

Profile and Plan Essentials

School		AUN/Branch
Ritter Elementary School		000002781
Address 1		
790 Plymouth Street		
Address 2		
City	State	Zip Code
Allentown	PA	18109
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Emily Kleintop		
Principal Email		
kleintope@allentownsd.org		
Principal Phone Number		Principal Extension
484-765-5665		
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Emily Kleintop	Principal	Ritter School - Allentown SD	kleintope@allentownsd.org
Rachel Beck	Other	Ritter School - Allentown SD	beckr@allentownsd.org
Sarah Cummings	Intervention Specialist	Ritter School - Allentown SD	Cummings@allentownsd.org
Jennifer Alraei	Parent	Ritter School - Allentown SD	alraei@allentownsd.org
Angela McCallum	Teacher	Ritter School - Allentown SD	McCalluma@allentownsd.org
Esmerlda Osorto	Teacher	Ritter School - Allentown SD	osortoe@allentownsd.org
Jennifer Bryant	District Level Leaders	Allentown School District	bryantj@allentownsd.org
Dr. Carol Birks	Chief School Administrator	Allentown School District	birksc@allentownsd.org
Jessica Connell	Other	Ritter School - Allentown SD	connellj@allentownsd.org
Sonia Hadid	Parent	Ritter School - Allentown SD	shma218@gmail.com
Briana Barnes	Parent	Ritter School - Allentown SD	brianabarnes1017@gmail.com
Lauren Wynne	Education Specialist	Allentown School District	wynnel@allentownsd.org
Dianna Mulhern	Education Specialist	Ritter School - Allentown SD	mulhernd@allentownsd.org
Dr. Kurt Berbaum	District Level Leaders	Allentown School District	berbaumk@allentownsd.org
Jennifer Schloo	Teacher	Ritter School - Allentown SD	schlooj@allentownsd.org
Jill Meitzler	Teacher	Ritter School - Allentown SD	meitzlerj@allentownsd.org
Dr. Lourdes Sanchez	District Level Leaders	Allentown School District	sanchezl@allentownsd.org
Maria Surita	Other	Allentown School District	suritam@allentownsd.org

Vision for Learning

Vision for Learning

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

Future Ready PA Index

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

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
ELA: 2024 Annual Academic Growth Expectations (PVAAS) for ELA/Literature (5th Grade)= Well Above . All Student Group meets the standard demonstrating demonstrating growth.	All student group Academic Growth Score = 78.0, statewide average = 75.4.
Math: 2024 Annual Academic Growth Expectations (PVAAS) Mathematics/Algebra 1 (All Student) = Well Above.	All student group Academic Growth score = 95.0, statewide average 74.9. Hispanic: 16.8% to 20.9% White: 36.1% to 57.7% Economically Disadvantaged: 22.1% to 23.4% English Learner: 5.7% to 20% Students with Disabilities: 0% to 20%
English Language Growth and Attainment: All Student group meets Interim Goal/Improvement Target.	Percentage of Students Meeting English Language Proficiency 64.4%, statewide average = 31.7%.
Science: All student group meets the standard demonstrating growth, growth score = 70.0, statewide average = 74.7.	

Challenges

Indicator	Comments/Notable Observations
ELA: All student group did not meet Interim Goal/Improvement Target. 29.0% were proficient or advanced compared to the statewide average of 53.9%.	The Economically Disadvantaged student group increased to 30.1% proficient.
Math: All Student Group did not meet Interim Goal/Improvement Target. 24.1% were proficient or advanced compared to the statewide average of 40.2%.	The Economically Disadvantaged student group maintained performance with 23.6% proficient.
Attendance: All student group did not meet performance standard.	Percent of students not chronically absent = 68.3%, statewide average = 78.1%.

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

Strengths

Indicator	Comments/Notable Observations
Math: English learners exceeded the statewide goal for the 2023-2024 school year.	Ritter English learner group had a 91% growth index, which exceeded the statewide average growth score of 75.3%

ESSA Student Subgroups English Learners	
Indicator ELA: Hispanic subgroup increased their performance from the 2022-2023 school year. ESSA Student Subgroups Hispanic	Comments/Notable Observations Ritter's Hispanic students had a 92% growth index, which exceeded the statewide average growth score of 75%
Indicator Career Standards: Economically disadvantaged exceeded the statewide goal for the 2023-2024 school year. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Ritter's economically disadvantaged group had a 97% growth index, which exceeded the statewide average of 89.6%

Challenges

Indicator ELA: The Hispanic student subgroup decreased and did not meet the statewide goal. ESSA Student Subgroups Hispanic	Comments/Notable Observations Ritter's Hispanic student subgroup was 27.6% proficient or advanced in ELA, which does not meet the statewide goal and is a decrease from 32.5% proficient in 2023.
Indicator Attendance: Student with disabilities subgroup did not meet the statewide goal. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Ritter's student with disabilities subgroup not chronically absent rate is 66.7%.

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.

ELA: 2024 Annual Academic Growth Expectations (PVAAS) for ELA/Literature (5th Grade)= Well Above . All Student Group meets the standard demonstrating demonstrating growth.
Math: 2024 Annual Academic Growth Expectations (PVAAS) Mathematics/Algebra 1 (All Student) = Well Above.
English Language Growth and Attainment: All Student group meets Interim Goal/Improvement Target.

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.

ELA: All student group did not meet Interim Goal/Improvement Target. 29.0% were proficient or advanced compared to the statewide average of 53.9%.
--

Math: All Student Group did not meet Interim Goal/Improvement Target. 24.1% were proficient or advanced compared to the statewide average of 40.2%.
Attendance: All student group did not meet performance standard. Percent of students not chronically absent = 68.3%, statewide average = 78.1%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR ELA 2024- 25: 1st grade - 5th grade end of year proficiency was 36%.	There is a decrease in end of year proficiency from May 2024 (44%) to May 2025 (36%).
DIBELS data for 24 -25 school year: The total number of Kindergarten students proficient at end of year was 65%.	The percentage of Kindergarten students at proficient or advanced increased from 39% at the BOY to 65% at the EOY.

English Language Arts Summary

Strengths

Kindergarten early literacy indicators of proficiency improved with 45% of students demonstrating proficiency at end of 2025, compared to 20% at end of 2024.
Based on STAR ELA data, First grade ELA growth was notable with 13% of students demonstrating proficiency at beginning of the year and 32% proficient at end of year.
Based on STAR ELA data, fourth grade made significant growth: 17% of students were proficient at the start of the year and 38% were proficient at end of year.

Challenges

Overall, foundational literacy skills are a challenge for students in kindergarten and first grade
English is the non-native language for many of our families
Kindergarten DIBELS proficiency at the EOY 2024-25 had 55% of their students below or well below benchmark

Mathematics

Data	Comments/Notable Observations
STAR Math data indicated a 4.8% increase in students proficient from baseline to May 2025 (23.2% proficient to 28% proficient) for students in grades 1-5.	The Kindergarten universal screener indicated an increase in the percentage of kindergartners "on target" at the end of the year.

Mathematics Summary

Strengths

All Student Group exceeds the standard demonstrating growth with an academic growth score of 95.0 in 2023-24 school year.
STAR Math -5th grade increased from 15% of students proficient at the beginning of the year in 2024-25 to 23% proficient at end of year.
Teachers are motivated to implement new math program in year two, as year one was a learning experience.

Challenges

Need to build teacher capacity with data analysis and impact on learning and teaching.
A new mathematics program was rolled out in the 2024-2025 school year without an understanding of the scope and sequence as it connects to the math

curriculum/PA standards.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All student Group: CDT science data for grades 4-5 indicated	PSSA was moved to 5th grade in spring of 2025.

Science, Technology, and Engineering Education Summary

Strengths

ASD implemented a new STEELS standards aligned science program in the 2024-25 school year.
Teachers began learning about the changes in the standards and instructional approaches with coach from new science program.

Challenges

New science program is designed for 90 minutes/day of instruction, but schedule only allows for 45 minutes/day.

Related Academics

Career Readiness

Data	Comments/Notable Observations
College and Career Measures: 100% of students demonstrated meaningful engagement in career exploration and preparation aligned to the CEW Standards.	This data exceeds the Statewide 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.

Students in grades 1 - 5 engaged in Smart Futures with 100% artifact completion by grade levels.
Counselor supported students and teachers with lessons and artifact completion.

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.

Virtual campus learners and students in the Newcomer Academy are not with us in-person or at Ritter. They are counted for our completion.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
English Language Learner group meets interim goal/improvement target with 64.4%, above statewide average of 31.7%.	This is commensurate with the all student group met the standard for demonstrating growth with a growth score of 78.0, above statewide average.
English Learner student group not meeting statewide goal/interim target for proficiency on ELA PSSA.	EL student subgroup increased in performance (30.1% proficient) from previous year (28.3% proficient).

Students with Disabilities

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

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.

English Language Learner group meets interim goal/improvement target with 64.4%, above statewide average of 31.7%.
EL student subgroup increased in performance (30.1% proficient) from previous year (28.3% proficient).

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.

English Learner student group not meeting statewide goal/interim target for proficiency on ELA PSSA.
All student group not meeting statewide goal/improvement target, but meets the standard for demonstrating growth.

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

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

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Foster a culture of high expectations for success for all students, educators, families, and community members
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
ELA: 2024 Annual Academic Growth Expectations (PVAAS) for ELA/Literature (5th Grade)= Well Above . All Student Group meets the standard demonstrating demonstrating growth.	True
Math: 2024 Annual Academic Growth Expectations (PVAAS) Mathematics/Algebra 1 (All Student) = Well Above.	True
English Language Growth and Attainment: All Student group meets Interim Goal/Improvement Target.	False
Kindergarten early literacy indicators of proficiency improved with 45% of students demonstrating proficiency at end of 2025, compared to 20% at end of 2024.	True
All Student Group exceeds the standard demonstrating growth with an academic growth score of 95.0 in 2023-24 school year.	False
Students in grades 1 - 5 engaged in Smart Futures with 100% artifact completion by grade levels.	False
Counselor supported students and teachers with lessons and artifact completion.	False
ASD implemented a new STEELS standards aligned science program in the 2024-25 school year.	False
Teachers began learning about the changes in the standards and instructional approaches with coach from new science program.	False
Teachers are motivated to implement new math program in year two, as year one was a learning experience.	False
Based on STAR ELA data, First grade ELA growth was notable with 13% of students demonstrating proficiency at beginning of the year and 32% proficient at end of year.	False
Based on STAR ELA data, fourth grade made significant growth: 17% of students were proficient at the start of the year and 38% were proficient at end of year.	True
STAR Math -5th grade increased from 15% of students proficient at the beginning of the year in 2024-25 to 23% proficient at end of year.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
English Language Learner group meets interim goal/improvement target with 64.4%, above statewide average of 31.7%.	False
EL student subgroup increased in performance (30.1% proficient) from previous year (28.3% proficient).	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True

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
ELA: All student group did not meet Interim Goal/Improvement Target. 29.0% were proficient or advanced compared to the statewide average of 53.9%.	True
Math: All Student Group did not meet Interim Goal/Improvement Target. 24.1% were proficient or advanced compared to the statewide average of 40.2%.	True
Attendance: All student group did not meet performance standard. Percent of students not chronically absent = 68.3%, statewide average = 78.1%.	True
Need to build teacher capacity with data analysis and impact on learning and teaching.	True
A new mathematics program was rolled out in the 2024-2025 school year without an understanding of the scope and sequence as it connects to the math curriculum/PA standards.	False
Kindergarten DIBELs proficiency at the EOY 2024-25 had 55% of their students below or well below benchmark	True
Virtual campus learners and students in the Newcomer Academy are not with us in-person or at Ritter. They are counted for our completion.	False
	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
	False
Overall, foundational literacy skills are a challenge for students in kindergarten and first grade	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
New science program is designed for 90 minutes/day of instruction, but schedule only allows for 45 minutes/day.	False
English is the non-native language for many of our families	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
English Learner student group not meeting statewide goal/interim target for proficiency on ELA PSSA.	False
All student group not meeting statewide goal/improvement target, but meets the standard for demonstrating growth.	False

Most Notable Observations/Patterns

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

All student group did not meet Interim Goal/Improvement Target for ELA, Math, or Science; however, all student group meets or exceeds growth. This suggests that the gap upon entering 3rd grade is greater than a year of growth, so we fail to close that gap to ensure students reach the grade level performance goal.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Need to build teacher capacity with data analysis and impact on learning and teaching.	Professional development time utilized to address new programming as opposed to implementation of best practices in that content area.	False
Overall, foundational literacy skills are a challenge for students in kindergarten and first grade		False
Kindergarten DIBELS proficiency at the EOY 2024-25 had 55% of their students below or well below benchmark	New ELA curricula implementation with limited time to specifically plan for implementation of best practices and alignment with structured literacy.	True
ELA: All student group did not meet Interim Goal/Improvement Target. 29.0% were proficient or advanced compared to the statewide average of 53.9%.	Students are making a minimum of .7 of a year growth, but it is insufficient to close the learning gap to ensure they reach grade level proficiency.	True
Math: All Student Group did not meet Interim Goal/Improvement Target. 24.1% were proficient or advanced compared to the statewide average of 40.2%.	Students are making a minimum of .7 of a year growth, but it is insufficient to close the learning gap to ensure they reach grade level proficiency.	True
Attendance: All student group did not meet performance standard. Percent of students not chronically absent = 68.3%, statewide average = 78.1%.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Kindergarten early literacy indicators of proficiency improved with 45% of students demonstrating proficiency at end of 2025, compared to 20% at end of 2024.	The Kindergarten Professional Learning Community initiated a data-driven process to providing targeted, explicit instruction to small groups in a team teaching framework in 2024-25. This will be expanded moving forward.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	The Datawise framework will continue to be utilized for Instructional leadership team planning as well as all grade-level team planning.
ELA: 2024 Annual Academic Growth Expectations (PVAAS) for ELA/Literature (5th Grade)= Well Above . All Student Group meets the standard demonstrating demonstrating growth.	Data-driven instruction to ensure growth while raising students' proficiency to grade level skills is needed at Tier 1.
Math: 2024 Annual Academic Growth Expectations (PVAAS)	Data-driven instruction to ensure growth while raising students' proficiency to

Mathematics/Algebra 1 (All Student) = Well Above.	grade level skills is needed at Tier 1.
Based on STAR ELA data, fourth grade made significant growth: 17% of students were proficient at the start of the year and 38% were proficient at end of year.	The fourth grade teaching team initiated a data-driven process to providing targeted, explicit instruction in mathematics in a team teaching framework in 2024-25. This will be expanded moving forward.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strategic Plan Priority 1: Academic Excellence. Design and implement high-impact learning experiences to drive academic excellence. If we effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills, then we will increase literacy proficiency in grade 3.
	Strategic Plan Priority 1: Academic Excellence. Design and implement high-impact learning experiences to drive academic excellence. If teachers, particularly in K -2, utilize consistent instructional strategies that explicitly develop students' auditory skills, specifically their ability to discern and manipulate phonemes and understand a wide range of vocabulary, THEN students will more successfully develop basic literacy skills and transition to print thereby increasing the literacy proficiency of third grade students.
	Strategic Plan Priority 1: Academic Excellence. Design and implement high-impact learning experiences to drive academic excellence. If teachers of math utilize consistent mathematical language and practices across classrooms, THEN students will build a robust and interconnected understanding of mathematics increasing their fluency in arithmetic operations and understanding of the order of operations.
	Strategic Plan Priority 2: Safety and Whole Child Development. Cultivate conditions where all students feel safe, valued, empowered, and loved. If we create a positive culture with a multi-tiered system of support for behaviors, students and their families will improve regular attendance and feel safe, valued, and included at school.

Goal Setting

Priority: Strategic Plan Priority 1: Academic Excellence. Design and implement high-impact learning experiences to drive academic excellence. If we effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills, then we will increase literacy proficiency in grade 3.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade By the end of the 2025–2026 school year, increase the average DIBELS Composite Score for kindergarten students to ensure at least 60% of students have mastery of foundational skills. 1. Dibels progress monitoring 2. Unit and weekly test performance 3. Checkpoints for letter and letter-sound recognition			
Measurable Goal Nickname (35 Character Max)			
Early Literacy			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Dibels Benchmark to be determined at baseline.	N/A DIBELS administered 3x/year.	____% increase in students meeting mastery of foundational literacy skills based on mid-kindergarten composite score.	60% of Kindergarten students have mastered early literacy skills.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade Increase the percentage of students scoring at or above grade-level benchmarks in reading comprehension from (Baseline Percentage) to 60% as measured by the selected universal screener (STAR Reading). Indicators: 1. Benchmark Program Unit Test Performance 2. CBM Progress Monitoring measures 3. Student writing assignments assessed for comprehension			
Measurable Goal Nickname (35 Character Max)			
ELA Benchmark Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline to be determined in fall benchmark STAR Reading for 3rd grade.	____% Increase in 3rd grade students performing at or above grade level on STAR Reading benchmark.	____% Increase in 3rd grade students performing at or above grade level on STAR Reading benchmark.	60% of 3rd grade students will perform at grade level in reading comprehension as measured by STAR Reading benchmark.

Priority: Strategic Plan Priority 1: Academic Excellence. Design and implement high-impact learning experiences to drive academic excellence. If teachers, particularly in K -2, utilize consistent instructional strategies that explicitly develop students' auditory skills, specifically their ability to discern and manipulate phonemes and understand a wide range of vocabulary, THEN students will more successfully develop basic literacy skills and transition to print thereby increasing the literacy proficiency of third grade students.

Outcome Category

Early Literacy			
Measurable Goal Statement (Smart Goal)			
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 50 percent compared to the beginning-of-year (BOY) results. Indicators: 1. Dibels growth 2. Phonemic Awareness activities performance 3. Heggerty performance			
Measurable Goal Nickname (35 Character Max)			
Kindergarten Phonemic Awareness			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline to be determined in Fall Dibels benchmark.	N/A DIBELS administered 3x/year.	Increased percentage of students proficient in phonemic awareness based on baseline data.	Kindergarten students proficient on Dibels Phonemic Awareness will have increased by 50% from Baseline Results.

Priority: Strategic Plan Priority 1: Academic Excellence. Design and implement high-impact learning experiences to drive academic excellence. If teachers of math utilize consistent mathematical language and practices across classrooms, THEN students will build a robust and interconnected understanding of mathematics increasing their fluency in arithmetic operations and understanding of the order of operations.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicators: 1. Envisions Math Unit Test performance 2. Envisions Math Performance Task Performance 3. Math fact fluency checks			
Measurable Goal Nickname (35 Character Max)			
Math PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline to be determined by 2025 Ritter Math PSSA results.	Monitoring of students' performance in curriculum-based assessments indicates greater percentage of students on track for proficient or advanced performance.	Monitoring of students' performance in curriculum-based assessments indicates greater percentage of students on track for proficient or advanced performance.	Increase of at least 3% of students to proficient or advanced on 2026 Math PSSA compared to 2025 Math PSSA results.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Increase the percentage of fourth-grade students meeting their individual growth targets in mathematics from (Baseline Percentage) to 60% as measured by the universal screener, STAR Math. Indicators: 1. Envisions Math Unit Test performance 2. Envisions Math Performance Task Performance 3. Math fact fluency checks			

Measurable Goal Nickname (35 Character Max)			
STAR Math Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline to be determined in fall benchmark STAR Math for 4th grade.			60% of students meeting their individual growth targets as measured by STAR Math.

Priority: Strategic Plan Priority 2: Safety and Whole Child Development. Cultivate conditions where all students feel safe, valued, empowered, and loved. If we create a positive culture with a multi-tiered system of support for behaviors, students and their families will improve regular attendance and feel safe, valued, and included at school.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2026, Ritter will reduce the percentage of students with chronic absenteeism to 10% for the school year, a reduction from 23% in 2024-2025 school year. Indicators: 1. Increase daily average attendance 2. Increase family engagement/attendance at conferences, events, committees, and PTG events 3. Increase the number of quality family engagement opportunities			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Attendance baseline to be determined by 1st quarter data.	Reduction in chronic absenteeism as compared to 2nd quarter of 2024-25 school year.	Reduction in chronic absenteeism as compared to 3rd quarter of 2024-25 school year.	Chronic absenteeism reduced to 10% of student population.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
GOAL: Improve School Climate & Culture Measurable 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 by creating a welcoming and safe environment for our students to learn and grow. Indicators: 1. Reduced student discipline/suspensions. 2. Reduced student truancy. 3. Increase the number of opportunities to celebrate student and staff growth and achievement from last year to this year.			
Measurable Goal Nickname (35 Character Max)			
Positive Behavior Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
100% of homeroom teachers confirming they have taught the initial school-wide behavior matrix lessons based on the Ritter School	A 10% reduction in the total number of ODRs compared to the Quarter 1 baseline.	A 10% reduction in the total number of ODRs compared to the Quarters 1 and 2.	Maintaining the ODR reductions achieved in Quarters 2 and 3 through the end of the school year. Achieving an end-of-year

Promise. Staff will issue a school-wide weekly average of at least 200 positive behavior acknowledgements. We will collect and analyze baseline data for Office Discipline Referrals (ODRs), attendance, and a student climate survey to set benchmarks for the year.	Maintaining or exceeding the weekly average of 200 positive behavior acknowledgements.	Maintaining or exceeding the weekly average of 200 positive behavior acknowledgements.	result where at least 85% of staff indicate on a survey that the positive behavior system has had a tangible, positive impact on the school environment. Student focus groups report a clear understanding of school expectations and feel that the school is a more positive place than it was at the beginning of the year.
--	---	---	--

Action Plan

Measurable Goals

Early Literacy	ELA Benchmark Goal
Kindergarten Phonemic Awareness	Math PSSA
STAR Math Goal	Attendance
Positive Behavior Goal	

Action Plan For: Provide effective two-way communication systems between home and school to share information regarding school program and students' academic progress.

Measurable Goals:

- Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade By the end of the 2025–2026 school year, increase the average DIBELS Composite Score for kindergarten students to ensure at least 60% of students have mastery of foundational skills. 1. Dibels progress monitoring 2. Unit and weekly test performance 3. Checkpoints for letter and letter-sound recognition

Action Step		Anticipated Start/Completion Date	
Teacher teams will make phone calls to all families prior to the start of the school year in order to connect them to the school wide communication platform. Parents will identify specific academic or SEL needs that the support team and teacher can plan for prior to the school year. Teachers will make the connection to support the students' academic growth as a home-school partnership.		2025-08-11	2025-08-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Emily Kleintop, Principal Jessica Connell, Assistant Principal	Title I funding for teachers' time Shared Google spreadsheet	No	
Action Step		Anticipated Start/Completion Date	
Implement a Weekly Family Folder for all administrative and critical communications to ensure families know when/where to look for important documents.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Emily Kleintop, Principal Jessica Connell, Assistant Principal	Plastic reusable envelopes Labels for each folder	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of Ritter families will be connected to the District's communication platform and utilizing the family folder to access important information. Teachers will utilize tools to communicate students' academic progress and expectations for grade level	Track number of posts by teachers and school leadership, feedback offered, sign-in sheets at parent-school communication events. Responses to the teacher phone calls tracked in Google sheet.

learning.

Action Plan For: Establish a Team Structure with specific duties and shared instructional planning

Measurable Goals:	
- Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade By the end of the 2025–2026 school year, increase the average DIBELS Composite Score for kindergarten students to ensure at least 60% of students have mastery of foundational skills. 1. Dibels progress monitoring 2. Unit and weekly test performance 3. Checkpoints for letter and letter-sound recognition - By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicators: 1. Envisions Math Unit Test performance 2. Envisions Math Performance Task Performance 3. Math fact fluency checks - Increase the percentage of fourth-grade students meeting their individual growth targets in mathematics from (Baseline Percentage) to 60% as measured by the universal screener, STAR Math. Indicators: 1. Envisions Math Unit Test performance 2. Envisions Math Performance Task Performance 3. Math fact fluency checks	

Action Step		Anticipated Start/Completion Date	
Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction in schools, networks and systems.		2025-08-18	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Emily Kleintop, Principal Jessica Connell, Assistant Principal Sarah Cummings, Intervention Specialist Rachel Beck, Counselor Dianna Mulhern, Behavior Specialist	Instructional Rounds Schedule Weekly Instructional Leadership Team Datwise Meeting time Monthly Prof learning for understanding and addressing the problem of practice	Yes	
Action Step		Anticipated Start/Completion Date	
Collaborative Planning and Professional Learning will occur weekly with grade level teams; the entire grade level team will include learning support and ELD teachers. Monthly vertically aligned subject matter/departmentalized team meetings. This will occur both during school hours as well as after school hours. The focus will be the implementation of best practices in literacy and math instruction using data-driven instructional planning.		2025-09-08	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Emily Kleintop, Principal Jessica Connell, Assistant Principal Sarah Cummings, Intervention Specialist Rachel Beck, Counselor Dianna Mulhern, Behavior Specialist	Schedule of weekly team meetings Monthly department meetings Student data dashboard	Yes	
Action Step		Anticipated	

		Start/Completion Date	
Weekly Instructional Leadership Team meetings to utilize Datawise process to review student and classroom data to ensure progress towards plan goals and make adjustments to instructional planning as needed.		2025-09-08	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Emily Kleintop, Principal Jessica Connell, Assistant Principal	Data Dashboard Datawise framework and protocols Meeting calendar	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Ritter Data Dashboard indicates growth across all measurable areas (academics, attendance) Increased understanding of best practices in literacy and math instruction based on Instructional Rounds, professional learning and collaborative planning as evidenced by building walkthrough and observation data Quarterly communication to staff on data, progress towards goals, and best practice in reading and math	Custom Walkthrough form in PA-Etep utilized for ELA and Math (weekly) ILT meeting agendas Dodd Data Document (monthly) Intervention and Support document evidencing students who are receiving interventions by the Title I funded staff members

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

Measurable Goals:
- Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade By the end of the 2025–2026 school year, increase the average DIBELS Composite Score for kindergarten students to ensure at least 60% of students have mastery of foundational skills. 1. Dibels progress monitoring 2. Unit and weekly test performance 3. Checkpoints for letter and letter-sound recognition - By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicators: 1. Envisions Math Unit Test performance 2. Envisions Math Performance Task Performance 3. Math fact fluency checks

Action Step	Anticipated Start/Completion Date	
Coordinate and deliver learning opportunities for families such as workshops, seminars and information sessions to foster their involvement in the development of overall student wellness. Each grade level band (K-1, 2-3 and 4-5) will plan a parent workshop event that supports learning at home for both literacy and math. In addition, there will be a stand alone EL parent workshop. Family Engagement events will include learning opportunities around science and math, social studies and cultures, and literacy.	2025-09-14	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Sarah Cummings, Intervention Specialist Rachel Beck, School Counselor Grade Level Teams	Agendas Materials/supplies	No

Action Step		Anticipated Start/Completion Date	
Maintain Ritter Parent-Teacher Group (PTG) that will meet monthly to: -serve as an advisory group for school improvement planning, data analysis, family events, and budgeting -plan and fund family engagement events -fundraise for innovative learning experiences		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Emily Kleintop, Principal Sonia Hadid, PTG President Jennifer Alraei, Secretary	Schedule monthly meetings Zoom platform for virtual attendance PTG Guidelines and procedures PTG Application for Innovative Learning Experience Funding Requests Food for in-person meetings	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased familial understanding of student learning targets and grade level standards which will increase student academic outcomes and increase positive school attendance.	Calendar of Family Engagement Events Calendar of PTG Meetings Record of fundraising and funded learning experiences

Action Plan For: Extend Learning Opportunities for Students

Measurable Goals:
- Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade By the end of the 2025–2026 school year, increase the average DIBELS Composite Score for kindergarten students to ensure at least 60% of students have mastery of foundational skills. 1. Dibels progress monitoring 2. Unit and weekly test performance 3. Checkpoints for letter and letter-sound recognition - By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicators: 1. Envisions Math Unit Test performance 2. Envisions Math Performance Task Performance 3. Math fact fluency checks

Action Step		Anticipated Start/Completion Date	
After School Intervention and Enrichment Programming provided for students: Kiwanis-Kids Club, Gardening Club, PSSA Tutoring, Early Literacy Tutoring, Readers Theater.		2025-09-29	2026-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Emily Kleintop, Principal Jessica Connell, Assistant Principal Sarah Cummings, Intervention Specialist	Title I funding Benchmark Assessment data Intervention curricular materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
--------------------	---

Ritter Data Dashboard indicates growth across all measurable areas (academics, attendance) Increased understanding of best practices in literacy and math instruction based on Instructional Rounds, professional learning and collaborative planning as evidenced by building walkthrough and observation data Quarterly communication to staff on data, progress towards goals, and best practice in reading and math	Monthly monitoring of student progress towards academic goals
---	---

Action Plan For: Decrease chronic absenteeism

Measurable Goals:
- GOAL: Improve School Climate & Culture Measurable 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 by creating a welcoming and safe environment for our students to learn and grow. Indicators: 1. Reduced student discipline/suspensions. 2. Reduced student truancy. 3. Increase the number of opportunities to celebrate student and staff growth and achievement from last year to this year. - Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade Increase the percentage of students scoring at or above grade-level benchmarks in reading comprehension from (Baseline Percentage) to 60% as measured by the selected universal screener (STAR Reading). Indicators: 1. Benchmark Program Unit Test Performance 2. CBM Progress Monitoring measures 3. Student writing assignments assessed for comprehension - By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicators: 1. Envisions Math Unit Test performance 2. Envisions Math Performance Task Performance 3. Math fact fluency checks - By June 2026, Ritter will reduce the percentage of students with chronic absenteeism to 10% for the school year, a reduction from 23% in 2024-2025 school year. Indicators: 1. Increase daily average attendance 2. Increase family engagement/attendance at conferences, events, committees, and PTG events 3. Increase the number of quality family engagement opportunities

Action Step		Anticipated Start/Completion Date	
Bi-weekly attendance meetings with key partners, in a caseload model, to help remove barriers for parents and families, create a safe and welcoming environment and encourage students to attend school regularly.		2025-09-04	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jessica Connell, Assistant Principal	bi-weekly meetings attendance mailings stamps attendance incentives for improved and regular attendance PBIS system rewards and incentives	No	
Action Step		Anticipated Start/Completion Date	
Increase Tier 1 Social-emotional positive behavior instruction and reinforcement to reduce disruptive school behaviors and decrease		2025-08-	2026-06-

absenteeism and improve school climate.		25	12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Emily Kleintop, Principal Jessica Connell, Assistant Principal Rachel Beck, School Counselor Jessica Kolment, School Social Worker Dianna Mulhern, Behavior Interventionist	PBIS System rewards and incentives Quarterly Celebration Assemblies Scripted behavior expectation lesson plans Signage for displaying behavioral expectations across settings	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in chronically absent students each quarter by 5% compared to last year.	monthly chronically absent students

Action Plan For: Quality, Differentiated Tier 1 Instruction

Measurable Goals:
- Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade By the end of the 2025–2026 school year, increase the average DIBELS Composite Score for kindergarten students to ensure at least 60% of students have mastery of foundational skills. 1. Dibels progress monitoring 2. Unit and weekly test performance 3. Checkpoints for letter and letter-sound recognition - Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade Increase the percentage of students scoring at or above grade-level benchmarks in reading comprehension from (Baseline Percentage) to 60% as measured by the selected universal screener (STAR Reading). Indicators: 1. Benchmark Program Unit Test Performance 2. CBM Progress Monitoring measures 3. Student writing assignments assessed for comprehension - By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicators: 1. Envisions Math Unit Test performance 2. Envisions Math Performance Task Performance 3. Math fact fluency checks - 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 50 percent compared to the beginning-of-year (BOY) results. Indicators: 1. Dibels growth 2. Phonemic Awareness activities performance 3. Heggerty performance

Action Step	Anticipated Start/Completion Date		
Coaching for all teachers regarding targeting small groups of students and scaffolding their lessons to meet the needs of all of their students' reading levels including specific training in DIBELS and Scarboroughs Reading Rope through the Science of Reading.	2025-08-25	2026-06-05	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist Dr. Sarah Cummings, Intervention Specialist	decodable readers magnetic letter tiles	Yes	
Action Step	Anticipated Start/Completion Date		

Coaching of math teachers to ensure they are scaffolding lessons appropriately and providing gradual release to students before moving into small group instruction.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Emily Kleintop, Principal Jessica Connell, Assistant Principal	math small group materials	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in tier one instruction success and a decrease in the percentage of students who are below basic on the STAR benchmark for Math and Reading.	STAR Quarterly Benchmark assessments, Dibels Benchmarks, and curriculum-based measures.

Action Plan For: Leadership teams work with members of the school or program community — students, families, and community members — to prioritize valued outcomes and promote high expectations for all students.

Measurable Goals:
- GOAL: Improve School Climate & Culture Measurable 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 by creating a welcoming and safe environment for our students to learn and grow. Indicators: 1. Reduced student discipline/suspensions. 2. Reduced student truancy. 3. Increase the number of opportunities to celebrate student and staff growth and achievement from last year to this year. - Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade By the end of the 2025–2026 school year, increase the average DIBELS Composite Score for kindergarten students to ensure at least 60% of students have mastery of foundational skills. 1. Dibels progress monitoring 2. Unit and weekly test performance 3. Checkpoints for letter and letter-sound recognition - Strategic Plan Priority 1, Goal 1: Third Grade Reading-Increase Literacy proficiency in 3rd grade Increase the percentage of students scoring at or above grade-level benchmarks in reading comprehension from (Baseline Percentage) to 60% as measured by the selected universal screener (STAR Reading). Indicators: 1. Benchmark Program Unit Test Performance 2. CBM Progress Monitoring measures 3. Student writing assignments assessed for comprehension - By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results. Indicators: 1. Envisions Math Unit Test performance 2. Envisions Math Performance Task Performance 3. Math fact fluency checks - 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 50 percent compared to the beginning-of-year (BOY) results. Indicators: 1. Dibels growth 2. Phonemic Awareness activities performance 3. Heggerty performance - By June 2026, Ritter will reduce the percentage of students with chronic absenteeism to 10% for the school year, a reduction from 23% in 2024-2025 school year. Indicators: 1. Increase daily average attendance 2. Increase family engagement/attendance at conferences, events, committees, and PTG events 3. Increase the number of quality family engagement opportunities - Increase the percentage of fourth-grade students meeting their individual growth targets in mathematics from (Baseline Percentage) to 60% as measured by the universal screener, STAR Math. Indicators: 1. Envisions Math Unit Test performance 2. Envisions Math Performance Task Performance 3. Math fact fluency checks

Action Step		Anticipated Start/Completion Date	
The Ritter School Climate Team, Rocky's Leaders, composed of administrators, grade level teachers, a special educator, and members of the student support services staff lead development, implementation, and evaluation of the School-wide positive behavior intervention system. The student support staff will consult with students to provide student voice. Rocky's Leaders meet monthly to plan initiatives, and in turn lead the sub-committees in their planning (Safety, Wellbeing, Parent Engagment, Faculty Recongition, Student Celebrations, etc.) The school climate action team will monitor data regularly through the implementation of the Schoolwide Positive Behavior Intervention cycle to monitor effectiveness of the plan and ensure it is implemented with fidelity. The plan will be modified as needed.		2025-09-08	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Emily Kleintop, Principal Jessica Connell, Assistant Principal Rachel Beck, Counselor Sarah Cummings, Interventionist Dianna Mulhern, Behavior Interventionist Reading Specialist Rocky's Leaders Team members	Schedule for Climate Team meetings Discipline data shared with teachers for topic/content discussion Building behavioral expectations matrix Schedule for schoolwide celebrations of success Reinforcements for student and faculty success Behavior Matrix displays	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in disrespect to peer and bullying infractions. Increase in PA School Climate SEL scores.	Discipline and Attendance data, reviewed monthly Administrative walkthroughs

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 shared 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 shared instructional planning	Collaborative Planning and Professional Learning will occur weekly with grade level teams; the entire grade level team will include learning support and ELD teachers. Monthly vertically aligned subject matter/departmentalized team meetings. This will occur both during school hours as well as after school hours. The focus will be the implementation of best practices in literacy and math instruction using data-driven instructional planning.
Decrease chronic absenteeism	Increase Tier 1 Social-emotional positive behavior instruction and reinforcement to reduce disruptive school behaviors and decrease absenteeism and improve school climate.
Quality, Differentiated Tier 1 Instruction	Coaching for all teachers regarding targeting small groups of students and scaffolding their lessons to meet the needs of all of their students' reading levels including specific training in DIBELS and Scarboroughs Reading Rope through the Science of Reading.
Quality, Differentiated Tier 1 Instruction	Coaching of math teachers to ensure they are scaffolding lessons appropriately and providing gradual release to students before moving into small group instruction.

PD for Tier 1 Instruction and application of Gradual-release of responsibility model

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. - Coaching for all teachers regarding targeting small groups of students and scaffolding their lessons to meet the needs of all of their students' reading levels including specific training in DIBELS and Scarboroughs Reading Rope through the Science of Reading. - Collaborative Planning and Professional Learning will occur weekly with grade level teams; the entire grade level team will include learning support and ELD teachers. Monthly vertically aligned subject matter/departmentalized team meetings. This will occur both during school hours as well as after school hours. The focus will be the implementation of best practices in literacy and math instruction using data-driven instructional planning. - Coaching of math teachers to ensure they are scaffolding lessons appropriately and providing gradual release to students before moving into small group instruction.
Audience
Kindergarten - fifth grade teachers.
Topics to be Included
targeted small group learning, strengthening tier I instruction through scaffolding and just in time release of students, engaging guided instruction, team teaching in multi-system of supports (MTSS) model, data driven decision making,
Evidence of Learning
Walk through data will show teachers are able to meet the needs of more students in their classrooms. Teachers will participate in Instructional Rounds. Team

meetings		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Emily Kleintop, Principal Jessica Connell, Assistant Principal Reading Specialist Dr. Sarah Cummings, Intervention Specialist	2025-08-18	2026-05-29

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Learning walk	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Schoolwide positive behavior systems

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. - Increase Tier 1 Social-emotional positive behavior instruction and reinforcement to reduce disruptive school behaviors and decrease absenteeism and improve school climate.
Audience
All faculty and staff

Topics to be Included		
The MTSS framework: Explain how PBIS fits within a Multi-Tiered System of Supports (MTSS) framework, which can encompass both academic and behavioral interventions, including those for attendance. Training on reinforcement of positive behaviors, consistent language from matrix of expected behaviors, usage of office discipline referrals, analysis of behavioral data to identify specific areas of need and development of targeted intervention plans		
Evidence of Learning		
100% of homeroom teachers confirming they have taught the initial school-wide behavior matrix lessons based on the Ritter School Promise. Staff will issue a school-wide weekly average of at least 200 positive behavior acknowledgements. Maintaining the ODR reductions achieved in Quarters 2 and 3 through the end of the school year. Achieving an end-of-year result where at least 85% of staff indicate on a survey that the positive behavior system has had a tangible, positive impact on the school environment. Student focus groups report a clear understanding of school expectations and feel that the school is a more positive place than it was at the beginning of the year.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Emily Kleintop, Principal Jessica Connell, Assistant Principal Rachel Beck, School Counselor Dianna Mulhern, Behavior Interventionist	2025-08-18	2026-05-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Approvals & Signatures

Uploaded Files

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