

Profile and Plan Essentials

School		AUN/Branch
Francis D. Raub Middle School		121390302
Address 1		
102 S. St. Cloud St		
Address 2		
City	State	Zip Code
Allentown	Pennsylvania	18104
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Jose M. Delgado		
Principal Email		
delgadoj@allentownsd.org		
Principal Phone Number		Principal Extension
4847655301		5301
School Improvement Facilitator Name		School Improvement Facilitator Email
Jamie Cameron		jcameron@massinsight.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jose M. Delgado	Principal	Francis D. Raub Middle School	delgadoj@allentownsd.org
Virginia Mervine	Teacher	Francis D. Raub Middle School	mervinev@allentownsd.org
Michael Sacco	Teacher	Francis D. Raub Middle School	saccosm@allentownsd.org
Amy Belloff	Teacher	Francis D. Raub Middle School	belloffa@allentownsd.org
Jess Schoinas	Teacher	Francis D. Raub Middle School	schoinasj@allentownsd.org
Sarah Gillette	Education Specialist	Francis D. Raub Middle School - Special Education facilitator	bucaria@allentownsd.org
Tara Beaky	Teacher	Francis D. Raub Middle School	beakyt@allentownsd.org
Maria Tomlinson	Parent	Francis D. Raub Middle School	mtomlinson@thehc.org
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Lydia Drummond	Parent	Francis D. Raub Middle School	Boricua_yal@yahoo.com
Nola Garcia	Parent	Francis D. Raub Middle School	484-707-4778
Olga Jaeger	Community Member	Community Schools Coordinator	jaegero@allentownsd.org
Ismael Vasquez	Community Member	Afterschool coordinator	vasquezi@allentownsd.org
Maria Surita	Other	Francis D. Raub Middle School - FACE/Parent Liason	suritam@allentownsd.org
Phil Parise	Community Member	United Way - Community School	parisep@cislv.org
Brian Siket	District Level Leaders	Allentown School District, central office - Executive Director of Special Education	siketb@allentownsd.org
Brandy Rentko	Teacher	Francis D. Raub Middle School - Building union representative	rentkob@allentownsd.org
Jen Bryant	District Level Leaders	Allentown School District, central office - Director of Literacy	bryantj@allentownsd.org
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Karen Knecht	Community Member	Francis D. Raub Middle School - Davinci Science Center	Karen@davincisciencecenter.org
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Elizabeth Still	Community Member	St. Lukes	Elizabeth.still@sluhn.org
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Madeline Brader	Education Specialist	Francis D. Raub Middle School - ESOL Supervisor of Instruction	braderm@allentownsd.org
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Patti Bower	District Level Leaders	Allentown School District, Central Office - District Supervisor of Special Education	boerp@allentownsd.org
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Missy Smith	District Level Leaders	Allentown School District, Central Office - Executive Director of School	smithm@allentownsd.org

		Improvement and Compliance	
Diana Vargas	Community Member	St. Lukes	dianam.vargas@sluhn.org
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Vision for Learning

Vision for Learning

MISSION The mission of Raub Middle School is to serve the diverse educational needs of each student, by igniting their passion for learning and creating an academic culture. **VISION** Raub Middle School envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community. **RMS Teachers will:** - Use diverse strategies and collaborative teaching methods such as discussions, workstations, peer feedback, and small group instruction to engage students and promote student voice. - Promote higher order thinking and project based tasks that leverages critical thinking and higher order thinking skills - Use formative and summative assessment data to guide instructional decisions to remediate and/or enrich skills. - Provide structures and conferencing opportunities for students to monitor academic progress. - Design or select problems that require conceptual understanding, analysis, or inquiry, including opportunities for students to formulate their own questions. - Plan lessons that will meet a range of individual student needs, including utilizing technology when applicable. Work to meet the needs of students leveraging restorative practices to support the whole student to maximize in school attendance and overall student achievement. **Raub Middle School Students will:** - Participate actively in collaborative discussions, including: using habits of discussion to challenge and support peers, justifying their thinking, and, revise as appropriate, and apply real-life examples or situations to draw connections among ideas - Use personal data to set goals and monitor progress towards those goals. - Utilize diverse teaching methods like discussions, workstations, peer feedback, and small groups to engage student voice. Engage students in grade-aligned tasks while also addressing their individualized learning requirements. - Work on grade-appropriate tasks, in addition to tasks that meet their individual learning needs. - Advocate for themselves to manage conflict productively and leverage school resources to meet their needs. Take pride in their citizenship of Raub Learning Community such as regular attendance, being on time and prepared for the school day. **Raub Middle School Families will:** - Actively participate in school community activities and PTO - Actively seek to engage other families and community resources to support learning community - Families will learn/seek out and leverage resources to monitor and support student progress (socially and academically) - Support regular, punctual attendance of students at Raub Middle School - Engage in restorative practices to navigate tensions/issues that arise from the learning community at Raub Middle School. **Raub Middle School Leadership will:** - Be physically present in classrooms/learning spaces via instructional/culture climate-focused visits/check-ins to progress monitor school priorities. - Aligned, coherent leadership team approach/priorities - Continue to model what is expected in interactions with students, staff, and families - Leverage time structures to support professional learning, growth and development of staff

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Regular Attendance	SY24-25: The percentage of students not marked chronically absent in 2023-24 was 51.1%, an increase from 45.3% in 2022-23.
Statewide Testing (ELA)	SY24.25: ELA proficiency in 2023-24 is 17.6%, an increase from 13.3% in 2022-23
PVAAS	SY24.25: Academic growth score of 86 in ELA is above State average of 75.4 for all student groups in 2023-24.
English Language Proficiency	SY24.25: 13.3% of English learners showed English language proficiency in 2023-24, up from 7% in 2022-23.
Career Standards Benchmark	SY24.25: 84.2% of students met the career standards benchmark in 2023-24, up from 78.6% in 2022-23.

Challenges

Indicator	Comments/Notable Observations
PSSA ELA Proficiency	SY24-25: 17.6 percent of students tested as proficient in ELA PSSA in 2023-24 compared to Statewide average of 53.9%
PSSA Math Proficiency	SY24-25: 6.2% of students tested as proficient for Math PSSA in 2023-24 compared to Statewide average of 40.2%
Attendance Data	SY24-25: 51.1% of students not chronically absent in 2023-24 compared with Statewide average of 78.1%
PVAAS	SY24.25: The academic growth score of 50 in math is below the Statewide average of 74.9 in 2023-24.
EL Proficiency	SY24-25: 13.3% of English learners demonstrated language proficiency in 2023-24, below the State average of 31.7%

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

Strengths

Indicator PSSA ELA Proficiency ESSA Student Subgroups	Comments/Notable Observations SY23-24: 4.7% of students with disabilities tested proficient in ELA in SY22-23, up from 3% in SY21-22.
Indicator English Language Proficiency ESSA Student Subgroups English Learners	Comments/Notable Observations SY23-24: Percentage of students demonstrating English language proficiency increased from 2.6% in SY21-22 to 4.8% in SY22-23.
Indicator PSSA Math Proficiency	Comments/Notable Observations SY23-24: 22% of Economically disadvantaged students tested proficient in ELA in SY22-23, up from 21.3%

ESSA Student Subgroups Economically Disadvantaged	in SY21-22.
Indicator Regular Attendance ESSA Student Subgroups English Learners	Comments/Notable Observations SY23-24: English Learners have the highest regular attendance rate 74.9% [SY18-19: 77.1% and the lowest chronic absenteeism (6%)].
Indicator ELA Growth Score ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24-25: The following sub groups improved their ELA Growth score in 2023-24 when compared to 2022-23. Black: 79 up from 51 Hispanic: 82 up from 50 Economically disadvantaged: 84 up from 50 English learners: 87 up from 73 Students with disabilities: 80 up from 65 Students of combined ethnicity: 84 up from 50
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners	Comments/Notable Observations SY24-25: In 2023-24, the percentage of students not marked chronically absent increased for the following subgroups: Black: 47.6% up from 45.9% Hispanic: 51.1% up from 44.4% 2 or More Races: 48% up from 41% Economically disadvantaged: 48.7% up from 42.1% English learners: 56.1% up from 44% Students of combined ethnicity: 50.5% up from 44.6%
Indicator PSSA Math Proficiency ESSA Student Subgroups African-American/Black	Comments/Notable Observations SY23-24: 4.5% of Black students tested proficient in Math in SY22-23, up from 2.4% in SY21-22
Indicator PSSA Science Proficiency ESSA Student Subgroups Hispanic	Comments/Notable Observations SY23-24: 14.8% of Hispanic students tested proficient in Science in SY22-23, up from 7.3% in SY21-22
Indicator PSSA Math Proficiency ESSA Student Subgroups White	Comments/Notable Observations SY23-24: 16.7% of White students tested proficient in Math in SY22-23, up from 3.6% in SY21-22
Indicator Attendance Data ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations SY23-24: 41% of students of two or more races were not marked chronically absent in SY22-23, up from 34.8% in SY21-22
Indicator PSSA Math Proficiency	Comments/Notable Observations SY23-24: 4% of economically disadvantages students tested proficient in Math in SY22-23, up from 1.9%

ESSA Student Subgroups Economically Disadvantaged	in SY21-22
Indicator English Language Proficiency ESSA Student Subgroups English Learners	Comments/Notable Observations SY23-24: 7% of English Learners demonstrated language proficiency in SY22-23, up from 0.7% in SY21-22
Indicator PSSA Math Proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations SY23-24: 0.6% of students with disabilities tested proficient in math in SY22-23, up from 0% in SY21-22
Indicator PSSA ELA ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24.25, sub groups achieved the following growth in PSSA ELA: Black students increased proficiency from 13.5% to 19.8% Hispanic students increased proficiency from 12.2% to 15% White students increased proficiency from 26.7% to 53.1% Students of two or more races increased proficiency from 4.5% to 16.1% Economically disadvantaged students increased proficiency from 12.7% to 17.5% English learners increased proficiency from 2.8% to 7.5% Students with disabilities increased proficiency from 3.1% to 6.3% Students of combined ethnicity increased proficiency from 12.3% to 15.8%

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
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Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Regular Attendance ESSA Student Subgroups	Comments/Notable Observations SY24-25: In 2023-24, the percentage of students not marked chronically absent decreased for the following sub groups: White: 55.9% down from 56.3% Students with disabilities: 36.3% down from

White, Students with Disabilities	39.6%
Indicator Math Growth Score ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged	Comments/Notable Observations SY24-25: In 2023-24 the following subgroups achieved a growth score in Math below the State average of 74.9. Black: 63 Hispanic: 53.8 White: 62 Economically disadvantaged: 50 Students of combined ethnicity: 50.8
Indicator PSSA ELA Proficiency ESSA Student Subgroups African-American/Black	Comments/Notable Observations SY23-24: 13.5% of Black students tested proficient in ELA in SY22-23, down from 14.3% in SY21-22
Indicator PSSA ELA Proficiency ESSA Student Subgroups Hispanic	Comments/Notable Observations SY23-24: 12.2% of Hispanic students tested proficient in ELA in SY22-23, down from 16.3% in SY21-22
Indicator Attendance Data ESSA Student Subgroups White	Comments/Notable Observations SY23-24: 56.3% of white students were not marked chronically absence in SY22-23, down from 62.2% in SY21-22
Indicator PSSA ELA Proficiency ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations SY23-24: 4.5% of students of two or more races tested proficient in ELA in SY22-23, down from 5.7% in SY21-22
Indicator PSSA ELA Proficiency ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations SY23-24: 12.7% of economically disadvantaged students tested proficient in English in SY22-23, down from 14.4% in SY21-22
Indicator PSSA ELA Proficiency ESSA Student Subgroups English Learners	Comments/Notable Observations SY23-24: 2.8% of English learners tested proficient in ELA in SY22-23, down from 5.2% in SY21-22
Indicator PSSA ELA Proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations SY23-24: 3.1% of students with disabilities tested proficient in ELA in SY22-23, down from 4.9% in SY21-22
Indicator PSSA Math Proficiency ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic,	Comments/Notable Observations SY24.25: In PSSA Math, sub-populations achieved the following levels of proficiency Black students - 3.2% Hispanic Students - 5.4% White Students - 21.9% Students of two or more races - 9.7% Economically disadvantages students - 6.6% English learners - 1.5% Students with disabilities - 3.1%

Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Students o combined ethnicity - 5.3%
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Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

SY24-25: The percentage of students not marked chronically absent in 2023-24 was 51.1%, an increase from 45.3% in 2022-23.
SY24.25: ELA proficiency in 2023-24 is 17.6%, an increase from 13.3% in 2022.23
SY24.25: Academic growth score of 86 in ELA is above State average of 75.4 for all student groups in 2023-24.
SY24.25: 13.3% of English learners showed English language proficiency in 2023-24, up from 7% in 2022-23.
SY24.25: 84.2% of students met the career standards benchmark in 2023-24, up from 78.6% in 2022-23.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

SY24-25: 17.6 percent of students tested as proficient in ELA PSSA in 2023-24 compared to Statewide average of 53.9%
SY24-25: 6.2% of students tested as proficient for Math PSSA in 2023-24 compared to Statewide average of 40.2%
SY24-25: 51.1% of students not chronically absent in 2023-24 compared with Statewide average of 78.1%
SY24.25: The academic growth score of 50 in math is below the Statewide average of 74.9 in 2023-24.
SY24-25: 13.3% of English learners demonstrated language proficiency in 2023-24, below the State average of 31.7%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR ELA	SY23-24: Overall STAR ELA proficiency increased from 12.9% in Fall 2023 to 20.9% in Spring 2024
STAR ELA	SY23-24: STAR ELA proficiency remained static among students with disabilities (4%)
SY24-25: Lexia - There has been significant movement across competencies and grade levels into intermediate and advanced levels of Lexia	Faculty has rallied around use of instructional tech to support learning and the progression of skills in ELA
STAR ELA SY24-25: ELA proficiency according to STAR is greater in Q3 of SY24-25 (22.1%), than Q4 of SY23-24 (20.9%)	Indicating year-over-year growth
STAR ELA SY24-25: proficiency in ELA grew over 4% from Q1 to Q3 of SY24-25.	RMS LT completed regular instructional walkthrough leveraging look-fors aligned to their school improvement plan.

English Language Arts Summary

Strengths

STAR ELA SY24-25: proficiency in ELA grew over 4% from Q1 to Q3 of SY24-25.
SY24-25: Lexia - There has been significant movement across competencies and grade levels into intermediate and advanced levels of Lexia
SY24-25: Raub LT has significantly increased the number of instructional walkthroughs completed and instructional feedback given to teachers with consistency

Challenges

STAR ELA: SY24-25 - approximately 78% of students tested at basic or below basic according to STAR as of Q3 in SY24-25.

Mathematics

Data	Comments/Notable Observations
STAR Math	SY23-24: Overall STAR Math proficiency increased from 6.2% in Fall 2023 to 14% in Spring 2024
STAR Math	SY23-24: Increase in proficiency among EL students was minimal, from 8% in Fall 2023 to 8.5% in Spring 2024
SY24-25: STAR Math - The percentage of students testing proficient or advanced increased from the baseline of 7.5% in Q1 to 14.9% at the end of Q3	RMS LT completed regular instructional walkthrough leveraging look-fors aligned to their school improvement plan.
SY24.25: ALEKS - Students had completed 98% of the school-wide goal of ALEKS topics as of March 2025	Faculty has rallied around use of instructional tech to support learning and the progression of skills in Math

Mathematics Summary

Strengths

SY24-25: STAR Math - The percentage of students testing proficient or advanced increased from the baseline of 7.5% in Q1 to 14.9% at the end of Q3
SY24.25: ALEKS - Students had completed 98% of the school-wide goal of ALEKS topics as of March 2025
SY24-25: Raub LT has significantly increased the number of instructional walkthroughs completed and instructional feedback given to teachers with consistency

Challenges

SY24-25: Approximately 85% of students tested basic or below basic as of the end of Q3 in SY24.25

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science CDT	For SY2023-24, 17.8% of grade 8 students scored as "on track" for Biological Sciences for the first CDT.
Science CDT	For SY2023-24, the highest rate of "on track" performance for grade 7 was 8.4% (Physical Science).
Science CDT	SY24-25: 3% of tested students are 'on track' according to Science CDT
Science CDT	SY24-25: 19% of students are 'at or above green' according to Science CDT

Science, Technology, and Engineering Education Summary

Strengths

SY24-25: NA

Challenges

SY24-25: 3% of tested students are 'on track' according to Science CDT
SY24-25: 19% of students are 'at or above green' according to Science CDT

Related Academics

Career Readiness

Data	Comments/Notable Observations
According to Smart Futures, 98% (310/314) of current 8th grade students evidenced a minimum of 7 Career Artifacts.	Smart Futures
5% (16/328) of current 7th grade students evidenced a minimum of 6 career artifacts.	Smart Futures
SY23-24: 83% out of all Raub Middle School students met the Career and College Readiness target	Smart Futures
SY24-25: 99% of students in grades 6-8 meet the compliance standard for SMART Futures	Smart Futures

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

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

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

SY24-25: 99% of students in grades 6-8 meet the compliance standard for SMART Futures

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

SY24-25: NA

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Las Links	SY23-24: 65% of English learners met or exceeded their language growth goal from the year.
Star - ELA	SY23-24: The proficiency of English learners in STAR ELA increased from 0% in Fall 2023 to 8.8% in Spring 2024.
LAS Links	SY23-24: The percentage of students meeting or exceeding their language growth goals increased only marginally (1%) from Fall 2023 to Spring 2024.
Attendance data	SY24-25: The attendance of EL students is 22% below state average
Attendance data	SY24-25: The attendance of EL students increased 12.1% from SY22-23 to SY23-24
English Language Proficiency	SY24-25: The percentage of english learners demonstrating english language proficiency increased from 7% in SY22-23 to 13.3% in SY23-24
LAS Links	SY24-25: 58% of tested RMS english learners met or exceeded their annual language growth goal, according to LAS Links

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

SY24-25: The attendance of EL students increased 12.1% from SY22-23 to SY23-24
SY24-25: The percentage of english learners demonstrating english language proficiency increased from 7% in SY22-23 to 13.3% in SY23-24

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

SY24-25: The attendance of EL students is 22% below state average
ST24-25: Approximately 87% of english learners are not yet demonstrating english language proficiency
SY24-25: 58% of tested RMS english learners met or exceeded their annual language growth goal, according to LAS Links

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Collectively shape the vision for continuous improvement of teaching and learning
Continuously monitor implementation of the school improvement plan and adjust as needed
Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Monitor and evaluate the impact of professional learning on staff practices and student learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
SY24.25: ELA proficiency in 2023-24 is 17.6%, an increase from 13.3% in 2022-23	True
SY24-25: The percentage of students not marked chronically absent in 2023-24 was 51.1%, an increase from 45.3% in 2022-23.	True
SY24.25: Academic growth score of 86 in ELA is above State average of 75.4 for all student groups in 2023-24.	False
STAR ELA SY24-25: proficiency in ELA grew over 4% from Q1 to Q3 of SY24-25.	True
SY24-25: Lexia - There has been significant movement across competencies and grade levels into intermediate and advanced levels of Lexia	False
SY24-25: NA	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Collectively shape the vision for continuous improvement of teaching and learning	False
SY24.25: ALEKS - Students had completed 98% of the school-wide goal of ALEKS topics as of March 2025	False
SY24-25: STAR Math - The percentage of students testing proficient or advanced increased from the baseline of 7.5% in Q1 to 14.9% at the end of Q3	True
SY24.25: 13.3% of English learners showed English language proficiency in 2023-24, up from 7% in 2022-23.	True
SY24-25: Raub LT has significantly increased the number of instructional walkthroughs completed and instructional feedback given to teachers with consistency	False
SY24.25: 84.2% of students met the career standards benchmark in 2023-24, up from 78.6% in 2022-23.	False
SY24-25: The attendance of EL students increased 12.1% from SY22-23 to SY23-24	False
SY24-25: The percentage of english learners demonstrating english language proficiency increased from 7% in SY22-23 to 13.3% in SY23-24	True
SY24-25: 99% of students in grades 6-8 meet the compliance standard for SMART Futures	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Implement evidence-based strategies to engage families to support learning	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	False
SY24-25: Raub LT has significantly increased the number of instructional walkthroughs completed and instructional feedback given to teachers with consistency	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
SY24-25: 17.6 percent of students tested as proficient in ELA PSSA in 2023-24 compared to Statewide average of 53.9%	True
SY24-25: 6.2% of students tested as proficient for Math PSSA in 2023-24 compared to Statewide average of 40.2%	True
SY24-25: 51.1% of students not chronically absent in 2023-24 compared with Statewide average of 78.1%	True
SY24-25: Approximately 85% of students tested basic or below basic as of the end of Q3 in SY24.25	False
STAR ELA: SY24-25 - approximately 78% of students tested at basic or below basic according to STAR as of Q3 in SY24-25.	True
SY24-25: 3% of tested students are 'on track' according to Science CDT	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
SY24-25: NA	False
SY24-25: The attendance of EL students is 22% below state average	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
SY24.25: The academic growth score of 50 in math is below the Statewide average of 74.9 in 2023-24.	False
SY24-25: 13.3% of English learners demonstrated language proficiency in 2023-24, below the State average of 31.7%	True
SY24-25: 19% of students are 'at or above green' according to Science CDT	False
ST24-25: Approximately 87% of english learners are not yet demonstrating english language proficiency	True
SY24-25: 58% of tested RMS english learners met or exceeded their annual language growth goal, according to LAS Links	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The RMS team noted consistent growth in proficiency in both ELA and Math in 2024-25, with the increase in math proficiency outstripping that of ELA. The RMA noted the need to attend to the academic performance of EL students and attendance trends, not merely their language growth and proficiency.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SY24-25: 17.6 percent of students tested as proficient in ELA PSSA in 2023-24 compared to Statewide average of 53.9%	RMS is increasing proficiency on both state and local testing benchmarks	True
SY24-25: 6.2% of students tested as proficient for Math PSSA in 2023-24 compared to Statewide average of 40.2%	RMS is increasing proficiency on both state and local testing benchmarks	True
SY24-25: 51.1% of students not chronically absent in 2023-24 compared with Statewide average of 78.1%	RMS has made progress with chronic absenteeism. Still short of both State average and district targets.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Limited belief/mindset - We have to believe that the culture and climate committee has the power to change things and give them more autonomy to do so. The committee has executed a number of great student-centered, school-wide initiatives; this same level of attention needs to be devoted to focusing on strengthening the staff-administration relationships that we've received feedback on every quarter. This might look like the C&C committee identifying one action that LT & staff can take each quarter to strengthen the relationship, articulating why that action is important, and outlining expectations for staff and LT in relation to the prioritized action.	False
STAR ELA: SY24-25 - approximately 78% of students tested at basic or below basic according to STAR as of Q3 in SY24-25.	Need to monitor/track data of 'below basic' students in 2025-26 to track both movement between achievement bands and growth throughout school year.	False
SY24-25: The attendance of EL students is 22% below state average	Unclear vision for high-quality implementation of strategy - We need to be more intentional about communicating the WHY, WHAT & HOW of the actions that we take with staff. We need to spend more time reflecting on this, so that we can communicate the WHY, WHAT & HOW with consistency.	False
ST24-25: Approximately 87% of english learners are not yet demonstrating english language proficiency	RMS made progress leveraging both State and local benchmarks in 2024-25.	False
SY24-25: 13.3% of English learners demonstrated language proficiency in 2023-24, below the State average of 31.7%	RMS made progress leveraging both State and local benchmarks in 2024-25.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
STAR ELA SY24-25: proficiency in ELA grew over 4% from Q1 to Q3 of SY24-25.	Increase in proficiency in ELA but growth does not match growth in math
SY24-25: The percentage of english learners demonstrating english language proficiency increased from 7% in SY22-23 to 13.3% in SY23-24	RMS made progress leveraging both State and local benchmarks in 2024-25.
SY24.25: ELA proficiency in 2023-24 is 17.6%, an increase from 13.3% in 2022.23	Increase in proficiency in ELA but growth does not match growth in math
SY24-25: The percentage of students not marked chronically absent in 2023-24 was 51.1%, an increase from 45.3% in 2022-23.	Increase on persistent attendance year-on-year.
SY24-25: STAR Math - The percentage of students testing proficient or advanced increased from the baseline of 7.5% in Q1 to 14.9% at the end of Q3	Math core content area showing the greatest increases in both proficiency and growth of students in 2024-25.
SY24.25: 13.3% of English learners showed English language proficiency in 2023-24, up from 7% in 2022-23.	RMS made progress leveraging both State and local benchmarks in 2024-25.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we design and implement high impact ELA learning experiences to drive academic excellence, THEN we will close opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.
	If we design and implement high impact Math learning experiences to drive academic excellence, THEN we will close opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.
	If we cultivate conditions where all students feel safe, valued, empowered, and loved, THEN students will develop the interpersonal skills crucial for lifelong success and responsible citizenship.
	If we design and implement high-impact English Language Development experiences to drive academic excellence, THEN we will close the opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.

Goal Setting

Priority: If we design and implement high impact ELA learning experiences to drive academic excellence, THEN we will close opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the 2026 ELA PSSA assessment, increase the percentage of students scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 ELA PSSA results.			
Measurable Goal Nickname (35 Character Max)			
ELA PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline on ELA benchmark	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2025, increase the number of students meeting their usage minutes in Lexia per week, each quarter (+10%)			
Measurable Goal Nickname (35 Character Max)			
Lexia			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish % of students meeting weekly Lexia minutes	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will increase the number of instructional walkthroughs completed by the leadership team in ELA classrooms by 10% from 2024-25.			
Measurable Goal Nickname (35 Character Max)			
ELA Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline for ELA walkthroughs	+3% from baseline	+6% from baseline	+10% from baseline

Priority: If we design and implement high impact Math learning experiences to drive academic excellence, THEN we will close opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.

Outcome Category

Mathematics			
Measurable Goal Statement (Smart Goal)			
By the 2026 Math PSSA assessment, increase the percentage of students scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.			
Measurable Goal Nickname (35 Character Max)			
Math PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline on Math benchmark	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, increase the number of students meeting their usage minutes in ALEKS per week, each quarter (+10%)			
Measurable Goal Nickname (35 Character Max)			
ALEKS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish % of students meeting weekly ALEKS minutes	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will increase the number of instructional walkthroughs completed by the leadership team in Math classrooms by 10% from 2024-25.			
Measurable Goal Nickname (35 Character Max)			
Math Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline for Math walkthroughs	+3% from baseline	+6% from baseline	+10% from baseline

Priority: If we cultivate conditions where all students feel safe, valued, empowered, and loved, THEN students will develop the interpersonal skills crucial for lifelong success and responsible citizenship.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will decrease the percentage of students marked chronically absent from 43% to 20%			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 37% of students chronically absent	No more than 31% of students chronically absent	No more than 25% of students chronically absent	No more than 20% of students chronically absent

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will have at least 75% of students that will agree or strongly agree to the indicator " If I need someone to talk to, there is an adult at this school I trust" on the school level climate and culture survey.			
Measurable Goal Nickname (35 Character Max)			
Student Perception			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
75% of students agree or strongly agree with survey indicators	75% of students agree or strongly agree with survey indicators	75% of students agree or strongly agree with survey indicators	SEL domain score of 3.4 or higher on climate survey

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
We will hold at least one family and community engagement opportunity per quarter that will support the improvement of students' academic and socio-emotional outcomes, cumulatively reaching at least 10% participation throughout the year.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Host one family and community engagement event with 2.5% attendance	Host one family and community engagement event with 5% cumulative attendance	Host one family and community engagement event with 7.5% cumulative attendance	Host one family and community engagement event with 10% cumulative attendance

Priority: If we design and implement high-impact English Language Development experiences to drive academic excellence, THEN we will close the opportunity and achievement gaps to ensure that all students have support to excel academically now and in the future.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment.			
Measurable Goal Nickname (35 Character Max)			

WIDA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish WIDA baseline	NA	NA	+3% from baseline

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Bu June 2026, we will increase the percentage of students meeting or exceeding their annual language growth goal, as measured by LAS Links, by 5%			
Measurable Goal Nickname (35 Character Max)			
LAS Links			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish LAS Links baseline	NA	NA	+5% from baseline

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of June 2026, we will decrease the percentage of English learners testing below basic according to the ELA benchmark by 10%			
Measurable Goal Nickname (35 Character Max)			
EL ELA Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline for the percentage of EL students below basic on ELA benchmark	-3% from baseline	-6% from baseline	-10% from baseline

Action Plan

Measurable Goals

ELA PSSA	Lexia
ELA Walkthroughs	Math PSSA
ALEKS	Math Walkthroughs
Regular Attendance	Student Perception
Parent and Family Engagement	WIDA
LAS Links	EL ELA Growth

Action Plan For: ECED

Measurable Goals:
- By June 2026, we will increase the number of instructional walkthroughs completed by the leadership team in Math classrooms by 10% from 2024-25. - By the 2026 Math PSSA assessment, increase the percentage of students scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. - By June 2026, increase the number of students meeting their usage minutes in ALEKS per week, each quarter (+10%)

Action Step		Anticipated Start/Completion Date	
Instructional Rounds - The ILT will schedule, plan, monitor, and implement network-based and school-based instructional rounds throughout the school year. Intentionally plan for network/district rounds as well as school-based instructional rounds. Utilize morning meeting time for short professional development sessions that are based off of classrooms visits.		2025-09-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach SOIs ILT	Schedule for instructional rounds	No	
Action Step		Anticipated Start/Completion Date	
Instructional Walkthroughs - School leaders and instructional coaches will create a schedule of planned walkthroughs for the year, including dates to share trends with staff and specific/actionable feedback to the individual teacher. Walkthrough data will be used to help determine professional development needs. Utilize morning meeting time for short professional development sessions that are based off of classrooms visits.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach SOIs ILT	PAETEP forms Instructional walkthrough tracker	No	
Action Step		Anticipated Start/Completion	

		Date	
Curriculum Implementation - School leaders and instructional coaches will identify shared language and curricular "look fors" for each course. School leaders and teacher leaders will create themed professional development for morning meetings and faculty meetings to close curricular implementation gaps. School leaders and teachers leaders will continue to examine instructional practices during the mathematics block, with a goal of increasing alignment between classrooms.		2025-09-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach SOIs ILT	Curricular resources Curricular pacing guides	No	
Action Step		Anticipated Start/Completion Date	
Data Wise - The ILT will continue to use Data Wise practices in weekly meetings, focusing on the use of data to support the Problem of Practice. Teachers will engage students in data protocols during conferences surrounding benchmark assessments.		2025-09-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach SOIs ILT	District Data Wise process	No	
Action Step		Anticipated Start/Completion Date	
Fostering Mathematical Thinking Skills - Continue school-wide math initiatives and recognition for achievements. Develop staff and students' capacity to understand and use the Standards for Mathematical Practices and apply them to problem-solving in real-world practices. Use mathematics literacy and real-world experiences to improve understanding and application of Algebra I concepts and skills foundational to Algebra I.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach SOIs ILT	Standards for mathematical practice	No	
Action Step		Anticipated Start/Completion Date	
The RMS LT will ensure a regularly cadenced series of leadership team meetings that ensure thorough progress monitoring of all SIP action steps, allow for data analysis, and planning of professional learning		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	RMS LT meeting schedule, minutes, and agendas	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to the consistency of curriculum implementation Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: ECED

Measurable Goals:	
- By the 2026 ELA PSSA assessment, increase the percentage of students scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 ELA PSSA results. - By June 2026, we will increase the number of instructional walkthroughs completed by the leadership team in ELA classrooms by 10% from 2024-25. - By June 2025, increase the number of students meeting their usage minutes in Lexia per week, each quarter (+10%)	

Action Step		Anticipated Start/Completion Date	
Instructional Rounds - The ILT will schedule, plan, monitor, and implement network-based and school-based instructional rounds throughout the school year. Intentionally plan for network/district rounds as well as school-based instructional rounds. Utilize morning meeting time for short professional development sessions that are based off of classrooms visits.		2025-09-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach SOIs ILT	Schedule for instructional rounds	No	
Action Step		Anticipated Start/Completion Date	
Instructional Walkthroughs & Learning Walks - School leaders, instructional coaches, and teacher leaders will create a schedule of planned classroom visits for the year, including dates to share trends with staff and specific/actionable feedback to the individual teacher. Walkthrough data will be used to help determine professional development needs. Utilize morning meeting time for short professional development sessions that are based off of classrooms visits.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach SOIs ILT	PAETEP forms Instructional walkthrough tracker	No	
Action Step		Anticipated Start/Completion Date	
Curriculum Implementation - School leaders and instructional coaches will identify shared language and curricular "look fors" for each course. School leaders and teacher leaders will create themed professional development for morning meetings and faculty meetings to close curricular implementation gaps. School leaders and teachers leaders will continue to examine instructional practices during the ELA block, with a goal of increasing alignment between classrooms.		2025-09-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach SOIs ILT	Curricular resources Curricular pacing guides	No	
Action Step		Anticipated	

		Start/Completion Date	
Data Wise - Data Wise practices will be used in weekly meetings (such as team, content, and ILT), focusing on the use of data to support the Problem of Practice. ILT members will train staff in Data Wise meeting protocols. Teachers will engage students in data protocols during conferences surrounding benchmark assessments.		2025-09-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach SOIs ILT	District Data Wise process	No	
Action Step		Anticipated Start/Completion Date	
Fostering a Love of Reading - Continue school-wide literacy initiatives and recognition for achievements, fostering a love of reading, and providing exposure to new, high-interest texts.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach SOIs ILT	Schedule of RMS literacy initiatives	No	
Action Step		Anticipated Start/Completion Date	
The RMS LT will ensure a regularly cadenced series of leadership team meetings that ensure thorough progress monitoring of all SIP action steps, allow for data analysis, and planning of professional learning		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	RMS LT meeting schedule, minutes, and agendas	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to the consistency of curriculum implementation Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: PBIS

Measurable Goals:
- We will hold at least one family and community engagement opportunity per quarter that will support the improvement of students' academic and socio-emotional outcomes, cumulatively reaching at least 10% participation throughout the year. - By June 2026, we will decrease the percentage of students marked chronically absent from 43% to 20%

- By June 2026, we will have at least 75% of students that will agree or strongly agree to the indicator " If I need someone to talk to, there is an adult at this school I trust" on the school level climate and culture survey.

Action Step		Anticipated Start/Completion Date	
Attendance: Improve chronic absenteeism and lates to school using an attendance team and previously stated incentives that are organized and ready to go by first day of school.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Attendance committee agenda Attendance incentives	Yes	
Action Step		Anticipated Start/Completion Date	
PBIS: Ensure that all staff are using PBIS points with fidelity and that there are student incentives tied into the 4Rs.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	PBIS points overview	Yes	
Action Step		Anticipated Start/Completion Date	
PBIS: Build out systems and structures to allow students will track their own PBIS points.		2025-09-29	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	PBIS team meeting minutes and agendas	No	
Action Step		Anticipated Start/Completion Date	
Parent and Family Engagement: Create incentives for parents to be more involved in organizing events for students and families. Develop leadership capcity in families.		2025-09-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Parent liasion	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance committee and other structures to support increased regular attendance Regularly scheduled events to bring parent/families/community into the school Building out systems and structures relating to PBIS	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: Teacher Study Groups

Measurable Goals:		
- By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. - By June 2026, we will increase the percentage of students meeting or exceeding their annual language growth goal, as measured by LAS Links, by 5% - By the end of June 2026, we will decrease the percentage of English learners testing below basic according to the ELA benchmark by 10%		

Action Step		Anticipated Start/Completion Date	
We will hold monthly, structured, data-driven meetings to identify a Priority Question, learner-centered problem and a problem of practice. The team will hold three meetings aligned with Steps 3, 4, and 5 of the Data Wise process.		2025-08-25	2025-11-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI ILT	EL meeting agendas	No	
Action Step		Anticipated Start/Completion Date	
We will hold monthly, structured, data-driven meetings to identify evidence-based instructional strategies and develop an actionable implementation plan. Using LAS Links, Language Program data, and formative assessments to measure impact, the team will conduct two meetings aligned with Steps 6, 7 and 8 of the Data Wise process.		2025-12-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI ILT	EL meeting agendas Evidence based instructional strategies to support EL students	Yes	
Action Step		Anticipated Start/Completion Date	
Following each testing event, conduct monthly ELD meetings to analyze language development data from LAS Links and evaluate whether students are meeting interim growth targets. Use STAR data and curricular benchmarks to monitor academic achievement, with a focus on English learners in the 3.0–4.0 proficiency range. Identify students not demonstrating expected progress and collaborate on targeted instructional strategies. Targeted support strategies may include: • Instructional coaching • Co-planning between content and EL teachers • Student goal setting and progress monitoring		2025-09-26	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI ILT	ELD meeting agendas and minutes	No	
Action Step		Anticipated Start/Completion Date	
Ensure student schedules and ELD support are in alignment with the ASD ELD Protocol		2025-08-	2025-09-

		25	26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL SOI ILT	Scheduling overview process	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to instructional strategies that support english learners Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
PBIS	Attendance: Improve chronic absenteeism and lates to school using an attendance team and previously stated incentives that are organized and ready to go by first day of school.
PBIS	PBIS: Ensure that all staff are using PBIS points with fidelity and that there are student incentives tied into the 4Rs.
Teacher Study Groups	We will hold monthly, structured, data-driven meetings to identify evidence-based instructional strategies and develop an actionable implementation plan. Using LAS Links, Language Program data, and formative assessments to measure impact, the team will conduct two meetings aligned with Steps 6, 7 and 8 of the Data Wise process.

Attendance Systems and Structures

Action Step		
Attendance: Improve chronic absenteeism and lates to school using an attendance team and previously stated incentives that are organized and ready to go by first day of school.		
Audience		
All teachers		
Topics to be Included		
Overview of attendance systems and structures at RMS		
Evidence of Learning		
Teachers consistently implementing tier 1 interventions, other staff consistently implementing tier 2 and 3 interventions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Principals	2025-09-08	2026-06-05

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly, updated as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

PBIS Systems and Structures

Action Step
PBIS: Ensure that all staff are using PBIS points with fidelity and that there are student incentives tied into the 4Rs.
Audience

All teachers		
Topics to be Included		
PBIS systems and structure overview, how to use PBIS online, points norming, incentives		
Evidence of Learning		
Teachers and team using PBIS online with fidelity		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Principals	2025-08-25	2026-05-04

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly, updated as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Instructional Strategies for English Learners

Action Step		
We will hold monthly, structured, data-driven meetings to identify evidence-based instructional strategies and develop an actionable implementation plan. Using LAS Links, Language Program data, and formative assessments to measure impact, the team will conduct two meetings aligned with Steps 6, 7 and 8 of the Data Wise process.		
Audience		
All teachers		
Topics to be Included		
Instructional strategies to support English Learners		
Evidence of Learning		
Implementation of instructional strategies to support English learners in all content classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator, SOI	2025-09-08	2026-05-08

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly, updated as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date