52% of students met their growth goals. |  |

## Challenges

| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| --- | --- | --- | --- |
| Percent Proficient/Advanced on 2021-22 ELA PSSA for all student group decreased from 36.9% in 2019/20 to 19% in 2021/22. |  | No |  |
| Percent Proficient/Advanced on 2021-22 Math PSSA for all student group decreased from 26.5% in 2019/20 to 13.2% in 2021/22. |  | No |  |
| Percent Proficient/Advanced on 2021-22 Science PSSA for all student group decreased from 48.6% in 2019/20 to 32.6% in 2021/22. |  | No |  |
| Percent Regular Attendance for all student group decreased from 85.6% in 2020/21 to 64.5% in 2021/22. | Our regular attendance in the 2022/23 SY improved by having regular attendance meetings and improved MTSS process that included attendance supports, but it is still not where it needs to be. | Yes | If school leadership provides time for teachers to meaningfully connect with students and families about attendance and SEL, then chronic absenteeism will decrease and our Student PA Climate Survey results will increase. |
| Hispanic, Economically Disadvantaged, and Students with Disabilities student groups decreased in performance from previous year on ELA PSSA proficient/advanced metric. | The focus of this past year was on schoolwide improvements and supports, we now need to shift to more targeted and student/teacher specific supports. | Yes | If we provide evidence-based ELA materials supported by professional development for all teachers then teachers can ensure instruction is aligned to standards, individualize instruction meets their instruction meets the specific, individualized needs of students, and students will show learning that meets state standards across all subgroups. |
| 2022/23 Math PSSA Proficient/Advanced - Grade 5 (16.00%) student subgroups performed below All Student Group percentage. Decreases in proficiency year over year and Overall low proficiency. |  | No |  |
| Monitor and evaluate the impact of professional learning on staff practices and student learning. |  | No |  |
| WIDA Writing Scores |  | No |  |
| 2022/23 Math PSSA Proficient/Advanced - English Learner student subgroup minimally increased proficient/advanced metric from 12.5% in 2021/22 to 14.29% in 2022/23. | The focus of this past year was on schoolwide improvements and supports, we now need to shift to more targeted and student/teacher specific supports. | Yes | If teachers are given time to collaboratively plan, coteach with teachers, have time for professional learning, hold quarterly data meetings with teachers and administration, and support families through bilingual afterschool reading and math workshops, then growth of students will meet state standards. |
| 2022/23 ELA PSSA Proficient/Advanced - Students with Disabilities subgroup minimally increased proficient/advanced metric from 4.8% in 2021/22 to 6.25% in 2022/23. |  | No |  |
| 2022/23 Math PSSA Proficient/Advanced - English Learner student subgroup minimally increased proficient/advanced metric from 12.5% in 2021/22 to 14.29% in 2022/23. |  | No |  |
| 2022/23 Math PSSA Proficient/Advanced - Students with Disabilities subgroup decreased proficient/advanced metric from 9.4% in 2021/22 to 1.56% in 2022/23. | The focus of this past year was on schoolwide improvements and supports, we now need to shift to more targeted and student/teacher specific supports. | Yes | If teachers are given time to collaboratively plan, coteach with teachers, have time for professional learning, hold quarterly data meetings with teachers and administration, and support families through bilingual afterschool reading and math workshops, then growth of students will meet state standards. |
| 2022/23 ELA PSSA Proficient/Advanced - Students with Disabilities subgroup minimally increased proficient/advanced metric from 4.8% in 2021/22 to 6.25% in 2022/23. |  | No |  |
| 2022/23 Math PSSA Proficient/Advanced - Students with Disabilities subgroup decreased proficient/advanced metric from 9.4% in 2021/22 to 1.56% in 2022/23. |  | No |  |

# Goal Setting

| **Priority:** If school leadership provides time for teachers to meaningfully connect with students and families about attendance and SEL, then chronic absenteeism will decrease and our Student PA Climate Survey results will increase. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Essential Practices 3: Provide Student-Centered Support Systems | GOAL: Improve Attendance OutcomesMeasurable Goal: Decrease Chronic Absenteeism from 32% to 20%Indicator 1: Increase daily average attendance from 90% to 93%Indicator 2: Increase State assessment participation rates from 98% to 99%Indicator 3: Decrease the number of students arriving late to school from previous yearWe will decrease the percent of students who are chronically absent from 32% in 2022/23 School Year to 20% in 2023/24 School Year. | Regular Attendance | 15% | 17% | 17% | 20% |
| Essential Practices 3: Provide Student-Centered Support Systems | GOAL: Improve School Climate & CultureIndicator 1: Increase the number of opportunities to celebrate student and staff growth and achievement from last year to this yearIndicator 2: Increase family engagement/attendance at conferences, events, committees, and/or PTA/PTOIndicator 3: Maintain student discipline / suspensions at or less than 5We will increase the student average PA School Climate Score by 0.37 from 3.16 in 2022/23 School Year to 3.53 in 2023/24 School Year. | Social Emotional Learning | 3.16 baseline. 100% of teachers will use the 5th non- specials day time to deliver SEL instruction and hold restorative circles. | 3.29. 100% of teachers will use the 5th non- specials day time to deliver SEL instruction and hold restorative circles. | 3.42. 100% of teachers will use the 5th non- specials day time to deliver SEL instruction and hold restorative circles. | 3.53. 100% of teachers will use the 5th non- specials day time to deliver SEL instruction and hold restorative circles. |

| **Priority:** If we provide evidence-based ELA materials supported by professional development for all teachers then teachers can ensure instruction is aligned to standards, individualize instruction meets their instruction meets the specific, individualized needs of students, and students will show learning that meets state standards across all subgroups. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | GOAL: Improve Literacy OutcomesIndicator 1: Increase benchmark assessment performance from Quarter 1 to Quarter 2 by 7%Indicator 2: Increase benchmark assessment performance from Quarter 2 to Quarter 3 by 7%Indicator 3: Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 7%We will increase the percent of Kindergarten students at or above benchmark as measured by DIBELS from 48% in 2022/23 School Year to 68% in 2023/24 School Year. | Early Literacy: DIBELS Proficiency | Baseline at least 20% | >40% | >55% | At least 68% |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | GOAL: Improve Literacy OutcomesIndicator 1: Increase benchmark assessment performance from Quarter 1 to Quarter 2 by 4%Indicator 2: Increase benchmark assessment performance from Quarter 2 to Quarter 3 by 4%Indicator 3: Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 4%We will increase the percent of students who are proficient on the Grade 3 ELA PSSA from 36.96% in 2022/23 School Year to 48.96% in 2023/24 School Year. | Grade 3 ELA Proficiency | STAR ELA Baseline >30% | >36% | >42% | At least 48.96% |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | GOAL: Improve English Language Growth & AttainmentIndicator 1: 81.52% of identified EL students in Luis A. Ramos Elementary School will meet or exceed LAS growth expectations as measured by the BOY and EOY iteration of LAS LinksIndicator 2: Increase the number of ELs exitingIndicator 3: Increase the number of ELs proficient in grade level benchmark assessments (from last year to this year)We will increase the percent of students meeting growth goals as measured by LAS Links to 81.52% in 2023/24 School Year from 76.52% in 2022/23 School Year. | LAS Links Growth | Baseline at least 65% | >70% | >75% | At least 81.52% on LAS Links |

| **Priority:** If teachers are given time to collaboratively plan, coteach with teachers, have time for professional learning, hold quarterly data meetings with teachers and administration, and support families through bilingual afterschool reading and math workshops, then growth of students will meet state standards. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | GOAL: Improve Math OutcomesIndicator 1: Increase benchmark assessment performance from Quarter 1 to Quarter 2 by 4%Indicator 2: Increase benchmark assessment performance from Quarter 2 to Quarter 3 by 4%Indicator 3: Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 4%We will increase the percent of students who are proficient on the Grade 4 Math PSSA from 21.62% in 2022/23 School Year to 33.62% in 2023/24 School Year. | Grade 4 Math Proficiency | STAR Math Baseline >20% | >25% | >30% | At Least 33.62% on PSSA |

| **Priority:** If teachers are given time to collaboratively plan, coteach with teachers, have time for professional learning, hold quarterly data meetings with teachers and administration, and support families through bilingual afterschool reading and math workshops, then growth of students will meet state standards. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | GOAL: Improve Literacy OutcomesIndicator 1: Increase benchmark assessment performance from Quarter 1 to Quarter 2 by 4%Indicator 2: Increase benchmark assessment performance from Quarter 2 to Quarter 3 by 4%Indicator 3: Increase benchmark assessment performance from Quarter 3 to Quarter 4 by 4%We will increase the percent of students who are proficient on the Grade 3 ELA PSSA from 36.96% in 2022/23 School Year to 48.96% in 2023/24 School Year. | Grade 3 ELA Proficiency | STAR Math Baseline >30% | >36% | >42% | At least 48.96% on PSSA |

# Action Plan

| **Action Plan for:** Increased Family Engagement Linked to Learning | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Regular Attendance * Social Emotional Learning * Grade 3 ELA Proficiency * Early Literacy: DIBELS Proficiency * LAS Links Growth | | | | | | Student Average School Climate Score increase of 0.37 or higher. Less than 20% of students chronically absent. | | | | | | Bi-weekly attendance meetings with attendance team, Attendance data reviewed in MTSS meetings, Community School Data Meetings in Leadership Team Meetings. | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| All teachers will communicate with families prior to the start of the school year in order to connect them to the school wide communication platform (Class Dojo and Sapphire Communication) and identify specific academic or SEL needs that can be planned for prior to the school year. | | | 08/14/2023 | | | 08/27/2023 | | | Logan Blyler, Principal; Donna Keeney, Assistant Principal; Eileen Cruz, ESOL Teacher; TBD, School Counselor | | | Class DojoSapphire Communication TrackerShared Google Spreadsheet | | | No | | |
| Support students and families through a Community School Model. | | | 07/01/2023 | | | 06/30/2024 | | | Logan Blyler, Principal; Victoria Fugallo, CSC | | | Community School Coordinator: $5,000 | | | No | | |
| Offer family and community engagement activities to build parent involvement and competency in working on academic content in the home. | | | 08/21/2023 | | | 06/07/2024 | | | Logan Blyler, Principal; Victoria Fugallo, CSC; Ramos Leadership Team | | | Materials & Resources for parent engagement activities: $4,827.99 | | | No | | |
| Continue to strengthen Ramos Parent Teacher Organization | | | 08/21/2023 | | | 06/07/2024 | | | Logan Blyler, Principal; Victoria Fugallo, CSC; Ramos Leadership Team | | | Ongoing meeting agendas and sign-in sheets | | | No | | |

| **Action Plan for:** Data-Driven, Instructional Decision Making and Delivery | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Grade 3 ELA Proficiency * Early Literacy: DIBELS Proficiency * LAS Links Growth | | | | | | 12% increase in 2023/24 3rd Grade ELA PSSA Scores; 12% increase in 2023/24 4th Grade Math Scores; 20% increase in Kindergarten DIBELS Scores; 0.6 points growth in LAS Links | | | | | | NICS Team, 3 Instructional Rounds, STAR Growth and Proficiency, LAS Links Growth and Proficiency, DIBELS Growth and Proficiency | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Ensure appropriate staffing to support instructional improvement to include supervisors of instruction, reading specialists, intervention specialists and teachers. | | | 07/01/2023 | | | 06/30/2024 | | | Logan Blyler, Principal Director of Grants | | | Title 1 Funds support salaries: 392,060.15 | | | No | | |
| Implementation of Instructional Rounds within the school setting. | | | 08/28/2023 | | | 06/07/2024 | | | Logan Blyler, Principal; Donna Keeney, Assistant Principal; Ramos Leadership Team; NICS Team | | | PA-ETEP; Observation/Walkthrough Protocols aligned to specific Instructional Round focus | | | Yes | | |
| Collaborative Planning and student data review will occur biweekly with grade level teams. This will occur both during school hours as well as after school hours. The focus will be on targeted, individualized supports for students during small group instruction and targeted tier 1 & 2 interventions. | | | 08/28/2023 | | | 06/07/2024 | | | Logan Blyler, Principal; Donna Keeney, Assistant Principal; Ramos Leadership Team; NICS Team | | | Developed Data Instruction Trackers, Curricula specific data tools | | | Yes | | |
| Learn and implement with fidelity all aspects of the new English Language Arts program | | | 08/21/2023 | | | 06/07/2024 | | | Logan Blyler, Principal | | | LETRS TrainingBenchmark Advanced materials Benchmark Advanced Professional Development | | | Yes | | |
| Ramos Leadership Team will meet quarterly to review data and assess progress towards school improvement goals. Adjustments will be made and data will be shared schoolwide on a quarterly basis. | | | 08/28/2023 | | | 06/07/2024 | | | Logan Blyler, Principal; Donna Keeney, Assistant Principal; Leadership Team | | | Schoolwide compiled data trackers; Curricula specific data tools | | | No | | |
| Professional Learning to support continuous improvement around use of STAR | | | 08/21/2023 | | | 06/07/2024 | | | Logan Blyler, Principal; NICS Team | | | STAR Professional Development | | | Yes | | |

| **Action Plan for:** Extended Learning Opportunities for Struggling Students | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Grade 3 ELA Proficiency * Early Literacy: DIBELS Proficiency * LAS Links Growth | | | | | | 12% increase in 2023/24 3rd Grade ELA PSSA Scores; 12% increase in 2023/24 4th Grade Math Scores; 20% increase in Kindergarten DIBELS Scores; 0.6 points growth in LAS Links | | | | | | Tracking of student growth and proficiency increases within program compared to students outside of program. Tracking student tutoring usage and outcomes. | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Development of afterschool instructional workshops program focused on supports to students in areas of greatest need at Ramos (3rd Grade ELA, 4th Grade Math, English Learners, Students with Disabilities) | | | 08/28/2023 | | | 06/07/2024 | | | Logan Blyler, Principal; Victoria Fugallo, CSC | | | EPED for Staff: 3,871.03 | | | No | | |
| Student utilization of new digital tutoring program (Brainfuse Online On-Demand Tutoring) to support classroom instruction | | | 08/28/2023 | | | 06/07/2024 | | | Logan Blyler, Principal; NICS Team | | | Brainfuse Online On-Demand Tutoring; Student Chromebooks | | | No | | |

# Professional Development Action Steps

| **Evidence-based Strategy** | **Action Steps** |
| --- | --- |
| Data-Driven, Instructional Decision Making and Delivery | * Implementation of Instructional Rounds within the school setting. * Collaborative Planning and student data review will occur biweekly with grade level teams. This will occur both during school hours as well as after school hours. The focus will be on targeted, individualized supports for students during small group instruction and targeted tier 1 & 2 interventions. * Learn and implement with fidelity all aspects of the new English Language Arts program * Professional Learning to support continuous improvement around use of STAR |

# Professional Development Activities

| Science of Reading (LETRS Completion) Professional Development | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Learn and implement with fidelity all aspects of the new English Language Arts program | | | | K-3 Teachers | | | | LETRS Units 5 and 6 | | | | Completion of LETRS online and in-person trainings | | | | Logan Blyler, Principal | | | | 08/21/2023 | | | | 06/07/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | 4 times throughout year | | | | | | | * 1a: Demonstrating Knowledge of Content and Pedagogy | | | | | | | Language and Literacy Acquisition for All Students | | | | | | |

| Instructional Rounds | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Learn and implement with fidelity all aspects of the new English Language Arts program | | | | All Teaching Staff | | | | Overview and framework of instructional rounds Discussion of best practices of instruction. | | | | Improvement in specific focus data points for instructional rounds. | | | | Logan Blyler, Principal; TBD NIC Executive Director | | | | 08/28/2023 | | | | 06/07/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Learning walk | | | | | | | 3 Rounds throughout school year, monthly review of specific focus data points | | | | | | | * 4a: Reflecting on Teaching | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |

| Benchmark Advanced Implementation Professional Development | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Learn and implement with fidelity all aspects of the new English Language Arts program | | | | All Teaching Staff | | | | Implementation of new ELA Curriculum, Benchmark Advanced | | | | Implementation of Benchmark Advanced Curriculum with Fidelity in 100% of classrooms | | | | Logan Blyler, Principal | | | | 08/21/2023 | | | | 06/07/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Inservice day | | | | | | | Multiple opportunities throughout school year | | | | | | | * 1d: Demonstrating Knowledge of Resources | | | | | | | Language and Literacy Acquisition for All Students | | | | | | |

| Data Driven Instruction | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Collaborative Planning and student data review will occur biweekly with grade level teams. This will occur both during school hours as well as after school hours. The focus will be on targeted, individualized supports for students during small group instruction and targeted tier 1 & 2 interventions. | | | | All Teaching Staff | | | | Collaborative planning and student data review to determine highly effective small group instruction and individualized supports | | | | Implementation of data meeting protocols in 100% of collaborative planning meetings; Improved student outcomes in targeted student subgroups (EL and Students with Disabilities) | | | | Logan Blyler, Principal | | | | 08/21/2023 | | | | 06/07/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Professional Learning Community (PLC) | | | | | | | Bi-weekly | | | | | | | * 1e: Designing Coherent Instruction | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |

| STAR Professional Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Professional Learning to support continuous improvement around use of STAR | | | | All Teaching Staff, potential train the trainer model | | | | STAR data analysis and informed instruction | | | | STAR data used to inform instructional practices in daily instruction | | | | Logan Blyler, Principal | | | | 08/21/2023 | | | | 06/07/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | | | | | | | Train the trainer model | | | | | | | * 1e: Designing Coherent Instruction | | | | | | | Teaching Diverse Learners in Inclusive Settings | | | | | | |