

Profile and Plan Essentials

School		AUN/Branch
Jackson Early Childhood Center		121390302
Address 1		
517 N. 15th 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		
Tara Walter		
Principal Email		
waltert@allentownsd.org		
Principal Phone Number		Principal Extension
4847654701		
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa Smith(ED of School Improvement for ASD)		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tara Walter	Principal	Jackson Early Childhood Center	waltert@allentownsd.org
Lauren Amann	School Counselor	Jackson Early Childhood Center	marquesj@allentownsd.org
Madeline Noriega	Teacher	Jackson Early Childhood Center	noriegam@allentownsd.org
Colleen Scharf	Teacher	Jackson Early Childhood Center	kellerl@allentownsd.org
Richard Button	Community Partner	ASD Foundation & MMS Advancement Associates	rlbutton@yahoo.com
Melissa Smith	District Level Leaders	ED of School Improvement	smithm@allentownsd.org
Doreen Gill	Teacher	Jackson Early Childhood Center	gilld@allentownsd.org
Bethany George	Teacher	Jackson Early Childhood Center	georgeb@allentownsd.org
Jen Bryant	District Level Leaders	Jackson Early Childhood Center	bryantj@allentownsd.org
Dr. Carol Birks	Chief School Administrator	Jackson Early Childhood Center	Birksc@allentownsd.org
Latasha Cross	Parent	Jackson ECC	Tashmula@icloud.com
Kathie Lopez-Nieves	Parent	Jackson ECC	k.lopez9124@gmail.com
Ezra Nieves	Parent	Jackson ECC	puti.nieves@gmail.com

Vision for Learning

Vision for Learning

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

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Due to Jackson ECC being an all Kindergarten Center we do not have a progress report on the Future Ready PA Index.	Based on the DIBELS composite score, students demonstrated 12% proficiency on the BOY benchmark, and grew to 66% proficiency on the EOY Benchmark

Challenges

Indicator	Comments/Notable Observations
Due to Jackson ECC being an all Kindergarten Center we do not have a progress report on the Future Ready PA Index.	

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

Strengths

Indicator Due to Jackson ECC being an all Kindergarten Center we do not have a progress report on the Future Ready PA Index. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations At Jackson ECC, most students make considerable academic growth during their time at Jackson ECC.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator	Comments/Notable Observations

ESSA Student Subgroups	
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator Due to Jackson ECC being an all Kindergarten Center we do not have a progress report on the Future Ready PA Index. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations The percentage of students regularly attending school was 61.29 %, which is significantly below the state average of 78%.
Indicator ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

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

Due to Jackson ECC being an all Kindergarten Center we do not have a progress report on the Future Ready PA Index.
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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.

Chronic Absenteeism: The percentage of students regularly attending school was 61.29 %, which is significantly below the state average of 78%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS composite measure indicated growth from 12.2% at baseline to 66% May 2025.	DIBELS is the district's benchmark assessment for Kindergarten. All teachers implemented a new ELA program starting August 2023. Baseline enrollment in 2023 was 216 students at 12.5% proficiency.
Heggerty data for blending syllables indicated growth from 1% at baseline to 84% May 2024.	Baseline enrollment in 2023 was 216 students at 1% proficiency. Heggerty is used to monitor early literacy growth

English Language Arts Summary

Strengths

83% of students are proficient in word awareness or the ability to understand that the sentences we speak are made of individual words.
Based on the end of the year benchmark phonological awareness assessment, 92% of students are proficient in isolating the initial sounds in words.
Based on the end of the year benchmark phonological awareness assessment,, 91% of students are proficient in orally blending 3 phonemes into words.
Based on the DIBELS composite score, students demonstrated 12% proficiency on the BOY benchmark, and grew to 66% proficiency on the EOY Benchmark.

Challenges

Based on the end of the year benchmark phonological awareness assessment, only 64% of students are able to identify words that rhyme.
Based on the end of the year benchmark phonological awareness assessment, only 59% of students are able to differentiate between the first sound in words when given a set of three words (2 with the same initial sound, and 1 with a different initial sound).
Based on the end of the year benchmark phonological awareness assessment, only 55% of students are proficiently substituting initial sounds.
Based on the DIBELS WRF, 46% of students demonstrated proficiency identifying 10 random high frequency words within a minute.

Mathematics

Data	Comments/Notable Observations
76% of students demonstrated proficiency on the EOY USNS.	Determined by Universal Screeners for Number Sense There was 34% growth in proficiency from baseline to May 2024.

Mathematics Summary

Strengths

76% of students demonstrated proficiency on the EOY USNS.

Challenges

The EL subgroup did not demonstrate the same gains in proficiency in the USNS as the All Student Group.
24% of students did not demonstrate proficiency on the EOY USNS.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Jackson is currently a 1:1 ratio with computers to students	Maintained a 1:1 ration all year
100% of teachers delivered daily Kindergarten Science instruction.	Allentown School district adapted a new Science curriculum

Science, Technology, and Engineering Education Summary

Strengths

Every student has access to a technology device that can be used at home and in school.
2 Pre-K Classes and 1 Kindergarten Class participated in the Multi-Disciplinary Showcase, demonstrating student knowledge around life cycles and needs of living things.
100% of Classrooms had hands-on experiences with life cycles and the needs of living things through integrative lessons with live chicks, butterflies, and plants.

Challenges

A quarterly or beginning and end of year benchmark for Science could show growth in regard to science instruction and student comprehension.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of Jackson students enrolled with the school since August 28th completed and documented two (2) career ready artifacts within their student portfolio.	Everybody Works & Community Helpers

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

100% of Jackson students have completed and documented two (2) career ready artifacts within their student portfolio.

Challenges

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

With late enrollments throughout the year, important career readiness lessons can be missed.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
45% of English Learners demonstrated proficiency on the EOY DIBELS Benchmark, increasing 12% from the previous year's proficiency rate. The growth rate is higher than the all student group; however, the proficiency rate is below the all student group.	All student group baseline: 12.2% All student group end of year: 66%
64% of our English Learners demonstrated proficiency on the EOY USNS. Proficiency remains significantly below the all student group.	All student group end of year: 76%
79% of English Learners met the growth target on LAS Links for development in listening, speaking, reading, and writing in English	21% did not meet the growth target on LAS Links.
89% of students stayed in Level 1 Proficiency Level on Wida for Oral Language Development.	Only 11% were Level 2 or higher.

Students with Disabilities

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

Data	Comments/Notable Observations
50% of students with IEP's for Learning Support demonstrated proficiency or advanced on the EOY DIBELS Benchmark.	50% of the students with IEP's for Learning Support qualified later in the year and were not receiving the individualized support they could have benefited from had they qualified sooner.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

EL Student Group: 45% of English Learners demonstrated proficiency on the EOY DIBELS Benchmark, increasing 12% from our previous year's proficiency rate.

Challenges

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

EL Student Group: 89% of students stayed in Level 1 Proficiency Level on Wida for Oral Language Development
EL Student Group: 64% of our English Learners demonstrated proficiency on the EOY USNS compared to 76% of all student group.
50% of the students with IEP's for Learning Support qualified later in the year and were not receiving the individualized support they could have benefited from had they qualified sooner.

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	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Continuously monitor implementation of the school improvement plan and adjust as needed
Identify professional learning needs through analysis of a variety of data

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?

Use multiple professional learning designs to support the learning needs of staff
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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
Due to Jackson ECC being an all Kindergarten Center we do not have a progress report on the Future Ready PA Index.	False
83% of students are proficient in word awareness or the ability to understand that the sentences we speak are made of individual words.	True
Based on the end of the year benchmark phonological awareness assessment, 92% of students are proficient in isolating the initial sounds in words.	False
Every student has access to a technology device that can be used at home and in school.	False
76% of students demonstrated proficiency on the EOY USNS.	True
EL Student Group: 45% of English Learners demonstrated proficiency on the EOY DIBELS Benchmark, increasing 12% from our previous year's proficiency rate.	True
100% of Jackson students have completed and documented two (2) career ready artifacts within their student portfolio.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Based on the end of the year benchmark phonological awareness assessment,, 91% of students are proficient in orally blending 3 phonemes into words.	False
Based on the DIBELS composite score, students demonstrated 12% proficiency on the BOY benchmark, and grew to 66% proficiency on the EOY Benchmark.	True
2 Pre-K Classes and 1 Kindergarten Class participated in the Multi-Disciplinary Showcase, demonstrating student knowledge around life cycles and needs of living things.	False
100% of Classrooms had hands-on experiences with life cycles and the needs of living things through integrative lessons with live chicks, butterflies, and plants.	False
Identify professional learning needs through analysis of a variety of data	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	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
Chronic Absenteeism: The percentage of students regularly attending school was 61.29 %, which is significantly below the state average of 78%	True
Based on the end of the year benchmark phonological awareness assessment, only 64% of students are able to identify words that rhyme.	False
Based on the end of the year benchmark phonological awareness assessment, only 59% of students are able to differentiate between the first sound in words when given a set of three words (2 with the same initial sound, and 1 with a different initial sound).	True
The EL subgroup did not demonstrate the same gains in proficiency in the USNS as the All Student Group.	False
With late enrollments throughout the year, important career readiness lessons can be missed.	False
A quarterly or beginning and end of year benchmark for Science could show growth in regard to science instruction and student comprehension.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
EL Student Group: 89% of students stayed in Level 1 Proficiency Level on Wida for Oral Language Development	True
Use multiple professional learning designs to support the learning needs of staff	False
Based on the end of the year benchmark phonological awareness assessment, only 55% of students are proficiently substituting initial sounds.	False
Based on the DIBELS WRF, 46% of students demonstrated proficiency identifying 10 random high frequency words within a minute.	False
50% of the students with IEP's for Learning Support qualified later in the year and were not receiving the individualized support they could have benefited from had they qualified sooner.	False
EL Student Group: 64% of our English Learners demonstrated proficiency on the EOY USNS compared to 76% of all student group.	False
24% of students did not demonstrate proficiency on the EOY USNS.	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.

As in years past, Jackson ECC consistently struggles with regular school attendance for all students. The nature of our students population (age), educational experience and proximity to the school leads to a higher absentee rate that is not solely the responsibility of the child. While focus on individualized ELA, Math and Science instruction is crucial, they are moot if the child is not in school consistently. Concentrating our support for our families' needs in regards to regular school attendance will lead to gains in other areas of school performance.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Chronic Absenteeism: The percentage of students regularly attending school was 61.29 %, which is significantly below the state average of 78%	Strategic Plan: Priorities 1 and 2, Goals 3 and 4 If we are more proactive in educating families on chronic absenteeism and its effects on student learning, then the percentage of chronically absent students will decrease.	True
Based on the end of the year benchmark phonological awareness assessment, only 59% of students are able to differentiate between the first sound in words when given a set of three words (2 with the same initial sound, and 1 with a different initial sound).	Strategic Plan: Priority 1, Goal 1 If the focus is placed on structured literacy best practices to support foundational skills, then we will see an increase in proficiency within our foundational literacy skills subset.	True
EL Student Group: 89% of students stayed in Level 1 Proficiency Level on Wida for Oral Language Development	Strategic Plan: Priority 2, Goal 1 If staff are more culturally aware and responsive in their instruction, then students will be more engaged and have equitable learning opportunities that promote growth in all academic areas.	True
24% of students did not demonstrate proficiency on the EOY USNS.	Strategic Plan: Priority 1, Goal 2 If we provide more consistent, tiered, differentiated instruction during our math block, then we can ensure that all students receive the individualized instruction necessary for proficiency in math.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
83% of students are proficient in word awareness or the ability to understand that the sentences we speak are made of individual words.	
EL Student Group: 45% of English Learners demonstrated proficiency on the EOY DIBELS Benchmark, increasing 12% from our previous year's proficiency rate.	
76% of students demonstrated proficiency on the EOY USNS.	
Based on the DIBELS composite score, students demonstrated 12% proficiency on the BOY benchmark, and grew to 66% proficiency on the EOY Benchmark.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strategic Plan: Priorities 1 and 2, Goals 3 and 4 If we are more proactive in educating families on chronic absenteeism and its effects on student learning, then the percentage of chronically absent students will decrease.

	Strategic Plan: Priority 1, Goal 1 If the focus is placed on structured literacy best practices to support foundational skills, then we will see an increase in proficiency within our foundational literacy skills subset.
	Strategic Plan: Priority 2, Goal 1 If staff are more culturally aware and responsive in their instruction, then students will be more engaged and have equitable learning opportunities that promote growth in all academic areas.
	Strategic Plan: Priority 1, Goal 2 If we provide more consistent, tiered, differentiated instruction during our math block, then we can ensure that all students receive the individualized instruction necessary for proficiency in math.

Goal Setting

Priority: Strategic Plan: Priorities 1 and 2, Goals 3 and 4 If we are more proactive in educating families on chronic absenteeism and its effects on student learning, then the percentage of chronically absent students will decrease.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 4: The percentage of students who attend 90% or more school days will increase each year, reducing chronic absenteeism Goal: By the end of the 2025-2026 academic year, the district will foster a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being. By June 2026, decrease Chronic Absenteeism from 37% to 20%. Indicator 1: Indicator 2: Indicator 3:			
Measurable Goal Nickname (35 Character Max)			
Chronic Absenteeism			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Less than 20% of students will be on track to being deemed chronically absent (5 absences at end of 1st Quarter).	Less than 20% of students will be on track to being deemed chronically absent (9 absences at end of 2nd Quarter).	Less than 20% of students will be on track to being deemed chronically absent (14 absences at end of 3rd Quarter).	Less than 20% of students will be on track to being deemed chronically absent (18 absences at end of 4th Quarter).

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 2, Goal 2: Ensure the physical environment and infrastructure foster safe and secure learning environments where instructional excellence can thrive. Goal: By June 2026, the average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey. Indicator 1: Anti-Bullying and SEL learning opportunities every quarter with the school counselor Indicator 2: Increase participation at parent involvement nights Indicator 3:			
Measurable Goal Nickname (35 Character Max)			
Improve School Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Climate Survey administered during the 4th quarter.	Climate Survey administered during the 4th quarter.	Climate Survey administered during the 4th quarter.	The average score of the Pennsylvania School Climate score will be 3.4

Priority: Strategic Plan: Priority 1, Goal 1 If the focus is placed on structured literacy best practices to support foundational skills, then we will see an increase in proficiency within our foundational literacy skills subset.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade Goal: By June 2026, 70% of kindergarten students will			

demonstrate mastery in foundational literacy skills on DIBELS Indicator 1: DIBELS Assessment Indicator 2: Lexia Level (students will continue to progress in Lexia on grade level) Indicator 3: Benchmark Phonological Assessment (students will show proficiency in the 'blending phonemes' subtest)			
Measurable Goal Nickname (35 Character Max)			
Early Literacy			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
DIBELS Assessment Proficiency Baseline	DIBELS Assessment proficiency will increase by ____%	DIBELS Assessment proficiency will increase by ____%	DIBELS Assessment proficiency will be 70%

Priority: Strategic Plan: Priority 2, Goal 1 If staff are more culturally aware and responsive in their instruction, then students will be more engaged and have equitable learning opportunities that promote growth in all academic areas.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By Jun 2026, 80% of ELD students will obtain expected yearly growth on LAS Links Assessments.			
Measurable Goal Nickname (35 Character Max)			
English Language Growth and Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
LAS Links Assessments administered Quarter 4.	LAS Links Assessments administered Quarter 4.	LAS Links Assessments administered Quarter 4.	LAS Links Assessment will be 80%.

Priority: Strategic Plan: Priority 1, Goal 2 If we provide more consistent, tiered, differentiated instruction during our math block, then we can ensure that all students receive the individualized instruction necessary for proficiency in math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 2: Algebra I-Increase the percentage of students passing Algebra I by 9th grade GOAL: 74% of all students will obtain grade level expectations, as measured by USNS screener, for number sense. Indicator 1: Increase USNS performance Indicator 2: Envision Unit Assessments			
Measurable Goal Nickname (35 Character Max)			
Foundational Skills in Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
USNS Math Baseline	Growth % TBD	Growth % TBD	78% of all students will obtain grade-level expectations for number sense

Action Plan

Measurable Goals

Chronic Absenteeism	Improve School Climate and Culture
Early Literacy	English Language Growth and Attainment
Foundational Skills in Mathematics	

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:
- Strategic Plan Priority 1, Goal 4: The percentage of students who attend 90% or more school days will increase each year, reducing chronic absenteeism Goal: By the end of the 2025-2026 academic year, the district will foster a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being. By June 2026, decrease Chronic Absenteeism from 37% to 20%. Indicator 1: Indicator 2: Indicator 3: - Strategic Plan Priority 2, Goal 2: Ensure the physical environment and infrastructure foster safe and secure learning environments where instructional excellence can thrive. Goal: By June 2026, the average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey. Indicator 1: Anti-Bullying and SEL learning opportunities every quarter with the school counselor Indicator 2: Increase participation at parent involvement nights Indicator 3:

Action Step		Anticipated Start/Completion Date	
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.		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Roger Trinh, Home School Visitor Jennyfaith Lopez, Outreach Tara Walter, Principal Lauren Amann, School Counselor	Sapphire/PowerSchool Platforms Attendance incentives Counseling services	No	
Action Step		Anticipated Start/Completion Date	
Educate parents and guardians on the importance of regular attendance at school		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Roger Trinh, Home School Visitor Jennyfaith Lopez, Outreach Tara Walter, Principal Lauren Amann, School Counselor	Family Attendance Binders Attendance magnets Attendance PowerPoint	No	
Action Step		Anticipated Start/Completion Date	
Engage families and the community through regular communication, family attendance workshops, and community meetings.		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Roger Trinh, Home School Visitor Jennyfaith Lopez, Outreach Tara	ParentSquare Platform School Messenger	No	

Walter, Principal Lauren Amann, School Counselor			
Action Step		Anticipated Start/Completion Date	
Bi-weekly attendance meetings with school staff and outside attendance partnerships		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Roger Trinh, Home School Visitor Jennyfaith Lopez, Outreach Tara Walter, Principal Lauren Amann, School Counselor	PowerSchool Attendance Reports Pinebrook	No	
Action Step		Anticipated Start/Completion Date	
All teachers will have an active account in the school wide communication platform (ParentSquare)		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers	ParentSquare	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease the percentage of students who are chronically absent to 20%	Attendance Team: Monthly Attendance Reports, Bi-weekly Completed SAIPs/family meetings

Action Plan For: cultivating a positive, safe, and accepting school culture

Measurable Goals:
- Strategic Plan Priority 1, Goal 4: The percentage of students who attend 90% or more school days will increase each year, reducing chronic absenteeism Goal: By the end of the 2025-2026 academic year, the district will foster a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being. By June 2026, decrease Chronic Absenteeism from 37% to 20%. Indicator 1: Indicator 2: Indicator 3: - Strategic Plan Priority 2, Goal 2: Ensure the physical environment and infrastructure foster safe and secure learning environments where instructional excellence can thrive. Goal: By June 2026, the average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey. Indicator 1: Anti-Bullying and SEL learning opportunities every quarter with the school counselor Indicator 2: Increase participation at parent involvement nights Indicator 3:

Action Step	Anticipated Start/Completion Date
Provide family engagement opportunities that supports learning at home in both literacy and math.	2025-08-18 2026-06-10
Lead Person/Position	Material/Resources/Supports Needed
SEL committee members Tara Walter, Principal Lauren Amann, School Counselor	Materials support topics presented to parents/families Parent sign in sheets
	PD Step?
	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey	Sign-in sheets for parent events Surveys to families and staff

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

Measurable Goals:
- By Jun 2026, 80% of ELD students will obtain expected yearly growth on LAS Links Assessments. - Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade Goal: By June 2026, 70% of kindergarten students will demonstrate mastery in foundational literacy skills on DIBELS Indicator 1: DIBELS Assessment Indicator 2: Lexia Level (students will continue to progress in Lexia on grade level) Indicator 3: Benchmark Phonological Assessment (students will show proficiency in the 'blending phonemes' subtest) - Strategic Plan Priority 1, Goal 2: Algebra I-Increase the percentage of students passing Algebra I by 9th grade GOAL: 74% of all students will obtain grade level expectations, as measured by USNS screener, for number sense. Indicator 1: Increase USNS performance Indicator 2: Envision Unit Assessments

Action Step		Anticipated Start/Completion Date	
Monitor and analyze individual student data quarterly through quarterly teacher meetings. Data meetings will be based on classroom-specific data as well as walkthrough observations.		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tara Walter, Principal	Schedule of meeting times Teacher data from DIBELS, Lexia, Benchmark and core programming Usage reports from online student programming Teacher plans Walkthrough data	No	
Action Step		Anticipated Start/Completion Date	
Leadership Team will meet quarterly to review data and assess progress towards school improvement goals. Adjustments will be made and data will be shared schoolwide on a quarterly basis.		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tara Walter, Principal Leadership Team	Schoolwide Data spreadsheet Calendar of meetings Data Wise books EPED for members of ILT	No	
Action Step		Anticipated Start/Completion Date	
Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks and systems.		2025-08-18	2026-06-10

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Bryant, NIC leader Tara Walter, Principal Doreen Gill, Reading Specialist	School-Based Instructional Rounds books Instructional Rounds Schedule Substitute teachers Time to meet with staff to develop knowledge of the Instructional Rounds Process and the development of the Problem of Practice Materials and supplies for rounds Plan for sharing out best practices to our staff.	Yes	
Action Step		Anticipated Start/Completion Date	
Collaborative Planning and Professional Learning will occur monthly based on teacher need and school quarterly data. The focus will be the implementation of best practices in early literacy and foundational math skills within the new ELA and Math curricula.		2025-08-18	2026-06-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Doreen Gill, Reading Specialist Tara Walter, Principal	Schedule of professional learning dates	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in proficiency in early literacy and foundational math skills. Increase in teacher data fluency	Data Meeting outcomes

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

Measurable Goals:
- By Jun 2026, 80% of ELD students will obtain expected yearly growth on LAS Links Assessments. - Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade Goal: By June 2026, 70% of kindergarten students will demonstrate mastery in foundational literacy skills on DIBELS Indicator 1: DIBELS Assessment Indicator 2: Lexia Level (students will continue to progress in Lexia on grade level) Indicator 3: Benchmark Phonological Assessment (students will show proficiency in the 'blending phonemes' subtest)

Action Step	Anticipated Start/Completion Date
Support teachers with implementation of high quality tier 1 instruction in all content areas with fidelity	2025-08-18 2026-06-10
Lead Person/Position	Material/Resources/Supports Needed
Tara Walter, Principal Doreen Gill,	Tier 1 instructional resources Training in Evidence-Based Practices: Ongoing professional
	PD Step?
	Yes

Reading Specialist	development focusing on research-based instructional strategies for teaching Reading. Heggerty Materials Benchmark Materials (including - Magnetic Letter Tiles & Decodable Readers)		
Action Step		Anticipated Start/Completion Date	
Use of Lexia for individualized targeted early reading skills		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Doreen Gill, Reading Specialist Bethany George, Intervention Specialist Classroom Teachers	Lexia platform 1:1 student computers headphones chargers training for new teachers	Yes	
Action Step		Anticipated Start/Completion Date	
Use of Benchmark with fidelity for explicit teaching of phonological awareness		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Doreen Gill, Reading Specialist Bethany George, Intervention Specialist Classroom Teachers	Benchmark program materials (including - Magnetic Letter Tiles & Decodable Readers) Training for new teachers	Yes	
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?	
Tara Walter, Principal	Title 1 funding to support salaries	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in proficiency in early literacy and foundational math skills.	Quarterly benchmark data Progress monitoring data

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
Establish a team structure with specific duties and time for instructional planning.	Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks and systems.
Establish a team structure with specific duties and time for instructional planning.	Collaborative Planning and Professional Learning will occur monthly based on teacher need and school quarterly data. The focus will be the implementation of best practices in early literacy and foundational math skills within the new ELA and Math curricula.
Effectively deliver structured literacy instruction in pre-kindergarten through Kindergarten emphasizing foundational skills.	Support teachers with implementation of high quality tier 1 instruction in all content areas with fidelity
Effectively deliver structured literacy instruction in pre-kindergarten through Kindergarten emphasizing foundational skills.	Use of Lexia for individualized targeted early reading skills
Effectively deliver structured literacy instruction in pre-kindergarten through Kindergarten emphasizing foundational skills.	Use of Benchmark with fidelity for explicit teaching of phonological awareness

Instructional Rounds

Action Step		
Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks and systems.		
Audience		
District Administration, School Administration, Instructional Leadership Team, Jackson Teachers		
Topics to be Included		
Best practices in literacy and math instruction (to be determined once problem of practice is identified)		
Evidence of Learning		
Communication to the staff of best practices observed and an action plan created		
Lead Person/Position	Anticipated Start	Anticipated Completion
Tara Walter, Principal	2025-10-01	2026-06-10

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Once per year Additional rounds at networked schools for administration and leadership team
Observation and Practice Framework Met in this Plan	

- 2b: Establishing a Culture for Learning
- 4e: Growing and Developing Professionally

This Step Meets the Requirements of State Required Trainings

Structured Literacy

Collaborative Learning and Planning

Action Step

- Support teachers with implementation of high quality tier 1 instruction in all content areas with fidelity
- Collaborative Planning and Professional Learning will occur monthly based on teacher need and school quarterly data. The focus will be the implementation of best practices in early literacy and foundational math skills within the new ELA and Math curricula.

Audience

All teachers

Topics to be Included

ELA: Structured literacy and incorporating best practices into Benchmark programming Math: Mathematical practices in the classroom and incorporating best practices into Envision programming

Evidence of Learning

Classroom walkthroughs immediately after professional learning/planning sessions

Lead Person/Position

Tara Walter, Principal Doreen Gill, Reading Specialist

Anticipated Start

2025-09-03

Anticipated Completion

2026-06-10

Learning Format

Type of Activities

Collaborative curriculum development

Frequency

Monthly

Observation and Practice Framework Met in this Plan

- 3c: Engaging Students in Learning
- 4e: Growing and Developing Professionally

This Step Meets the Requirements of State Required Trainings

Structured Literacy

Approvals & Signatures

Uploaded Files

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