

Profile and Plan Essentials

School		AUN/Branch
Luis A Ramos Elementary		8140
Address 1		
1430 West Allen St		
Address 2		
City	State	Zip Code
Allentown	Pa	18102
Chief School Administrator		Chief School Administrator Email
Carol D. Birks		birksc@allentownsd.org
Principal Name		
Telsa Sparks		
Principal Email		
sparkst@allentownsd.org		
Principal Phone Number		Principal Extension
484-765-4841		4845
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Telsa Sparks	Principal	Luis A Ramos/Principal	sparkst@allentownsd.org
Juliet Saba	Other	Luis A Ramos/Assistant Principal	sabaj@allentownsd.org
Lynda Hassick	Other	Luis A Ramos/Reading Specialist	hassickl@allentownsd.org
Danielle Day	Other	Luis A Ramos/Interventionist	dayd@allentownsd.org
Tiffany Polek	District Level Leaders	Allentown School District	polekt@allentownsd.org
Carol D. Birks	District Level Leaders	Allentown School District	birksc@allentownsd.org
Jamie Chase	Community Member	United Way	jamiec@unitedway.org
Robin Suder	Other	ASD Special Education Facilitator	suderr@allentownsd.org
Andrea O'Brien	Other	ELD Facilitator	obriena@allentownsd.org
Laura Zaharakis	Other	Ramos Counselor	zaharakisl@allentownsd.org
Mileyna Gonzalez	Parent	Ramos Parent	gonzalezm@allentownsd.org
Frances Sweetana	Teacher	Ramos Kindergarten Teacher	sweetanaf@allentownsd.org
Amy Fatzinger	Teacher	Ramos 4th Grade Teacher	fatzingera@allentownsd.org
Lena Felix	Teacher	Ramos Elementary	felixl@allentownsd.org

Vision for Learning

Vision for Learning

Luis A. Ramos Elementary School envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Ramos community.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
In the 2023-24 school year, ELA Proficiency for the All Student group increased from 27.3% to 30%.	We have seen growth over the past three years in percent of students performing Proficiency or Advanced on the ELA PSSA's. Black and English Learner subgroups saw the most increase with 8 and 7% respectively from previous year.
In the 2023-24 school year, English Learner subgroup grew the most in Proficiency or Advanced in ELA PSSA's (approximately 7% from the previous year).	English Learners growth increased from 14.3% to 21.4%.
In the 2023-24 school year, the percentage of all students increase on the Science PSSA Proficiency or Advanced percentages, growing from 47.1% to 56.7%.	Our Science PSSA P/A percentage has been growing an average of 12% over the last three years. Our English Learner subgroup increased over 10% from 33.3% to 43.5%.
In the 2022-23 school year, the percentage of students who attended school regularly improved approximately 9% from the previous year.	The highest percentage of regular attenders are in the sub group English Learners at 78.5%, exceeding the statewide average.
In the 2023-24 school year, the percentage of students who met their English Language Proficiency goals was almost twice that of the state's average with 59.8% of students meeting this goal.	We have shown growth in this percentage over the past three years.

Challenges

Indicator	Comments/Notable Observations
In the 2023-24 school year, we had a decrease in performance for the percentage of students who were proficient or advanced on the Math PSSA's moving from 23.6% to 22.9%.	This is well below the state average of 40%. Of the three tests, this is the lowest average growth over a three year period at 4.8%.
In the 2023-24 school year, we had a significant decrease in proficient or advanced on the math PSSA's in our Black sub group, dropping 10% from 27.6% to 17.6%	The year prior it increased 15%.
In the 2023-24 school year, there was a significant decrease in the PVAAS Growth data in Math PSSA's.	The data moved from Well Above growth to well below or meeting growth from the previous year.

In the 2023-24 school year, we are 13.5% below the statewide average for percentage of students not chronically absent from school.	Statewide average was 78.1%, while our percentage is 64.6%. Our students in the subgroups of 2 or more races and Students with Disabilities are the lowest of the percentages at 50% and 59.2% respectively.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator In the 2023-24 school year, Black and English Learner subgroups saw the most increase with 8 and 7% respectively from the previous year on the percent of students performing Proficiency or Advanced on the ELA PSSA's. ESSA Student Subgroups	Comments/Notable Observations Black students percentage increased from 27.6% yo 35.3%. English Learner students percentage increased from 16.4% to 23.2%.
Indicator In the 2022-23 school year, the highest percentage of regular attenders are in the sub group English Learners at 78.5%, exceeding the statewide average. ESSA Student Subgroups English Learners	Comments/Notable Observations This was an increase from the previous school year from 61.7% to 78.5%.

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator In the 2022-23 school year, our students in the subgroups of 2 or more races and Students with Disabilities are the lowest of the percentage of students who attend school regularly at 50% and 59.2% respectively. ESSA Student Subgroups Combined Ethnicity, Students with Disabilities	Comments/Notable Observations Both subgroups increased from the previous year but are still the lowest percentages of the sub group breakdown.

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.

In the 2023-24 school year, ELA PSSA Proficiency or Advanced for the All Student group increased from 27.3% to 30%.
In the 2023-24 school year, the percentage of students who met their English Language Proficiency goals was almost twice that of the state's average with 59.8% of students meeting this goal.

In the 2023-24 school year, the percentage of all students increased on the Science PSSA Proficiency or Advanced percentages, growing from 47.1% to 56.7%.
In 2023-24, Career Standards Benchmark for the All Student group was 100% which exceeded the state average of 89.6%.

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.

In the 2022-23 school year, our students in the subgroups of 2 or more races and Students with Disabilities are the lowest of the percentage of students who attend school regularly at 50% and 59.2% respectively.
In the 2023-24 school year, we had a decrease in performance for the percentage of students who were proficient or advanced on the Math PSSA's moving from 23.6% to 22.9%.
In the 2023-24 school year, we are 13.5% below the statewide average for percentage of students not chronically absent from school.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
In the 2024-25 school year, we increased the percentage of students demonstrating proficiency on STAR Reading (state benchmark) by 10.1% from Fall to Spring benchmark.	We went from 28.1% to 38.2% just shy of our 40% goal.
In the 2024-25 school year, we increased the number of students in or above grade level material in Lexia by 47%.	9% of students started in Grade Level Material in Lexia. By the end of the year 56% of our students were in or above grade level.
67.3% of students showed typical or better growth from Fall to Spring 2024-25 ELA STAR assessment, maintaining the same level as last year.	This exceeded the district goal of 65%.

English Language Arts Summary

Strengths

9% of students started in Grade Level Material in Lexia. By the end of the year 56% of our students were in or above grade level.
37.5% of students demonstrated high growth (above 66th percentile), while 29.8% showed typical growth in the STAR Reading.
First grade students showed the highest percent of students making typical or better growth at 84.6% on the STAR Reading assessment.
Growth has remained stable across testing windows this year, ranging from 65.8% to 67.6% of students making typical or better growth in the STAR Reading assessment.

Challenges

Fourth grade had the lowest percent of students making typical or better growth at 60.7% on the ELA Reading STAR assessment.
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Mathematics

Data	Comments/Notable Observations
In the 2023-24 school year, we had an increase of 7.6% of students demonstrating proficiency on the STAR Math (state benchmark).	We increased from 19.8% of students to 27.4% of students demonstrating proficiency on the STAR Math assessment compared to the state benchmark.

Mathematics Summary

Strengths

5th grade students showed the highest percent of students making typical or better growth at 81.9% on the STAR Math assessment.
69% of students showed typical or better growth from Fall to Spring 2024-25, holding steady compared to 70% in 2023-24, and exceeding the school goal of 65% in STAR Math assessment.

Challenges

1st grade showed the lowest percent of students making typical or better growth at 48.7% of students on the STAR Math assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
In school year 2024-25, 74.71% of 5th grade students did not make significant growth on the CDT Science Benchmark assessment from BM1 to BM3.	Similarly, 73.3% of 4th grade students did not make significant growth on the CDT Science Benchmark.
The average score change for students who achieved "Significant Growth" was 140.2 points, highlighting a strong positive improvement in their performance on the CDT Science Benchmark Assessment.	In contrast, students who did not show "Significant Growth" had an average score change of only 0.29 points, emphasizing the distinct improvement seen in the "Significant Growth" group.

Science, Technology, and Engineering Education Summary

Strengths

The average score change for students who achieved "Significant Growth" was 140.2 points, highlighting a strong positive improvement in their performance on the CDT Science Benchmark Assessment.
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Challenges

In school year 2024-25, 74.71% of 5th grade students did not make significant growth on the CDT Science Benchmark assessment from BM1 to BM3.

Related Academics

Career Readiness

Data	Comments/Notable Observations
In school year 2023-24, 96.7% of students met the career standards benchmark.	This is over 5% the state's average.

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.

In the school year 2023-24, our students with disabilities mirrored our percent of students meeting the career standards benchmark with 95.5%.
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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.

In the school year 2023-24, we decreased the percent of students who made the career benchmark standards from 100% to 96.7%.
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Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
In the school year 2023-2024, our subgroup Economically Disadvantaged increased from the previous year in the number of student proficient or advanced in the ELA PSSA's from 27.2% to 28.5%.	We have been increasing over the past three years.

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.

In the school year 2023-2024, our subgroup Economically Disadvantaged increased from the previous year in the number of student proficient or advanced in

the ELA PSSA's from 27.2% to 28.5%.

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.

Our students in the subgroups of 2 or more races and Students with Disabilities are the lowest of the regular attendance percentages at 50% and 59.2% respectively.

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
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	Not Yet Evident
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	Not Yet Evident
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	Not Yet Evident
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	Emerging

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	Emerging
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?

Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.

Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.

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?

School leaders understand the importance of high expectations for success for all students, but do not implement strategies to ensure a culture of high expectations throughout the school community.

Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.

There is no evidence of a schoolwide behavior plan.

The school has established readiness for systems change and determined that MTSS implementation is desirable and feasible, but there is little evidence that implementation has begun.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

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
In 2023-24, Career Standards Benchmark for the All Student group was 100% which exceeded the state average of 89.6%.	False
In 2023-24, Career Standards Benchmark for the All Student group was 100% which exceeded the state average of 89.6%.	False
In the 2023-24 school year, ELA PSSA Proficiency or Advanced for the All Student group increased from 27.3% to 30%.	False
In the 2023-24 school year, the percentage of students who met their English Language Proficiency goals was almost twice that of the state's average with 59.8% of students meeting this goal.	True
5th grade students showed the highest percent of students making typical or better growth at 81.9% on the STAR Math assessment.	True
In the school year 2023-24, our students with disabilities mirrored our percent of students meeting the career standards benchmark with 95.5%.	False
Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.	True
In the 2023-24 school year, the percentage of all students increased on the Science PSSA Proficiency or Advanced percentages, growing from 47.1% to 56.7%.	False
9% of students started in Grade Level Material in Lexia. By the end of the year 56% of our students were in or above grade level.	False
37.5% of students demonstrated high growth (above 66th percentile), while 29.8% showed typical growth in the STAR Reading.	False
First grade students showed the highest percent of students making typical or better growth at 84.6% on the STAR Reading assessment.	True
Growth has remained stable across testing windows this year, ranging from 65.8% to 67.6% of students making typical or better growth in the STAR Reading assessment.	False
69% of students showed typical or better growth from Fall to Spring 2024-25, holding steady compared to 70% in 2023-24, and exceeding the school goal of 65% in STAR Math assessment.	False
In the school year 2023-2024, our subgroup Economically Disadvantaged increased from the previous year in the number of student proficient or advanced in the ELA PSSA's from 27.2% to 28.5%.	False
Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.	False
The average score change for students who achieved "Significant Growth" was 140.2 points, highlighting a strong positive improvement in their performance on the CDT Science Benchmark Assessment.	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
In the 2022-23 school year, our students in the subgroups of 2 or more races and Students with Disabilities are the lowest of the percentage of students who attend school regularly at 50% and 59.2% respectively.	False
In the 2023-24 school year, we had a decrease in performance for the percentage of students who were proficient or advanced on the Math PSSA's moving from 23.6% to 22.9%.	True
In the 2023-24 school year, we are 13.5% below the statewide average for percentage of students not chronically absent from school.	True
In the school year 2023-24, we decreased the percent of students who made the career benchmark standards from 100% to 96.7%.	False
School leaders understand the importance of high expectations for success for all students, but do not implement strategies to ensure a culture of high expectations throughout the school community.	False
There is no evidence of a schoolwide behavior plan.	True
Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	True
Fourth grade had the lowest percent of students making typical or better growth at 60.7% on the ELA Reading STAR assessment.	True
1st grade showed the lowest percent of students making typical or better growth at 48.7% of students on the STAR Math assessment.	False
Our students in the subgroups of 2 or more races and Students with Disabilities are the lowest of the regular attendance percentages at 50% and 59.2% respectively.	False
In school year 2024-25, 74.71% of 5th grade students did not make significant growth on the CDT Science Benchmark assessment from BM1 to BM3.	False
The school has established readiness for systems change and determined that MTSS implementation is desirable and feasible, but there is little evidence that implementation has begun.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
There is no evidence of a schoolwide behavior plan.		True
Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.		False
The school has established readiness for systems change and determined that MTSS implementation is desirable and feasible, but there is little evidence that implementation has begun.		False
In the 2023-24 school year, we had a decrease in performance for the percentage of students who were proficient or advanced on the Math PSSA's moving from 23.6% to 22.9%.		False
In the 2023-24 school year, we are 13.5% below the statewide average for percentage of students not chronically absent from school.		False
Fourth grade had the lowest percent of students making typical or better growth at 60.7% on the ELA Reading STAR assessment.		False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
5th grade students showed the highest percent of students making typical or better growth at 81.9% on the STAR Math assessment.	
Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.	
In the 2023-24 school year, the percentage of students who met their English Language Proficiency goals was almost twice that of the state's average with 59.8% of students meeting this goal.	
First grade students showed the highest percent of students making typical or better growth at 84.6% on the STAR Reading assessment.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we foster a more positive and inclusive climate and culture, then we will enhance student engagement, safety and overall well-being.
	If we design and implement high-impact learning experiences, then we will drive educational excellence.

Goal Setting

Priority: If we foster a more positive and inclusive climate and culture, then we will enhance student engagement, safety and overall well-being.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
1. 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. Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 9%. 2. By the end of the 2025–2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on the DIBELS Phonemic Awareness subtest by at least triple the percentage points compared to the beginning-of-year (BOY) results. 3. By the end of the 2025–2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on the DIBELS Alphabet Recognition subtest by at least triple the percentage points compared to the beginning-of-year (BOY) results.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmark Assessment Proficiency Baseline DIBELS Phonemic Awareness Baseline DIBELS Alphabet Recognition Baseline	Benchmark Assessment Proficiency Baseline + 3% DIBELS Phonemic Awareness Baseline (baseline*3)-baseline / 3 DIBELS Alphabet Recognition Baseline (baseline*3)-baseline / 3	Benchmark Assessment Proficiency Q2 Target + 3% DIBELS Phonemic Awareness Baseline [Target 2nd Quarter + (baseline*3)-baseline / 3] DIBELS Alphabet Recognition Baseline [Target 2nd Quarter + (baseline*3)-baseline / 3]	Benchmark Assessment Proficiency Q3 Target + 3% DIBELS Phonemic Awareness Baseline [Target 3rd Quarter + (baseline*3)-baseline / 3] DIBELS Alphabet Recognition Baseline [Target 3rd Quarter + (baseline*3)-baseline / 3]

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 9%. By the end of the 2025-2026 school year, students in grades 3-5 will demonstrate increased proficiency on the Savvas Envision Math Cumulative Standards Report, achieving an average across the school of at least 50% mastery across all standards, representing a 21 percentage point increase from the previous year's 39% baseline. By the end of the 2025-2026 school year, the percent of K-2 students who earn 75% or above on the Savvas Envision Math Topic Assessments will increase. The baseline will be established by the percent of students who earn at least 75% or above on Topic 1 assessments. From this baseline, the goal is to achieve at least 70% of students earning 75% or above across all subsequent topics, aiming for a significant percentage point increase.			
Measurable Goal Nickname (35 Character Max)			
Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Benchmark Assessment Proficiency Baseline By the end of Quarter 1, students in grades 3-5 will achieve an average of 42% mastery on the Savvas Envision Math Cumulative Standards Report. By the end of Quarter 1, the baseline for the year will be established by the percentage of K-2 students who earn at least 75% or above on the Savvas Envision Math Topic 1 Assessment.	Benchmark Assessment Proficiency Baseline + 3% By the end of Quarter 2, students in grades 3-5 will achieve an average of 45% mastery on the Savvas Envision Math Cumulative Standards Report. By the end of Quarter 2, the percentage of K-2 students earning at least 75% or above on subsequent topic assessments will demonstrate a clear and measurable increase of at least 5-10 percentage points from the Topic 1 baseline, showing initial progress towards the annual goal of 70%.	Benchmark Assessment Proficiency Q2 Target + 3% By the end of Quarter 3, students in grades 3-5 will achieve an average of 48% mastery on the Savvas Envision Math Cumulative Standards Report. By the end of Quarter 3, the percentage of K-2 students earning at least 75% or above on topic assessments will show accelerated growth, reaching at least 60% of students earning 75% or above, indicating strong progress towards the end-of-year target.	Benchmark Assessment Proficiency Q3 Target + 3% By the end of Quarter 4, students in grades 3-5 will achieve the end-of-year goal of 50% mastery on the Savvas Envision Math Cumulative Standards Report. By the end of Quarter 4, at least 70% of K-2 students will earn 75% or above on the Savvas Envision Math Topic Assessments, meeting or exceeding the overall annual goal.
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Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. 65% of identified EL students will meet or exceed LAS growth expectations as measured by the BOY and EOY iteration of LAS Links.			
Measurable Goal Nickname (35 Character Max)			
EL Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, all identified EL students will have completed the Beginning of Year (BOY) LAS Links assessment establishing individual growth baselines.	By the end of Quarter 2, at least 65% of identified EL students are showing consistent progress towards their individual LAS growth expectations.	By the end of Quarter 3, at least 65% of identified EL students are showing consistent progress towards their individual LAS growth expectations.	By the end of Quarter 4, at least 65% of identified EL students are showing consistent progress towards their individual LAS growth expectations.

Priority: If we design and implement high-impact learning experiences, then we will drive educational excellence.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
By June 2025, increase the percentage of students who attend school regularly (90% or better) from 70% to 80%.
Measurable Goal Nickname (35 Character Max)
Regular Attendance

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Quarter 1, the percentage of students attending school regularly (90% or better) will increase from the baseline of 70% to at least 74%.	By the end of Quarter 2, the percentage of students attending school regularly (90% or better) will further increase to at least 76%.	By the end of Quarter 3, the percentage of students attending school regularly (90% or better) will reach at least 78%.	By June 2025, the percentage of students attending school regularly (90% or better) will reach 80%, meeting the overall annual goal.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2025, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey. Reduce the number of Level 2 referrals from 26 to 20 and Level 3 referrals from 4 to 3 by the end of Q4 2025. Increase the number of opportunities to celebrate student and staff growth and achievement from last year, 1, to this year, at minimum 4.			
Measurable Goal Nickname (35 Character Max)			
Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
The number of Level 2 referrals is less than 5 and the number of Level 3 is less than 1. Hold at least 1 celebration of student and staff growth and achievement.	The number of Level 2 referrals is less than 10 and the number of Level 3 is less than 2. Hold at least 2 celebrations of student and staff growth and achievement.	The number of Level 2 referrals is less than 15 and the number of Level 3 is less than 3. Hold at least 3 celebrations of student and staff growth and achievement.	The number of Level 2 referrals is less than 20 and the number of Level 3 is less than 4. Hold at least 4 celebrations of student and staff growth and achievement.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
Increase the number of students participating in after-school programs, extracurricular activities, sports, committees, or leadership roles from 186 to 224 (20% increase). To foster a more positive and inclusive school climate by increasing genuine, two-way communication and collaborative opportunities between the school and families aiming for a 15% increase in family participation in school-sponsored engagement events by the end of the 2025-2026 school year. Our goal is to increase from 2,231 participants to 2,566 participants. To enrich our school climate and culture by establishing and strengthening at least two new reciprocal partnerships with local community organizations (e.g., non-profits, businesses, cultural institutions) by the end of the 2025-2026 school year, resulting in expanded real-world learning opportunities for students and increased community resource support for school initiatives. Currently at four (Asbury Church, The Barn, Ripple Church, and NorthStar Construction).			
Measurable Goal Nickname (35 Character Max)			
FACE			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Begin with student participation in extra	Reach a total of approximately 120 students engaged in extracurriculars by the end of Q2.	Increase student involvement to 180 students participating by	Reach the overall target of 224 students participating in after-school programs,

curricular activities of at minimum 60 students by the end of Q1. Engage a total of 642 participants in school-sponsored engagement events by the end of Q1.	Increase total participation to 1,283 participants in school-sponsored engagement events by the end of Q2 (an additional 641 participants this quarter). Establish and strengthen at least one new reciprocal partnerships with local community organizations.	the end of Q3. Increase total participation to 1,925 participants in school-sponsored engagement events by the end of Q3 (an additional 642 participants this quarter).	extracurricular activities, sports, committees, or leadership roles by the end of Q4. Achieve a total of 2,566 participants in school-sponsored engagement events by the end of Q4 (an additional 641 participants this quarter). Establish and strengthen at least two new reciprocal partnerships with local community organizations.
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Action Plan

Measurable Goals

ELA	Mathematics
EL Growth	Regular Attendance
Climate and Culture	FACE

Action Plan For: Deepening Phonics & Phonological Awareness

Measurable Goals:	
1. 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. Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 9%. 2. By the end of the 2025–2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on the DIBELS Phonemic Awareness subtest by at least triple the percentage points compared to the beginning-of-year (BOY) results. 3. By the end of the 2025–2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on the DIBELS Alphabet Recognition subtest by at least triple the percentage points compared to the beginning-of-year (BOY) results. - By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. 65% of identified EL students will meet or exceed LAS growth expectations as measured by the BOY and EOY iteration of LAS Links.	

Action Step		Anticipated Start/Completion Date	
Grades K-2, utilize Benchmark Advanced's Foundational Skills lessons (phonological awareness, phonics, high-frequency words) with fidelity. Supplement with additional explicit, systematic phonics practice for students who need more reinforcement, using Benchmark's decodable texts and word study activities. Integrate daily, short phonological awareness warm-ups that directly connect to the phonics focus of the week.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lynda Hassick, Reading Specialist	Benchmark Advanced Curriculum Heggerty Curriculum	Yes	
Action Step		Anticipated Start/Completion Date	
Utilize the DataWise continuous improvement cycle to drive instructional enhancements. Emphasize lesson studies by collectively analyzing student work and classroom observations to refine teaching practices. Alternatively, or in conjunction, use DataWise to monitor student progress by regularly analyzing assessment data to identify trends, inform differentiated instruction, and adjust interventions as needed.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Telsa Sparks, Principal	DataWise Resources (agendas/protocols)	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improve DIBELS scores Improve Early Literacy and STAR Reading Proficiency or students meeting SGP	Monitor DIBELS growth, Reading Specialist, tri-annually

Action Plan For: Implement a school-wide PBIS plan

Measurable Goals:
By June 2025, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey. Reduce the number of Level 2 referrals from 26 to 20 and Level 3 referrals from 4 to 3 by the end of Q4 2025. Increase the number of opportunities to celebrate student and staff growth and achievement from last year, 1, to this year, at minimum 4.

Action Step	Anticipated Start/Completion Date	
Establish and sustain a school-wide PBIS framework that fosters a positive and productive learning environment, reduces disciplinary referrals by 20%, and increases positive behavior recognition by the end of the 2025-2026 school year.	2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	
Juliet Saba, Assistant Principal	School store items, signage, marketing and communication materials and resources	
	PD Step?	
	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reduce student discipline infractions Improve our school SEL score Increase in number of students with zero infractions.	Juliet Saba, discipline referrals, weekly

Action Plan For: Building Fluency

Measurable Goals:
1. 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. Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 9%. 2. By the end of the 2025–2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on the DIBELS Phonemic Awareness subtest by at least triple the percentage points compared to the beginning-of-year (BOY) results. 3. By the end of the 2025–2026 school year, increase the percentage of

kindergarten students scoring at or above benchmark on the DIBELS Alphabet Recognition subtest by at least triple the percentage points compared to the beginning-of-year (BOY) results.

- By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. 65% of identified EL students will meet or exceed LAS growth expectations as measured by the BOY and EOY iteration of LAS Links.

Action Step		Anticipated Start/Completion Date	
Utilize Benchmark's diverse texts (including decodable readers, leveled readers, and authentic texts) for repeated readings (e.g., choral reading, partner reading, reader's theater). Focus on developing prosody (expression, phrasing) alongside accuracy and rate.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lynda Hassick, Reading Specialist	Benchmark Advanced Curriculum	Yes	
Action Step		Anticipated Start/Completion Date	
Utilize the DataWise continuous improvement cycle to drive instructional enhancements. Emphasize lesson studies by collectively analyzing student work and classroom observations to refine teaching practices. Alternatively, or in conjunction, use DataWise to monitor student progress by regularly analyzing assessment data to identify trends, inform differentiated instruction, and adjust interventions as needed.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Telsa Sparks, Principal	DataWise Resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
STAR reading proficiency or meeting SGP	Quarterly monitoring, STAR reading SGP, Reading Specialist

Action Plan For: Concrete-Representational-Abstract (CRA) Integration

Measurable Goals:
• By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–5 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 4 by 9%. By the end of the 2025-2026 school year, students in grades 3-5 will demonstrate increased proficiency on the Savvas Envision Math Cumulative Standards Report, achieving an average across the school of at least 50% mastery across all standards, representing a 21 percentage point increase from the previous year's 39% baseline. By the end of the 2025-2026 school year, the percent of K-2 students who earn 75% or above on the Savvas Envision Math Topic Assessments will increase. The baseline will be established by the percent of students who earn at least 75% or above on Topic 1 assessments. From this baseline, the goal is

to achieve at least 70% of students earning 75% or above across all subsequent topics, aiming for a significant percentage point increase.

Action Step		Anticipated Start/Completion Date	
Before or during Envision's "Visual Learning" or "Problem-Based Learning" sections, always start with concrete manipulatives (e.g., base-ten blocks, counters, fraction tiles). Explicitly connect these manipulatives to Envision's representational models (diagrams, number lines, visual tools) shown in the student edition, then to the abstract symbols and algorithms.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Telsa Sparks, Principal	Envision Math Curriculum	Yes	
Action Step		Anticipated Start/Completion Date	
Utilize the DataWise continuous improvement cycle to drive instructional enhancements. Emphasize lesson studies by collectively analyzing student work and classroom observations to refine teaching practices. Alternatively, or in conjunction, use DataWise to monitor student progress by regularly analyzing assessment data to identify trends, inform differentiated instruction, and adjust interventions as needed.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Telsa Sparks, Principal	DataWise Resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase number of students who meet Prof/Adv or their SGP in STAR Math assessment	Telsa Sparks, Quarterly, STAR Math growth reports and prof/adv reports

Action Plan For: Cultivating a Positive School-Wide Culture of Attendance & Proactive Family Engagement

Measurable Goals:
- Increase the number of students participating in after-school programs, extracurricular activities, sports, committees, or leadership roles from 186 to 224 (20% increase). To foster a more positive and inclusive school climate by increasing genuine, two-way communication and collaborative opportunities between the school and families aiming for a 15% increase in family participation in school-sponsored engagement events by the end of the 2025-2026 school year. Our goal is to increase from 2,231 participants to 2,566 participants. To enrich our school climate and culture by establishing and strengthening at least two new reciprocal partnerships with local community organizations (e.g., non-profits, businesses, cultural institutions) by the end of the 2025-2026 school year, resulting in expanded real-world learning opportunities for students and increased community resource support for school initiatives. Currently at four (Asbury Church, The Barn, Ripple Church, and NorthStar Construction). - By June 2025, increase the percentage of students who attend school regularly (90% or better) from 70% to 80%.

Action Step		Anticipated Start/Completion Date	
Consistent & Positive Communication with Families		2025-08-18	2026-06-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Juliet Saba, Assistant Principal	two way communication platform	No	
Action Step		Anticipated Start/Completion Date	
Building a Welcoming and Engaging School Environment		2025-08-11	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Juliet Saba, Assistant Principal	PBIS Plan, Facilities, Family Engagement, Extra-Curricular Activities	No	
Action Step		Anticipated Start/Completion Date	
School-Wide Attendance Incentives & Recognition		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Juliet Saba, Assistant Principal	Incentives, System to Monitor Attendance	No	
Action Step		Anticipated Start/Completion Date	
Data Monitoring and Early Identification		2025-08-11	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Juliet Saba, Assistant Principal	Data Wise Meeting Resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in regular attenders Increase in student participation in extra-curricular activities	Weekly, monthly, quarterly, Assistant Principal, PowerSchool

Action Plan For: Multi-pronged, Culturally Responsive Communication and Outreach with Academic Partnership Focus

Measurable Goals:
Increase the number of students participating in after-school programs, extracurricular activities, sports, committees, or leadership roles from 186 to 224 (20% increase). To foster a more positive and inclusive school climate by increasing genuine, two-way communication and collaborative opportunities between the school and families aiming for a 15% increase in family participation in school-sponsored engagement events by the end of the 2025-2026 school year. Our goal is to increase from 2,231 participants to 2,566 participants. To enrich our school climate and culture by establishing and strengthening at least two new reciprocal partnerships with local community organizations (e.g., non-profits, businesses, cultural institutions) by the end of the 2025-2026 school year, resulting in expanded real-world learning opportunities for students and increased community resource support for school initiatives. Currently at four (Asbury Church, The Barn, Ripple Church, and NorthStar Construction).

Action Step	Anticipated Start/Completion Date
Diverse and Accessible Communication Channels	2025-08-11 2026-06-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Telsa Sparks, Principal	Parent Liaison, Outreach Worker, two way communication platform, social media platforms	No	
Action Step		Anticipated Start/Completion Date	
Academic-Focused Event Design & Promotion		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Telsa Sparks, Principal	Marketing Resources, academic resources, partnerships	No	
Action Step		Anticipated Start/Completion Date	
Building Academic Partnership Through Relationships		2025-08-11	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Telsa Sparks, Principal	Marketing Resources, academic resources, partnerships, satisfaction survey	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased intentional family engagement	Quarterly, Principal

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
Deepening Phonics & Phonological Awareness	Grades K-2, utilize Benchmark Advanced's Foundational Skills lessons (phonological awareness, phonics, high-frequency words) with fidelity. Supplement with additional explicit, systematic phonics practice for students who need more reinforcement, using Benchmark's decodable texts and word study activities. Integrate daily, short phonological awareness warm-ups that directly connect to the phonics focus of the week.
Building Fluency	Utilize Benchmark's diverse texts (including decodable readers, leveled readers, and authentic texts) for repeated readings (e.g., choral reading, partner reading, reader's theater). Focus on developing prosody (expression, phrasing) alongside accuracy and rate.
Concrete-Representational-Abstract (CRA) Integration	Before or during Envision's "Visual Learning" or "Problem-Based Learning" sections, always start with concrete manipulatives (e.g., base-ten blocks, counters, fraction tiles). Explicitly connect these manipulatives to Envision's representational models (diagrams, number lines, visual tools) shown in the student edition, then to the abstract symbols and algorithms.

Benchmark Advanced Lesson Components PD

Action Step		
- Grades K-2, utilize Benchmark Advanced's Foundational Skills lessons (phonological awareness, phonics, high-frequency words) with fidelity. Supplement with additional explicit, systematic phonics practice for students who need more reinforcement, using Benchmark's decodable texts and word study activities. Integrate daily, short phonological awareness warm-ups that directly connect to the phonics focus of the week. - Utilize Benchmark's diverse texts (including decodable readers, leveled readers, and authentic texts) for repeated readings (e.g., choral reading, partner reading, reader's theater). Focus on developing prosody (expression, phrasing) alongside accuracy and rate.		
Audience		
Teachers		
Topics to be Included		
Using Benchmark Curriculum Lessons		
Evidence of Learning		
Walkthrough Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lynda Hassick, Reading Specialist	2025-08-18	2026-01-16

Learning Format

Type of Activities	Frequency
Workshop(s)	2 times
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

Learning Format

Type of Activities	Frequency
Learning walk	quarterly
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Deep Dive into Envision Math's Problem-Based and Visual Learning for Differentiation

Action Step		
Before or during Envision's "Visual Learning" or "Problem-Based Learning" sections, always start with concrete manipulatives (e.g., base-ten blocks, counters, fraction tiles). Explicitly connect these manipulatives to Envision's representational models (diagrams, number lines, visual tools) shown in the student edition, then to the abstract symbols and algorithms.		
Audience		
Teachers		
Topics to be Included		
Effectively utilize Envision Math's problem-based learning (PBL) and visual learning components to differentiate instruction and deepen students' conceptual understanding and procedural fluency		
Evidence of Learning		
Walkthrough Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Telsa Sparks, Principal	2025-08-18	2026-01-16

Learning Format

Type of Activities	Frequency
Workshop(s)	2 times
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Learning walk	4 times / quarterly
Observation and Practice Framework Met in this Plan	

3c: Engaging Students in Learning
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Heggerty to Literacy: Building the Bridge to Reading Success

Action Step		
Grades K-2, utilize Benchmark Advanced's Foundational Skills lessons (phonological awareness, phonics, high-frequency words) with fidelity. Supplement with additional explicit, systematic phonics practice for students who need more reinforcement, using Benchmark's decodable texts and word study activities. Integrate daily, short phonological awareness warm-ups that directly connect to the phonics focus of the week.		
Audience		
K-2 Teachers		
Topics to be Included		
To deepen K-2 teachers' understanding of the critical role of phonological and phonemic awareness (P.A.) in early literacy, enhance their fidelity of implementation of the Heggerty curriculum, and explicitly connect Heggerty skills to decoding and reading success within the Benchmark Advance curriculum.		
Evidence of Learning		
Walkthrough Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Danielle Day, Interventionist	2025-08-18	2026-06-12

Learning Format

Type of Activities	Frequency
Workshop(s)	2 times
Observation and Practice Framework Met in this Plan	
2c: Managing Classroom Procedures 3c: Engaging Students in Learning 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

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