

Profile and Plan Essentials

School		AUN/Branch
Hiram W. Dodd Elementary School		121390302
Address 1		
1944 S. Church St.		
Address 2		
Dodd Elementary		
City	State	Zip Code
Allentown	Pennsylvania	18103
Chief School Administrator		Chief School Administrator Email
Dr. Birks		birksc@allentownsd.org
Principal Name		
Lindsay Perkins		
Principal Email		
perkinsl@allentownsd.org		
Principal Phone Number		Principal Extension
484-765-4505		4505
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lindsay Perkins	Principal	Dodd	perkinsl@allentownsd.org
Ryan Creange	Other	Dodd	creanger@allentownsd.org
Christina Cope	Education Specialist	Dodd	copec@allentownsd.org
Lisa Moniz	Education Specialist	Dodd	monizl@allentownsd.org
Kathleen Paul	Other	Dodd	paulk@allentownsd.org
Gitza Villanueva	Education Specialist	Dodd	villanuevag@allentownsd.org
Zeanab Ali-Warmkessel	Teacher	Dodd	ali-warmkesselz@Allentownsd.org
Dr. Carol Birks	Chief School Administrator	ASD	birksc@allentownsd.org
Melissa Smith	District Level Leaders	ASD	smithm@allentownsd.org
Sheila Alvarado	Community Member	PA House of Rep./Parent	senid85@yahoo.com
Tosha Clay	Community Member	Endless Innovation Daycare	toshaclayeia@gmail.com
Tanya Thompson	Parent	Dodd	thompson987@yahoo.com
Carol Gonzalez	Other	Dodd	gonzalezca@allentownsd.org
Marquisha Fleetwood	Parent	Dodd	eventfulcreationz@gmail.com

Vision for Learning

Vision for Learning

The Allentown School District envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Based on the 23-24 school year data, 71% of the All Student Group made expected growth in ELA.	The statewide average is 75.4%.
Based on the 23-24 school year data, English Language Growth and Attainment for the all student group was 45.4%.	This exceeded the state average of 31.7%. This is 1.1% lower than last year.
Based on the 23-24 school year data, 98.3% of the all student group met the expected growth in the career standards benchmark.	This exceeded the state average at 89.6% and the state standard at 98%.
Based on the 23-24 school year data, 96% of the All Student Group made expected growth in Math.	This exceeded the state average of 74.9%

Challenges

Indicator	Comments/Notable Observations
The All Student Group in Math increased 4.2% to 31.5% in 2023-24.	PSSA proficiency remained below the state average of 40.2% and significantly below the state standard of 71.8%.
The All Student Group in ELA decreased by 1.1% to 30.4% in 2023-24.	Proficiency remains significantly below the statewide average of 53.9% and the statewide standard of 81.1%.
Percent of students regularly attending school was 72.3%.	This was below the state average of 78.1%, and significantly below the state standard of 94.1%. Chronic absenteeism decreased from 26% in 2022-23 to 20% in 2023-2024, and 14% in 2024-2025. This led to an increase in the percent of students regularly attending school.
59% of the All Student Group made expected growth in science.	This is a decrease from last year of 95% and below the Statewide Growth Standard of 70%.

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

Strengths

Indicator	Comments/Notable Observations
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English Growth and Attainment ESSA Student Subgroups English Learners	English Language Growth and Attainment for the all student group was 45.4% which exceeded the state average of 31.7%.
Indicator Meeting the Growth Standard on the ELA and Math PSSA ESSA Student Subgroups African-American/Black, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Over 94% of all students in all groups met the growth standard in Math and over 71% of all students in all groups met the growth standard in ELA.

Challenges

Indicator Proficiency and Achievement of English Learners and Students with Disabilities on the ELA and Math PSSA ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations ELA: 29.8% IEP 17% EL 18.5% Black 25% Hispanic 27.4% ED 29.9% Math: 31.6% IEP 19.1% EL 18.2% Black 28.6% Hispanic 28.9% ED 31.9%
Indicator Regular School Attendance of Students with Disabilities ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations The Students with Disabilities group of students is 14.4% lower than the All Student Group for regular school attendance.

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.

Making Expected Growth in ELA: 71% of the All Student Group made expected growth in ELA. The EL and Students with Disabilities increase in the percent proficient or advanced in English Language Arts/Literature: EL 11.9% to 18.5% and Students with Disabilities 6.4% to 17.0%.
English Language Growth and Attainment for the all student group was 45.4% which exceeded the state average of 31.7%.
Making Expected Growth in Math: 96% of the All Student Group made expected growth in Math. The EL and Students with Disabilities increase in the percent proficient or advanced in Math: EL 9.5% to 18.2% and Students with Disabilities 15.2% to 19.1%.
Meeting Annual Academic Growth in Math: 98% of the Hispanic Subgroup outperformed the 96% of the All Student Group in Math.

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.

The All Student Group in Math increased 4.2% to 31.5% in 2023-24.
The All Student Group in ELA decreased by 1.1% to 30.4% in 2023-24.
Percent of students regularly attending school was 72.3%.

59% of the All Student Group made expected growth in science.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading Spring 2025 Benchmark #4: 27% of first grade students were proficient or advanced.	For Benchmark #1, 5% of students were proficient or advanced.
DIBELS End of Year Assessment, Spring 2025: 57% scored at or above benchmark.	22% of students were at or above benchmark at the beginning of the year assessment.
STAR Reading Spring 2025 Benchmark #4: 32% of second grade students were proficient or advanced.	For Benchmark #1, 29% of students were proficient or advanced.
STAR Reading Spring 2025 Benchmark #4: 37% of third grade students were proficient or advanced.	For Benchmark #1, 40% of students were proficient or advanced. This subgroup did not demonstrate growth.
STAR Reading Spring 2025 Benchmark #4: 37% of fourth grade students were proficient or advanced.	For Benchmark #1, 33% of students were proficient or advanced.
STAR Reading Spring 2025 Benchmark #4: 38% of fifth grade students were proficient or advanced.	For Benchmark #1, 27% of students were proficient or advanced.

English Language Arts Summary

Strengths

STAR Literacy data for grades 1-5 indicated overall growth from 24% beginning of the year benchmark to 35% in end of the year benchmark.
DIBELS data for kindergarten indicated growth from 22% beginning of the year benchmark to 57% end of the year benchmark.

Challenges

DIBELS End of Year Assessment, Spring 2025: 57% scored at or above benchmark.
Low proficiency in ELA. STAR Literacy data indicated 35% proficient in May 2025 for students in grades 1-5.
STAR Reading Spring 2025 Benchmark #4: 37% of third grade students were proficient or advanced.

Mathematics

Data	Comments/Notable Observations
The Kindergarten Universal Math Screener indicated 65% proficiency at end of the year benchmark.	In the beginning of the year benchmark, 50% of students achieved proficiency.
STAR Math Spring 2025 benchmark 4: 36% of first grade students achieved proficient or advanced.	For benchmark 1, 24% of first grade students were proficient or advanced.
STAR Math Spring 2025 benchmark 4: 30% of second grade students achieved proficient or advanced.	For benchmark 1, 24% of second grade students were proficient or advanced.
STAR Math Spring 2025 benchmark 4: 41% of third grade students	For benchmark 1, 40% of third grade students were proficient or advanced.

achieved proficient or advanced.	
STAR Math Spring 2025 benchmark 4: 23% of fourth grade students achieved proficient or advanced.	For benchmark 1, 29% of fourth grade students were proficient or advanced. This subgroup showed a decrease in growth.
STAR Math Spring 2025 benchmark 4: 32% of fifth grade students achieved proficient or advanced.	For benchmark 1, 26% of fifth grade students were proficient or advanced.

Mathematics Summary

Strengths

The Kindergarten Universal Math Screener indicated 15% overall growth from 50% at beginning of the year benchmark to 65% proficiency at end of the year benchmark.
STAR Math Spring 2025 benchmark 4: 36% of first grade students achieved proficient or advanced.

Challenges

Low proficiency in Math. STAR Math data indicated only a 6% increase overall from 29% beginning of the year benchmark to 25% end of the year benchmark for students in grades 1-5.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All student Group: CDT science data for grades 4-5 indicated growth from 27% at baseline to 30% in January 2025.	No IEP or EL data available at this time.
All student group: CDT indicated 30% proficient in January 2025 which is significantly below the state standard of 83%.	There is a 4% decrease in proficiency from January 2024 to January 2025. To be noted, a 34% proficiency on CDT in 2022-23 correlated to a 61.2% proficiency rate on the PSSA.

Science, Technology, and Engineering Education Summary

Strengths

All student Group: CDT science data for grades 4-5 indicated 30% proficiency in January of 2025 which is a 3% increase from baseline.

Challenges

All student group: CDT indicated 30% proficient in January 2025 which is significantly below the state standard of 83%. CDT indicated 30% proficient in January 2025 which is significantly below the state standard of 83%. To be noted, 34% proficiency on CDT in 2022-24 correlated to a 61.2% proficiency rate on the PSSA. While this is significantly higher, it is still nearly 22% below the state expectation.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures data indicates that 100% of students in grade 5 met the career readiness benchmark.	This data exceeds the statewide average of 91.4% and the statewide performance standard of 98%.

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.

Smart Futures data indicates that 100% of students in grade 5 met the career readiness benchmark. This exceeds the statewide average of 91.4% and the statewide performance standard of 98%.

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.

Career Readiness lessons will have to continue to be modified for Life Skills Support classrooms.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
EL student group: STAR ELA 11% proficient at baseline to 14% proficient in May 2025.	2024- 2025 All student group baseline: 24% All student group end of year: 35% The proficiency remains significantly below the all student group.
EL student group: STAR Math 22% proficient at baseline to 26% proficient in May 2025.	2024- 2025 All student group baseline: 29% All student group end of year: 33% Growth and proficiency remain significantly below the all student group.

Students with Disabilities

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

Data	Comments/Notable Observations
IEP student group: STAR ELA 11% proficient at baseline to 24% proficient in May 2025.	2024- 2025 All student group baseline: 24% All student group end of year: 35% Growth rate was above the all student group but proficiency remains below the all student group.
IEP student group: STAR Math 9% proficient at baseline to 23% proficient in May 2025.	2024- 2025 All student group baseline: 29% All student group end of year: 33% The growth rate is higher than the all student group however the proficiency remains below the all student group.

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.

The growth rate on STAR Math for the EL student group is the same as the all student group.
The growth rate on STAR Math for the students with disabilities group is higher than the all student group.

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.

EL student group: STAR ELA 11% proficient at baseline to 14% proficient in May 2025. The proficiency remains significantly below the all student group.
EL student group: STAR Math 22% proficient at baseline to 26% proficient in May 2025. Growth and proficiency remain significantly below the all student group.
Students with Disabilities group: STAR Math 9% proficient at baseline to 23% proficient in May 2025. The growth rate is higher than the all student group however the proficiency remains below the all student group.

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	Operational

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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *

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?

Implement evidence-based strategies to engage families to support learning *
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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *
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Identify and address individual student learning needs *
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Foster a culture of high expectations for success for all students, educators, families, and community members *
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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
English Language Growth and Attainment for the all student group was 45.4% which exceeded the state average of 31.7%.	True
Making Expected Growth in ELA: 71% of the All Student Group made expected growth in ELA. The EL and Students with Disabilities increase in the percent proficient or advanced in English Language Arts/Literature: EL 11.9% to 18.5% and Students with Disabilities 6.4% to 17.0%.	True
Making Expected Growth in Math: 96% of the All Student Group made expected growth in Math. The EL and Students with Disabilities increase in the percent proficient or advanced in Math: EL 9.5% to 18.2% and Students with Disabilities 15.2% to 19.1%.	True
STAR Literacy data for grades 1-5 indicated overall growth from 24% beginning of the year benchmark to 35% in end of the year benchmark.	False
DIBELS data for kindergarten indicated growth from 22% beginning of the year benchmark to 57% end of the year benchmark.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	True
The growth rate on STAR Math for the students with disabilities group is higher than the all student group.	False
Smart Futures data indicates that 100% of students in grade 5 met the career readiness benchmark. This exceeds the statewide average of 91.4% and the statewide performance standard of 98%.	False
All student Group: CDT science data for grades 4-5 indicated 30% proficiency in January of 2025 which is a 3% increase from baseline.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	True
Meeting Annual Academic Growth in Math: 98% of the Hispanic Subgroup outperformed the 96% of the All Student Group in Math.	False
	False
The growth rate on STAR Math for the EL student group is the same as the all student group.	False
The Kindergarten Universal Math Screener indicated 15% overall growth from 50% at beginning of the year benchmark to 65% proficiency at end of the year benchmark.	False
STAR Math Spring 2025 benchmark 4: 36% of first grade students achieved proficient or advanced.	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
The All Student Group in Math increased 4.2% to 31.5% in 2023-24.	True
The All Student Group in ELA decreased by 1.1% to 30.4% in 2023-24.	True
Percent of students regularly attending school was 72.3%.	True
Low proficiency in Math. STAR Math data indicated only a 6% increase overall from 29% beginning of the year benchmark to 25% end of the year benchmark for students in grades 1-5.	False
DIBELS End of Year Assessment, Spring 2025: 57% scored at or above benchmark.	True
All student group: CDT indicated 30% proficient in January 2025 which is significantly below the state standard of 83%. CDT indicated 30% proficient in January 2025 which is significantly below the state standard of 83%. To be noted, 34% proficiency on CDT in 2022-24 correlated to a 61.2% proficiency rate on the PSSA. While this is significantly higher, it is still nearly 22% below the state expectation.	False
Career Readiness lessons will have to continue to be modified for Life Skills Support classrooms.	False
EL student group: STAR ELA 11% proficient at baseline to 14% proficient in May 2025. The proficiency remains significantly below the all student group.	False
Implement evidence-based strategies to engage families to support learning *	False
Foster a culture of high expectations for success for all students, educators, families, and community members *	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	True
Identify and address individual student learning needs *	True
59% of the All Student Group made expected growth in science.	False
Low proficiency in ELA. STAR Literacy data indicated 35% proficient in May 2025 for students in grades 1-5.	False
STAR Reading Spring 2025 Benchmark #4: 37% of third grade students were proficient or advanced.	False
EL student group: STAR Math 22% proficient at baseline to 26% proficient in May 2025. Growth and proficiency remain significantly below the all student group.	False
Students with Disabilities group: STAR Math 9% proficient at baseline to 23% proficient in May 2025. The growth rate is higher than the all student group however the proficiency remains below the all student group.	False

Most Notable Observations/Patterns

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

There was an increase in ELA and Math proficiency on the 2023 PSSA for all student groups (no 2024 data available at the time). 100% of all students made expected growth on the 2023 ELA and Math PSSA tests. As indicated by STAR, EL and Students with Disabilities groups perform significantly below the all student

group in ELA and Math. Chronic absentee percentages as noted on PA Future Ready are one year behind district data. Chronic absenteeism, according to Sapphire June 2025, only 14% of students were chronically absent. The percentage of students with regular school attendance was 12% lower for students with disabilities (in self contained classrooms).

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The All Student Group in Math increased 4.2% to 31.5% in 2023-24.	Year 1 of curricula implementation with Envision. Limited time to specifically plan for implementation of best practices and alignment.	True
The All Student Group in ELA decreased by 1.1% to 30.4% in 2023-24.	Second year of Benchmark Advance. Increased time for planning and implementation of best practices and alignment with structured literacy and small group instruction.	True
Percent of students regularly attending school was 72.3%.	Chronic absenteeism decreased to 14% for the 2024-25 school year. Additional tier 2 interventions are needed for the 2025-26 school year.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	Time for collaborative planning focused on math data/Envision. Professional development time was utilized to address new programming as opposed to implementation of best practices in that content area.	False
Identify and address individual student learning needs *	We have one intervention specialist for 658 students alongside a full time reading intervention specialist. More support is needed. Funding for after school tutoring does not adequately address the need. Accelerated classrooms were not accelerated. Rostering practices were revised for the 24-25 school year.	False
Foster a culture of high expectations for success for all students, educators, families, and community members *		False
DIBELS End of Year Assessment, Spring 2025: 57% scored at or above benchmark.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
DIBELS data for kindergarten indicated growth from 22% beginning of the year benchmark to 57% end of the year benchmark.	Significant increase in DIBELS, however below the district expectation.
English Language Growth and Attainment for the all student group was 45.4% which exceeded the state average of 31.7%.	We have worked collaboratively with the EL department to adjust and realign supports.
Making Expected Growth in ELA: 71% of the All Student Group made expected growth in ELA. The EL and Students with Disabilities increase in the percent proficient or advanced in English Language Arts/Literature: EL 11.9% to 18.5% and Students with Disabilities 6.4% to 17.0%.	Our focus was growth for everyone, no excuses. All students and staff set goals. Implementation of our "GOAL"den student award and "Pie in the Sky" schoolwide celebration of goals at our monthly Bulldog Assemblies.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	Increased family engagement opportunities

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	
Making Expected Growth in Math: 96% of the All Student Group made expected growth in Math. The EL and Students with Disabilities increase in the percent proficient or advanced in Math: EL 9.5% to 18.2% and Students with Disabilities 15.2% to 19.1%.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strategic Plan: Priority 1, Goal 2 If we design and implement high-impact learning experiences to drive academic excellence (and provide students in K-8 with a solid foundation of arithmetic operations with whole numbers, fractions, and decimals, including fluency and understanding of the order of operations) then we will see and increase in student proficiency in math.
	Strategic Plan: Priority 1, Goal 1 If we design and implement high-impact learning experiences to drive academic excellence (including delivering structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills) then we will see an increase in student proficiency in ELA.
	Strategic Plan: Priorities 1 and 2, Goals 3 and 4 If we cultivate conditions where all students feel safe, valued, empowered and loved (focusing on an evidence based multi-tiered System of Support framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism) then we will see an increase in students regularly attending school, increased average daily attendance, and a decrease in students who are chronically absent from school.

Goal Setting

Priority: Strategic Plan: Priority 1, Goal 2 If we design and implement high-impact learning experiences to drive academic excellence (and provide students in K-8 with a solid foundation of arithmetic operations with whole numbers, fractions, and decimals, including fluency and understanding of the order of operations) then we will see and increase in student proficiency in math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 2: Algebra I-Increase the percentage of students passing Algebra I by 9th grade Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Math by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Progress will be measured by Envision Math Chapter Assessments. Indicator 2: Progress will be measure by an increase in STAR benchmark assessment proficiency performance from beginning of the year to end of the year by 10%. Indicator 3: Progress will be measured by USNS Kindergarten Screener.			
Measurable Goal Nickname (35 Character Max)			
Improve Mathematics Outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
STAR Math Benchmark Assessment to be determined at baseline.	STAR Math 3% increase from baseline in grades 3-5.	STAR Math 6% increase from baseline in grades 3-5.	STAR Math 10% increase from baseline in grades 3-5.

Priority: Strategic Plan: Priority 1, Goal 1 If we design and implement high-impact learning experiences to drive academic excellence (including delivering structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills) then we will see an increase in student proficiency in ELA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 1: Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase STAR Reading benchmark assessment proficiency performance from beginning of year to end of year by 10%. Indicator 2: Progress will be measured by students continuing progress in grade level Lexia. Indicator 3: Progress will be measured by Benchmark Unit Assessment proficiency.			
Measurable Goal Nickname (35 Character Max)			
Improve English Language Arts Outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
STAR ELA Benchmark Assessment to be determined at baseline.	STAR ELA 3% increase from baseline in grades 3-5.	STAR ELA 6% increase from baseline in grades 3-5.	STAR ELA 10% increase from baseline in grades 3-5.

Outcome Category

Early Literacy			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade Goal: By the end of the 2025-2026 school year, increase the average DIBELS Composite Score for kindergarten students by at least 50% compared to the beginning of the year results. Indicator 1: DIBELS Assessment Indicator 2: Lexia Level (students will continue to progress in Lexia on grade level) Indicator 3: Benchmark Phonological Assessment (students will show proficiency in the 'blending phonemes' subtest)			
Measurable Goal Nickname (35 Character Max)			
Improve Early Literacy outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
DIBELS Assessment Proficiency Baseline	DIBELS Assessment proficiency will increase by 20% from baseline.	DIBELS Assessment proficiency will increase by 30% from baseline.	DIBELS Assessment proficiency will increase by 50% from baseline.

Priority: Strategic Plan: Priorities 1 and 2, Goals 3 and 4 If we cultivate conditions where all students feel safe, valued, empowered and loved (focusing on an evidence based multi-tiered System of Support framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism) then we will see an increase in students regularly attending school, increased average daily attendance, and a decrease in students who are chronically absent from school.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 4: The percentage of students who attend 90% or more school days will increase each year, reducing chronic absenteeism. Goal: By June 2026, decrease the percentage of students who are chronically absent to 10%. Indicator 1: Increase Average Daily Attendance per quarter. Indicator 2: Decrease number of students who are chronically absent per quarter.			
Measurable Goal Nickname (35 Character Max)			
Improve Attendance Outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline % of students who are chronically absent	TBD % decrease (determined at baseline)	TBD % decrease (determined at baseline)	10% of students are chronically absent

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 2, Goal 2: Ensure the physical environment and infrastructure foster safe and secure learning environments where instructional excellence can thrive. Goal: By June 2026, the average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey. Indicator 1: Anti-Bullying learning opportunities every quarter Indicator 2: Reduce number of level 3 and 4 infractions related to disrespect to peer, bullying, harassment, and verbal and physical altercations Indicator 3: Hold at least two family engagement opportunities per quarter.			
Measurable Goal Nickname (35 Character Max)			

Improve School Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Action Plan

Measurable Goals

Improve Mathematics Outcomes	Improve English Language Arts Outcomes
Improve Early Literacy outcomes	Improve Attendance Outcomes
Improve School Climate and Culture	

Action Plan For: Establish a team structure with specific duties and time for instructional planning.

Measurable Goals:
- Strategic Plan Priority 1, Goal 2: Algebra I-Increase the percentage of students passing Algebra I by 9th grade Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Math by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Progress will be measured by Envision Math Chapter Assessments. Indicator 2: Progress will be measure by an increase in STAR benchmark assessment proficiency performance from beginning of the year to end of the year by 10%. Indicator 3: Progress will be measured by USNS Kindergarten Screener. - Strategic Plan Priority 1, Goal 1: Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase STAR Reading benchmark assessment proficiency performance from beginning of year to end of year by 10%. Indicator 2: Progress will be measured by students continuing progress in grade level Lexia. Indicator 3: Progress will be measured by Benchmark Unit Assessment proficiency. - Strategic Plan Priority 1, Goal 4: The percentage of students who attend 90% or more school days will increase each year, reducing chronic absenteeism. Goal: By June 2026, decrease the percentage of students who are chronically absent to 10%. Indicator 1: Increase Average Daily Attendance per quarter. Indicator 2: Decrease number of students who are chronically absent per quarter.

Action Step		Anticipated Start/Completion Date	
Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks and systems.		2025-08-18	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Arcelius Brickhouse, NIC Leader Lindsay Perkins, Principal Ryan Creange, Assistant Principal Jason Brakeman, Special Ed Facilitator Amanda Strack, EL Facilitator Christina Cope, Intervention Specialist Lisa Moniz, Reading Specialist	Instructional Rounds Schedule Time to meet with staff to develop knowledge of the Instructional Rounds Process and the development of the Problem of Practice Plan for sharing out best practices to our staff.	Yes	
Action Step		Anticipated Start/Completion Date	
Implement an evidence-based, multi-tiered system of support framework for students and their families to improve regular school		2025-08-	2026-

attendance and provide additional resources for students at risk of chronic absenteeism.		18	06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ryan Creange, Assistant Principal Kathleen Paul, Counselor TBD, Outreach Worker Billie-Jo Gonzalez, Home and School Visitor Valley Youth House representative Children and Youth representative Andrew Krahulik-Knapp, Transportation Director Erika Vargas Gonzalez, ASD Social Worker	Biweekly meetings to review student attendance and updates of successful support Quarterly review of tiered systems in place, students on school reassignment Student Attendance Improvement Meeting template and schedule of meetings School communication (policy, importance of attendance, school calendar, temporary absence permit procedures, excessive absence, etc.)	No	
Action Step		Anticipated Start/Completion Date	
Collaborative Planning and Professional Learning will occur monthly with grade level teams. This will occur both during school hours as well as after school hours. The focus will be the implementation of best practices in literacy and math instruction within the new ELA and Math curricula.		2025-09-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Ryan Creange, Assistant Principal Lisa Moniz, Reading Specialist Amanda Strack, EL Facilitator Jason Brakeman, Special Education Facilitator	Schedule of professional learning and planning sessions for both after school and during school Monthly assessment folders Curricular documents and materials	Yes	
Action Step		Anticipated Start/Completion Date	
Leadership Team will meet quarterly to review data and assess progress towards school improvement goals. Adjustments will be made and data will be shared schoolwide on a quarterly basis.		2025-09-15	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Ryan Creange, Assistant Principal	Dodd Data Working Document (shared google document) Calendar of meetings Plan for schoolwide communication of data and progress towards goals	No	
Action Step		Anticipated Start/Completion Date	
Ensure appropriate staffing to support instructional improvement to include supervisors of instruction, reading specialists, intervention specialists, social workers and teachers.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Ryan Creange, Assistant Principal	Title I Funding Job descriptions and responsibilities of the funded positions	No	
Action Step		Anticipated	

		Start/Completion Date	
The reading specialist will provide targeted support each quarter through collaborative lesson planning, in class coaching/modeling, and co-teaching to strengthen Tier One literacy instruction.		2025-09-22	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lisa Moniz, Reading Specialist	Quarterly calendar of focus Monthly assessments Curricular documents and materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Instructional practices across classrooms will improve through ongoing collaborative planning, instructional rounds, and targeted coaching, resulting in increased student achievement in literacy and math. A consistent, schoolwide MTSS framework will lead to improved attendance rates and provide timely supports for students at risk of chronic absenteeism. Regular leadership team reviews will ensure data-driven decision-making, with schoolwide progress monitored and communicated quarterly to promote accountability and continuous improvement.	Monthly Administrative Walkthroughs Data meetings, linked to school goals ILT meeting agendas (quarterly)

Action Plan For: Educate parents to support their children's learning and teachers to work with parents.

Measurable Goals:
- Strategic Plan Priority 2, Goal 2: Ensure the physical environment and infrastructure foster safe and secure learning environments where instructional excellence can thrive. Goal: By June 2026, the average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey. Indicator 1: Anti-Bullying learning opportunities every quarter Indicator 2: Reduce number of level 3 and 4 infractions related to disrespect to peer, bullying, harassment, and verbal and physical altercations Indicator 3: Hold at least two family engagement opportunities per quarter. - Strategic Plan Priority 1, Goal 2: Algebra I-Increase the percentage of students passing Algebra I by 9th grade Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Math by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Progress will be measured by Envision Math Chapter Assessments. Indicator 2: Progress will be measure by an increase in STAR benchmark assessment proficiency performance from beginning of the year to end of the year by 10%. Indicator 3: Progress will be measured by USNS Kindergarten Screener. - Strategic Plan Priority 1, Goal 1: Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase STAR Reading benchmark assessment proficiency performance from beginning of year to end of year by 10%. Indicator 2: Progress will be measured by students continuing progress in grade level Lexia. Indicator 3: Progress will be measured by Benchmark Unit Assessment proficiency.

Action Step	Anticipated Start/Completion
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		Date	
Coordinate and deliver learning opportunities for families such as workshops, seminars and information sessions to foster their involvement in the development of overall student wellness. Increase parent workshop events that supports learning at home for both literacy and math, with potential for an EL parent workshop. Family Engagement events will include learning opportunities around science and math, social studies and cultures, and literacy.		2025-09-29	2026-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Christina Cope, Intervention Specialists Lisa Moniz, Reading Specialist Grade Level Teams	Materials and Supplies Standards and Topics chosen based on data Agendas	No	
Action Step		Anticipated Start/Completion Date	
Maintain DFIA (Dodd Families in Action) parent group that will meet monthly to: -serve as an advisory group for school improvement planning, data analysis, family events, and budgeting -plan and fund family engagement events -fundraise for innovative learning experiences		2025-08-11	2026-06-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Marquisha Fleetwood, DFIA President	Schedule of meeting dates Meeting agendas DFIA Bylaws	No	
Action Step		Anticipated Start/Completion Date	
Design effective two way communication systems between home and school to share information regarding school programs and student progress. All teachers will make phone calls to all families prior to the start of the school year in order to connect them to the school wide communication platform. Parents will identify specific academic or SEL needs that the support team and teacher can plan for prior to the school year.		2025-08-04	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Ryan Creange, Assistant Principal Gitza Villanueva, ESOL Teacher Kathleen Paul, Counselor	Title I funding Shared Google Spreadsheet	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased familial understanding of student learning targets and grade level standards which will increase student academic outcomes and increase positive school attendance.	Attendance percentages(monthly) Google document with parent and family communication documented including notes for administration and goals/areas of need as communicated by the family. School Climate and Culture Survey

Action Plan For: Standard Aligned Instruction

Measurable Goals:

- Strategic Plan Priority 1, Goal 2: Algebra I-Increase the percentage of students passing Algebra I by 9th grade Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Math by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Progress will be measured by Envision Math Chapter Assessments. Indicator 2: Progress will be measure by an increase in STAR benchmark assessment proficiency performance from beginning of the year to end of the year by 10%. Indicator 3: Progress will be measured by USNS Kindergarten Screener.
- Strategic Plan Priority 1, Goal 1: Goal: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase STAR Reading benchmark assessment proficiency performance from beginning of year to end of year by 10%. Indicator 2: Progress will be measured by students continuing progress in grade level Lexia. Indicator 3: Progress will be measured by Benchmark Unit Assessment proficiency.

Action Step		Anticipated Start/Completion Date	
Data Meetings will be held on a quarterly basis with teachers and administration. Data meetings will be based on classroom specific data as well as walkthrough observations.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Ryan Creange, Assistant Principal	Schedule of meeting times Teacher data from DIBELS, STAR, Lexia, and core programming Usage reports from online student programming Monthly assessment folders Teacher plans Walkthrough data	No	
Action Step		Anticipated Start/Completion Date	
Effectively delivered structured literacy instruction in pre-kindergarten - grade 3. Emphasizing foundational literacy skills.		2025-09-29	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Ryan Creange, Assistant Principal Classroom teachers Lisa Moniz, Reading Specialist Christina Cope, Intervention Specialist	Magnetic tile boards Benchmark Advance resources Small group structured literacy resources	Yes	
Action Step		Anticipated Start/Completion Date	
Effectively deliver small group differentiated instruction based upon student need, level, data specific identification.		2025-09-22	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Ryan Creange, Assistant Principal Classroom teachers Lisa Moniz, Reading Specialist Christina Cope, Intervention Specialist	Student data and data meetings Allotted small group instruction time on master schedule Walk through/observations	No	
Action Step		Anticipated	

		Start/Completion Date	
Provide extended learning and curriculum opportunities for ELA and/or Math.		2025-10-01	2026-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Ryan Creange, Assistant Principal Grade Level team teachers Christina Cope Lisa Moniz	Dodd Data Dashboard Extra Curricular Resources	No	
Action Step		Anticipated Start/Completion Date	
Teachers will plan and deliver Tier One instruction that is fully aligned to grade-level standards by intentionally using district-adopted core instructional materials and collaborative planning structures.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Ryan Creange, Assistant Principal Classroom teachers Lisa Moniz, Reading Specialist Christina Cope, Intervention Specialist	District adopted curriculum materials	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will show growth in ELA and math through improved performance on district and state assessments. Foundational literacy skills will strengthen in Pre-K–Grade 3, and targeted small group instruction will support students performing below grade level. Consistent use of standards-aligned Tier 1 instruction and core materials will lead to increased student achievement and reduced learning gaps.	Walkthroughs, Observations, quarterly data meetings, tracking of student performance

Action Plan For: Provide instruction, modeling, classroom norms, and caring attention that promotes students' self respect, management of emotions, concern for others, and responsibility.

Measurable Goals:
- Strategic Plan Priority 2, Goal 2: Ensure the physical environment and infrastructure foster safe and secure learning environments where instructional excellence can thrive. Goal: By June 2026, the average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey. Indicator 1: Anti-Bullying learning opportunities every quarter Indicator 2: Reduce number of level 3 and 4 infractions related to disrespect to peer, bullying, harassment, and verbal and physical altercations Indicator 3: Hold at least two family engagement opportunities per quarter. - Strategic Plan Priority 1, Goal 4: The percentage of students who attend 90% or more school days will increase each year, reducing chronic absenteeism. Goal: By June 2026, decrease the percentage of students who are chronically absent to 10%. Indicator 1: Increase Average Daily Attendance per quarter.

Indicator 2: Decrease number of students who are chronically absent per quarter.

Action Step		Anticipated Start/Completion Date	
Daily class meetings will be held for 15 minutes in addition to Weekly Restorative Circles held once per week (off day from related arts) with a focus on specific student data from the PA Climate Survey as well as various other topics selected by students and the teacher based on classroom specific data.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lindsay Perkins, Principal Ryan Creange, Assistant Principal Kathleen Paul, Counselor	Master schedule allowing 15 minutes for daily class meetings Discipline data shared with teachers for topic/content discussion Building matrix: Bulldog R.E.A.D.Y.	No	
Action Step		Anticipated Start/Completion Date	
School counselor and social worker will provide support to students/or group of students to promote safety, respect, management of emotions, concerns for others and responsibility.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kathleen Paul, Counselor	Agenda of learning topics so we can support in the classroom prior to and after the presentations	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate increased feelings of safety, belonging, and respect as measured by improved responses on the PA School Climate Survey. In addition, there will be a measurable decrease in behavior referrals and an increase in student engagement in social-emotional learning activities. Students will exhibit improved emotional regulation, empathy, and problem-solving skills, as evidenced by counselor and teacher observations, restorative circle reflections, and progress monitoring tools.	Student Feedback and Climate perception Behavior Data Monitoring Administrative walkthroughs during SEL meetings SEL team collaboration and review

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Establish a team structure with specific duties and time for instructional planning.	Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks and systems.
Establish a team structure with specific duties and time for instructional planning.	Collaborative Planning and Professional Learning will occur monthly with grade level teams. This will occur both during school hours as well as after school hours. The focus will be the implementation of best practices in literacy and math instruction within the new ELA and Math curricula.
Standard Aligned Instruction	Effectively delivered structured literacy instruction in pre-kindergarten - grade 3. Emphasizing foundational literacy skills.
Standard Aligned Instruction	Teachers will plan and deliver Tier One instruction that is fully aligned to grade-level standards by intentionally using district-adopted core instructional materials and collaborative planning structures.

Instructional Rounds

Action Step		
Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks and systems.		
Audience		
District Administration, School Administration, Instructional Leadership Team, Dodd Teachers		
Topics to be Included		
Best practices in literacy and math instruction (to be determined once problem of practice is identified)		
Evidence of Learning		
Communication to the staff of best practices observed and an action plan created		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lindsay Perkins, Principal	2025-09-29	2026-06-12

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Once per year at Dodd for all staff Additional rounds at networked schools for administration and leadership team
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Collaborative Learning and Planning

Action Step		
Collaborative Planning and Professional Learning will occur monthly with grade level teams. This will occur both during school hours as well as after school hours. The focus will be the implementation of best practices in literacy and math instruction within the new ELA and Math curricula.		
Audience		
All teachers		
Topics to be Included		
ELA: Structured literacy in the primary and intermediate grades and incorporating best practices into Benchmark programming Math: Mathematical practices in the classroom and incorporating best practices into Envision programming		
Evidence of Learning		
Classroom walkthroughs immediately after professional learning/planning sessions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lindsay Perkins, Principal Ryan Creange, Assistant Principal	2025-09-08	2026-06-12

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	2 afterschool with an additional 10 sessions during morning preparation time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	2 afterschool with an additional 10 sessions during morning preparation time
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

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