

WASHINGTON INTRMD SCH

101 East Euclid Avenue

ATSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

George Washington Intermediate School will be a welcoming environment that embraces a diverse school community, who engages in social, emotional, and academic learning. We seek to provide a safe school environment that promotes a sense of belonging and continual growth by utilizing technology, evidence-based practices, and community partnerships.

STEERING COMMITTEE

Name	Position	Building/Group
Richard A. Rossi	Chief School Administrator	New Castle Area School District
David Antuono	Building Principal:Schoolwide Plan	New Castle Area School District
Tawnya DeGruttola	Ed Specialist/School Counselor:Schoolwide Plan	New Castle Area School District
Dr. Jessica Patton	Autistic Support Teacher	New Castle Area School District
Amy Marvel	Other	New Castle Area School District
Kelly Abraham-Lagnese	Teacher	New Castle Area School District
Linsey Hooper	Parent	New Castle community/parent
Tabitha Marino	Other	Administration Building
Jan Mancino	District Level Leaders	Title I-IV Coordinator
David Ward	Community Member	Community Member
Pat Cain	Principal	New Castle School District
Adrain Amabile	Other	New Castle Area School District

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The staff at GW will implement HMH, a recently purchased ELA resource, that aligns content horizontally, vertically, and with state standards.	English Language Arts
The staff at GW recognize language barriers that significantly influence ELL performance and will implement the new HMH ELA resource, as well as inclusive activities, direct ESL instruction, building interpreter, and specific learning strategies.	English Language Growth and Attainment

ACTION PLAN AND STEPS

Evidence-based Strategy	
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide (Tier 1, 2, &4)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELL Reading Comprehension Growth	By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource.

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

During beginning of the school year in-service, the practice guide will be provided to the Director of Pupil Services, ESL teacher, paraprofessional staff, interpreter, and content area teachers.	2023-08-21 - 2023-09-01	Dr. John Mozzocio/Director Pupil Services	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide
During the beginning of the school year in-service, professional development regarding the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide will be provided to ESL teacher, other support staff, and content area teachers.	2023-08-21 - 2023-09-04	Dr. John Mozzocio/Director Pupil Services	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, Supplemental Title I Instructional Staffing
During the first month of school, the building administration, ESL teacher, and content teachers establish an ESL service schedule to provide direct group instruction within the ESL classroom.	2023-08-28 - 2023-09-25	ESL Teacher	building schedule and grade level reading schedule for 3rd, 4th, and 5th grades, Supplemental Title I Instructional staffing
Utilizing HMH initial student assessment, the ESL teacher and content area teachers will administer the assessment to establish baseline data.	2023-08-28 - 2023-09-29	ESL Teacher	HMH ELA ELL student assessment data, Supplemental Title I Instructional Staffing, and Computer Technicians to assist with Title I technology integration

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>The ESL teacher and content area teachers will align the new HMH ELA resources to the four recommendations provided by the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide analyze ELA assessment data regarding ELL students and make adjustments to instruction on a quarterly basis during common planning times. on a biweekly basis during common planning times.</p>	<p>2023-11-01 - 2024-01-01</p>	<p>ESL Teacher</p>	<p>HMH ELA resources and Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, Supplemental Title I Instructional Staffing, Computer Technician to assist with Title I technology integration, Resources and Instructional supplies including Reading/ELA materials.</p>
<p>The ESL teacher and support staff will provide ELLs with daily, 30 minute pull-out direct instruction sessions utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide</p>	<p>2023-11-01 - 2024-01-01</p>	<p>ESL Teacher</p>	<p>HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, Supplemental Title I Instructional Staffing, Computer Technicians to assist with Title I</p>

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			technology integration and Resources and Instructional Supplies including Reading/ELA materials.
Utilizing HMH student assessment benchmarks, the ESL teacher and content area teachers will analyze ELA assessment data regarding ELL students and make adjustments to instruction on a quarterly basis during common planning times.	2023-11-02 - 2024-01-01	ESL Teacher	HMH ELA ELL student assessment data, Supplemental Title I Instructional Staffing, Computer Technicians to assist with Title I technology integration
Utilizing HMH student assessment benchmarks, the ESL teacher and content area teachers will analyze ELA assessment data regarding ELL students and make adjustments to instruction on a quarterly basis during common planning times.	2024-01-02 - 2024-04-01	ESL Teacher	HMH ELA ELL student assessment data, Supplemental Title I Instructional Staffing, Computer Technicians to assist with technology integration, Resources and instructional supplies including ELA/Reading materials.
Utilizing HMH student assessment benchmarks, the ESL teacher and content area teachers will analyze ELA	2024-04-02 - 2024-05-31	ESL teacher	HMH ELA ELL student assessment data,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
assessment data regarding ELL students and make adjustments to instruction on a quarterly basis during common planning times.			Supplemental Title I Instructional Staff, and Computer Technicians to assist with Title I technology integration
The ESL teacher will administer WIDA ACCESS for ELLs to assess ELA proficiency.	2024-01-22 - 2024-02-26	ESL teacher/Facilitators/Tutors	WIDA ACCESS for ELLs

Anticipated Outcome

By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.

Monitoring/Evaluation

The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.

Evidence-based Strategy

HMH Amira Intelligent Tutoring System (Tier 1)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Reading Lexile Scores	By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment.
ELL Reading Comprehension Growth	By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
On August, 22, 2023, the GW staff will be provided HMH Into Reading, Coaching training from 8:00am to 3:00pm. This training will building upon the trainings provided on May 12, 2023 (Amira, Getting Started, Waggle, Getting Started, and Into Reading, Getting Started) regarding HMH ELA Amira Intelligent Tutoring System. During the school board meeting on January 17, 2023, the District selected and approved the purchase of HMH ELA resource including Amira Intelligent Tutoring System to be implemented during the 2023-2024 school year, and approved for a period of six years.	2023-08-22 - 2023-08-22	Dr. Tabitha Marino/Assistant Superintendent HMH presenters	HMH ELA resource including Amira Intelligent Tutoring System, Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I Technology integration, and supplemental resources and instructional supplies including Reading/ELA materials.
On September 22, 2023, the GW staff will be provided HMH Into Reading, Coaching, Amira, Waggle from 8:30am to 11:00am.	2023-09-22 - 2023-09-22	Dr. Tabitha Marino/Assistant Superintendent	HMH ELA resource including Amira Intelligent Tutoring System,

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		HMH presenters	Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I technology integration
On October 27, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:00am to 3:00pm.	2023-10-27 - 2023-10-27	Dr. Tabitha Marino/Assistant Superintendent HMH presenters	HMH ELA resource including Amira Intelligent Tutoring System, Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I technology integration
At the close of the first nine week period (around first week of November), report cards reflecting the students' Lexile levels, will be provided to parents and staff via Sapphire Portal.	2023-08-24 - 2023-11-03	GW teachers and administrators	GW report cards Sapphire Portal
On November 10, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:00am to 9:00am.	2023-11-10 - 2023-11-10	Dr. Tabitha Marino/Assistant Superintendent HMH presenters	HMH ELA resource including Amira Intelligent Tutoring System, Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			technology integration
On January 26, 2023, the GW staff will be provided HMH Into Reading, Coaching, Amira, and Waggle training from 8:30am - 10:30am.	2024-01-26 - 2024-01-26	Dr. Tabitha Marino/Assistant Superintendent HMH presenters	HMH ELA resource including Amira Intelligent Tutoring System , Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I technology integration
At the close of the second nine week period (around the last week of January), report cards reflecting the students' Lexile levels, will be provided to parents and staff via Sapphire Portal.	2023-11-03 - 2024-02-02	GW teachers and administrators	GW report cards Sapphire Portal
On February 16, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:30am - 9:30am.	2024-02-16 - 2024-02-16	Dr. Tabitha Marino/Assistant Superintendent HMH presenters	HMH ELA resource including Amira Intelligent Tutoring System , Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I technology integration
At the close of the third nine week period (around the last week of March and the first week of April), report cards reflecting the students' Lexile levels, will be provided to parents and staff via Sapphire Portal.	2024-02-02 - 2024-04-05	GW teachers and administrators	GW report cards Sapphire Portal

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
At the close of the fourth nine week period (around the last week of May), report cards reflecting the students' Lexile levels, will be provided to parents and staff via Sapphire Portal.	2024-04-01 - 2024-05-31	GW teachers and administrators	GW report cards Sapphire Portal

Anticipated Outcome

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Monitoring/Evaluation

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

Evidence-based Strategy

National School Reform Faculty Data Driven Dialogue (Tier 1)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Reading Lexile	By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing

Goal Nickname	Measurable Goal Statement (Smart Goal)
Scores	Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment.
ELL Reading Comprehension Growth	By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
During common planning times and at the end of the first nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.	2023-08-28 - 2023-11-03	Building Principal/David Antuono Pat Cain	NSRF's Data Driven Dialogue Protocol template, Supplemental Title I Instructional staffing, Computer Technicians to assist with Title I technology integration, Resources and Instructional Supplies including Reading/ELA materials.
During common planning times and submitted at the end of the second nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.	2023-11-03 - 2024-02-02	Building Principal/David Antuono Pat Cain	NSRF's Data Driven Dialogue Protocol template, Supplemental Title I Instructional Staffing, Computer Technicians to assist with technology integration, and Resources and Instructional Supplies including Reading/ELA materials.
During common planning times and submitted at the end of the third nine weeks, administrators will utilize the National	2024-02-05 - 2024-04-05	Building Principal/David	NSRF's Data Driven Dialogue Protocol template, Supplemental Title I

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.		Antuono Pat Cain	Instructional Staffing, Computer Technicians to assist with Title I technology integration, Resources and Instructional supplies including Reading/ELA materials.
During common planning times and submitted at the end of the fourth nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.	2024-04-05 - 2024-05-31	Building Principal/David Antuono Pat Cain	NSRF's Data Driven Dialogue Protocol template, Supplemental Title I Instructional Staffing, Computer Technicians to assist with Title I technology integration, and Resources and Instructional supplies including Reading/ELA materials.

Anticipated Outcome

Administrators and staff will utilize the NSRF's Data Driven Dialogue Protocol template to steer common planning meetings, review and analyze data, and drive instruction according to the data.

Monitoring/Evaluation

NSRF's Data Driven Dialogue Protocol templates will be completed each for each common planning.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide (Tier 1, 2, &4)	During beginning of the school year in-service, the practice guide will be provided to the Director of Pupil Services, ESL teacher, paraprofessional staff, interpreter, and content area teachers.	08/21/2023 - 09/01/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	<p>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide (Tier 1, 2, &4)</p>	<p>During the beginning of the school year in-service, professional development regarding the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide will be provided to ESL teacher, other support staff, and content area teachers.</p>	<p>08/21/2023 - 09/04/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	<p>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide (Tier 1, 2, &4)</p>	<p>The ESL teacher and content area teachers will align the new HMH ELA resources to the four recommendations provided by the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide analyze ELA assessment data regarding ELL students and make adjustments to instruction on a</p>	<p>11/01/2023 - 01/01/2024</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

quarterly basis
during common
planning times. on
a biweekly basis
during common
planning times.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	<p>HMH Amira Intelligent Tutoring System (Tier 1)</p>	<p>On August, 22, 2023, the GW staff will be provided HMH Into Reading, Coaching training from 8:00am to 3:00pm. This training will building upon the trainings provided on May 12, 2023 (Amira, Getting Started, Waggle, Getting Started, and Into Reading, Getting Started) regarding HMH ELA Amira Intelligent Tutoring System. During the school</p>	<p>08/22/2023 - 08/22/2023</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

board meeting on
January 17, 2023,
the District
selected and
approved the
purchase of HMH
ELA resource
including Amira
Intelligent
Tutoring System
to be
implemented
during the 2023-
2024 school year,
and approved for
a period of six
years.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p>	<p>HMH Amira Intelligent Tutoring System (Tier 1)</p>	<p>On September 22, 2023, the GW staff will be provided HMH Into Reading, Coaching, Amira, Waggle from 8:30am to 11:00am.</p>	<p>09/22/2023 - 09/22/2023</p>
<p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)	HMH Amira Intelligent Tutoring System (Tier 1)	On October 27, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:00am to 3:00pm.	10/27/2023 - 10/27/2023
By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)	HMH Amira Intelligent Tutoring System (Tier 1)	On November 10, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:00am to 9:00am.	11/10/2023 - 11/10/2023
By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p>	<p>HMH Amira Intelligent Tutoring System (Tier 1)</p>	<p>On January 26, 2023, the GW staff will be provided HMH Into Reading, Coaching, Amira, and Waggle training from 8:30am - 10:30am.</p>	<p>01/26/2024 - 01/26/2024</p>
<p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	HMH Amira Intelligent Tutoring System (Tier 1)	On February 16, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:30am - 9:30am.	02/16/2024 - 02/16/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p>	<p>National School Reform Faculty Data Driven Dialogue (Tier 1)</p>	<p>During common planning times and at the end of the first nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.</p>	<p>08/28/2023 - 11/03/2023</p>
<p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	<p>National School Reform Faculty Data Driven Dialogue (Tier 1)</p>	<p>During common planning times and submitted at the end of the second nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.</p>	<p>11/03/2023 - 02/02/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p>	<p>National School Reform Faculty Data Driven Dialogue (Tier 1)</p>	<p>During common planning times and submitted at the end of the third nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.</p>	<p>02/05/2024 - 04/05/2024</p>
<p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p>	<p>National School Reform Faculty Data Driven Dialogue (Tier 1)</p>	<p>During common planning times and submitted at the end of the fourth nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.</p>	<p>04/05/2024 - 05/31/2024</p>
<p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator	Richard A. Rossi	2023-08-02
----------------------------	------------------	------------

School Improvement Facilitator Signature	Diane McGaffic	2023-08-02
--	----------------	------------

Building Principal Signature	David Antuono	2023-08-02
------------------------------	---------------	------------

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

PVAAS data shows grade 4 PSSA ELA growth is above the growth index.

PVAAS data shows grades 4 and 5 PSSA Math growth is well above the growth index.

An ESL teacher and interpreter were hired by the district.

The district opened positions for academic tutors.

An ELA resource that horizontally and vertically aligns curriculum with state standards was recently purchased by the district.

Black, White, Ec Dis, students with disabilities subgroups are in red and increase performance from previous year

Within the district, approximately 58.7% of students with disabilities are being educated in the general education environment for 80% or more of the school day as compared to the state average of 61.8%. Students are provided special education services for 11.4% inside of the regular class for 40% of their school day compared to the state average of 9.9%. Approximately 5.4% of students are receiving special education

Challenges

FRI data indicates there is a significant downward trend in attendance for all grades and subgroups

FRI data trending downward for growth in ELA for all grades and all identified subgroups

Third grade students are entering the building already reading below grade level.

The recently purchased ELA resource has not yet been implemented.

Achievement: Math and ELA PSSA scores combined for the Hispanic subgroup is 10.63 as compared to the state cut score of 28.8.

Regular attendance is a designation within the Hispanic population at 55.94% as compared to the state cut score at 59.3%

State achievement for math and ELA combined for the Hispanic subgroup is 10.63 as compared to the state cut score of 28.8.

Staff question if CDT assessments are taken seriously by students.

Strengths

programming and services outside of the district compared to the state average of 4.4%.

Matt's Maker Space provides an area for STEAM instruction and discovery.

Teachers are utilizing the following math resources: Zearn, Xtra Math, Moby Max, Khan Academy, and Get More Math.

The SWPBS has promoted a more positive overall school environment, which in turn has increased academic engagement, student/staff performance, and staff/student motivation. GW was recently recognized at the state level for the implementation of their tier one school-wide positive behavior system.

The district is constantly monitoring Lexile levels.

Antedotal evidence suggests students have improved with basic fact fluency.

A "Maker Space" is provided for students and staff to complete STEAM projects and lessons.

According to Future Reading PA Index data, all student groups exceeds performance standard at 100.0% in Career Readiness.

George Washington provides an instrumental program for approximately 54 students in 4th grade and 40 students in 5th

Challenges

There is no designated science curriculum.

GW continues to need support with the implementation and fidelity of the current SWPBS tier one program and the advancement to tier two.

There is no multi-tiered academic intervention system in place.

It seems math resources were not aligned vertically and horizontally to show a true progression of growth.

Deficits in reading abilities significantly impact scores for word/story problems.

Limited local level data collected

There is no designated science and social studies curriculum.

GW would like to utilize the SWPBS and the SWISS data system with more fidelity.

The district has not yet implemented the recently purchased ELA resources that will horizontally and vertically align academic progression and PA standards.

Educator feedback indicates that professional development does not align with the needs and desires of staff.

Strengths

grade.

By developing parent partnerships, building interagency relationships, providing ongoing professional development, and delivering supplementary aides and services for students with disabilities and their families, George Washington is able to provide a wide range of special education programming that provides free, appropriate education within the students' least restrictive environment.

The district recently purchased new ELA resources that will horizontally and vertically align academic progression and PA standards.

George Washington earned Tier one PA state recognition for the currently implemented school-wide positive behavior system to promote the demonstration of CANES: Caring, Attitude, Neatness, Engage, and Show Respect for everyone within the building.

Students with disabilities and who are identified as needing special education services, are provided with a free appropriate education in their least restrictive environment through the use of supplementary aides and services, professional development, parent partnerships, and interagency connections.

GW has implemented a SWPBS utilizing the SWISS data system to improve overall school climate, monitor behavior, and make data driven decisions to develop programs and strategies.

Challenges

Professional learning needs are not currently data driven.

Staff are continually trying to navigate language barriers.

Continuing to maintain parent partnerships, interagency collaboration, providing professional development, and delivering appropriate academic instruction in all academic settings.

Strengths

The building schedule allows for a common planning time by grade level.

The district has made relationships with families, community organizations, and resources that help support our students.

Most Notable Observations/Patterns

Despite the increase of inclusive and multicultural activities, implementation of an ESL teacher and interpreters, and the use of the Language Line, there still seems to be language barriers that influence the academic and social growth within the ELL population at GW. Discussion also revealed the decreased attendance within the ELL community is reflective of cultural practices and beliefs regarding minor illness. Another important challenge discussed is the reading gap experienced by our third graders entering the building. When most third graders enter GW, they are already reading below grade level. Even with reading instruction occurring in level groups, the gap continues to widen. GW currently does not utilize a multi-tiered system of academic interventions. However, the district recently purchased HMH, an ELA resource that aligns content horizontally, vertically, and with the state standards.

Challenges

Discussion Point

Priority for Planning

FRI data indicates there is a significant

GW implemented a new attendance officer/staff. GW implemented a new

Challenges	Discussion Point	Priority for Planning
downward trend in attendance for all grades and subgroups	attendance incentive for regular attendance.	
FRI data trending downward for growth in ELA for all grades and all identified subgroups	3rd graders are coming to GW without basic literacy skills/prerequisite skills/not reading on grade level. 4 out of 10 reading classroom at GW are considered BR (non readers) as compared to years past This is the first year these 3rd graders are in the brick and mortar setting.	✓
GW continues to need support with the implementation and fidelity of the current SWPBS tier one program and the advancement to tier two.	GW continues to work with MIU IV to work towards Tier II SWPBS recognition	
There is no multi-tiered academic intervention system in place.	Discussion reveals there is no established multi-tiered academic intervention system at GW.	
The district has not yet implemented the recently purchased ELA resources that will horizontally and vertically align academic progression and PA standards.	HMH (new ELA resource) was recently board approved and purchased to be implemented during the 2023-2029 school years.	
Third grade students are entering the building already reading below grade level.	Data indicates GW has more BR (non-readers) entering as compared to years past.	
State achievement for math and ELA combined for the Hispanic subgroup is 10.63 as compared to the state cut score	Street data indicates regular attendance for this subgroup is influenced by cultural beliefs relating to illness. GW has an ELL teachers and interpreter for ELLs GW has increased ELL family/community after school	✓

Challenges**Discussion Point****Priority for Planning**

of 28.8.

activities.

GW would like to utilize the SWPBS and the SWISS data system with more fidelity.

SWPBS team will meet with more consistency to review and analyze data to make behavioral decisions.

ADDENDUM B: ACTION PLAN

Action Plan: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide (Tier 1, 2, &4)

Action Steps	Anticipated Start/Completion Date
During beginning of the school year in-service, the practice guide will be provided to the Director of Pupil Services, ESL teacher, paraprofessional staff, interpreter, and content area teachers.	08/21/2023 - 09/01/2023
Monitoring/Evaluation	Anticipated Output
The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.	By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.
Material/Resources/Supports Needed	PD Step
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide	yes

Action Steps**Anticipated Start/Completion Date**

During the beginning of the school year in-service, professional development regarding the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide will be provided to ESL teacher, other support staff, and content area teachers.

08/21/2023 - 09/04/2023

Monitoring/Evaluation**Anticipated Output**

The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.

By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.

Material/Resources/Supports Needed**PD
Step**

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, Supplemental Title I Instructional Staffing

yes



Action Steps**Anticipated Start/Completion Date**

During the first month of school, the building administration, ESL teacher, and content teachers establish an ESL service schedule to provide direct group instruction within the ESL classroom.

08/28/2023 - 09/25/2023

Monitoring/Evaluation**Anticipated Output**

The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.

By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

building schedule and grade level reading schedule for 3rd, 4th, and 5th grades, Supplemental Title I Instructional staffing

no



Action Steps**Anticipated Start/Completion Date**

Utilizing HMH initial student assessment, the ESL teacher and content area teachers will administer the assessment to establish baseline data.

08/28/2023 - 09/29/2023

Monitoring/Evaluation**Anticipated Output**

The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.

By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

HMH ELA ELL student assessment data, Supplemental Title I Instructional Staffing, and Computer Technicians to assist with Title I technology integration

no



Action Steps**Anticipated Start/Completion Date**

The ESL teacher and content area teachers will align the new HMH ELA resources to the four recommendations provided by the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide analyze ELA assessment data regarding ELL students and make adjustments to instruction on a quarterly basis during common planning times. on a biweekly basis during common planning times.

11/01/2023 - 01/01/2024

Monitoring/Evaluation**Anticipated Output**

The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.

By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

HMH ELA resources and Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, Supplemental Title I Instructional Staffing, Computer Technician to assist with Title I technology integration, Resources and Instructional supplies including Reading/ELA materials.

yes

Action Steps	Anticipated Start/Completion Date
<p>The ESL teacher and support staff will provide ELLs with daily, 30 minute pull-out direct instruction sessions utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide</p>	<p>11/01/2023 - 01/01/2024</p>
Monitoring/Evaluation	Anticipated Output
<p>The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.</p>	<p>By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.</p>
Material/Resources/Supports Needed	PD Step
<p>HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, Supplemental Title I Instructional Staffing, Computer Technicians to assist with Title I technology integration and Resources and Instructional Supplies including Reading/ELA materials.</p>	<p>no</p>



Action Steps	Anticipated Start/Completion Date
Utilizing HMH student assessment benchmarks, the ESL teacher and content area teachers will analyze ELA assessment data regarding ELL students and make adjustments to instruction on a quarterly basis during common planning times.	11/02/2023 - 01/01/2024
Monitoring/Evaluation	Anticipated Output
The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.	By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.
Material/Resources/Supports Needed	PD Step
HMH ELA ELL student assessment data, Supplemental Title I Instructional Staffing, Computer Technicians to assist with Title I technology integration	no



Action Steps**Anticipated Start/Completion Date**

Utilizing HMH student assessment benchmarks, the ESL teacher and content area teachers will analyze ELA assessment data regarding ELL students and make adjustments to instruction on a quarterly basis during common planning times.

01/02/2024 - 04/01/2024

Monitoring/Evaluation**Anticipated Output**

The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.

By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

HMH ELA ELL student assessment data, Supplemental Title I Instructional Staffing, Computer Technicians to assist with technology integration, Resources and instructional supplies including ELA/Reading materials.

no



Action Steps**Anticipated Start/Completion Date**

Utilizing HMH student assessment benchmarks, the ESL teacher and content area teachers will analyze ELA assessment data regarding ELL students and make adjustments to instruction on a quarterly basis during common planning times.

04/02/2024 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.

By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

HMH ELA ELL student assessment data, Supplemental Title I Instructional Staff, and Computer Technicians to assist with Title I technology integration

no

Action Steps**Anticipated Start/Completion Date**

The ESL teacher will administer WIDA ACCESS for ELLs to assess ELA proficiency.

01/22/2024 - 02/26/2024

Monitoring/Evaluation**Anticipated Output**

The ESL teacher will monitor the ELL's HMH ELA benchmark reading comprehension scores on a quarterly basis.

By utilizing HMH ELA resources and the four recommendations provided by Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide, ELL students will increase their reading comprehension proficiency scores on the WIDA ACCESS for ELLS test, as well as their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

WIDA ACCESS for ELLs

no

Action Plan: HMH Amira Intelligent Tutoring System (Tier 1)

Action Steps**Anticipated Start/Completion Date**

On August, 22, 2023, the GW staff will be provided HMH Into Reading, Coaching training from 8:00am to 3:00pm. This training will building upon the trainings provided on May 12, 2023 (Amira, Getting Started, Waggle, Getting Started, and Into Reading, Getting Started) regarding HMH ELA Amira Intelligent Tutoring System. During the school board meeting on January 17, 2023, the District selected and approved the purchase of HMH ELA resource including Amira Intelligent Tutoring System to be implemented during the 2023-2024 school year, and approved for a period of six years.

08/22/2023 - 08/22/2023

Monitoring/Evaluation**Anticipated Output**

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Material/Resources/Supports Needed

**PD
Step**

HMH ELA resource including Amira Intelligent Tutoring System, Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I Technology integration, and supplemental resources and instructional supplies including Reading/ELA materials.

yes

Action Steps**Anticipated Start/Completion Date**

On September 22, 2023, the GW staff will be provided HMH Into Reading, Coaching, Amira, Waggle from 8:30am to 11:00am.

09/22/2023 - 09/22/2023

Monitoring/Evaluation**Anticipated Output**

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

HMH ELA resource including Amira Intelligent Tutoring System, Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I technology integration

yes

Action Steps**Anticipated Start/Completion Date**

On October 27, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:00am to 3:00pm.

10/27/2023 - 10/27/2023

Monitoring/Evaluation**Anticipated Output**

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

HMH ELA resource including Amira Intelligent Tutoring System, Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I technology integration

yes



Action Steps**Anticipated Start/Completion Date**

At the close of the first nine week period (around first week of November), report cards reflecting the students' Lexile levels, will be provided to parents and staff via Sapphire Portal.

08/24/2023 - 11/03/2023

Monitoring/Evaluation**Anticipated Output**

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

GW report cards Sapphire Portal

no



Action Steps**Anticipated Start/Completion Date**

On November 10, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:00am to 9:00am.

11/10/2023 - 11/10/2023

Monitoring/Evaluation**Anticipated Output**

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

HMH ELA resource including Amira Intelligent Tutoring System, Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I technology integration

yes



Action Steps**Anticipated Start/Completion Date**

On January 26, 2023, the GW staff will be provided HMH Into Reading, Coaching, Amira, and Waggle training from 8:30am - 10:30am.

01/26/2024 - 01/26/2024

Monitoring/Evaluation**Anticipated Output**

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

HMH ELA resource including Amira Intelligent Tutoring System , Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I technology integration

yes

Action Steps**Anticipated Start/Completion Date**

At the close of the second nine week period (around the last week of January), report cards reflecting the students' Lexile levels, will be provided to parents and staff via Sapphire Portal.

11/03/2023 - 02/02/2024

Monitoring/Evaluation**Anticipated Output**

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

GW report cards Sapphire Portal

no



Action Steps**Anticipated Start/Completion Date**

On February 16, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:30am - 9:30am.

02/16/2024 - 02/16/2024

Monitoring/Evaluation**Anticipated Output**

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Material/Resources/Supports Needed**PD
Step**

HMH ELA resource including Amira Intelligent Tutoring System , Supplemental Title I Instructional Staffing and Computer Technicians to assist with Title I technology integration

yes



Action Steps**Anticipated Start/Completion Date**

At the close of the third nine week period (around the last week of March and the first week of April), report cards reflecting the students' Lexile levels, will be provided to parents and staff via Sapphire Portal.

02/02/2024 - 04/05/2024

Monitoring/Evaluation**Anticipated Output**

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Material/Resources/Supports Needed**PD Step**

GW report cards Sapphire Portal

no



Action Steps

Anticipated Start/Completion Date

At the close of the fourth nine week period (around the last week of May), report cards reflecting the students' Lexile levels, will be provided to parents and staff via Sapphire Portal.

04/01/2024 - 05/31/2024

Monitoring/Evaluation

Anticipated Output

The GW teachers will utilize the Amira Intelligent Tutoring System to assess and data track student's Lexile scores and report them on the quarterly report cards. Additionally, during common planning meetings, GW teachers and administration will analyze HMH data to drive and adjust instruction.

By utilizing HMH ELA resources, specifically Amira Intelligent Tutoring System , GW students in grades 3, 4, and 5 will increase their Lexile scores, which in turn will improve their PSSA ELA scores.

Material/Resources/Supports Needed

PD Step

GW report cards Sapphire Portal

no

Action Plan: National School Reform Faculty Data Driven Dialogue (Tier 1)

Action Steps**Anticipated Start/Completion Date**

During common planning times and at the end of the first nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.

08/28/2023 - 11/03/2023

Monitoring/Evaluation**Anticipated Output**

NSRF's Data Driven Dialogue Protocol templates will be completed each for each common planning.

Administrators and staff will utilize the NSRF's Data Driven Dialogue Protocol template to steer common planning meetings, review and analyze data, and drive instruction according to the data.

Material/Resources/Supports Needed**PD Step**

NSRF's Data Driven Dialogue Protocol template, Supplemental Title I Instructional staffing, Computer Technicians to assist with Title I technology integration, Resources and Instructional Supplies including Reading/ELA materials.

yes



Action Steps**Anticipated Start/Completion Date**

During common planning times and submitted at the end of the second nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.

11/03/2023 - 02/02/2024

Monitoring/Evaluation**Anticipated Output**

NSRF's Data Driven Dialogue Protocol templates will be completed each for each common planning.

Administrators and staff will utilize the NSRF's Data Driven Dialogue Protocol template to steer common planning meetings, review and analyze data, and drive instruction according to the data.

Material/Resources/Supports Needed**PD Step**

NSRF's Data Driven Dialogue Protocol template, Supplemental Title I Instructional Staffing, Computer Technicians to assist with technology integration, and Resources and Instructional Supplies including Reading/ELA materials.

yes



Action Steps**Anticipated Start/Completion Date**

During common planning times and submitted at the end of the third nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.

02/05/2024 - 04/05/2024

Monitoring/Evaluation**Anticipated Output**

NSRF's Data Driven Dialogue Protocol templates will be completed each for each common planning.

Administrators and staff will utilize the NSRF's Data Driven Dialogue Protocol template to steer common planning meetings, review and analyze data, and drive instruction according to the data.

Material/Resources/Supports Needed**PD Step**

NSRF's Data Driven Dialogue Protocol template, Supplemental Title I Instructional Staffing, Computer Technicians to assist with Title I technology integration, Resources and Instructional supplies including Reading/ELA materials.

yes



Action Steps**Anticipated Start/Completion Date**

During common planning times and submitted at the end of the fourth nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.

04/05/2024 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

NSRF's Data Driven Dialogue Protocol templates will be completed each for each common planning.

Administrators and staff will utilize the NSRF's Data Driven Dialogue Protocol template to steer common planning meetings, review and analyze data, and drive instruction according to the data.

Material/Resources/Supports Needed**PD Step**

NSRF's Data Driven Dialogue Protocol template, Supplemental Title I Instructional Staffing, Computer Technicians to assist with Title I technology integration, and Resources and Instructional supplies including Reading/ELA materials.

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide (Tier 1, 2, &4)	During beginning of the school year in-service, the practice guide will be provided to the Director of Pupil Services, ESL teacher, paraprofessional staff, interpreter, and content area teachers.	08/21/2023 - 09/01/2023
By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)	Teaching Academic Content and Literacy to English Learners in Elementary	During the beginning of the school year in-service, professional development regarding the Teaching	08/21/2023 - 09/04/2023

Measurable Goals

Action Plan Name Professional Development Step Anticipated Timeline

	and Middle School Practice Guide (Tier 1, 2, &4)	Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide will be provided to ESL teacher, other support staff, and content area teachers.	
--	--	---	--

By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide (Tier 1, 2, &4)	The ESL teacher and content area teachers will align the new HMH ELA resources to the four recommendations provided by the Teaching Academic Content and Literacy to English Learners in	11/01/2023 - 01/01/2024
---	--	-------------------------

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Elementary and Middle School Practice Guide analyze ELA assessment data regarding ELL students and make adjustments to instruction on a quarterly basis during common planning times. on a biweekly basis during common planning times.	
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	HMH Amira Intelligent Tutoring System (Tier 1)	On August, 22, 2023, the GW staff will be provided HMH Into Reading, Coaching training from 8:00am to 3:00pm. This training will building upon the	08/22/2023 - 08/22/2023

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

trainings provided on May 12, 2023 (Amira, Getting Started, Waggle, Getting Started, and Into Reading, Getting Started) regarding HMH ELA Amira Intelligent Tutoring System. During the school board meeting on January 17, 2023, the District selected and approved the purchase of HMH ELA resource including Amira Intelligent Tutoring System to be implemented during the 2023-2024 school year,

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		and approved for a period of six years.	
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	<p>HMH Amira Intelligent Tutoring System (Tier 1)</p>	<p>On September 22, 2023, the GW staff will be provided HMH Into Reading, Coaching, Amira, Waggle from 8:30am to 11:00am.</p>	<p>09/22/2023 - 09/22/2023</p>
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	<p>HMH Amira Intelligent Tutoring System (Tier 1)</p>	<p>On October 27, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:00am to 3:00pm.</p>	<p>10/27/2023 - 10/27/2023</p>
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student</p>	<p>HMH Amira Intelligent Tutoring</p>	<p>On November 10, 2023, the GW staff will be</p>	<p>11/10/2023 - 11/10/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	System (Tier 1)	provided HMH Into Reading, Coaching from 8:00am to 9:00am.	
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	HMH Amira Intelligent Tutoring System (Tier 1)	On January 26, 2023, the GW staff will be provided HMH Into Reading, Coaching, Amira, and Waggle training from 8:30am - 10:30am.	01/26/2024 - 01/26/2024
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	HMH Amira Intelligent Tutoring System (Tier 1)	On February 16, 2023, the GW staff will be provided HMH Into Reading, Coaching from 8:30am - 9:30am.	02/16/2024 - 02/16/2024
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading</p>	National	During common	08/28/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	<p>School Reform Faculty Data Driven Dialogue (Tier 1)</p>	<p>planning times and at the end of the first nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.</p>	<p>- 11/03/2023</p>
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	<p>National School Reform Faculty Data Driven Dialogue (Tier 1)</p>	<p>During common planning times and submitted at the end of the second nine weeks, administrators will utilize the National School</p>	<p>11/03/2023 - 02/02/2024</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.	
<p>By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)</p> <p>By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)</p>	National School Reform Faculty Data Driven Dialogue (Tier 1)	During common planning times and submitted at the end of the third nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional	02/05/2024 - 04/05/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		change.	
By June 30, 2024, 20% of students at George Washington will demonstrate reading growth by increasing Lexile scores (3rd grade by 120 points, 4th grade by 100 points, and 5th grade by 70 points), as measured by HMH benchmark student assessment. (Student Reading Lexile Scores)	National School Reform Faculty Data Driven Dialogue (Tier 1)	During common planning times and submitted at the end of the fourth nine weeks, administrators will utilize the National School Reform Faculty's Data Driven Dialogue Protocol to guide discussion, analyze data, and utilize data to drive instructional change.	04/05/2024 - 05/31/2024
By June 30, 2024, 20% of English Language Learners will demonstrate growth in reading comprehension by 10% as measured by the HMH ELA assessment resource. (ELL Reading Comprehension Growth)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide	Director of Pupil Services, ESL teacher, paraprofessional staff, interpreter, and content area teachers	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide printed and provided to all involved	08/21/2023 - 05/26/2023	Dr. John Mozzocio/Director of Pupil Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide Content Alignment	ESL teacher and content area teachers	HMH ELA resources to the four recommendations provided by the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Practice Guide

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
at least twice a month common planning meeting notes and data review	08/28/2023 - 05/31/2024	ESL teacher/Kelly Abraham-Lagnese

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4a: Reflecting on Teaching 3c: Engaging Students in Learning 1e: Designing Coherent Instruction 4d: Participating in a Professional Community 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students



Professional Development Step	Audience	Topics of Prof. Dev
HMH ELA Resource Professional Development	GW administration and staff	HMH coaching, Waggle, Amira, Into Reading

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
end of training surveys, confirmation emails, Act 48 sign-in sheets	05/12/2023 - 05/31/2024	HMH presenters/instructors

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students
3d: Using Assessment in Instruction	
1e: Designing Coherent Instruction	
4a: Reflecting on Teaching	
1c: Setting Instructional Outcomes	
4d: Participating in a Professional Community	
1d: Demonstrating Knowledge of Resources	



Professional Development Step	Audience	Topics of Prof. Dev
Common Planning Meetings	GW administration and teachers	relevant building information, data collection, data analysis, adjusting instruction (if needed), implementing strategies moving forward, addressing concerns, acknowledging positive points
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
notes, data, HMH data	08/28/2023 - 05/31/2024	Building administration/David Antuono, Pat Cain

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2b: Establishing a Culture for Learning

Language and Literacy Acquisition for All Students

4d: Participating in a Professional Community

1b: Demonstrating Knowledge of Students

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

2a: Creating an Environment of Respect and Rapport

4b: Maintaining Accurate Records

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

Professional Development Step	Audience	Topics of Prof. Dev
National School Reform Faculty Data Driven Dialogue	GW administration and teachers	Phase 1 Predictions, Phase 2 Observations, Phase 3 Inferences

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
completed National School Reform Faculty Data Driven Dialogue Protocol templates	08/28/2023 - 05/31/2024	David Antuono/Pat Cain, Building administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Language and Literacy Acquisition for All Students
1e: Designing Coherent Instruction	
3c: Engaging Students in Learning	
1d: Demonstrating Knowledge of Resources	
4d: Participating in a Professional Community	
3d: Using Assessment in Instruction	
1c: Setting Instructional Outcomes	
4a: Reflecting on Teaching	



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
School Board	Presentation of the plan, discussion, and vote for approval	presentation during board meeting	board members, meeting attendees	submit plan for meeting agenda on June 7, 2023 for approval during June 12, 2023 board meeting
After school board approval, post plan on District and GW websites	Announcement of plan approval and plan posted for families and community members	website	all NCASD stakeholders	posted within a week of board approval
