

Ruby Bridge Childhood Center

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Ruby Bridge Childhood Center		121390302
Address 1		
1394 Walnut St		
Address 2		
City	State	Zip Code
Allentown	PA	18102
Chief School Administrator		Chief School Administrator Email
Dr Carol Birks		birksc@allentownsd.org
Principal Name		
Kristyn Ryan Senneca		
Principal Email		
sennecak@allentownsd.org		
Principal Phone Number		Principal Extension
484-765-5441		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Carol D. Birks	Chief School Administrator	ASD- Superintendent	birksc@allentownsd.org
Jennifer Bryant	District Level Leaders	ASD- ED Instructional Leadership	bryantj@allentownsd.org
Jodi Frankelli	District Level Leaders	ASD- ED Early Childhood	Frankellij@allentownsd.org
Amy Spang	Teacher	ASD- Interventionist	spanga@allentownsd.org
Esther Servais	Teacher	ASD- Reading Specialist	servaise@allentownsd.org
Katie Searock	Teacher	ASD- Kindergarten Teacher	searockk@allentownsd.org
Kristyn Ryan Senneca	Principal	ASD	sennecak@allentownsd.org
Adrienne Fedor	Other	ASD - Assistant Principal	fedora@allentownsd.org
TBD	Other	ASD-Social Worker	
TBD	Other	ASD-Counselor	
TBD	Parent	Parent	

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	False 1	False 2	False 3	False 4	False 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
Ruby Bridges is an Early Childhood Center and therefore does not report progress on the Future Ready Dashboard.	44% of students demonstrated above average to well above average composite score growth in DIBELS from 2024 BOY to 2025 EOY.

Challenges

Indicator	Comments/Notable Observations
Ruby Bridges is an Early Childhood Center and therefore does not report progress on the Future Ready Dashboard.	37% of Pre-K and Kindergarten students are considered chronically absent. This is 15% above the state average.

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

Strengths

Indicator Ruby Bridges is an Early Childhood Center and therefore does not report progress on the Future Ready Dashboard. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	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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Challenges

Indicator Ruby Bridges is an Early Childhood Center and therefore does not report progress on the Future Ready Dashboard. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

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

Ruby Bridges is an Early Childhood Center and therefore does not report progress on the Future Ready Dashboard.
44% of students demonstrated above average to well above average growth in DIBELS from 2024 BOY to 2025 EOY.

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.

Ruby Bridges is an Early Childhood Center and therefore does not report progress on the Future Ready Dashboard.
37% of Pre-K and Kindergarten students are considered chronically absent. This is 15% above the state average.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS Composite score indicated a growth of students scoring proficient and advanced from 19% BOY to 50% EOY. This is a growth of 31%.	DIBELS is the district benchmark assessment. Baseline enrollment was 120 and EOY enrollment was 117. Overall, Kindergarteners in the district showed 28% growth from BOY to EOY.
Using DIBELS, students scoring proficient and advanced grew from 20% to 63%, or 43%, from BOY to EOY in Letter Naming Fluency.	District growth in LNF was 32% from BOY to EOY.
Using DIBELS, students scoring proficient and advanced grew from 6% to 51%, or 45%, from BOY to EOY in Correct Letter Sounds. 14% of students scored advanced in this area.	District growth in CLS was 31% from BOY to EOY. 14% of students scored advanced.
Using Benchmark Phonological and Phonemic Awareness Assessment, by the EOY 55% (63/115) scored proficient in foundational reading skills.	Benchmark Advanced assessment is aligned to the Science of Reading. It is an untimed assessment.
Using DIBELS, students scoring proficient and advanced grew from 3% to 51%, or 48%, from BOY to EOY in Nonsense Word Fluency - Words Read Correctly. 20% of students scored advanced in this area.	District growth in NWF-WRC was 34% from BOY to EOY. 17% of students scored advanced.

English Language Arts Summary

Strengths

Students' ability to decode words grew from 3% to 51% by EOY.
Students' ability to identify correct letter sounds grew from 6% to 51% by EOY.

Challenges

19% of students entered Kindergarten at or above benchmark using DIBELS.
Low proficiency in Foundational Reading Skills as indicated by 50% at or above benchmark according to DIBELS and 55% proficiency according to Benchmark Advanced Phonological and Phonemic Awareness Assessment.

Mathematics

Data	Comments/Notable Observations
The Kindergarten Universal Screener for Number Sense indicated a 11% proficiency increase from BOY to EOY (38% to 49%).	The screener is administered three times a year.

Mathematics Summary

Strengths

38% of students arrived to Kindergarten at benchmark according to USNS.

Challenges

Using USNS, the MOY proficiency rate for assessed Kindergarteners was at 53%, then fell to 49% at the EOY.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Ruby is currently a 1:1 ratio with computers to students.	Maintained ratio.
100% of teachers delivered science instruction.	Teachers implemented a new science curriculum.

Science, Technology, and Engineering Education Summary

Strengths

Students have access to technology to support their learning process at home and at school.

Students have been provided a rigorous curriculum that is correlates to PA STEEL Standards.

Challenges

There is not district assessment that monitors the growth of student skills in this area.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of Ruby students enrolled at Ruby at the end of the year completed one career ready artifact that has been uploaded to their portfolio.	Future career

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

100% of students have a completed artifact in their SmartFutures portfolio.

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.

Late enrollments and attendance challenges can result in career readiness lessons can be missed.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
1/23 (1%) EL students scored proficient on the DIBELS assessment at the BOY. 9/23 (39%) students scored proficient on DIBELS assessment at the EOY. This remains below our overall proficiency rate at the EOY of 50%.	This remains below the total proficiency of 51%.
EL subgroup demonstrated a 38% growth vs the overall 31% growth rate in DIBELS from BOY to EOY.	This is 7% higher than total growth
8/29 ELL students scored proficient on the EOY USNS assessment.	This is well below the school average of 48%
77% of our ELL Students met the LAS Links growth projection.	23% did not meet the growth expectation
24/26 students scored Level 1 on WIDA.	2/26 students scored a Level 2 on WIDA. Additional students enrolled after WIDA that we do not have scores for.

Students with Disabilities

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

Data	Comments/Notable Observations
1 Student with an IEP scored proficient and 1 student scored advanced (2/7 total) on the EOY DIBELS assessment.	This is well below the school average of 50%
Part-time Special Education Teacher (AM)	Students were served part of the day by a HQ Special Education Teacher. 5/7 of the students with IEP's for Learning Support qualified later in the year and were not receiving the individualized support they could have benefited from had they qualified sooner.
3/7 Students with IEPs scored proficient on the EOY USNS.	This is well below the school average of 48%

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.

1/23 (1%) EL students scored proficient on the DIBELS assessment at the BOY. 9/23 (39%) students scored proficient on DIBELS assessment at the EOY. Which is above the total average rate of 31%

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.

39% of ELL students scored proficient or advanced at the EOY DIBELS benchmark. 11% below the total proficiency of 50%.
Late enrollments for EL students can prohibit significant gains.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Not Yet Evident
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
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	Emerging
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	Emerging

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 a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Collectively shape the vision for continuous improvement of teaching and learning
Use multiple professional learning designs to support the learning needs of staff
Identify and address individual student learning needs

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 a multi-tiered system of supports for academics and behavior
Align curricular materials and lesson plans to the PA Standards
Foster a culture of high expectations for success for all students, educators, families, and community members
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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
Ruby Bridges is an Early Childhood Center and therefore does not report progress on the Future Ready Dashboard.	False
44% of students demonstrated above average to well above average growth in DIBELS from 2024 BOY to 2025 EOY.	True
Students' ability to decode words grew from 3% to 51% by EOY.	True
Students' ability to identify correct letter sounds grew from 6% to 51% by EOY.	True
38% of students arrived to Kindergarten at benchmark according to USNS.	True
Students have access to technology to support their learning process at home and at school.	False
Students have been provided a rigorous curriculum that is correlates to PA STEEL Standards.	False
100% of students have a completed artifact in their SmartFutures portfolio.	False
1/23 (1%) EL students scored proficient on the DIBELS assessment at the BOY. 9/23 (39%) students scored proficient on DIBELS assessment at the EOY. Which is above the total average rate of 31%	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Use multiple professional learning designs to support the learning needs of staff	False
Identify and address individual student learning needs	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
Ruby Bridges is an Early Childhood Center and therefore does not report progress on the Future Ready Dashboard.	False
37% of Pre-K and Kindergarten students are considered chronically absent. This is 15% above the state average.	True
19% of students entered Kindergarten at or above benchmark using DIBELS.	True
Low proficiency in Foundational Reading Skills as indicated by 50% at or above benchmark according to DIBELS and 55% proficiency according to Benchmark Advanced Phonological and Phonemic Awareness Assessment.	True
Using USNS, the MOY proficiency rate for assessed Kindergarteners was at 53%, then fell to 49% at the EOY.	True
There is not district assessment that monitors the growth of student skills in this area.	False

Late enrollments and attendance challenges can result in career readiness lessons can be missed.	False
39% of ELL students scored proficient or advanced at the EOY DIBELS benchmark. 11% below the total proficiency of 50%.	True
Late enrollments for EL students can prohibit significant gains.	False
Implement a multi-tiered system of supports for academics and behavior	False
Align curricular materials and lesson plans to the PA Standards	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True

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.

Ruby Bridges Early Childhood Center opened this year to serve Pre-K and Kindergarten students from Dodd and Union Terrace Elementary Schools. Staff were reassigned from their home schools to Ruby Bridges, where we began the important work of building a shared vision, forming a cohesive team, and developing relationships with one another. Together, we focused on meeting the diverse needs of our students while aligning our practices and expectations as a unified staff. This inaugural year was one of significant learning and growth. Our efforts centered on creating a positive school culture and climate that supports students' academic and behavioral development. We also prioritized strong, consistent communication with families, emphasizing the importance of regular attendance as a foundation for student success. While we have laid critical groundwork in the areas of school culture, developmentally appropriate instruction, student engagement, and family partnership, we recognize that this work is ongoing. As we move forward, we remain committed to continuous improvement to ensure Ruby Bridges operates at the highest level of excellence.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
37% of Pre-K and Kindergarten students are considered chronically absent. This is 15% above the state average.	Building teams to address challenges was delayed, first year as an early learning center and processes were not solid until midyear. Challenges with not having students in home school and daycare center coordination had negative impacts on data.	True
19% of students entered Kindergarten at or above benchmark using DIBELS.	Many students come to Kindergarten with out formal prek experiences.	False
Low proficiency in Foundational Reading Skills as indicated by 50% at or above benchmark according to DIBELS and 55% proficiency according to Benchmark Advanced Phonological and Phonemic Awareness Assessment.	While we did grow our proficiency rate, half of our students remain below benchmark. Initial data discussions suggested it could be attributed to a timed vs untimed assessment; however, overall proficiency in Benchmark PPA was similar to DIBELS.	True
Using USNS, the MOY proficiency rate for assessed Kindergarteners was at 53%, then fell to 49% at the EOY.	USNS becomes increasingly more conceptual in the EOY assessment. Students could be struggling with transferring skills learned in BOY and MOY to EOY concepts. Implementation of new enVision resource. Teachers were adjusting lessons in real time. Assessment data took multiple days to acquire.	True
39% of ELL students scored proficient or advanced at the EOY DIBELS benchmark. 11% below the total proficiency of 50%.	Part-time ESL teacher, 30 minute pull out express sessions supported by ESL paraprofessional.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	First year organization and teambuilding, building the capacity of faculty and staff to meet the needs of an Early Childhood Center. Merging of several school cultures to develop our own.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
44% of students demonstrated above average to well above average growth in DIBELS from 2024 BOY to 2025 EOY.	While our students have shown significant growth, 50% of our Kindergarten students remain below benchmark.
Students' ability to decode words grew from 3% to 51% by EOY.	50% of our students were readers by the end of the year, 50% did not acquire to mastery all the foundational skills to become readers.
Students' ability to identify correct letter sounds grew from 6% to 51% by EOY.	50% of our students were readers by the end of the year, 50% did not acquire to mastery all the foundational skills to become readers.
38% of students arrived to Kindergarten at benchmark according to USNS.	Students come to Kindergarten with more foundational knowledge in math than reading.

1/23 (1%) EL students scored proficient on the DIBELS assessment at the BOY. 9/23 (39%) students scored proficient on DIBELS assessment at the EOY. Which is above the total average rate of 31%	Maximizing our ESL staff exposure was challenging to meet the needs of our learners.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If the school establishes proactive attendance systems, engages families early with clear communication about attendance expectations, and provides meaningful, culturally responsive opportunities to connect families to the importance of daily attendance, then chronic absenteeism in Pre-K and Kindergarten will decrease, leading to improved student readiness and long-term academic outcomes.
	If we provide consistent, explicit, developmentally appropriate phonemic awareness instruction, then we will see an increase in proficiency in foundational literacy skills.
	If we prioritize mathematics within the instructional system by focusing on the progressive development of foundational number sense and conceptual understanding of operations (fully leveraging State standards), then we will significantly improve student proficiency in addition and subtraction.
	If we implement a MTSS framework guided by evidence-based academic, social, emotional, behavioral approaches, then we will establish a safe and nurturing learning community that creates conditions for success.

Goal Setting

Priority: If the school establishes proactive attendance systems, engages families early with clear communication about attendance expectations, and provides meaningful, culturally responsive opportunities to connect families to the importance of daily attendance, then chronic absenteeism in Pre-K and Kindergarten will decrease, leading to improved student readiness and long-term academic outcomes.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, there will be a measurable decrease in chronic absenteeism (baseline 37%) so that regular attendance (baseline 63%) mimics or exceeds the state-wide average (74% in 2024) as reported by the Future Ready Index. Indicator 1: Decrease chronic Absenteeism from 37% to at least 25% through regular bi-weekly attendance meetings. Indicator 2: 90% regular monthly attendance			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
85% of students are regular attenders Attendance team will meet bi-weekly and track excessive absence students and reach out to families who have more than 4 illegal absences.	82% of students are regular attenders Attendance team will meet bi-weekly and communicate to families who are on track for being excessively absent and schedule family meetings for students with more than 8 total absences.	78% of students are regular attenders Attendance team will meet bi-weekly and communicate to families who are on track for being excessively absent and schedule SAIPs with all students with more than 12 absences.	75% of students are regular attenders Attendance team will meet bi-weekly and communicate to families who are on track for being excessively absent and schedule SAIPs with all students with more than 16 absences.

Priority: If we provide consistent, explicit, developmentally appropriate phonemic awareness instruction, then we will see an increase in proficiency in foundational literacy skills.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy rates, ensuring more students achieve proficiency in decoding skills from 51% to 54% as measured by DIBELS Nonsense Word Fluency - Words Read Correctly. Indicator 1 : Increase the percentage of Kindergarten students scoring proficient and advanced in correct letter sounds Indicator 2: Increase the percentage of Kindergarten students scoring proficient and advanced in Letter Naming Fluency			
Measurable Goal Nickname (35 Character Max)			
Foundational Skills in Reading			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
DIBELS NWF-WRC baseline (3%) DIBELS	DIBELS NWF-WRC proficiency will increase 10% from baseline. DIBELS CLS	DIBELS NWF-WRC proficiency will increase by 15% from baseline. DIBELS CLS	DIBELS NWF-WRC proficiency will increase by 26% from baseline. DIBELS CLS

CLS baseline (7%) DIBELS LNF baseline (19%)	proficiency will increase 10% from baseline. DIBELS LNF proficiency will increase 10% from baseline.	proficiency will increase 15% from baseline. DIBELS LNF proficiency will increase 15% from baseline.	proficiency will increase 21% from baseline. DIBELS LNF proficiency will increase 23% from baseline.
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Priority: If we prioritize mathematics within the instructional system by focusing on the progressive development of foundational number sense and conceptual understanding of operations (fully leveraging State standards), then we will significantly improve student proficiency in addition and subtraction.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicator 1: Increase USNS Level 3 score total from 49% to 52%. Indicator 2: 80% of students will earn at least 80% on 7 out of 14 enVision Topic Assessments. Indicator 3: 90% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements.			
Measurable Goal Nickname (35 Character Max)			
Foundational Skills in Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
USNS Baseline (38%) 60% of students of students will earn at least 60% on enVision Topic Assessments. 60% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements.	USNS Level 3 scores will increase 7% from baseline. 65% of students of students will earn at least 65% on enVision Topic Assessments. 70% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements.	USNS Level 3 scores will increase 7% from baseline. 70% of students of students will earn at least 70% on enVision Topic Assessments. 80% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements.	USNS Level 3 scores will increase 7% from baseline. 80% of students of students will earn at least 80% on enVision Topic Assessments. 90% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements.

Priority: If we implement a MTSS framework guided by evidence-based academic, social, emotional, behavioral approaches, then we will establish a safe and nurturing learning community that creates conditions for success.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)
By the end of the 2025-2026 academic year, Ruby Bridges will foster a more positive and inclusive climate and culture leading to enhanced student engagement, safety and overall well-being. Indicator 1: Increase the percentage of staff reporting an overall positive climate and culture on the annual district climate survey from baseline to target. Indicator 2: 90% of all documented incidents in PowerSchool provide documented evidence of MTSS interventions Indicator 3: 100% of classrooms receive a minimum of 2 SEL lessons per month
Measurable Goal Nickname (35 Character Max)
Climate and Culture

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Increase the score on the district climate survey as rated by staff.	Increase the score on the district climate survey as rated by staff.	Increase the score on the district climate survey as rated by staff.	Increase the score on the district climate survey as rated by staff.

Action Plan

Measurable Goals

Regular Attendance	Foundational Skills in Reading
Foundational Skills in Mathematics	Climate and Culture

Action Plan For: Implement an evidence-based, multi-tiered system of support framework for students and their families to improve regular school attendance and provide additional resources for students at risk of chronic absenteeism.

Measurable Goals:
By the end of the 2025-2026 academic year, there will be a measurable decrease in chronic absenteeism (baseline 37%) so that regular attendance (baseline 63%) mimics or exceeds the state-wide average (74% in 2024) as reported by the Future Ready Index. Indicator 1: Decrease chronic Absenteeism from 37% to at least 25% through regular bi-weekly attendance meetings. Indicator 2: 90% regular monthly attendance

Action Step		Anticipated Start/Completion Date	
Create opportunities to celebrate students and families who are regular attenders.		2025-09-30	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal Outreach Worker Attendance Team	Incentives (ie. special guests, prizes) Food/beverage Certificates Title 1 Funding	No	
Action Step		Anticipated Start/Completion Date	
Offer parent /guardian education on school/state requirements through workshops and meetings that could be held at times convenient for families.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal Outreach Worker Attendance Team	Extra pay Food and Beverage Incentives Title I funding	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased regular attenders, family involvement	Bi-weekly meetings, Monthly Celebrations, 2 family engagement events

Action Plan For: Invest in teacher and leader development and provide time and protocols for collaboration to enhance instructional effectiveness for long-term success.

Measurable Goals:

- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy rates, ensuring more students achieve proficiency in decoding skills from 51% to 54% as measured by DIBELS Nonsense Word Fluency - Words Read Correctly. Indicator 1 : Increase the percentage of Kindergarten students scoring proficient and advanced in correct letter sounds Indicator 2: Increase the percentage of Kindergarten students scoring proficient and advanced in Letter Naming Fluency
- By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicator 1: Increase USNS Level 3 score total from 49% to 52%. Indicator 2: 80% of students will earn at least 80% on 7 out of 14 enVision Topic Assessments. Indicator 3: 90% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements.
- By the end of the 2025-2026 academic year, Ruby Bridges will foster a more positive and inclusive climate and culture leading to enhanced student engagement, safety and overall well-being. Indicator 1: Increase the percentage of staff reporting an overall positive climate and culture on the annual district climate survey from baseline to target. Indicator 2: 90% of all documented incidents in PowerSchool provide documented evidence of MTSS interventions Indicator 3: 100% of classrooms receive a minimum of 2 SEL lessons per month

Action Step		Anticipated Start/Completion Date	
Adopt or design a research-based approach to developmentally appropriate practices that support student SEL while also strengthening and supporting adult SEL.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal SEL Team	CASEL, Conscious Discipline, student-facing curricular resources, professional training, Title I Funding	Yes	
Action Step		Anticipated Start/Completion Date	
Early Learning Leadership and Instructional Best Practices Development		2025-09-01	2025-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Instructional Leadership Team	Conferences, Training and Development, Title I funding	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in student mastery in reading and math.	Bi-weekly meetings, lesson planning deliverables for whole group and the individual, standards-based development, ELA and Math Resource Professional Learning

Action Plan For: Implement evidenced based MTSS Framework to create an inclusive, developmentally supportive learning environments.

Measurable Goals:

- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy rates, ensuring more students achieve proficiency in

- decoding skills from 51% to 54% as measured by DIBELS Nonsense Word Fluency - Words Read Correctly. Indicator 1 : Increase the percentage of Kindergarten students scoring proficient and advanced in correct letter sounds Indicator 2: Increase the percentage of Kindergarten students scoring proficient and advanced in Letter Naming Fluency
- By the end of the 2025-2026 academic year, there will be a measurable decrease in chronic absenteeism (baseline 37%) so that regular attendance (baseline 63%) mimics or exceeds the state-wide average (74% in 2024) as reported by the Future Ready Index. Indicator 1: Decrease chronic Absenteeism from 37% to at least 25% through regular bi-weekly attendance meetings. Indicator 2: 90% regular monthly attendance
 - By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicator 1: Increase USNS Level 3 score total from 49% to 52%. Indicator 2: 80% of students will earn at least 80% on 7 out of 14 enVision Topic Assessments. Indicator 3: 90% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements.
 - By the end of the 2025-2026 academic year, Ruby Bridges will foster a more positive and inclusive climate and culture leading to enhanced student engagement, safety and overall well-being. Indicator 1: Increase the percentage of staff reporting an overall positive climate and culture on the annual district climate survey from baseline to target. Indicator 2: 90% of all documented incidents in PowerSchool provide documented evidence of MTSS interventions Indicator 3: 100% of classrooms receive a minimum of 2 SEL lessons per month

Action Step		Anticipated Start/Completion Date	
CASEL framework that includes research based approaches such as Conscious Discipline (adult-facing) and Harmony (student-facing).		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal SEL Team	Materials and training in programs such as CASEL and Conscious Discipline, Harmony and Responsive Classroom, Title I Funding	Yes	
Action Step		Anticipated Start/Completion Date	
Book studies that build the capacity of staff to serve the diverse needs of our district.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Engaging Students with Poverty in Mind First Six Weeks - Responsive classroom Title I Funding	Yes	
Action Step		Anticipated Start/Completion Date	
Continue to develop and refine our PBIS model to meet the needs of staff and students.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Incentives Food / Beverage Before and After School Events that may require staffing Title I Funding Building Signage	No	
Action Step		Anticipated Start/Completion Date	
Daily, the teacher delivered morning meetings that build community and reinforce SEL plan. This includes weekly teacher		2025-08-25	2026-06-12

delivered SEL lessons that support the curriculum.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers Social Worker Counselor	Flexible schedule, SEL curriculum, lesson planning and preparation, Title I Funding	No	
Action Step		Anticipated Start/Completion Date	
Administer academic and behavioral screeners to all students to identify students in need of targeted interventions.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers, interventionists, counselors, and social worker, CST	District supplied assessments, data spreadsheet, Title I Funding	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Inclusive and supportive learning environments that promote engagement and student belonging	Classroom walkthroughs, discussions, leadership team meetings, behavioral data

Action Plan For: Provide accessible two way school-home communication linked to learning and social emotional growth.

Measurable Goals:
- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy rates, ensuring more students achieve proficiency in decoding skills from 51% to 54% as measured by DIBELS Nonsense Word Fluency - Words Read Correctly. Indicator 1 : Increase the percentage of Kindergarten students scoring proficient and advanced in correct letter sounds Indicator 2: Increase the percentage of Kindergarten students scoring proficient and advanced in Letter Naming Fluency - By the end of the 2025-2026 academic year, there will be a measurable decrease in chronic absenteeism (baseline 37%) so that regular attendance (baseline 63%) mimics or exceeds the state-wide average (74% in 2024) as reported by the Future Ready Index. Indicator 1: Decrease chronic Absenteeism from 37% to at least 25% through regular bi-weekly attendance meetings. Indicator 2: 90% regular monthly attendance - By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicator 1: Increase USNS Level 3 score total from 49% to 52%. Indicator 2: 80% of students will earn at least 80% on 7 out of 14 enVision Topic Assessments. Indicator 3: 90% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements. - By the end of the 2025-2026 academic year, Ruby Bridges will foster a more positive and inclusive climate and culture leading to enhanced student engagement, safety and overall well-being. Indicator 1: Increase the percentage of staff reporting an overall positive climate and culture on the annual district climate survey from baseline to target. Indicator 2: 90% of all documented incidents in PowerSchool provide documented evidence of MTSS interventions Indicator 3: 100% of classrooms receive a minimum of 2 SEL lessons per month

Action Step	Anticipated Start/Completion Date
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Initial outreach to families to learn more about their child, followed by frequent check-ins with families around academic and SEL progress. with additional intervention if required.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Intervention Specialist Principal Assistant Principal Outreach Worker Parent Liaison Social Worker Counselor CST/CARE Team	Extra pay for staff contacts, communication tracker, CST/CARE Team processes, Title I Funding	No	
Action Step		Anticipated Start/Completion Date	
All teachers will have an active account in ParentSquare, the district provided communication platform. 100% of families will be connected by the end of September.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers, IT, FACE Office	Platform access, professional learning, classroom rosters, Title I Funding, FACE support	Yes	
Action Step		Anticipated Start/Completion Date	
Support families in registering children for Kindergarten. This can include outreach such as homevisits, phone calls and event fees. This would occur both inside and outside regular school hours and school year schedule to maximize reach.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Title I funds, printing, marketing, extra pay	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Build family awareness of educational requirements while also supporting the family in addressing/navigating potential barriers.	Communication logs, CST/CARE agendas, monthly data meetings

Action Plan For: Host in-person family engagement events throughout the year that model academic and behavioral strategies families can use at home. This includes parent university workshops to build parent/guardian capacity (i.e. Parent University).

Measurable Goals:
- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy rates, ensuring more students achieve proficiency in decoding skills from 51% to 54% as measured by DIBELS Nonsense Word Fluency - Words Read Correctly. Indicator 1 : Increase the percentage of Kindergarten students scoring proficient and advanced in correct letter sounds Indicator 2: Increase the percentage of Kindergarten students scoring proficient and advanced in Letter Naming Fluency - By the end of the 2025-2026 academic year, there will be a measurable decrease in chronic absenteeism (baseline 37%) so that regular attendance (baseline 63%) mimics or exceeds the state-wide average (74% in 2024) as reported by the Future Ready Index. Indicator 1: Decrease chronic Absenteeism from 37% to at least 25% through regular bi-weekly attendance meetings. Indicator 2: 90% regular monthly attendance

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- By the end of the 2025-2026 academic year, Ruby Bridges will foster a more positive and inclusive climate and culture leading to enhanced student engagement, safety and overall well-being. Indicator 1: Increase the percentage of staff reporting an overall positive climate and culture on the annual district climate survey from baseline to target. Indicator 2: 90% of all documented incidents in PowerSchool provide documented evidence of MTSS interventions Indicator 3: 100% of classrooms receive a minimum of 2 SEL lessons per month

Action Step		Anticipated Start/Completion Date	
Workshops, seminars and information sessions to foster their involvement in the development of overall student wellness. Family Engagement events will include opportunities around STEM, Early Literacy, SEL and building an educational community.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Parent Involvement Team Outreach Worker Parent Liaison Guidance Counselor Principal Assistant Principal	Materials and Supplies for events Topics and Events Childcare Interpretation Title I Funding	No	
Action Step		Anticipated Start/Completion Date	
Develop and engage a Parent Teacher Organization		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	Sign-in sheet, agendas, food and beverage, fundraising, Interpretation, Title I funding	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Engaged families who find value in an educational community that partners together for the success of their child.	Sign-in sheets, parent feedback, agendas

Action Plan For: Effectively deliver structured literacy instruction in pre-k and kindergarten emphasizing foundational skills.

Measurable Goals:
• By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy rates, ensuring more students achieve proficiency in decoding skills from 51% to 54% as measured by DIBELS Nonsense Word Fluency - Words Read Correctly. Indicator 1 : Increase the percentage of Kindergarten students scoring proficient and advanced in correct letter sounds Indicator 2: Increase the percentage of Kindergarten students scoring

proficient and advanced in Letter Naming Fluency
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Action Step		Anticipated Start/Completion Date	
Effectively deliver small group differentiated instruction based upon student need.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist	Intervention materials and resources (ie. word building boards), data collection, classroom supports (ie. paras), Differentiated Phonics Instruction for Maximum Impact by Wiley Blevins	Yes	
Action Step		Anticipated Start/Completion Date	
Quarterly team/individual meetings with Reading Specialist to review individual classroom needs in regards to data and resources to establish coaching needs. This will include summer planning and preparation for the upcoming school year.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Data collection, Instructional resources, Title I Funding	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased use of best practices in literacy instruction, Increased literacy indicators (DIBELS)	Planning and Preparation, Walkthrough data, Reading Specialist job embedded coaching, DIBELS Data

Action Plan For: Incorporate Instructional Rounds, School Based Rounds, DataWise and other Continuous Improvement approaches to improve teaching and learning though data driven, collaborative dialogue.

Measurable Goals:
- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy rates, ensuring more students achieve proficiency in decoding skills from 51% to 54% as measured by DIBELS Nonsense Word Fluency - Words Read Correctly. Indicator 1 : Increase the percentage of Kindergarten students scoring proficient and advanced in correct letter sounds Indicator 2: Increase the percentage of Kindergarten students scoring proficient and advanced in Letter Naming Fluency - By the end of the 2025-2026 academic year, there will be a measurable decrease in chronic absenteeism (baseline 37%) so that regular attendance (baseline 63%) mimics or exceeds the state-wide average (74% in 2024) as reported by the Future Ready Index. Indicator 1: Decrease chronic Absenteeism from 37% to at least 25% through regular bi-weekly attendance meetings. Indicator 2: 90% regular monthly attendance - By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicator 1: Increase USNS Level 3 score total from 49% to 52%. Indicator

2: 80% of students will earn at least 80% on 7 out of 14 enVision Topic Assessments. Indicator 3: 90% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements.

- By the end of the 2025-2026 academic year, Ruby Bridges will foster a more positive and inclusive climate and culture leading to enhanced student engagement, safety and overall well-being. Indicator 1: Increase the percentage of staff reporting an overall positive climate and culture on the annual district climate survey from baseline to target. Indicator 2: 90% of all documented incidents in PowerSchool provide documented evidence of MTSS interventions Indicator 3: 100% of classrooms receive a minimum of 2 SEL lessons per month

Action Step		Anticipated Start/Completion Date	
Build staff capacity to engage with Continuous Improvement Processes with an emphasis on protocols and grounding statements in evidence.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal	Schedule, teacher coverage, problem of practice, protocols, Title I Funding	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Shared ownership, collaboration, data driven discussions that lead to reflective conversations that improve the quality of instruction and student outcomes.	ILT debriefing, agendas, walk-throughs, staff feedback and reflections

Action Plan For: Promote and increase participation in enrichment activities, such as educational field trips, extended learning opportunities and after school programs/clubs.

Measurable Goals:
• By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy rates, ensuring more students achieve proficiency in decoding skills from 51% to 54% as measured by DIBELS Nonsense Word Fluency - Words Read Correctly. Indicator 1 : Increase the percentage of Kindergarten students scoring proficient and advanced in correct letter sounds Indicator 2: Increase the percentage of Kindergarten students scoring proficient and advanced in Letter Naming Fluency • By the end of the 2025-2026 academic year, there will be a measurable decrease in chronic absenteeism (baseline 37%) so that regular attendance (baseline 63%) mimics or exceeds the state-wide average (74% in 2024) as reported by the Future Ready Index. Indicator 1: Decrease chronic Absenteeism from 37% to at least 25% through regular bi-weekly attendance meetings. Indicator 2: 90% regular monthly attendance • By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicator 1: Increase USNS Level 3 score total from 49% to 52%. Indicator 2: 80% of students will earn at least 80% on 7 out of 14 enVision Topic Assessments. Indicator 3: 90% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements. • By the end of the 2025-2026 academic year, Ruby Bridges will foster a more positive and inclusive climate and culture leading to enhanced student

engagement, safety and overall well-being. Indicator 1: Increase the percentage of staff reporting an overall positive climate and culture on the annual district climate survey from baseline to target. Indicator 2: 90% of all documented incidents in PowerSchool provide documented evidence of MTSS interventions Indicator 3: 100% of classrooms receive a minimum of 2 SEL lessons per month

Action Step		Anticipated Start/Completion Date	
Provide extended learning opportunities (ie. after school programming) for Arts and Wellness, ELA, Social Studies, Science and/or Math.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom/Specialist teachers	Title I funding, field trip forms, transportation, extra pay for staff, materials and resources (ie. Intervention and or extension), food and beverages	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student engagement that contributes to establishing a love of learning while also developing community and vital foundational skills.	Family communication, targeted student list, progress monitoring data, and attendance tracking

Action Plan For: Develop faculty and staff capacity to deliver mathematics instruction grounded in State Standards and Standards for Mathematical Practice.

Measurable Goals:
By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicator 1: Increase USNS Level 3 score total from 49% to 52%. Indicator 2: 80% of students will earn at least 80% on 7 out of 14 enVision Topic Assessments. Indicator 3: 90% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements.

Action Step		Anticipated Start/Completion Date	
Effectively deliver small group differentiated instruction based upon student need, level, data specific identification.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers, interventionist	Small group materials (ie. manipulatives), data collection sheet, Title I Funding, kinesthetic approaches (Math and Movement)	Yes	
Action Step		Anticipated Start/Completion Date	

Provide dedicated time to collaboratively unpack enVision math units with the intent to identify progression of skills, State Standards and Standards of Mathematical Practice that will support building meaningful and measurable "I can" statements.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Director of Math/STEM	enVision resources (could include live professional development), standards, data collection tool to measure implementation, Title I Funding	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
increased student outcomes on the USNS from BOY to EOY and enVision topic assessments	USNS benchmarking (3X), enVision topic assessments, classroom data collection from "I can" statements

Action Plan For: Ensure appropriate staffing to support instructional improvement to include reading specialists, intervention specialists, social workers and teachers.

Measurable Goals:
- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy rates, ensuring more students achieve proficiency in decoding skills from 51% to 54% as measured by DIBELS Nonsense Word Fluency - Words Read Correctly. Indicator 1 : Increase the percentage of Kindergarten students scoring proficient and advanced in correct letter sounds Indicator 2: Increase the percentage of Kindergarten students scoring proficient and advanced in Letter Naming Fluency - By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicator 1: Increase USNS Level 3 score total from 49% to 52%. Indicator 2: 80% of students will earn at least 80% on 7 out of 14 enVision Topic Assessments. Indicator 3: 90% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements. - By the end of the 2025-2026 academic year, Ruby Bridges will foster a more positive and inclusive climate and culture leading to enhanced student engagement, safety and overall well-being. Indicator 1: Increase the percentage of staff reporting an overall positive climate and culture on the annual district climate survey from baseline to target. Indicator 2: 90% of all documented incidents in PowerSchool provide documented evidence of MTSS interventions Indicator 3: 100% of classrooms receive a minimum of 2 SEL lessons per month

Action Step		Anticipated Start/Completion Date	
Flexible use of staff schedules that could include time spent outside the school day.		2025-08-18	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Title I Funding, Job descriptions and responsibilities	No	
Action Step		Anticipated Start/Completion Date	
Hiring and retaining of qualified, effective professionals		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Talent Management	Frontline, talent management processes	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased academic and social emotional outcomes for students	Evaluations, walkthroughs, hiring process timeline

Action Plan For: Weekly meetings with the instructional leadership team to review individual classroom needs in regards to data and resources.

Measurable Goals:
- By the end of the 2025-2026 academic year, there will be a measurable increase in school-wide literacy rates, ensuring more students achieve proficiency in decoding skills from 51% to 54% as measured by DIBELS Nonsense Word Fluency - Words Read Correctly. Indicator 1 : Increase the percentage of Kindergarten students scoring proficient and advanced in correct letter sounds Indicator 2: Increase the percentage of Kindergarten students scoring proficient and advanced in Letter Naming Fluency - By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicator 1: Increase USNS Level 3 score total from 49% to 52%. Indicator 2: 80% of students will earn at least 80% on 7 out of 14 enVision Topic Assessments. Indicator 3: 90% of math walkthroughs will note use of applicable PA Mathematical Standards as "I can" statements.

Action Step		Anticipated Start/Completion Date	
Utilize continuous improvement processes to support the growth of student data by reviewing building wide (classroom data if needed) as it relates to academics and behavior to identify trends. Includes summer planning for upcoming school year.		2025-09-01	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT	Data sheets, PowerSchool, DataWise protocols, Title I Funding	No	
Action Step		Anticipated Start/Completion Date	
Meet with teachers monthly to review classroom data as it relates to academics, behavior and attendance.		2025-09-22	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Assistant Principal Interventionist	Teacher maintained data, CST Process	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in student performance on local and district assessments. Small group adjustments to address learning gaps and acceleration. Student interventions to support overall wellbeing.	Monthly meeting notes, CST Process

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

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

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

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

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Invest in teacher and leader development and provide time and protocols for collaboration to enhance instructional effectiveness for long-term success.	Adopt or design a research-based approach to developmentally appropriate practices that support student SEL while also strengthening and supporting adult SEL.
Implement evidenced based MTSS Framework to create an inclusive, developmentally supportive learning environments.	CASEL framework that includes research based approaches such as Conscious Discipline (adult-facing) and Harmony (student-facing).
Implement evidenced based MTSS Framework to create an inclusive, developmentally supportive learning environments.	Book studies that build the capacity of staff to serve the diverse needs of our district.
Provide accessible two way school-home communication linked to learning and social emotional growth.	All teachers will have an active account in ParentSquare, the district provided communication platform. 100% of families will be connected by the end of September.
Effectively deliver structured literacy instruction in pre-k and kindergarten emphasizing foundational skills.	Effectively deliver small group differentiated instruction based upon student need.
Incorporate Instructional Rounds, School Based Rounds, DataWise and other Continuous Improvement approaches to improve teaching and learning through data driven, collaborative dialogue.	Build staff capacity to engage with Continuous Improvement Processes with an emphasis on protocols and grounding statements in evidence.
Develop faculty and staff capacity to deliver mathematics instruction grounded in State Standards and Standards for Mathematical Practice.	Effectively deliver small group differentiated instruction based upon student need, level, data specific identification.
Develop faculty and staff capacity to deliver mathematics instruction grounded in State Standards and Standards for Mathematical Practice.	Provide dedicated time to collaboratively unpack enVision math units with the intent to identify progression of skills, State Standards and Standards of Mathematical Practice that will support building meaningful and measurable "I can" statements.

Implement SEL Programs

Action Step		
- Adopt or design a research-based approach to developmentally appropriate practices that support student SEL while also strengthening and supporting adult SEL. - CASEL framework that includes research based approaches such as Conscious Discipline (adult-facing) and Harmony (student-facing).		
Audience		
All staff		
Topics to be Included		
Building a SEL program		
Evidence of Learning		
MTSS Framework, SEL Committee		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kristyn Senneca, Principal	2025-08-18	2026-06-12

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	2X per month
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Book Studies

Action Step		
- Effectively deliver small group differentiated instruction based upon student need. - Book studies that build the capacity of staff to serve the diverse needs of our district.		
Audience		
Teachers and Paraprofessionals		
Topics to be Included		
Poverty, Classroom Environments, Phonics Instruction		
Evidence of Learning		
Discussions, walkthroughs, reflections		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kristyn Senneca, Principal Esther Servais, Reading Specialist	2025-08-18	2026-06-12

Learning Format

Type of Activities	Frequency
Book study	Monthly
Observation and Practice Framework Met in this Plan	
2c: Managing Classroom Procedures 3e: Demonstrating Flexibility and Responsiveness 1b: Demonstrating Knowledge of Students	
This Step Meets the Requirements of State Required Trainings	

Family School Communication

Action Step

All teachers will have an active account in ParentSquare, the district provided communication platform. 100% of families will be connected by the end of September.		
Audience		
Teachers, Nurse, Main Office		
Topics to be Included		
Effectively communicating with families		
Evidence of Learning		
Use of platform		
Lead Person/Position	Anticipated Start	Anticipated Completion
Adrienne Fedor, Assistant Principal	2025-08-18	2026-06-12

Learning Format

Type of Activities	Frequency
Workshop(s)	1X and as needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Small Group Early Literacy Instruction

Action Step		
Effectively deliver small group differentiated instruction based upon student need.		
Audience		
Teacher		
Topics to be Included		
Structured Literacy, Science of Reading, Closing Gaps		
Evidence of Learning		
Walkthroughs, teacher collected student data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Esther Servais, Reading Specialist	2025-10-31	2026-06-12

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 3d: Using Assessment in Instruction	

This Step Meets the Requirements of State Required Trainings
Structured Literacy

Continuous Improvement Processes

Action Step		
Build staff capacity to engage with Continuous Improvement Processes with an emphasis on protocols and grounding statements in evidence.		
Audience		
Teachers		
Topics to be Included		
Instructional Rounds, DataWise		
Evidence of Learning		
Implementation and reflection of processes		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kristyn Senneca, Principal	2025-10-17	2026-06-12

Learning Format

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

Planning meaningful and measurable math instruction

Action Step		
- Effectively deliver small group differentiated instruction based upon student need. - Provide dedicated time to collaboratively unpack enVision math units with the intent to identify progression of skills, State Standards and Standards of Mathematical Practice that will support building meaningful and measurable "I can" statements.		
Audience		
Teachers		
Topics to be Included		
Planning and Preparation, Assessment		
Evidence of Learning		
Planning, Walkthroughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kristyn Senneca, Principal	2025-08-18	2026-06-12

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	7/14 Topic Assessments
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes	
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