

Profile and Plan Essentials

School		AUN/Branch
Jefferson Elementary School		1213903022774
Address 1		
750 Saint John St		
Address 2		
City	State	Zip Code
Allentown	Pennsylvania	18103
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Daria Custer		
Principal Email		
custerd@allentownsd.org		
Principal Phone Number		Principal Extension
4847654421		
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Daria Custer	Principal	Jefferson Elementary School	custerd@allentownsd.org
Elizabeth Perez	Parent	Jefferson Elementary School	eperez0724@gmail.com
Dr. Carol D. Birks	Chief School Administrator	Allentown School District	birksc@allentownsd.org
Jennifer Bryant	District Level Leaders	Allentown School District	bryantj@allentownsd.org
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Bethany Lowrie	Teacher	Allentown School District	lowrieb@allentownsd.org
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Ashley Koren	Principal	Allentown School District	korena@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
Based on the 2023-2024 school year data, the all student group met the standard for demonstrating growth expectations in English Language Arts/ Literature.	Jefferson's academic growth score was 71. The statewide average was 75.4.
Based on the 2023-2024 school year data, the all student group exceeded the standard for demonstrating growth expectations in math.	Jefferson's academic growth score was 84. The statewide average was 74.9.
Based on the 2023-2024 school year data, the all student group met the standard for demonstrating growth expectations in science.	Jefferson's academic growth score was 72. The statewide average was 74.7.
Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in literacy: Hispanic (71) and Economically Disadvantaged (74).	The statewide average was 75.4
Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in math: Hispanic (96), Economically Disadvantaged (83), and English Learners (97).	The statewide average was 74.9
Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in science: Hispanic (71) and Economically Disadvantaged (74).	The statewide average was 74.7.
Based on the 2023-2024 school year data, 57.1% of English Language Learners met the interim goal/improvement target.	The statewide average was 31.7%.
Based on the 2023-2024 school year data, 93.7% of students participated in the science assessment.	All subgroups had 92% or higher participation.
Based on the 2023-2024 school year data, 93.9% of students participated in the ELA and math assessments.	All subgroups, except students with disabilities, had 90% or higher participation rate.
Based on the 2023-2024 school year, 58.7% of the all student group are proficient or advance on the science assessment.	The statewide average was 59.2%.

Challenges

Indicator	Comments/Notable Observations
Based on the 2023-2024 school year, 28.7% of the all student group are proficient or advance on the English Language Arts/Literature assessment.	The statewide average was 53.9%, and the goal was 81.1%.

Based on the 2023-2024 school year, 18.5% of the all student group are proficient or advance on the math assessment.	The statewide average was 40.2%, and the goal was 71.8%.
Based on the 2023-2024 school year, none of the subgroups met the statewide goal for proficiency on the math assessment.	The following subgroups increased performance from the previous year: Hispanic, White, economically disadvantaged, English learner, and student with disabilities.
Based on the 2023-2024 school year, none of the subgroups met the statewide goal for proficiency on the English Language Arts/Literature assessment.	The following subgroups increased performance from the previous year: black, Hispanic, White, English learner, and student with disabilities.
Based on the 2023-2024 school year's early indicator for success, only 31.7% of third grade students demonstrate on-track performance on the English Language Arts PSSA.	Only two subgroups had sufficient evidence: Hispanic and economically disadvantaged.
Based on the 2023-2024 school year data, 3.7% of students were advance on the English Language Arts/Literature and math assessments.	The statewide average was 12.4% in English Language Arts and 15.% in math. In English Language Arts, the Hispanic and White subgroups were above the school scores, 4.8% and 5.3% respectively. In math, the Hispanic and White subgroups were above the school scores, 4.1% and 10.4% respectively.

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

Strengths

Indicator Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in literacy: Hispanic (71) and Economically Disadvantaged (74). ESSA Student Subgroups Hispanic, Economically Disadvantaged	Comments/Notable Observations The statewide average was 75.4
Indicator Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in math: Hispanic (96), Economically Disadvantaged (83), and English Learners (97). ESSA Student Subgroups Hispanic, Economically Disadvantaged, English Learners	Comments/Notable Observations The statewide average was 74.9
Indicator Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in science: Hispanic (71) and Economically Disadvantaged (74). ESSA Student Subgroups Hispanic, English Learners	Comments/Notable Observations The statewide average was 74.7.
Indicator Based on the 2023-2024 school year data, 57.1% of English Language Learners met the interim goal/improvement target. ESSA Student Subgroups	Comments/Notable Observations The statewide average was

English Learners	31.7%.
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Challenges

Indicator Based on the 2023-2024 school year, none of the subgroups met the statewide goal for proficiency on the math assessment. ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations The following subgroups increased performance from the previous year: Hispanic, White, economically disadvantaged, English learner, and student with disabilities.
Indicator Based on the 2023-2024 school year, none of the subgroups met the statewide goal for proficiency on the English Language Arts/Literature assessment. ESSA Student Subgroups African-American/Black, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations The following subgroups increased performance from the previous year: black, Hispanic, White, English learner, and student with disabilities.

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.

Based on the 2023-2024 school year data, the all student group met the standard for demonstrating growth expectations in English Language Arts/ Literature.
Based on the 2023-2024 school year data, the all student group exceeded the standard for demonstrating growth expectations in math.
Based on the 2023-2024 school year data, 57.1% of English Language Learners met the interim goal/improvement target.
Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in literacy: Hispanic (71) and Economically Disadvantaged (74).
Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in math: Hispanic (96), Economically Disadvantaged (83), and English Learners (97).

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.

Based on the 2023-2024 school year, none of the subgroups met the statewide goal for proficiency on the math assessment.
Based on the 2023-2024 school year, none of the subgroups met the statewide goal for proficiency on the English Language Arts/Literature assessment.
Based on the 2023-2024 school year's early indicator for success, only 31.7% of third grade students demonstrate on-track performance on the English Language Arts PSSA.
Based on the 2023-2024 school year, 18.5% of the all student group are proficient or advance on the math assessment.
Based on the 2023-2024 school year, 28.7% of the all student group are proficient or advance on the English Language Arts/Literature assessment.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading Spring 2025 benchmark 4: 33% of third grade students were proficient or advanced.	For Benchmark 1, 18% of third grade students were proficient or advanced.
STAR Reading Spring 2025 benchmark 4: 32% of 4th grader and 33% of 5th grader students were proficient or advanced.	For Benchmark 1, students in both 4th and 5th grades were only 34% proficient or advanced.
STAR Reading Spring 2025 benchmark 4: 30% of the third grade students in the Hispanic subgroup were proficient or advanced.	For Benchmark 1, 19% of third grade students were proficient or advanced.
STAR Reading Spring 2025 benchmark 4: 10% of the third grade students in the Limited English Proficiency subgroup were proficient or advanced.	For Benchmark 1, 10% of third grade students were proficient or advanced. This subgroup did not demonstrate growth.
DIBELS end of year assessment, Spring 2025: 17% of students scored at or above benchmark.	7% of students were at or above benchmark on the beginning of year assessment. 13% of students were at or above benchmark on the middle of the year benchmark.

English Language Arts Summary

Strengths

STAR Reading Spring 2025 benchmark 4: 33% of third grade students were proficient or advanced.
STAR Reading Spring 2025 benchmark 4: 30% of the third grade students in the Hispanic subgroup were proficient or advanced.

Challenges

STAR Reading Spring 2025 benchmark 4: 32% of 4th grader and 33% of 5th grader students were proficient or advanced
STAR Reading Spring 2025 benchmark 4: 10% of the third grade students in the Limited English Proficiency subgroup were proficient or advanced.
DIBELS end of year assessment, Spring 2025: 17% of students scored at or above benchmark.

Mathematics

Data	Comments/Notable Observations
STAR Math Spring 2025 benchmark 4: 30% of Hispanic fourth grade students were proficient or advanced.	For Benchmark 1, 23% of Hispanic fourth grade students were proficient or advanced. There was an increase of 5% growth from Benchmark 1 to Benchmark 4.
STAR Math Spring 2025 benchmark 4: 25% of fourth grade limited English proficiency students were proficient or advanced.	For Benchmark 1, 8% of fourth grade limited English proficiency students were proficient or advanced.
STAR Math Spring 2025 benchmark 4: 18% of third grade students and 31% of fifth grade students were proficient or advanced.	For Benchmark 1, 19% of third grade students and 17% of fifth grade students were proficient or advanced.
STAR Math Spring 2025 benchmark 4: 31% of fourth grade students were proficient or advanced.	For Benchmark 1, 24% of fourth grade students were proficient or advanced.

Mathematics Summary

Strengths

STAR Math Spring 2025 benchmark 4: 30% of Hispanic fourth grade students were proficient or advanced.
STAR Math Spring 2025 benchmark 4: 31% of fourth grade students were proficient or advanced.

Challenges

STAR Math Spring 2025 benchmark 4: 25% of fourth grade limited English proficiency students were proficient or advanced.
STAR Math Spring 2025 benchmark 4: 31% of fourth grade students were proficient or advanced.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Insufficient data/samples	Insufficient data/samples

Science, Technology, and Engineering Education Summary

Strengths

Insufficient data/samples

Challenges

Insufficient data/samples

Related Academics

Career Readiness

Data	Comments/Notable Observations
Based on the Allentown School District Smart Futures Career Curriculum, by the end of their fifth grade year, students will participate in sixteen activities.	A universal Smart Futures Career Curriculum is implemented across the school district.

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.

Based on the Allentown School District Smart Futures Career Curriculum, by the end of their fifth grade year, students will participate in sixteen activities.
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Challenges

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

Insufficient data/samples

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
STAR Reading Spring 2025 benchmark 4: 10% of the third grade students in the Limited English Proficiency subgroup were proficient or advanced.	
STAR Math Spring 2025 benchmark 4: 25% of fourth grade limited English proficiency students were proficient or advanced.	

Students with Disabilities

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

Data	Comments/Notable Observations
Based on the 2023-2024 school year, 5.6% of the all students with disabilities sub group is proficient or advance on the English Language Arts/Literature assessment.	
Based on the 2023-2024 school year, 8.3% of the all students with disabilities sub group is proficient or advance on the math assessment.	
Based on the 2023-2024 future ready index, the participation rate on state assessments for the students with disabilities subgroups were 89.5% on English Language Arts/Literature assessment and 86.8% on the math assessment.	

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	STAR Reading Spring 2025 benchmark 4: 30% of the third grade students in the Hispanic subgroup were proficient or advanced.
Hispanic	STAR Math Spring 2025 benchmark 4: 30% of Hispanic fourth grade students were proficient or advanced.

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.

Based on the 2023-2024 future ready index, the participation rate on state assessments for the students with disabilities subgroups were 89.5% on English Language Arts/Literature assessment and 86.8% on the math assessment.
STAR Reading Spring 2025 benchmark 4: 30% of the third grade students in the Hispanic subgroup were proficient or advanced.
STAR Math Spring 2025 benchmark 4: 30% of Hispanic fourth grade students were proficient or advanced.

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.

Based on the 2023-2024 school year, 5.6% of the all students with disabilities sub group is proficient or advance on the English Language Arts/Literature assessment.
Based on the 2023-2024 school year, 8.3% of the all students with disabilities sub group is proficient or advance on the math assessment.
STAR Reading Spring 2025 benchmark 4: 10% of the third grade students in the Limited English Proficiency subgroup were proficient or advanced.
STAR Math Spring 2025 benchmark 4: 25% of fourth grade limited English proficiency students were proficient or advanced.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
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	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Align curricular materials and lesson plans to the PA Standards
Foster a culture of high expectations for success for all students, educators, families, and community members
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Identify professional learning needs through analysis of a variety of data
Provide frequent, timely, and systematic feedback and support on 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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Implement evidence-based strategies to engage families to support learning
Collectively shape the vision for continuous improvement of teaching and learning
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Continuously monitor implementation of the school improvement plan and adjust as needed

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
Based on the 2023-2024 school year data, the all student group met the standard for demonstrating growth expectations in English Language Arts/ Literature.	True
Based on the 2023-2024 school year data, the all student group exceeded the standard for demonstrating growth expectations in math.	True
Based on the 2023-2024 school year data, 57.1% of English Language Learners met the interim goal/improvement target.	True
STAR Reading Spring 2025 benchmark 4: 33% of third grade students were proficient or advanced.	False
STAR Reading Spring 2025 benchmark 4: 30% of the third grade students in the Hispanic subgroup were proficient or advanced.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
STAR Math Spring 2025 benchmark 4: 30% of Hispanic fourth grade students were proficient or advanced.	False
Based on the 2023-2024 future ready index, the participation rate on state assessments for the students with disabilities subgroups were 89.5% on English Language Arts/Literature assessment and 86.8% on the math assessment.	False
Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in literacy: Hispanic (71) and Economically Disadvantaged (74).	True
Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in math: Hispanic (96), Economically Disadvantaged (83), and English Learners (97).	True
Based on the Allentown School District Smart Futures Career Curriculum, by the end of their fifth grade year, students will participate in sixteen activities.	False
STAR Reading Spring 2025 benchmark 4: 30% of the third grade students in the Hispanic subgroup were proficient or advanced.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Align curricular materials and lesson plans to the PA Standards	True
STAR Math Spring 2025 benchmark 4: 31% of fourth grade students were proficient or advanced.	False
Identify professional learning needs through analysis of a variety of data	True
STAR Math Spring 2025 benchmark 4: 30% of Hispanic fourth grade students were proficient or advanced.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Insufficient data/samples	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
Based on the 2023-2024 school year, none of the subgroups met the statewide goal for proficiency on the English Language Arts/Literature assessment.	True
Based on the 2023-2024 school year's early indicator for success, only 31.7% of third grade students demonstrate on-track performance on the English Language Arts PSSA.	True
Based on the 2023-2024 school year, none of the subgroups met the statewide goal for proficiency on the math assessment.	True
STAR Math Spring 2025 benchmark 4: 25% of fourth grade limited English proficiency students were proficient or advanced.	False
STAR Reading Spring 2025 benchmark 4: 32% of 4th grader and 33% of 5th grader students were proficient or advanced	False
STAR Math Spring 2025 benchmark 4: 25% of fourth grade limited English proficiency students were proficient or advanced.	False
STAR Reading Spring 2025 benchmark 4: 10% of the third grade students in the Limited English Proficiency subgroup were proficient or advanced.	False
DIBELS end of year assessment, Spring 2025: 17% of students scored at or above benchmark.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Collectively shape the vision for continuous improvement of teaching and learning	True
Based on the 2023-2024 school year, 5.6% of the all students with disabilities sub group is proficient or advance on the English Language Arts/Literature assessment.	False
STAR Reading Spring 2025 benchmark 4: 10% of the third grade students in the Limited English Proficiency subgroup were proficient or advanced.	False
Based on the 2023-2024 school year, 18.5% of the all student group are proficient or advance on the math assessment.	True
Based on the 2023-2024 school year, 28.7% of the all student group are proficient or advance on the English Language Arts/Literature assessment.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Based on the 2023-2024 school year, 8.3% of the all students with disabilities sub group is proficient or advance on the math assessment.	False
Implement evidence-based strategies to engage families to support learning	True
Continuously monitor implementation of the school improvement plan and adjust as needed	False
STAR Math Spring 2025 benchmark 4: 31% of fourth grade students were proficient or advanced.	False
Insufficient data/samples	False
Insufficient data/samples	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.

We need to provide equitable learning opportunities for all student groups and implement effective teaching strategies specific to the need of our student groups.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Based on the 2023-2024 school year, none of the subgroups met the statewide goal for proficiency on the English Language Arts/Literature assessment.	The following subgroups increased performance from the previous year: black, Hispanic, White, English learner, and student with disabilities.	True
Based on the 2023-2024 school year's early indicator for success, only 31.7% of third grade students demonstrate on-track performance on the English Language Arts PSSA.	Only two subgroups had sufficient evidence: Hispanic and economically disadvantaged.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Individual student learning needs are not being met. Data is not being reviewed and analyzed regularly to adjust instruction to meet the needs of the students.	False
Collectively shape the vision for continuous improvement of teaching and learning	The administrative team needs to provide frequent opportunities for the teaching staff to collaborate on our Problem of Practice towards continuous school improvement.	True
DIBELS end of year assessment, Spring 2025: 17% of students scored at or above benchmark.	For two consecutive years, kindergarten students have not made significant progress on the DIBELS assessments, therefore most students are below or well below the performance expectation.	False
Based on the 2023-2024 school year, none of the subgroups met the statewide goal for proficiency on the math assessment.	A lack of varied, student-centered instructional strategies are hindering active engagement and preventing instruction from meeting the diverse needs and strengths of all learners.	True
Based on the 2023-2024 school year, 18.5% of the all student group are proficient or advance on the math assessment.	A lack of varied, student-centered instructional strategies are hindering active engagement and preventing instruction from meeting the diverse needs and strengths of all learners.	False
Based on the 2023-2024 school year, 28.7% of the all student group are proficient or advance on the English Language Arts/Literature assessment.	The Intervention Specialist provided intervention support to identified, low-performing students in third-fifth grades.	False
Implement evidence-based strategies to engage families to support learning	Without strong accountability structures in place, chronic absenteeism is not monitored consistently or addressed in real time, preventing the implementation of proactive interventions that could improve student attendance and engagement	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Based on the 2023-2024 school year data, the all student group met the standard for demonstrating growth expectations in English Language Arts/	The Intervention Specialist provided intervention support to identified, low-performing students. The all student group growth score was 71% exceeding

Literature.	the statewide growth standard of 70%.
Based on the 2023-2024 school year data, the all student group exceeded the standard for demonstrating growth expectations in math.	Fourth grade teachers focused their SPM on math proficiency and growth. The all student group growth score was 84% exceeding the statewide growth standard of 70%.
Based on the 2023-2024 school year data, 57.1% of English Language Learners met the interim goal/improvement target.	The statewide average was 31.7%.
Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in literacy: Hispanic (71) and Economically Disadvantaged (74).	The Intervention Specialist provided intervention support to identified, low-performing students.
Based on the 2023-2024 school year data, the following sub groups met the standard for demonstrating growth in math: Hispanic (96), Economically Disadvantaged (83), and English Learners (97).	Fourth grade teachers focused their SPM on math proficiency and growth.
Align curricular materials and lesson plans to the PA Standards	New curricular materials were implemented in all content areas and grade levels the past two school years.
Foster a culture of high expectations for success for all students, educators, families, and community members	Everyone in the entire school community should be held to high expectations.
Identify professional learning needs through analysis of a variety of data	Staff are regularly asked for feedback after district-wide and school level professional learning session. Staff are able to create their own learning path on district-wide professional learning sessions.
Provide frequent, timely, and systematic feedback and support on instructional practices	Over 115 walkthroughs and over 40 observations were completed during the 2024-2025 school year.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If student engagement is not limited and teachers are consistently implementing a diverse range of instructional strategies tailored to varying learning needs, interests, and skill levels, then student engagement will increase and instruction will meet the diverse needs and strengths of all learners.
	If student-centered instructional strategies are improved, then student engagement will successfully increase and instruction will meet the diverse needs and strengths of all learners.
	If student engagement is not limited and teachers are consistently implementing a diverse range of instructional strategies tailored to varying learning needs, interests, and skill levels, then student engagement will increase and instruction will meet the diverse needs and strengths of all learners.
	If strong accountability structures are in place, chronic absenteeism is monitored consistently or addressed in real time, then implementation of proactive interventions will improve student attendance and engagement.

Goal Setting

Priority: If student-centered instructional strategies are improved, then student engagement will successfully increase and instruction will meet the diverse needs and strengths of all learners.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Goal: Continuous Improvement of Instruction Measureable Goal: By June 2026, a combination of eight walkthroughs and/or observations will be completed for all teaching staff members. Indicator 1: Increase of total number of walkthroughs from June 2025 to June 2026. Indicator 2: Increase of staff earning a "3" in Domain 3: Instruction. Indicator 3: Two observations will be completed for all non-tenured staff and one observation will be completed for 50% of the remaining staff.			
Measurable Goal Nickname (35 Character Max)			
Continuous Improvement of Instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Two walkthroughs will be completed in PA-ESEP for each staff member.	A combination of four walkthroughs and/or observations will be completed in PA-ESEP for each staff member.	A combination of six walkthroughs and/or observations will be completed in PA-ESEP for each staff member.	A combination of eight walkthroughs and/or observations will be completed in PA-ESEP for each staff member.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
Goal: School-based Rounds Measureable Goal: By June 2026, 80% of teaching staff will participate in four school-based rounds Indicator 1: Maintain or increase teaching staff participation in school-based rounds from Quarter 1 to Quarter 2. Indicator 2: 80% or more staff will participate in 80% of school-led professional learning sessions Indicator 3: 80% or more teaching staff will earn a score of proficient on their Student Performance Measure (SPM).			
Measurable Goal Nickname (35 Character Max)			
School-based Rounds			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% or more of teaching staff will participate in 1 school-based round.	80% or more of teaching staff will participate in 2 school-based rounds.	80% or more of teaching staff will participate in 3 school-based rounds.	80% or more of teaching staff will participate in 4 school-based rounds.

Priority: If strong accountability structures are in place, chronic absenteeism is monitored consistently or addressed in real time, then implementation of proactive interventions will improve student attendance and engagement.

Outcome Category	
School climate and culture	
Measurable Goal Statement (Smart Goal)	
Strategic Plan Priority 2: Cultivate conditions where all students feel safe, valued, empowered, and loved. Goal: Improve School Climate and Culture	

Measurable Goal: By June 2025, the average domain score for social emotional learning will be 3.4 as measured by student responses to the climate survey. Indicator 1: Increase the number of students participating in after-school programs and activities. Indicator 2: Increase the number of opportunities to celebrate students and staff growth and achievement from last year to this year. Indicator 3: Increase family engagement/attendance at conferences and Family-School Connection meetings.			
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 domain score from students for social emotional learning will be 3.4 or higher on the Climate Survey

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 2: Cultivate conditions where all students feel safe, valued, empowered, and loved. Goal: Improve Attendance Outcomes Measurable Goal: By June 2026, decrease Chronic Absenteeism from 35.% to 20%. Indicator 1: Increase daily average attendance to 93% or above. Indicator 2: Maintain or increase State assessment participation to 93% or above.			
Measurable Goal Nickname (35 Character Max)			
Improve Attendance Outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
To Be Determined at Baseline	To Be Determined at Baseline	To Be Determined at Baseline	20% or less

Priority: If student engagement is not limited and teachers are consistently implementing a diverse range of instructional strategies tailored to varying learning needs, interests, and skill levels, then student engagement will increase and instruction will meet the diverse needs and strengths of all learners.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 2: Algebra 1- Increase the percentage of students passing Algebra 1 by 9th grade. Goal: Improve Math Outcomes Measurable Goal: By the 2026 PSSA assessment, increase the percentage of 4th grade students proficient on Math PSSAs by 3% compared to the 2025 PSSA results. Indicator 1: Increase benchmark assessment proficiency from Quarter 1 to Quarter 4. Indicator 2: Decrease the number of students in below basic on the benchmark assessments from Quarter 1 to Quarter 4. Indicator 3: Increase the number of 4th grade students on grade level from Quarter 1 to Quarter 4.			
Measurable Goal Nickname (35 Character Max)			
Improve math outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

STAR Math-baseline	STAR Math Benchmark 2- the percentage of students proficient/advanced will be 4% more than Benchmark 1.	STAR Math Benchmark 3- the percentage of students proficient/advanced will be 8% more than Benchmark 1.	STAR Math Benchmark 4- the percentage of students proficient/advanced will be 12% more than Benchmark 1.
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Priority: If student engagement is not limited and teachers are consistently implementing a diverse range of instructional strategies tailored to varying learning needs, interests, and skill levels, then student engagement will increase and instruction will meet the diverse needs and strengths of all learners.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 1: Third Grade Reading- Increase Literacy proficiency in grade 3. Goal: Improve Literacy Outcomes Measurable Goal:By the 2026 PSSA assessment, the percentage of students scoring proficient or advanced in reading/ELA will increase by 3 percentage points as compared to the 2025 PSSA results. Indicator 1: Increase benchmark assessment proficiency from Quarter 1 to Quarter 4. Indicator 2: Decrease the number of students in below basic on the benchmark assessments from Quarter 1 to Quarter 4. Indicator 3: Increase the number of 4th grade students on grade level from Quarter 1 to Quarter 4.			
Measurable Goal Nickname (35 Character Max)			
Improve literacy outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
STAR Reading-baseline	STAR Reading Benchmark 2- the percentage of students proficient/advance will be 4% more than Benchmark 1.	STAR Reading Benchmark 3- the percentage of students proficient/advance will be 8% more than Benchmark 1.	STAR Reading Benchmark 4- the percentage of students proficient/advance will be 12% more than Benchmark 1.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 1: Third Grade Reading- Increase Literacy proficiency in grade 3. Goal: Early Literacy Proficiency Measurable Goal: By the end of the 2025-2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on DIBELS Alphabet Recognition subtest by at least 10 percentage points as compared to the beginning-of-the-year results. Indicator 1: Increase students at or above benchmark from the beginning of the year to the end of the year results. Indicator 2: Decrease the number of students performing well below benchmark from the beginning of the year to the end of the year.			
Measurable Goal Nickname (35 Character Max)			
Early literacy proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline- DIBELS beginning of year	N/A- the next DIBELS assesement will be	DIBELS middle of the year assesement- The number of students demonstrating foundational skills will	DIBELS end of the year assesement- The number of students demonstrating foundational skills will be

assessment	February 2026.	increase by 5% from the beginning of the year assessment.	10% more than the beginning of year assessment.
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Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 1, Goal 1: Third Grade Reading- Increase Literacy proficiency in grade 3. Goal: Improve English Language Growth & Attainment Measurable Goal: By the end of the 2025-2026 schol year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points as measured by the WIDA assessment. . Indicator 1: 12% of ELL will meet or exceed LAS growth expectations as measured by the the beginning of year and end of year iteration of LAS Links. Indicator 2: Increase percentage of ELLs proficient on benchmark assessments from Quarter 1 to Quarter 4. Indicator 3: Increase the number of ELLs moving from level 1 to level 2 as measured by WIDA performance.			
Measurable Goal Nickname (35 Character Max)			
Improve English Language Growth & Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline- LAS Links beginning of year assesement.	LAS Links Benchmark 2- the percentage of students demonstrating one year's growth will be 4% more than Benchmark 1.	LAS Links Benchmark 3- the percentage of students demonstrating one year's growth will be 8% more than Benchmark 1.	LAS Links Benchmark 4- the percentage of students demonstrating one year's growth will be 12% more than Benchmark 1.

Action Plan

Measurable Goals

Improve math outcomes	Improve literacy outcomes
Continuous Improvement of Instruction	Improve School Climate and Culture
Early literacy proficiency	Improve English Language Growth & Attainment
School-based Rounds	Improve Attendance Outcomes

Action Plan For: Student-Centered Supports for Basic Needs

Measurable Goals:	
- Strategic Plan Priority 2: Cultivate conditions where all students feel safe, valued, empowered, and loved. Goal: Improve Attendance Outcomes Measurable Goal: By June 2026, decrease Chronic Absenteeism from 35.% to 20%. Indicator 1: Increase daily average attendance to 93% or above. Indicator 2: Maintain or increase State assessment participation to 93% or above. - Strategic Plan Priority 2: Cultivate conditions where all students feel safe, valued, empowered, and loved. Goal: Improve School Climate and Culture Measurable Goal: By June 2025, the average domain score for social emotional learning will be 3.4 as measured by student responses to the climate survey. Indicator 1: Increase the number of students participating in after-school programs and activities. Indicator 2: Increase the number of opportunities to celebrate students and staff growth and achievement from last year to this year. Indicator 3: Increase family engagement/attendance at conferences and Family-School Connection meetings.	

Action Step		Anticipated Start/Completion Date	
Regularly monitor students' attendance		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal, Attendance Team	PowerSchool Attendance Reports	No	
Action Step		Anticipated Start/Completion Date	
Provide individualized attention to students (and families) in partnership with other school staff, family members, and community service organizations.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Counselor	School Attendance Improvement Plans; Community Partners	No	
Action Step		Anticipated Start/Completion Date	
Recognize and celebrate student attendance achievements and success at monthly celebrations.		2025-10-03	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principal	PowerSchool Reports, Attendance Certificates	No	

Action Step		Anticipated Start/Completion Date	
Teach and model Social Emotional Lessons		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers	District created and/or teacher found SEL materials	No	
Action Step		Anticipated Start/Completion Date	
Lead Restorative check-ins and circles and model restorative practices		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers	Restorative Circle Topics, Restorative Lessons	No	
Action Step		Anticipated Start/Completion Date	
Host monthly Family-School Connection Meetings		2025-10-01	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Parent Liasion	Jefferson families; Additional resources, materials, and supports to be determined based off family need.	No	
Action Step		Anticipated Start/Completion Date	
Provide parent involvement opportunities to help parents support their child at home.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Parent Involvement Committee	To be determined but will support reading and/or math. Title I Funds	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 2026, decrease Chronic Absenteeism from 35.% to 20%. By June 2026, the average domain score for social emotional learning will be 3.4 as measured by student responses to the climate survey.	Attendance committee, led by Assistant Principal, will meet monthly to review (chronic) attendance reports, progress of School Attendance Improvement Plans, and collaborate with Community Partners. Parent involvement committee, led by a teacher leader, will meet monthly to plan family events; create, disperse, and review family feedback surveys; and connect with community resources.

Action Plan For: Instructional Decision Making

Measurable Goals:
Strategic Plan Priority 1, Goal 2: Algebra 1- Increase the percentage of students passing Algebra 1 by 9th grade. Goal: Improve Math Outcomes Measurable Goal: By the 2026 PSSA assessment, increase the percentage of 4th grade students proficient on Math PSSAs by 3% compared to the 2025 PSSA

results. Indicator 1: Increase benchmark assessment proficiency from Quarter 1 to Quarter 4. Indicator 2: Decrease the number of students in below basic on the benchmark assessments from Quarter 1 to Quarter 4. Indicator 3: Increase the number of 4th grade students on grade level from Quarter 1 to Quarter 4.

- Strategic Plan Priority 1, Goal 1: Third Grade Reading- Increase Literacy proficiency in grade 3. Goal: Improve Literacy Outcomes Measurable Goal: By the 2026 PSSA assessment, the percentage of students scoring proficient or advanced in reading/ELA will increase by 3 percentage points as compared to the 2025 PSSA results. Indicator 1: Increase benchmark assessment proficiency from Quarter 1 to Quarter 4. Indicator 2: Decrease the number of students in below basic on the benchmark assessments from Quarter 1 to Quarter 4. Indicator 3: Increase the number of 4th grade students on grade level from Quarter 1 to Quarter 4.
- Strategic Plan Priority 1, Goal 1: Third Grade Reading- Increase Literacy proficiency in grade 3. Goal: Early Literacy Proficiency Measurable Goal: By the end of the 2025-2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on DIBELS Alphabet Recognition subtest by at least 10 percentage points as compared to the beginning-of-the-year results. Indicator 1: Increase students at or above benchmark from the beginning of the year to the end of the year results. Indicator 2: Decrease the number of students performing well below benchmark from the beginning of the year to the end of the year.
- Strategic Plan Priority 1, Goal 1: Third Grade Reading- Increase Literacy proficiency in grade 3. Goal: Improve English Language Growth & Attainment Measurable Goal: By the end of the 2025-2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points as measured by the WIDA assessment. Indicator 1: 12% of ELL will meet or exceed LAS growth expectations as measured by the beginning of year and end of year iteration of LAS Links. Indicator 2: Increase percentage of ELLs proficient on benchmark assessments from Quarter 1 to Quarter 4. Indicator 3: Increase the number of ELLs moving from level 1 to level 2 as measured by WIDA performance.
- Goal: Continuous Improvement of Instruction Measurable Goal: By June 2026, a combination of eight walkthroughs and/or observations will be completed for all teaching staff members. Indicator 1: Increase of total number of walkthroughs from June 2025 to June 2026. Indicator 2: Increase of staff earning a "3" in Domain 3: Instruction. Indicator 3: Two observations will be completed for all non-tenured staff and one observation will be completed for 50% of the remaining staff.

Action Step		Anticipated Start/Completion Date	
Use systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence-based.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Instructional Leadership Team	Not limited to: master schedule, Act 80 schedule, staff sign-in sheets, professional learning plan	Yes	
Action Step		Anticipated Start/Completion Date	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices to be student-centered.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers and Intervention Team	Not limited to: master schedule, Act 80 schedule, staff sign-in sheets, professional learning plan; Local assessments, Title I funds.	Yes	

Action Step		Anticipated Start/Completion Date	
Identify individual student needs and provide equitable supports.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Intervention Team, and Support Staff	Not limited to: Data Resources (i.e. STAR benchmarks, DIBELS); Support Staff; Intervention and Reading Specialist;	No	
Action Step		Anticipated Start/Completion Date	
Provide protected time for collaboration focused on individual student successes and areas for growth.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal	Not limited to: master schedule. Act 80 schedule, Professional Learning Plan	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the 2026 PSSA assessment, increase the percentage of 4th grade students proficient on Math PSSAs by 3% compared to the 2025 PSSA results. By the 2026 PSSA assessment, the percentage of students scoring proficient or advanced in reading/ELA will increase by 3 percentage points as compared to the 2025 PSSA results. By the end of the 2025-2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on DIBELS Alphabet Recognition subtest by at least 10 percentage points as compared to the beginning-of-the-year results. By the end of the 2025-2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points as measured by the WIDA assessment.	The leadership team will meet regularly as a team and monthly with grade level teams to review academic data (i.e. STAR benchmarks, DIBELS).

Action Plan For: Focus on Continuous Improvement of Instruction

Measurable Goals:
- Strategic Plan Priority 1, Goal 2: Algebra 1- Increase the percentage of students passing Algebra 1 by 9th grade. Goal: Improve Math Outcomes Measurable Goal: By the 2026 PSSA assessment, increase the percentage of 4th grade students proficient on Math PSSAs by 3% compared to the 2025 PSSA results. Indicator 1: Increase benchmark assessment proficiency from Quarter 1 to Quarter 4. Indicator 2: Decrease the number of students in below basic on the benchmark assessments from Quarter 1 to Quarter 4. Indicator 3: Increase the number of 4th grade students on grade level from Quarter 1 to Quarter 4. - Strategic Plan Priority 1, Goal 1: Third Grade Reading- Increase Literacy proficiency in grade 3. Goal: Improve Literacy Outcomes Measurable Goal: By the 2026 PSSA assessment, the percentage of students scoring proficient or advanced in reading/ELA will increase by 3 percentage points as compared to the 2025 PSSA results. Indicator 1: Increase benchmark assessment proficiency from Quarter 1 to Quarter 4. Indicator 2: Decrease the number of students in below basic on the benchmark assessments from Quarter 1 to Quarter 4. Indicator 3: Increase the number of 4th grade students on

grade level from Quarter 1 to Quarter 4.

- Strategic Plan Priority 1, Goal 1: Third Grade Reading- Increase Literacy proficiency in grade 3. Goal: Early Literacy Proficiency Measurable Goal: By the end of the 2025-2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on DIBELS Alphabet Recognition subtest by at least 10 percentage points as compared to the beginning-of-the-year results. Indicator 1: Increase students at or above benchmark from the beginning of the year to the end of the year results. Indicator 2: Decrease the number of students performing well below benchmark from the beginning of the year to the end of the year.
- Strategic Plan Priority 1, Goal 1: Third Grade Reading- Increase Literacy proficiency in grade 3. Goal: Improve English Language Growth & Attainment Measurable Goal: By the end of the 2025-2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points as measured by the WIDA assessment. Indicator 1: 12% of ELL will meet or exceed LAS growth expectations as measured by the the beginning of year and end of year iteration of LAS Links. Indicator 2: Increase percentage of ELLs proficient on benchmark assessments from Quarter 1 to Quarter 4. Indicator 3: Increase the number of ELLs moving from level 1 to level 2 as measured by WIDA performance.
- Goal: School-based Rounds Measurable Goal: By June 2026, 80% of teaching staff will participate in four school-based rounds Indicator 1: Maintain or increase teaching staff participation in school-based rounds from Quarter 1 to Quarter 2. Indicator 2: 80% or more staff will participate in 80% of school-led professional learning sessions Indicator 3: 80% or more teaching staff will earn a score of proficient on their Student Performance Measure (SPM).
- Goal: Continuous Improvement of Instruction Measureable Goal: By June 2026, a combination of eight walkthroughs and/or observations will be completed for all teaching staff members. Indicator 1: Increase of total number of walkthroughs from June 2025 to June 2026. Indicator 2: Increase of staff earning a "3" in Domain 3: Instruction. Indicator 3: Two observations will be completed for all non-tenured staff and one observation will be completed for 50% of the remaining staff.

Action Step		Anticipated Start/Completion Date	
Implementation of Instructional Rounds		2025-09-29	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	To Be Determined	No	
Action Step		Anticipated Start/Completion Date	
Conduct Walkthroughs and observations regularly based on the Danielson model.		2025-09-01	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal	PA-ETEP, Danielson Rubric	No	
Action Step		Anticipated Start/Completion Date	
Support teachers will implement high quality interventions in reading with fidelity.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Intervention and Reading Specialists	Voyager, mClass	No	
Action Step		Anticipated Start/Completion Date	

Provide professional learning opportunities for instruction and academic growth in literacy and math.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Director of Professional Development	Resources and programs specific to literacy and math; expert trainers to lead professional learning, title i funds.	Yes	
Action Step		Anticipated Start/Completion Date	
Ensure appropriate staffing to support instructional improvement to include intervention specialist and reading specialist.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Title I Funds for Salaries	No	
Action Step		Anticipated Start/Completion Date	
Purchase equitable supplemental materials and resources to support academic growth in math and literacy.		2025-07-01	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Supplemental resources and materials to support academic growth; Title I Funds	No	
Action Step		Anticipated Start/Completion Date	
Continue to purchase technology items to ensure that all students are 1:1 with technology needs.		2025-08-04	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal	Not limited to iPads, chromebooks, chargers; Title I Funds	No	
Action Step		Anticipated Start/Completion Date	
Provide extended learning and enrichment opportunities for students specific to literacy and/or math		2025-09-29	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Classroom Teacher, Intervention Team	Enrichment materials and partners; Title I Funds for staff salaries	No	
Action Step		Anticipated Start/Completion Date	
Instructional Leadership Team Meetings		2025-08-04	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal	Instructional Leadership Team members; Other materials not limited to: Data wise resources, professional books; Title I Funds for stipend.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the 2026 PSSA assessment, increase the percentage of 4th grade students proficient on Math PSSAs by 3% compared to the 2025 PSSA results. By the 2026 PSSA assessment, the percentage of students scoring	The leadership team will meet regularly and will meet monthly with the grade level teams to

proficient or advanced in reading/ELA will increase by 3 percentage points as compared to the 2025 PSSA results. By the end of the 2025-2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on DIBELS Alphabet Recognition subtest by at least 10 percentage points as compared to the beginning-of-the-year results. By the end of the 2025-2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points as measured by the WIDA assessment.	review students data.
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Action Plan For: Accommodations and Writing Supports for English Language Learners

Measurable Goals:
Strategic Plan Priority 1, Goal 1: Third Grade Reading- Increase Literacy proficiency in grade 3. Goal: Improve English Language Growth & Attainment Measurable Goal: By the end of the 2025-2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points as measured by the WIDA assessment. Indicator 1: 12% of ELL will meet or exceed LAS growth expectations as measured by the beginning of year and end of year iteration of LAS Links. Indicator 2: Increase percentage of ELLs proficient on benchmark assessments from Quarter 1 to Quarter 4. Indicator 3: Increase the number of ELLs moving from level 1 to level 2 as measured by WIDA performance.

Action Step		Anticipated Start/Completion Date	
Provide protected time for collaboration around student successes and areas of growth.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Master Schedule	No	
Action Step		Anticipated Start/Completion Date	
Provide protected time for instruction for English Language Learners.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Master Schedule	No	
Action Step		Anticipated Start/Completion Date	
Provide allowable test accommodations for English Language Learners for all benchmark assessments and LAS Links.		2025-08-25	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ESOL and classroom teachers	List of allowable accommodations for assessments	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the 2025-2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points as measured by the WIDA assessment.	Principal, Assistant Principals, and ESOL teachers will meet at the conclusion of each LAS assessment to review 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
Instructional Decision Making	Use systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence-based.
Instructional Decision Making	Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices to be student-centered.
Focus on Continuous Improvement of Instruction	Provide professional learning opportunities for instruction and academic growth in literacy and math.

Supporting Student Growth in Early Literacy, Reading, and Math

Action Step		
- Use systematic, collaborative planning process to ensure instruction is coordinated, aligned, and evidence-based. - Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices to be student-centered. - Provide professional learning opportunities for instruction and academic growth in literacy and math.		
Audience		
Jefferson Elementary School Staff		
Topics to be Included		
Instruction for growth in early literacy, reading, and math.		
Evidence of Learning		
Increased student proficiency/mastery in early literacy, reading, and/or math.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal	2025-08-18	2026-06-12

Learning Format

Type of Activities	Frequency
Inservice day	Based on ASD Professional Learning Schedule
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Workshop(s)	1 per semester
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Book study	1 per semester
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	

Data Protocols

Action Step		
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices to be student-centered.		
Audience		
Jefferson Elementary School Staff		
Topics to be Included		
Implementation of data protocols; data analysis; planning instruction based on student academic needs		
Evidence of Learning		
Increased student proficiency in early literacy, reading, and math.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal	2025-08-18	2026-06-12

Learning Format

Type of Activities	Frequency
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Inservice day	Based on ASD Professional Learning Schedule
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

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