

Profile and Plan Essentials

School		AUN/Branch
Sheridan Elementary School		00006448
Address 1		
521 N. 2nd Street		
Address 2		
City	State	Zip Code
Allentown	Pennsylvania	18102
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Peter Shahda		
Principal Email		
shahdap@allentownsd.org		
Principal Phone Number		Principal Extension
4847654881		4885
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Peter Shahda	Principal	Sheridan	shahdap@allentownsd.org
Freya de Conde	Assistant Principal	Sheridan	czeknera@allentownsd.org
Jennifer Lasko	Teacher	Sheridan	laskoj@allentownsd.org
Lori Friebolin	Teacher	Sheridan	friebolinl@allentownsd.org
Kara Rasco	Education Specialist	Sheridan	rascok@allentownsd.org
Kimberly Saeger	Intervention Specialist	Sheridan	saegerk@allentownsd.org
Jenna Cole	Education Specialist	Sheridan	colej@allentownsd.org
Melissa Smith	District Level Leaders	Allentown School District	smithm@allentownsd.org
Darian Colbert	Community Member	Sheridan	darian@cohesionnetwork.org
Jennifer Hartnett	Parent	Sheridan	jennortiz2020@gmail.com
Melissa Sposato	Parent	Sheridan	msposato21@gmail.com
Kristin Hiles	Parent	Sheridan	krissimm@yahoo.com
Arcelius Brickhouse	District Level Leaders	Allentown School District	brickhousea@allentownsd.org
Christine Sterner	Teacher	Sheridan	sternerC@allentownsd.org
Becky Schanely	Education Specialist	Sheridan	schanelyb@allentownsd.org
Christina Scott	Education Specialist	Sheridan	scottc@allentownsd.org
Erica Simmons	Other	Sheridan	simmonse@allentownsd.org
Dr. Carol Birks	Chief School Administrator	Allentown School District	birksc@allentownsd.org

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.

False 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
Attendance: All student group percent not chronically absent increased from 22-23 school year to 23-24.	22-23: 44.0% 23-24: 58.7%
ELA: All student group met the statewide growth standard.	Statewide: 70.0 Sheridan: 70.0
CAREER STANDARDS BENCHMARK: All student group exceeded the statewide average.	Statewide: 91.4% Sheridan: 97.5%

Challenges

Indicator	Comments/Notable Observations
MATH: All student group percentage of proficient or advanced was significantly less than the statewide average.	Statewide Math: 40.2% proficient/advanced Sheridan Math: 15.0% proficient/advanced
ELA: All student group percentage of proficient or advanced was significantly less than the statewide average.	Statewide ELA: 53.9% proficient/advanced Sheridan ELA: 18.7% proficient/advanced
ATTENDANCE: All student group percentage was significantly less than the statewide average.	Statewide: 78.1% Sheridan: 58.7%

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

Strengths

Indicator MATH: English Learner growth surpassed state expectations. ESSA Student Subgroups English Learners	Comments/Notable Observations State expectations: 74.9 Sheridan: 92
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ELA: Students with disabilities increased the percentage of students scoring proficient/advanced. ESSA Student Subgroups	Comments/Notable Observations Sheridan 2022-2023: 6.3% Sheridan 2023-2024: 8.7%

Students with Disabilities	
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator CAREER STANDARDS BENCHMARK: Students with disability subgroup exceeded the statewide performance standard. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Statewide performance standard: 98% Sheridan Students with Disabilities: 100%
Indicator Math: Students with Disabilities subgroup significantly increased the percentage of students scoring proficient/advanced from the 2021-2022 school year to the 2022-2023 school year. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Sheridan Black Subgroup 2022-2023: 4.2% proficient/advanced Sheridan Black Subgroup 2023-2024: 10.9% proficient/advanced
Indicator Math: The percentage of students scoring proficient or advanced in the Black subgroup surpassed that of the All Students group. ESSA Student Subgroups African-American/Black	Comments/Notable Observations 2023-2024 All Student Group: 15% proficient/advanced 2023-2024 Black Subgroup: 15.2% proficient/advanced
Indicator Math: Students in the Hispanic subgroup increased the percentage of students scoring proficient/advanced from the 2022-2023 school year to the 2023-2024 school year. ESSA Student Subgroups Hispanic	Comments/Notable Observations Sheridan Hispanic Subgroup 2022-2023: 14% proficient/advanced Sheridan Hispanic Subgroup 2023-2024: 15.2% proficient/advanced
Indicator ELA: The percentage of students scoring proficient or advanced in the Black subgroup surpassed that of the All Students group. ESSA Student Subgroups African-American/Black	Comments/Notable Observations 2023-2024 All Student Group: 18.7% proficient/advanced 2023-2024 Black Subgroup: 20.5% proficient/advanced

Challenges

Indicator English Language Growth and Attainment: All student group did not meet interim goal/improvement target. ESSA Student Subgroups English Learners	Comments/Notable Observations Statewide 2033 Goal: 70.3% Statewide average: 31.7% Sheridan: 44.7%
Indicator MATH: All student group did not meet interim	Comments/Notable Observations Students with disabilities subgroup and Hispanic students increased. Students with Disabilities

goal/improvement target. ESSA Student Subgroups Hispanic, Students with Disabilities	(22-23): 4.2 Students with Disabilities (23-24): 10.9 Hispanic (22-23): 14 Hispanic (23-24): 15.2
Indicator Attendance: All student group did not meet performance standard. ESSA Student Subgroups	Comments/Notable Observations Statewide Performance Standard: 94.1 Statewide Average: 78.1 Sheridan Students: 58.7 All subgroups increase or stayed the same between the 22-23 and 23-24 school year.
Indicator ELA: English Learner subgroup did not meet the interim goal/improvement target. ESSA Student Subgroups English Learners	Comments/Notable Observations Statewide 2033 Goal: 81.1% Statewide average: 53.9% Sheridan English Learner Subgroup: 16.2%
Indicator Math: English Learner subgroup did not meet the interim goal/improvement target. ESSA Student Subgroups English Learners	Comments/Notable Observations Statewide 2033 Goal: 71.8% Statewide average: 40.2% Sheridan Black Subgroup: 10.3%
Indicator ELA: Economically Disadvantaged subgroup did not meet the interim goal/improvement target. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Statewide 2033 Goal: 81.1% Statewide average: 53.9% Sheridan Economically Disadvantaged Subgroup: 18.2%
Indicator Math: Economically Disadvantaged subgroup did not meet the interim goal/improvement target. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Statewide 2033 Goal: 71.8% Statewide average: 40.2% Sheridan Economically Disadvantaged Subgroup: 14.5%

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.

MATH: All student group increased the percentage of students scoring proficient and advanced.
ELA: All student group surpassed the state average growth percentage.
ELA: English Learners significantly increased the percentage of students scoring proficient/advanced.
MATH: All student group met the statewide growth standard and surpassed the statewide average growth score.
Math: Black subgroup significantly increased the percentage of students scoring proficient/advanced from the 2021-2022 school year to the 2022-2023 school

year.

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.

MATH: All student group percentage of proficient or advanced was significantly less than the statewide average.
ELA: All student group percentage of proficient or advanced was significantly less than the statewide average.
ATTENDANCE: All student group percentage was significantly less than the statewide average.
Math: Economically Disadvantaged subgroup did not meet the interim goal/improvement target.
ELA: Black subgroup did not meet the interim goal/improvement target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2024-2025 LEXIA	95% of students in grades one through five began the school year working below Grade Level Material. At the end of the school year, only 73% were working below Grade Level Material.
2024-2025 STAR Reading	Proficiency levels from BOY to EOY: Grade 2: BOY (28%) to EOY (38%) Grade 3: BOY (20.4%) to EOY (38%). Grade 4: BOY (23.9%) to EOY (23.9%). Grade 5: BOY (16.7%) to EOY (17.1%)
2024-2025 STAR Early Literacy	5.9% of first graders tested at/above district benchmark in BOY benchmark 1. 8% of first graders scored at/above district benchmark at EOY benchmark 4 for an overall increase of 2.1%.

English Language Arts Summary

Strengths

2024-2025 STAR Reading: The percentage of students in grade 2 scoring proficient/advanced increased from BOY benchmark 1 (28%) to EOY (38%)
2024-2025 STAR Early Literacy: The percentage of students in grade 1 scoring at/above grade level increased from BOY benchmark 1 (5.9%) to EOY benchmark 4 (8%).
2024-2025 LEXIA: 5% of students in grades 1-5 started the school year working in grade level material. By the end of the school year, the percentage increased to 73%.

Challenges

2024-2025 STAR Reading: There was a no increase in the percentage of grade 4 students scoring proficient/advanced from BOY benchmark 1 (23.9%) to EOY benchmark 4 (23.9%).
2024-2025 STAR Reading: The percentage of fifth grade students in the LS subgroup that scored proficient/advanced decreased from BOY benchmark 1 (8.6%) to EOY benchmark 4 (0%).

Mathematics

Data	Comments/Notable Observations
2024-2025 STAR Math Data: ELD Subgroup	The percentage of ELD students scoring proficient/advanced increased from the BOY benchmark 1 (10.5%) to EOY benchmark 4 (14.6%).
2024-2025 STAR Math Data	Grade 1 BOY (18.9%) to EOY (31%) Grade 2 BOY (23.1%) to EOY (15.9%) Grade 3 BOY (21.4%) to EOY (27.8%) Grade 4 BOY (20.6%) to EOY (23.3%) Grade 5 BOY (14.9%) to EOY (8.8%)

Mathematics Summary

Strengths

2024-2025 STAR Math: The percentage of students in grade 1 scoring proficient/advanced increased significantly from BOY benchmark 1 (18.9%) to EOY
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benchmark 4 (31%).
2024-2025 STAR Math: The percentage of first grade students in the black subgroup that scored proficient/advanced increased from BOY benchmark 1 (14.3%) to EOY benchmark 4 (27.3%).
2024-2025 STAR Math: The percentage of EL students scoring proficient/advanced significantly increased from the BOY benchmark 1 (13%) to EOY benchmark 4 (23%).
2024-2025 STAR Math: The percentage of students in grade 1-5 scoring proficient/advanced increased from BOY benchmark 1 (19.6%) to EOY benchmark 4 (21.3%).

Challenges

2024-2025 STAR Math: The percentage of fifth grade students that scored proficient/advanced decreased from BOY benchmark 1 (14.9%) to EOY benchmark 4 (8.8%).
2024-2025 STAR Math: The data revealed students with IEPs in grades 3, 4 and 5 scoring proficient/advanced from BOY benchmark 1 to EOY benchmark 4 decreased: Grade 3 BOY (9.3%) and EOY (7.1%). Grade 4 BOY (9.6%) and EOY (6.7%). Grade 5 BOY (3%) and EOY (0%).

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2023-2024 PSSA Science	45.9% of 5th grade students scored proficient or advanced.

Science, Technology, and Engineering Education Summary

Strengths

2023-2024 PSSA Science proficiency percentage (45.9%) was significantly higher than ELA (18.7%) and Math (15.0%).

Challenges

2023-2024 PSSA Science all student group proficiency percentage (45.9%) was lower than the statewide average (59.2%).

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness- All student group exceeded the state performance standard.	All student group (97.5%) exceeded the state average (91.4%).

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.

Career Readiness: 100% of Students with Disabilities met/exceeded the standard.
Career Readiness: The all student group outperformed the statewide average by 6.1%.

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: Hispanic subgroup performed slightly below the school average by 0.8%

Career Readiness: Combined ethnicity subgroup performed slightly below the school average by 0.2%

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
2024-2025 STAR Math Subgroup Data	2024-2025 English Learner Subgroup Data: Grade 1: BOY (11.5%) and EOY (20.8%) Grade 2: BOY (13.5%) and EOY (4.9%) Grade 3: BOY (11%) and EOY (36.3%) Grade 4: BOY (10.4%) and EOY (9.1%) Grade 5: BOY (4.8%) and EOY (3.7%)
2024-2025 STAR Reading Subgroup Data	2024-2025 English Learner Subgroup Data: Grade 1: BOY (0%) and EOY (100%) Grade 2: BOY (5%) and EOY (26.9%) Grade 3: BOY (12%) and EOY (15.6%) Grade 4: BOY (3%) and EOY (11.1%) Grade 5: BOY (6%) and EOY (6.3%)
2024-2025 LAS Links Data	The percentage of students who met the growth target was 53.47%

Students with Disabilities

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

Data	Comments/Notable Observations
2024-2025 STAR Math Subgroup Data	2024-2025 Subgroup Data: Grade 1: BOY (10.8%) and EOY (50%) Grade 2: BOY (9.1%) and EOY (20%) Grade 3: BOY (9.3%) and EOY (7.1%) Grade 4: BOY (9.6%) and EOY (6.7%) Grade 5: BOY (3%) and EOY (0%)
2024-2025 STAR Reading Subgroup Data	2024-2025 Subgroup Data: Grade 1: BOY (18.8%) and EOY (N/A) Grade 2: BOY (11.8%) and EOY (60%) Grade 3: BOY (4%) and EOY (7.1%) Grade 4: BOY (9.6%) and EOY (6.7%) Grade 5: BOY (8.6%) and EOY (0%)

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	2024-2025 STAR Math Proficient/Advanced: Grade 1: BOY (14.3%) and EOY (27.3%). Grade 2: BOY (24.3%) and EOY (12.5%). Grade 3: BOY (20.2%) and EOY (30%). Grade 4: BOY (21.1%) and EOY (33.3%). Grade 5: BOY (10.1%) and EOY (0%).
Hispanic	2024-2025 STAR Math Proficient/Advanced: Grade 1: BOY (17.4%) and EOY (31.3%). Grade 2: BOY (21.8%) and EOY (10.7%). Grade 3: BOY (19.4%) and EOY (28.7%). Grade 4: BOY (18.9%) and EOY (23.9%). Grade 5: BOY (14.3%) and EOY (9.4%).
Black	2024-2025 STAR Reading Proficient/Advanced: Grade 1: BOY (0%) and EOY (100%). Grade 2: BOY (16.7%) and EOY (33.3%). Grade 3: BOY (8.3%) and EOY (30%). Grade 4: BOY (33.3%) and EOY (33.3%). Grade 5: BOY (0%) and EOY (14.3%).
Hispanic	2024-2025 STAR Reading Proficient/Advanced: Grade 1: BOY (100%) and EOY (84.6%). Grade 2: BOY (26.4%) and EOY (41%). Grade 3: BOY (22.3%) and EOY (29.6%). Grade 4: BOY (23.1%) and EOY (23.3%). Grade 5: BOY (17.4%) and EOY (21.3%).

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.

2024-2025 STAR Math EL subgroup data displayed an increased of 4.1% from the beginning of year benchmark 1 (10.5%) to end of year benchmark 4 (14.6%).
2024-2025 LAS Links: The percentage of students who met the growth target was 53.47%

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.

2024-2025 STAR Math Students with Disabilities Subgroup Data: The percentage of students in grade 5 scoring proficient/advanced decreased from the BOY benchmark 1 assessment (3%) to the EOY benchmark 4 assessment (0%).
2024-2025 STAR Reading Students with Disabilities Subgroup Data: The percentage of students in grades 4 and 5 did not display an increase in the percentage of students scoring proficient/advanced.

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	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	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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	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?

Implement a multi-tiered system of supports for academics and behavior
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
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?

Collectively shape the vision for continuous improvement of teaching and learning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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
MATH: All student group increased the percentage of students scoring proficient and advanced.	False
ELA: All student group surpassed the state average growth percentage.	False
ELA: English Learners significantly increased the percentage of students scoring proficient/advanced.	False
2024-2025 STAR Reading: The percentage of students in grade 2 scoring proficient/advanced increased from BOY benchmark 1 (28%) to EOY (38%)	True
2024-2025 STAR Early Literacy: The percentage of students in grade 1 scoring at/above grade level increased from BOY benchmark 1 (5.9%) to EOY benchmark 4 (8%).	False
Career Readiness: 100% of Students with Disabilities met/exceeded the standard.	False
Career Readiness: The all student group outperformed the statewide average by 6.1%.	False
2023-2024 PSSA Science proficiency percentage (45.9%) was significantly higher then ELA (18.7%) and Math (15.0%).	False
2024-2025 STAR Math: The percentage of students in grade 1 scoring proficient/advanced increased significantly from BOY benchmark 1 (18.9%) to EOY benchmark 4 (31%).	True
	False
MATH: All student group met the statewide growth standard and surpassed the statewide average growth score.	False
2024-2025 STAR Math EL subgroup data displayed an increased of 4.1% from the beginning of year benchmark 1 (10.5%) to end of year benchmark 4 (14.6%).	False
2024-2025 LEXIA: 5% of students in grades 1-5 started the school year working in grade level material. By the end of the school year, the percentage increased to 73%.	False
Math: Black subgroup significantly increased the percentage of students scoring proficient/advanced from the 2021-2022 school year to the 2022-2023 school year.	False
2024-2025 LAS Links: The percentage of students who met the growth target was 53.47%	False
2024-2025 STAR Math: The percentage of first grade students in the black subgroup that scored proficient/advanced increased from BOY benchmark 1 (14.3%) to EOY benchmark 4 (27.3%).	False
2024-2025 STAR Math: The percentage of EL students scoring proficient/advanced significantly increased from the BOY benchmark 1 (13%) to EOY benchmark 4 (23%).	False
2024-2025 STAR Math: The percentage of students in grade 1-5 scoring proficient/advanced increased from BOY benchmark 1 (19.6%) to EOY benchmark 4 (21.3%).	False
2024-2025 STAR Reading EL subgroup data: The percentage of students in grade 2 displayed an increase of 48.2% from the beginning of year benchmark 1 (11.8%) to end of year benchmark 4 (60%).	True

Implement a multi-tiered system of supports for academics and behavior	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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
Math: Economically Disadvantaged subgroup did not meet the interim goal/improvement target.	False
ELA: Black subgroup did not meet the interim goal/improvement target.	False
ELA: All student group percentage of proficient or advanced was significantly less than the statewide average.	True
ATTENDANCE: All student group percentage was significantly less than the statewide average.	True
MATH: All student group percentage of proficient or advanced was significantly less than the statewide average.	True
Career Readiness: Hispanic subgroup performed slightly below the school average by 0.8%	False
2023-2024 PSSA Science all student group proficiency percentage (45.9%) was lower than the statewide average (59.2%).	False
2024-2025 STAR Math: The percentage of fifth grade students that scored proficient/advanced decreased from BOY benchmark 1 (14.9%) to EOY benchmark 4 (8.8%).	False
2024-2025 STAR Reading: The percentage of fifth grade students in the LS subgroup that scored proficient/advanced decreased from BOY benchmark 1 (8.6%) to EOY benchmark 4 (0%).	False
2024-2025 STAR Math: The data revealed students with IEPs in grades 3, 4 and 5 scoring proficient/advanced from BOY benchmark 1 to EOY benchmark 4 decreased: Grade 3 BOY (9.3%) and EOY (7.1%). Grade 4 BOY (9.6%) and EOY (6.7%). Grade 5 BOY (3%) and EOY (0%).	True
2024-2025 STAR Reading Students with Disabilities Subgroup Data: The percentage of students in grades 4 and 5 did not display an increase in the percentage of students scoring proficient/advanced.	True
Career Readiness: Combined ethnicity subgroup performed slightly below the school average by 0.2%	False
2024-2025 STAR Math Students with Disabilities Subgroup Data: The percentage of students in grade 5 scoring proficient/advanced decreased from the BOY benchmark 1 assessment (3%) to the EOY benchmark 4 assessment (0%).	False
Collectively shape the vision for continuous improvement of teaching and learning	False
2024-2025 STAR Reading: There was a no increase in the percentage of grade 4 students scoring proficient/advanced from BOY benchmark 1 (23.9%) to EOY benchmark 4 (23.9%).	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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.

Collaborative Planning processes- To support consistency of instruction as we move into a changing learning environment with the addition of new instructional programs, it will be important to establish and support clear processes for quality collaborative planning. As we plan, we want to ensure that we continuously monitor for improvement and develop a clear vision across all teams.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA: All student group percentage of proficient or advanced was significantly less than the statewide average.	Implementation learning curve of a new curricular resource Staffing fluctuation and positions unfilled Support staff used for coverage	True
ATTENDANCE: All student group percentage was significantly less than the statewide average.	Survey of families indicated that perception of attendance was not linked with academic achievement Lack of understanding of policy and chronic absenteeism	True
MATH: All student group percentage of proficient or advanced was significantly less than the statewide average.	Implementation learning curve of a new curricular resource Staffing fluctuation and positions unfilled Support staff used for coverage	True
2024-2025 STAR Math: The data revealed students with IEPs in grades 3, 4 and 5 scoring proficient/advanced from BOY benchmark 1 to EOY benchmark 4 decreased: Grade 3 BOY (9.3%) and EOY (7.1%). Grade 4 BOY (9.6%) and EOY (6.7%). Grade 5 BOY (3%) and EOY (0%).		False
2024-2025 STAR Reading Students with Disabilities Subgroup Data: The percentage of students in grades 4 and 5 did not display an increase in the percentage of students scoring proficient/advanced.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
2024-2025 STAR Reading: The percentage of students in grade 2 scoring proficient/advanced increased from BOY benchmark 1 (28%) to EOY (38%)	Team reflection and sharing practices Coaching models with Reading Interventionist Transformative Leadership, empowering teachers to share and learn from each other
2024-2025 STAR Math: The percentage of students in grade 1 scoring proficient/advanced increased significantly from BOY benchmark 1 (18.9%) to EOY benchmark 4 (31%).	Team reflection and sharing practices Coaching models with Math Interventionist Transformative Leadership, empowering teachers to share and learn from each other
2024-2025 STAR Reading EL subgroup data: The percentage of students in grade 2 displayed an increase of 48.2% from the beginning of year benchmark 1 (11.8%) to end of year benchmark 4 (60%).	ELD scaffolding strategies in professional learning DataWise and 5 why protocol Instructional Rounds Problem of Practice aligned to ELs

Priority Challenges

Analyzing Priority	Priority Statements
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Challenges	
	If we provide high quality Tier 1 Standards Aligned instruction that is systematic, explicit, differentiated, engaging, and data driven, then students will be more likely to achieve academic success in ELA and meet grade level expectations.
	If we design and implement high-impact learning experiences to drive academic excellence by providing Sheridan families with local resources to assist with daycare, transportation, and social, emotional, and physical health care, and expand our attendance incentives and celebrations, then our attendance rates will improve. By addressing these fundamental needs and recognizing positive attendance behaviors, we will reduce the barriers preventing students from attending school regularly. As a result, students will be more consistently present in the classroom. Then, the percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism.
	If we provide high quality Tier 1 Standards Aligned instruction that is systematic, explicit, differentiated, engaging, and data driven, then students will be more likely to achieve academic success in Math and meet grade level expectations.

Goal Setting

Priority: If we provide high quality Tier 1 Standards Aligned instruction that is systematic, explicit, differentiated, engaging, and data driven, then students will be more likely to achieve academic success in ELA and meet grade level expectations.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart 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 benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10%. Indicator 2: Students will complete two TDA written responses per quarter using the same prompt. From TDA 1 to TDA 2 within each quarter, at least 80% of students will demonstrate an increase on the TDA rubric. Indicator 3: Increase ELD subgroup benchmark assessment proficiency performance from Q1 to Q4 by at least 5%.			
Measurable Goal Nickname (35 Character Max)			
Improve Literacy Outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline will be determined on the Q1 Star Reading administration.	There will be at least a 4% increase from the baseline on the Q2 Star Reading administration for students scoring At/Above.	There will be at least a 7% increase from the baseline on the Q3 Star Reading administration for students scoring At/Above.	There will be at least a 10% increase from the baseline on the Q4 Star Reading administration for students scoring At/Above.

Priority: If we design and implement high-impact learning experiences to drive academic excellence by providing Sheridan families with local resources to assist with daycare, transportation, and social, emotional, and physical health care, and expand our attendance incentives and celebrations, then our attendance rates will improve. By addressing these fundamental needs and recognizing positive attendance behaviors, we will reduce the barriers preventing students from attending school regularly. As a result, students will be more consistently present in the classroom. Then, the percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2026, decrease the percentages of students who are chronically absent to 20% -Interim Target 1: Decrease percentage of students who are chronically absent from Quarter 1 to Quarter 2 by 5%. -Interim Target 2: Decrease percentage of students who are chronically absent from Quarter 2 to Quarter 3 by 4%. -Interim Target 3: Decrease percentage of students who are chronically absent from Quarter 3 to Quarter 4 by 4%. -Interim Target 4: Increase daily average attendance from 89.79% to 93% by the end of the 2024-2025 school year.			
Measurable Goal Nickname (35 Character Max)			
Improve Attendance Outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Chronic Absenteeism Baseline: 34.59% (24-25 school year)	28%	24%	20%
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Outcome Category			
Social emotional learning			
Measurable Goal Statement (Smart Goal)			
By June 2026, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey. -Interim Target 1: Increase the score for the statement "I can control my anger" from 2.57 to 3.4 by the end of the 25-26 school year, as measured by the climate survey. -Interim Target 2: Decrease the number of level 3/4 disciplinary infractions to 60 or fewer infractions by the end of the 2025-2026. -Interim Target 3: We will provide at least three interactive workshops for parents and families on supporting student attendance quarterly, achieving an average attendance rate of 5% per quarter (not duplicating families).			
Measurable Goal Nickname (35 Character Max)			
Improve School Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Student Climate Survey baseline: 3.07 (2024-2025 School Year)	n/a	"I can control my anger" score of 3.0	3.4

Priority: If we provide high quality Tier 1 Standards Aligned instruction that is systematic, explicit, differentiated, engaging, and data driven, then students will be more likely to achieve academic success in Math and meet grade level expectations.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart 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: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10%. Indicator 2: Increase the percentage of students with a Student Growth Percentile (SGP) of 50 or higher by 10%, from 53.4% in the 2024-2025 school year to 63.4% in the 2025-2026 school year. Indicator 3: Increase ELD subgroup benchmark assessment proficiency performance from Q1 to Q4 by at least 7%.			
Measurable Goal Nickname (35 Character Max)			
Improve Math Outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline will be determined on the Q1 Star Math administration.	There will be at least a 4% increase from the baseline on the Q2 Star Math administration for students scoring At/Above.	There will be at least a 7% increase from the baseline on the Q3 Star Math administration for students scoring At/Above.	There will be at least a 10% increase from the baseline on the Q4 Star Math administration for students scoring At/Above.

Action Plan

Measurable Goals

Improve Literacy Outcomes	Improve Attendance Outcomes
Improve School Climate and Culture	Improve Math Outcomes

Action Plan For: Tier 1 Instruction

Measurable Goals:
- 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: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10%. Indicator 2: Increase the percentage of students with a Student Growth Percentile (SGP) of 50 or higher by 10%, from 53.4% in the 2024-2025 school year to 63.4% in the 2025-2026 school year. Indicator 3: Increase ELD subgroup benchmark assessment proficiency performance from Q1 to Q4 by at least 7%. - 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 benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 10%. Indicator 2: Students will complete two TDA written responses per quarter using the same prompt. From TDA 1 to TDA 2 within each quarter, at least 80% of students will demonstrate an increase on the TDA rubric. Indicator 3: Increase ELD subgroup benchmark assessment proficiency performance from Q1 to Q4 by at least 5%.

Action Step		Anticipated Start/Completion Date	
Increase Walkthroughs and observations and calibrate to provide targeted feedback.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin team	walkthrough form; PA Etep	No	
Action Step		Anticipated Start/Completion Date	
Establish a common definition of engagement with clear "look-fors" including checks, understanding and student participation.		2025-08-25	2025-10-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Leadership Team Grade Level Team Leaders Specialist and Support Staff	Professional Learning agenda and resources; walkthrough form	Yes	
Action Step		Anticipated Start/Completion Date	

Continuation of DataWise/ILT and expand protocols into grade level team meetings.		2025-08-25	2026-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin; ILT; Specialists; Grade Level Team Leaders	customized team planning document and agenda; ILT meeting time;	No	
Action Step		Anticipated Start/Completion Date	
Continue to implement data dialogue meetings for Q1 and Q3, incorporating the 5 whys protocol to support next steps. Integrate Team Quality Reviews for Q2.		2025-10-29	2026-04-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Admin; Teachers and Support Staff	TQR template and feedback/next steps form	Yes	
Action Step		Anticipated Start/Completion Date	
Teachers will incorporate scaffolding or differentiation strategies (e.g., graphic organizers, sentence starters, tiered assignments, small group instruction) and will increase use of active learning or discussion strategies (e.g., think-pair-share, Socratic seminar, reciprocal teaching, jigsaw) into their daily lessons each week. Teachers will document the specific strategies used and reflect on student engagement and understanding, sharing successful implementations during grade-level or staff meetings.		2025-08-25	2026-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers; ILT; Specialists; Coaches; Grade Level Teams	strategy lists; modeling from coaches; protocols	Yes	
Action Step		Anticipated Start/Completion Date	
Schedule and implement School Based Instructional Rounds to focus on identifying common strengths and areas for growth related to our instructional problem of practice (e.g., scaffolding, active learning, differentiation). Following each round, observers will engage in debriefing sessions to share actionable feedback and collaboratively identify school-wide trends and professional development needs, ultimately contributing to a shared understanding of effective teaching practices and fostering a culture of continuous improvement.		2025-09-29	2026-01-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ILT; Teachers	debriefing protocol; subs;	No	
Action Step		Anticipated Start/Completion Date	
Ensure appropriate staffing to support instructional improvement including supervisors of instruction, reading specialists, intervention specialists, social workers, and teachers.		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Title 1 funding	No	

Action Step		Anticipated Start/Completion Date	
Effectively deliver structured literacy instruction in first through grade three, emphasizing foundational skills.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading specialists; teachers	Core curricular materials; Heggerty; staff	No	
Action Step		Anticipated Start/Completion Date	
Provide students in grades 1-5 with a solid foundation of arithmetic operations (addition, subtraction, multiplication, division) with whole numbers, fractions, and decimals. This includes fluency and understanding of the order of operations.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Intervention Specialist; teachers	Core curricular materials; staff	No	
Action Step		Anticipated Start/Completion Date	
Engage students in expanded opportunities to explore and demonstrate creative and cutting edge approaches to learning through the use of student centered instructional practices and technology infused learning tasks.		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tech lead	VR goggles; IPADs; Bee-bots; PD for staff;	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
-Improved reading and math proficiency as demonstrated in local and state assessments - Higher Levels of Engagement and Participation	Documentation: Teachers should maintain daily logs of interventions, including dates, methods used, and student assessment data. -Review Meetings: Quarterly check-ins with instructional coaches or administrators to review intervention logs and discuss their effectiveness. -Data Analysis: After each quarter, use student performance data to assess the impact of interventions. Compare pre- and post-intervention data to measure progress. -Spot Checks: Administrators or instructional coaches conduct periodic spot checks of data binders to ensure they are up-to-date and used effectively. -Feedback Sessions: Hold quarterly meetings where teachers present their data binders and receive feedback from peers and administrators. -Documentation: Maintain detailed agendas and minutes for each data meeting, documenting attendance, topics discussed, and action items.

Action Plan For: -Implement 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

Measurable Goals:	
- By June 2026, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey. -Interim Target 1: Increase the score for the statement "I can control my anger" from 2.57 to 3.4 by the end of the 25-26 school year, as measured by the climate survey. -Interim Target 2: Decrease the number of level 3/4 disciplinary infractions to 60 or fewer infractions by the end of the 2025-2026. -Interim Target 3: We will provide at least three interactive workshops for parents and families on supporting student attendance quarterly, achieving an average attendance rate of 5% per quarter (not duplicating families). - By June 2026, decrease the percentages of students who are chronically absent to 20% -Interim Target 1: Decrease percentage of students who are chronically absent from Quarter 1 to Quarter 2 by 5%. -Interim Target 2: Decrease percentage of students who are chronically absent from Quarter 2 to Quarter 3 by 4%. -Interim Target 3: Decrease percentage of students who are chronically absent from Quarter 3 to Quarter 4 by 4%. -Interim Target 4: Increase daily average attendance from 89.79% to 93% by the end of the 2024-2025 school year.	

Action Step		Anticipated Start/Completion Date	
Create a positive school climate by fostering a welcoming environment and building strong relationships through the use of the SEL curriculum, morning meetings, restorative conversations, classroom positive behavior plans, and calm down corners.		2025-08-25	2026-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Principal and Assistant Principal -Attendance team - Counselor -CIS Coordinator	-Cultural Competency Workshops: Programs that help staff understand and appreciate cultural diversity and foster inclusivity. -Social-Emotional Learning (SEL) Curriculum: Resources that focus on empathy, teamwork, and emotional intelligence. -Counseling and Mental Health Services: Access to school counselors, psychologists, and social workers who can support students' emotional and social needs. -Family Involvement Programs: Workshops and resources that help parents engage with the school community and support their children's education. -Community Partnerships: Collaborations with local organizations and businesses to support school initiatives and provide additional resources. - Inclusive Signage: Posters, murals, and signs that celebrate diversity and convey messages of respect and inclusion. -Leadership Programs: Opportunities for students to take on leadership roles and contribute to the school community. -Online SEL Programs: Digital resources that support social-emotional learning and relationship-building. -Team Sports and Group Projects: Activities that encourage teamwork and collaboration. -Recognition Programs: Celebrations and awards that acknowledge positive behavior, achievements, and contributions to the school community.	No	
Action Step		Anticipated Start/Completion Date	
Engage families and the community through regular communication, family attendance workshops, and community meetings.		2025-08-	2026-06-

		25	18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
CIS Coordinator Attendance Committee	-School Messenger -Dojo Platform -Bilingual Resources: Communication materials available in multiple languages to cater to diverse communities. -Workshop Materials: Handouts, slides, and interactive activities that educate families on the importance of attendance, strategies for ensuring regular attendance, and resources available for support. -Incentives: Offering incentives such as refreshments, small prizes, or certificates to encourage attendance at workshops. -Community Partnerships: Collaboration with local organizations, businesses, and community leaders to provide resources and support during meetings. -Counseling and Social Work Services: Support for students and families facing barriers to regular attendance, such as mental health issues or economic challenges. -School Attendance Policies: Clear, well-communicated policies on attendance expectations and consequences for unexcused absences. -Parent Liaisons: Staff members who serve as a bridge between the school and families, helping to build trust and address concerns. -Translation Services: Ensuring all materials and communications are available in the languages spoken by families in the school community.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
-Creation of a more connected and supportive environment that promotes regular attendance and addresses the underlying issues that may contribute to absenteeism. -Improved daily attendance percentages -Decreased percentage of students that are chronically absent	-Teachers: Take attendance each day and report absences. -Teachers: Conduct morning meetings daily. -Attendance celebrations: Monthly goals and quarterly celebrations. -Family/Community Meetings: Conducted monthly. -Biweekly Attendance Team Meetings: Discuss trends, interventions, and follow-up actions. -Attendance Committee: Meet monthly to review attendance data to assess progress towards our challenges -Data Dialogue Meetings: Quarterly meetings with classroom teachers to review attendance concerns and follow up with plans implemented -Year-End Review: Evaluate the overall success of attendance initiatives and set goals for the next school year. -Evaluation Metrics: 1. Absence Rate: Percentage of days students are absent. 2. Chronic Absenteeism: Percentage of students missing 10% or more of school days. 3. Tardiness: Frequency of students arriving late to school. 4. Intervention Success: Rate of improved attendance among students who received interventions. 5. Academic Performance: Correlation between attendance and academic outcomes, such as grades and test scores.

Action Plan For: -Implement an evidence-based multi-tiered system of support framework to create an inclusive learning environment.

Measurable Goals:
By June 2026, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey. -Interim Target 1: Increase the score for the statement "I can control my anger" from 2.57 to 3.4 by the end of the 25-26 school year, as measured by the climate survey. -Interim Target 2: Decrease the number of level 3/4 disciplinary infractions to 60 or fewer infractions by the end of the 2025-2026. -Interim Target

3: We will provide at least three interactive workshops for parents and families on supporting student attendance quarterly, achieving an average attendance rate of 5% per quarter (not duplicating families).

Action Step		Anticipated Start/Completion Date	
-Implement a tiered instructional support framework which includes: Tier 1: -High-Quality Instruction: Implement evidence-based curricula and teaching practices that support diverse learning needs. -School-Wide Expectations: Establish clear, positive behavior expectations and teach them to all students. -SEL Curriculum: Integrate social-emotional learning into daily instruction. Tier 2: -Small Group Interventions: Provide additional instruction or support in small groups for students identified as at risk. -Behavioral Supports: Implement targeted behavioral interventions, such as check-in/check-out systems. -Progress Monitoring: Regularly assess student progress to ensure interventions are effective. Tier 3: -Individualized Interventions: Develop intensive, individualized support plans for students with significant needs. -Specialized Services: Collaborate with special education teachers, counselors, and outside agencies as needed. -Frequent Monitoring: Conduct frequent progress monitoring to adjust interventions as necessary.		2025-08-25	2026-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-Reading and Math Specialists -Intervention Specialist -SEL and CST Teams	-SAP and CST: create a dedicated team that includes administrators, teachers, and support staff to guide the implementation. -Progress Monitoring Tools: STAR Reading, Early Literacy, and Math - Intervention Materials: Tier 1 (Benchmark, enVisions, and Lexia). Tier 2 (Small group interventions using Passports, Benchmark and enVisions intervention materials, and STAR to progress monitor). Tier 3 (Individualized Education Program, Specialized Instructional materials within Benchmark and enVisions, and STAR to progress monitor bi-weekly).	No	
Action Step		Anticipated Start/Completion Date	
-Implement a tiered SEL support framework which includes: Tier 1: Classrooms will implement daily morning meetings and create a positive behavior plan with student input. The school counselor will implement the Comprehensive School Counseling Curriculum. Conduct weekly individual student celebrations and quarterly school-wide celebrations, and utilize CIS to create monthly events to engage our students and families to create an inclusive environment). Tier 2: Provide small group sessions for students who need additional SEL support, focusing on skills like emotional regulation, social skills, and conflict resolution. Implement programs where students have regular check-ins with a mentor or counselor to set goals and monitor progress. Counselor will implement targeted classroom supports to meet individual classroom needs. Tier 3: Monthly SAP and CST meetings to develop individualized interventions (one-on one counseling with school counselor, Valley Youth House Counselor, and Valley Health Partners Behavior Specialist). Create referrals to social worker to assist families in need of intensive supports through Hazel Health, Valley Health Partners, and Valley Youth House.		2025-08-18	2026-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
-School Counselor -SAP Team -Child Study Team	-SAP Team -Child Study Team -SEL Committee -Counseling Curriculum Calendar -SEL Program Training - Weekly Shout-out Award certificates and medals -Quarterly Positive Culture Contributor award	No	

	certificates -Hands-on activities, games, and role-playing exercises to engage students in SEL learning - Access to Hazel Health Platform -Sapphire/PowerSchool to monitor behavior and referral data		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
-By integrating these materials, resources, and supports, we can effectively implement a tiered SEL support framework that promotes the social-emotional well-being of all students and fosters a positive, inclusive learning environment. -Increase the average domain score for social emotional learning to at least 3.4, as measured by student responses to the climate survey	-Teacher Observations/Walkthroughs: Weekly monitoring of student behaviors and interactions. -Classroom Activities: Daily integration of morning meetings and classroom PBIS. -Data Review Meetings: Monthly SAP and weekly CST meetings to review progress and adjust interventions. -Progress Monitoring: Monthly checks on student progress through behavior checklists and performance data. -Student Assessments: Annual OLWEUS and Climate Surveys. -End-of-Year Evaluations: At the end of the school year we will measure the overall SEL growth and program effectiveness.

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				0

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			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Tier 1 Instruction	Establish a common definition of engagement with clear "look-fors" including checks, understanding and student participation.
Tier 1 Instruction	Continue to implement data dialogue meetings for Q1 and Q3, incorporating the 5 whys protocol to support next steps. Integrate Team Quality Reviews for Q2.
Tier 1 Instruction	Teachers will incorporate scaffolding or differentiation strategies (e.g., graphic organizers, sentence starters, tiered assignments, small group instruction) and will increase use of active learning or discussion strategies (e.g., think-pair-share, Socratic seminar, reciprocal teaching, jigsaw) into their daily lessons each week. Teachers will document the specific strategies used and reflect on student engagement and understanding, sharing successful implementations during grade-level or staff meetings.
Tier 1 Instruction	Engage students in expanded opportunities to explore and demonstrate creative and cutting edge approaches to learning through the use of student centered instructional practices and technology infused learning tasks.

Student Engagement and Active Learning Strategies

Action Step		
- Establish a common definition of engagement with clear "look-fors" including checks, understanding and student participation. - Teachers will incorporate scaffolding or differentiation strategies (e.g., graphic organizers, sentence starters, tiered assignments, small group instruction) and will increase use of active learning or discussion strategies (e.g., think-pair-share, Socratic seminar, reciprocal teaching, jigsaw) into their daily lessons each week. Teachers will document the specific strategies used and reflect on student engagement and understanding, sharing successful implementations during grade-level or staff meetings.		
Audience		
teaching staff		
Topics to be Included		
Levels of engagement; total participation techniques; active learning strategies		
Evidence of Learning		
Increased student engagement, monitored through walkthrough forms and student data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Admin team; Math intervention specialist; Reading coach	2025-08-18	2025-10-29

Learning Format

Type of Activities	Frequency
Workshop(s)	1-2 sessions
Observation and Practice Framework Met in this Plan	
2b: Establishing a Culture for Learning	

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Scaffolding and Differentiation

Action Step		
Teachers will incorporate scaffolding or differentiation strategies (e.g., graphic organizers, sentence starters, tiered assignments, small group instruction) and will increase use of active learning or discussion strategies (e.g., think-pair-share, Socratic seminar, reciprocal teaching, jigsaw) into their daily lessons each week. Teachers will document the specific strategies used and reflect on student engagement and understanding, sharing successful implementations during grade-level or staff meetings.		
Audience		
Teachers		
Topics to be Included		
scaffolding and differentiation strategies; using data strategically		
Evidence of Learning		
Increased student engagement, monitored through walkthrough forms and student data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Admin team; Math intervention specialist; Reading coach	2025-08-18	2026-01-20

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	biweekly
Observation and Practice Framework Met in this Plan	
3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Team Quality Reviews

Action Step
Continue to implement data dialogue meetings for Q1 and Q3, incorporating the 5 whys protocol to support next steps. Integrate Team Quality Reviews for Q2.
Audience
teachers

Topics to be Included		
Data Wise; Ladder of Inference; 5 Why protocol; Team Quality Reviews		
Evidence of Learning		
Team Quality Review presentations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Admin	2025-10-30	2026-01-30

Learning Format

Type of Activities	Frequency
Workshop(s)	1-2 meetings
Observation and Practice Framework Met in this Plan	
4a: Reflecting on Teaching 4b: Maintaining Accurate Records 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Technology for Universal Learning

Action Step		
Engage students in expanded opportunities to explore and demonstrate creative and cutting edge approaches to learning through the use of student centered instructional practices and technology infused learning tasks.		
Audience		
Teachers		
Topics to be Included		
AI; Coding; VR Goggles; Resources to support instruction		
Evidence of Learning		
Enhanced use of technology in classrooms to improve learning and teaching.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tech lead; Admin team	2026-01-23	2026-06-10

Learning Format

Type of Activities	Frequency
Workshop(s)	3 sessions
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning	
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