

Profile and Plan Essentials

School		AUN/Branch
Roosevelt Elementary School		000002782
Address 1		
210 W. Susquehanna Street		
Address 2		
City	State	Zip Code
Allentown	PA	18103
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Vashanna Fraser-Johnson		
Principal Email		
fraserv@allentownsd.org		
Principal Phone Number		Principal Extension
484-765-4465		
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Alexis Ayache	Kindergarten Teacher	Roosevelt Elementary School	Ayachea@allentownsd.org
Victoria Banas	1st Grade Teacher	Roosevelt Elementary School	banasv@allentownsd.org
Jamie Wydock	2nd Grade Teacher	Roosevelt Elementary School	wydockj@allentownsd.org
Sara Jane Brace	3rd Grade Teacher	Roosevelt Elementary School	braces@allentownsd.org
Maritsa Grotenhuis	5th Grade Teacher	Roosevelt Elementary School	grotenhuism@allentownsd.org
Diann Garnett	ESOL Teacher	Roosevelt Elementary School	GarnettG@allentownsd.org
Deb Moyer	Special Education Teacher - Autistic Support	Roosevelt Elementary School	moyerdf@allentownsd.org
Lucy Reed	Reading Specialist	Roosevelt Elementary School	reedl@allentownsd.org
Yasainee Burton	Community School Coordinator	Roosevelt Elementary School - CIS	Burtony@allentownsd.org
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Julia Schneck	Special Education Teacher - Emotional Support	Roosevelt Elementary School	schneckj@allentownsd.org
Kara Skarka	School Counselor	Roosevelt Elementary School	Skarkak@allentownsd.org
Melissa Smith	District Level Leaders	Allentown School District	smithm@allentownsd.org
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Carol Birks	Chief School Administrator	Allentown school District	Birksc@allentownsd.org
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Jessica Arisa	Parent	Roosevelt Elementary School	arisa_21jmnc@verizon.net
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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
Math: Across 4th and 5th grades, students met or exceeded their PVAAS expected growth targets.	4th-grade students exceeded expected growth, and 5th-grade students met expected growth.
Math: Our Academic Growth score was 75% for all student groups. The Statewide average Growth score was 74.9%.	Our subgroup of students with disabilities was 87% percent which exceeds the statewide group. There was also a performance improvement compared to the previous year.
ELA: Two subgroups increase their proficiency in ELA for two consecutive years.	ELD Students increased by 13% in a two-year cycle. The number of Black students increased by 5% in the past year.

Challenges

Indicator	Comments/Notable Observations
ELA all student group is significantly below the state average.	Roosevelt percent proficient 21.1% State average 53.9%
The Mathematics/Algebra and ELA all-student group is below the state average.	Roosevelt percent proficient 12.6% State average 40.2%
Students who are not chronically absent are lower than the state average	Roosevelt Percent is 64.2% and the State average is 78.1%

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

Strengths

Indicator Mathematics/Algebra Growth ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Statewide average: 74.9% Overall Student growth: 75%
Indicator English Language Growth	Comments/Notable Observations Statewide average: 75.4% Students with

ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Disabilities 58% Hispanic student group: 58.%
Indicator English Learners and Black students showed increased performance in ELA from the previous year. proficiency ESSA Student Subgroups African-American/Black, English Learners	Comments/Notable Observations Black 16.1% to 21.9% English Learners: 15.6 to 22.9%
Indicator Students with disabilities showed increased growth in math. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations 86% to 87%

Challenges

Indicator All subgroups decreased in math proficiency ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations 72.1% of the school population is Hispanic. This is our largest subgroup. In math, they decreased from last year.
Indicator ELA: Combined Ethnicity, Hispanic, Economically Disadvantaged, and Students with Disabilities decreased in proficiency from the previous year. ESSA Student Subgroups Combined Ethnicity, Hispanic, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Our Hispanic population has stagnated for the past three years, between 25% and 22% in ELA
Indicator In science, we had a zero increase in proficiency or growth. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Growth: 50% and the statewide average is 74.7% Proficiency: 36.8% and the state average is 59.2%

Summary

Strengths

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

Math: Across 4th and 5th grades, students met or exceeded their PVAAS expected growth targets.
ELA: Two subgroups increase their proficiency in ELA for two consecutive years.

Students with disabilities showed increased growth in math.
All subgroups showed growth in attendance from the previous year.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

For Proficiency and Growth measures in both ELA and Math, our largest subgroup (Hispanics) did not improve from the previous school year.
All subgroups decreased in math proficiency

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS 8th Edition Kindergarten. Our overall composite score grew by 8% from BOY to EOY. Kindergarten attendance increased in each DIBELS sub-category as well.	Letter Name 19% to 38% Phonemic Awareness 11% to 1% Letter Sound 2% to 11%
Measuring STAR at or above proficiency levels as a school, we increased from 22% -> 29 % overall in grades 3, 4, & 5.	STAR Reading - Growth from Benchmark 1 - Benchmark 4 (At/Above) 3rd Grade - increase from 25% to 27% 4th Grade - increase from 20% to 24% 5th Grade - increase from 20% to 34%
STAR Math (Benchmarks 3-5th) Overall we demonstrated 5% growth between BM1 -BM4	I.
Star proficiency rate disaggregated by primary ethnicity. All of our major ethnicities increased from B1 - B4 (Black, Latinx (largest), multiple races, and white).	STAR Reading Proficiency Rate from Benchmark 1 - Benchmark 4 (At/Above) Comparison of primary ethnicity Asian: 100% (2/2) to 50% (1/2) Black: 30% (9/30) to 31% (9/29) Latinx: 21.4% (46/215) to 30.9% (76/246) Multiple races: 26.5% (13/49) to 30.8% (16/52) White: 36.8% (7/19) to 66.% (10/15)
7% on Grade Level and 41% on Grade Level	Kinder- 0%- 78% 1st- 0%- 55% 2nd 0%- 55% 3rd 0%- 9% 4th 0%-6% 5th 0%- 13%

English Language Arts Summary

Strengths

Fifth-grade students achieved a 14% increase in STAR ELA scores.
Kindergarten students demonstrated improvement in multiple areas of the DIBELS assessments.
The percentage of White students meeting proficiency increased from 36.8% (7 out of 19 students) to 66.7% (10 out of 15 students), and the Percentage of Mixed Race students meeting proficiency increased from 26.5% (13/49) to 30.8% (16/52)
Students with disabilities (Learning support) grew 18% from B1 to B4

Challenges

11% of Kindergarten students are at or above DIBELS Phonemic Awareness (PSF) screening.
ELA scores for our two largest ethnic groups are currently below 50%
2023-2024 STAR Reading: There was a decrease in the percentage of grade 3 students scoring proficient/advanced from BOY benchmark 1 (69%) to EOY benchmark 4 (67%).
Students in 4th and 5th grade showed only a 2% increase in proficiency on the STAR ELA assessment.

Mathematics

Data	Comments/Notable Observations
Star proficiency rate disaggregated by primary ethnicity.	STAR Reading Proficiency Rate from Benchmark 1 - Benchmark 4 (At/Above) Comparison of primary

All of our ethnicities increased from B1 - B4 (Asian, Black, Latinx (largest), Multiple Races, and White).	ethnicity Asian: 0% (0/2) to 50% (1/2) Black: 8.3% (2/24) to 18.2% (4/22) Latinx: 10.9% (17/156) to 28.7% (47/164) Multiple races: 17.6% (6/34) to 33.3% (11/33) White: 14.3% (2/14) to 45.5% (5/11)
Measuring STAR at or above proficiency levels as a school, we increased from 12% -> 29% overall in grades 3, 4, & 5.	STAR Math- Growth from Benchmark 1 - Benchmark 4 (At/Above) 3rd Grade - increase from 18% to 22% 4th Grade - increase from 9% to 33% 5th Grade - increase from 10% to 31%

Mathematics Summary

Strengths

Measuring STAR at or above proficiency levels as a school, we increased from 12% -> 29% overall in grades 3, 4, & 5.
Black students: Proficiency increased from 8.3% (2 out of 24 students) to 18.2% (4 out of 22 students). Latinx students: Proficiency increased from 10.9% (17 out of 156 students) to 28.7% (47 out of 164 students).

Challenges

Although 4th and 5th grades showed strong growth, starting proficiency levels were very low—only 9% and 10% of students were at or above grade level at the beginning of the year. The progress is encouraging, but most students remain below grade level, highlighting the need for ongoing, intensive support.
Only a 4% increase (from 18% to 22%) suggests minimal progress in the 3rd grade

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Students overall CDT Data decreased from Benchmark 1 and Benchmark 2	Students decreased in all categories

Science, Technology, and Engineering Education Summary

Strengths

Science Grade 4 - Biological Sciences- Students scored the highest on the CDT test in this section than others.

Challenges

More science data points are needed to support the grades

Related Academics

Career Readiness

Data	Comments/Notable Observations
College and Career Measures: 94.2% of students demonstrated meaningful engagement in career exploration and preparation aligned to the CEW Standards. This was a 1% increase. This increase is slightly below the state average.	Slightly Higher than the state average. The state average is 91.4%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

Teachers collaborate closely with our school counselor to ensure we meet and exceed the college and career readiness requirements.
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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.

Although our performance is above the state average, all subgroups experienced a decline in College and Career Readiness.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
7% of EL students were proficient or advanced by the end of the year benchmarks in ELA.	This growth is minimal in comparison to the state average.
5% of EL students were proficient or advanced by the end of the year benchmarks in math	This growth is minimal in comparison to the state average.

Students with Disabilities

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

Data	Comments/Notable Observations
5% of our students with disabilities were proficient or advanced on the end-of-year benchmark in English Language Arts/	This is minimal growth from the state average and a decrease from last year.
5% of our students with disabilities were proficient or advance on the end-of-year benchmark in math	This is minimal growth from the state average and a decrease from last year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA	% of our Economically Disadvantaged were proficient or advance on the end of year benchmark in ELA
Math	% of our students with disabilities were proficient or advance on the end of year benchmark in Math

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	27% of our black student were proficient or advance by the end of the year benchmarks in ELA. 65.7% of our black students demonstrated at or below typical growth in ELA. 14% of our black student were proficient or advance by the end of the year benchmarks in math 58.5% of our black students demonstrated at or below typical growth in math.
Hispanic	20.5% of our black student were proficient or advance by the end of the year benchmarks in Math. 58.8% of our black students demonstrated at or below typical growth in Math. 29% of our black student were proficient or advance by the end of the year benchmarks in Math. 60.5% of our black students demonstrated at or below typical growth in ELA.

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.

65.7% of our black students demonstrated at or below typical growth in ELA.
60.5% of our black students demonstrated at or below typical growth in ELA.

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.

STAR math proficiency is low
Hispanic sub-group decrease 65% in math star
Reading and Writing for English Learners

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Not Yet Evident
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Not Yet Evident
Identify and address individual student learning needs	Not Yet Evident
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Not Yet Evident
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Not Yet Evident

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	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	Operational

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	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?

61.9% of staff believe this school provides a welcome environment.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Identify professional learning needs through analysis of a variety of data (surveyed staff to determine professional development. Needs, through walkthroughs and observations, admin. Identified needs across grade levels, offered an Ed Camp for teachers to self-select PD options that best fit their needs.

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?

Continue to identify and address individual student learning needs
Continue to use multiple professional learning designs to support the learning needs of staff
Continue to monitor and evaluate the impact of professional learning on staff practices and student learning
Implement evidence-based strategies to engage families to support learning

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Math: Across 4th and 5th grades, students met or exceeded their PVAAS expected growth targets.	True
ELA: Two subgroups increase their proficiency in ELA for two consecutive years.	False
Students with disabilities showed increased growth in math.	True
Fifth-grade students achieved a 14% increase in STAR ELA scores.	False
Kindergarten students demonstrated improvement in multiple areas of the DIBELS assessments.	True
Teachers collaborate closely with our school counselor to ensure we meet and exceed the college and career readiness requirements.	False
Measuring STAR at or above proficiency levels as a school, we increased from 12% -> 29% overall in grades 3, 4, & 5.	False
Science Grade 4 - Biological Sciences- Students scored the highest on the CDT test in this section than others.	False
Black students: Proficiency increased from 8.3% (2 out of 24 students) to 18.2% (4 out of 22 students). Latinx students: Proficiency increased from 10.9% (17 out of 156 students) to 28.7% (47 out of 164 students).	False
60.5% of our black students demonstrated at or below typical growth in ELA.	False
65.7% of our black students demonstrated at or below typical growth in ELA.	False
All subgroups showed growth in attendance from the previous year.	False
The percentage of White students meeting proficiency increased from 36.8% (7 out of 19 students) to 66.7% (10 out of 15 students), and the Percentage of Mixed Race students meeting proficiency increased from 26.5% (13/49) to 30.8% (16/52)	False
Students with disabilities (Learning support) grew 18% from B1 to B4	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
	False
Identify professional learning needs through analysis of a variety of data (surveyed staff to determine professional development. Needs, through walkthroughs and observations, admin. Identified needs across grade levels, offered an Ed Camp for teachers to self-select PD options that best fit their needs.	False
	False
61.9% of staff believe this school provides a welcome environment.	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
All subgroups decreased in math proficiency	False
For Proficiency and Growth measures in both ELA and Math, our largest subgroup (Hispanics) did not improve from the previous school year.	False
11% of Kindergarten students are at or above DIBELS Phonemic Awareness (PSF) screening.	True
Although 4th and 5th grades showed strong growth, starting proficiency levels were very low—only 9% and 10% of students were at or above grade level at the beginning of the year. The progress is encouraging, but most students remain below grade level, highlighting the need for ongoing, intensive support.	False
Only a 4% increase (from 18% to 22%) suggests minimal progress in the 3rd grade	False
ELA scores for our two largest ethnic groups are currently below 50%	True
2023-2024 STAR Reading: There was a decrease in the percentage of grade 3 students scoring proficient/advanced from BOY benchmark 1 (69%) to EOY benchmark 4 (67%).	True
Although our performance is above the state average, all subgroups experienced a decline in College and Career Readiness.	False
Continue to identify and address individual student learning needs	False
Implement evidence-based strategies to engage families to support learning	False
Continue to use multiple professional learning designs to support the learning needs of staff	False
	False
Students in 4th and 5th grade showed only a 2% increase in proficiency on the STAR ELA assessment.	False
Continue to monitor and evaluate the impact of professional learning on staff practices and student learning	False
STAR math proficiency is low	False
Reading and Writing for English Learners	False
Hispanic sub-group decrease 65% in math star	False
More science data points are needed to support the grades	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.

How can we support our new hires and continue with high expectations for all students?

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
11% of Kindergarten students are at or above DIBELS Phonemic Awareness (PSF) screening.		True
ELA scores for our two largest ethnic groups are currently below 50%	Strengthen Tier 1 instruction (standards-aligned) and Tier 2 interventions to address individual student needs.	True
2023-2024 STAR Reading: There was a decrease in the percentage of grade 3 students scoring proficient/advanced from BOY benchmark 1 (69%) to EOY benchmark 4 (67%).		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Kindergarten students demonstrated improvement in multiple areas of the DIBELS assessments.	The improvement in Kindergarten DIBELS scores can guide effective instructional strategies and interventions for other grades. Sharing these successful practices across teams can help address literacy challenges schoolwide.
Math: Across 4th and 5th grades, students met or exceeded their PVAAS expected growth targets.	The strong math growth in 4th and 5th grades can be used to identify and replicate effective instructional strategies in lower grades. These practices can also support targeted interventions where math growth is below expectations.
Students with disabilities showed increased growth in math.	Overall, we are showing a growth in Math.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to strengthen Tier 1 phonemic awareness instruction and provide targeted interventions to ensure early literacy readiness for all Kindergarten students.
	We must implement culturally responsive teaching practices and data-driven supports to close achievement gaps and improve ELA outcomes for our largest ethnic student groups.
	We need to establish consistent progress monitoring and adjust instruction throughout the year to maintain and improve reading proficiency from the beginning to the end of the school year.

Goal Setting

Priority: We need to strengthen Tier 1 phonemic awareness instruction and provide targeted interventions to ensure early literacy readiness for all Kindergarten students.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from {baseline Percentage} to {target percentage} as measured by the Kindergarten DIBELS Composite Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 3 by 30% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 3 by 25% Indicator 3: Decrease the number of students below basic			
Measurable Goal Nickname (35 Character Max)			
Early Literacy			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
DIBELS Assessment to be determined at baseline.	DIBELS Assessment proficiency will increase by 10%	DIBELS Assessment proficiency will increase by 20%	DIBELS Assessment proficiency will increase by 30%

Priority: We must implement culturally responsive teaching practices and data-driven supports to close achievement gaps and improve ELA outcomes for our largest ethnic student groups.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Priority 1: Academic Excellence. Goal 4: The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. By June 2026, decrease Chronic Absenteeism from 34% to 20%. Indicator 1: Increase daily average attendance from 91% to 94% Indicator 2: Increase daily average attendance per quarter Indicator 3: Hold at least 4 Family Engagement Events			
Measurable Goal Nickname (35 Character Max)			
Attendance Outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
26%	21%	18%	16%

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2025, the average domain score for social emotional learning will increase to 3.33, as measured by student responses to the climate survey. Indicator 1: Increase the percentage of students who enjoy learning from 57.6% to 70% Indicator 2: Increase teachers' knowledge and confidence in SEL instruction from			

2.33 to 2.40 on the Climate Survey Indicator 3: Increase the percentage of students who report accepting people with different perspectives from 62% to 75%			
Measurable Goal Nickname (35 Character Max)			
School Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
3.2	3.25	3.30	3.33

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
Priority 5: Exceptional Workforce: Talent Management & Development: Goal 2: Increase the professional learning and growth opportunities for staff in all positions across the school. By June 2026, all new teachers and those changing grade levels will receive bi-weekly coaching, totaling at least 20 documented feedback sessions each, with 80% showing growth on ELA assessments Indicator 1: Increase the number of walkthroughs and observations on the PAETAP Observation Summary Indicator 2: 70% of teachers reported that coaching positively impacted their instruction (via short survey) Indicator 3: Increase the percentage of students who report understanding class material from 56% to 65% on student surveys			
Measurable Goal Nickname (35 Character Max)			
Professional Learning			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
STAR Assessment to be determined at baseline.	STAR Assessment proficiency will increase by 5%	STAR Assessment proficiency will increase by 10%	STAR Assessment proficiency will increase by 15%

Priority: We need to establish consistent progress monitoring and adjust instruction throughout the year to maintain and improve reading proficiency from the beginning to the end of the school year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase the percentage of students who demonstrate comprehension skills—such as answering questions, making inferences, and citing textual evidence—on Benchmark and STAR assessments. (State Standards: CC.1.2.3.B; CC.1.2.4.A & CC.1.2.5.A) Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 10% Indicator 3: Increase students' STAR proficiency by 25%			
Measurable Goal Nickname (35 Character Max)			
English Language Arts			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
STAR Assessment to be determined at baseline.	STAR Assessment proficiency will increase by 5%	STAR Assessment proficiency will increase by 10%	STAR Assessment proficiency will increase by 15%

Action Plan

Measurable Goals

Attendance Outcomes	School Climate and Culture
Early Literacy	Professional Learning
English Language Arts	Mathematics Proficiency

Action Plan For: Foster Respect, inclusivity, and collaboration

Measurable Goals: • Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from {baseline Percentage} to {target percentage} as measured by the Kindergarten DIBELS Composite Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 3 by 30% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 3 by 25% Indicator 3: Decrease the number of students below basic • Priority 1: Academic Excellence: Goal 2: Increase the percentage of students passing Algebra I by 9th Grade 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. Indicator 1: Increase students' STAR proficiency by 25% Indicator 2: Decrease the number in the below basics from Q1 to Q4 Indicator 3: Increase students' scores on Math Envision from {baseline Percentage} by 10% • Priority 1: Academic Excellence. Goal 4: The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. By June 2026, decrease Chronic Absenteeism from 34% to 20%. Indicator 1: Increase daily average attendance from 91% to 94% Indicator 2: Increase daily average attendance per quarter Indicator 3: Hold at least 4 Family Engagement Events • By June 2025, the average domain score for social emotional learning will increase to 3.33, as measured by student responses to the climate survey. Indicator 1: Increase the percentage of students who enjoy learning from 57.6% to 70% Indicator 2: Increase teachers' knowledge and confidence in SEL instruction from 2.33 to 2.40 on the Climate Survey Indicator 3: Increase the percentage of students who report accepting people with different perspectives from 62% to 75% • Priority 5: Exceptional Workforce: Talent Management & Development: Goal 2: Increase the professional learning and growth opportunities for staff in all positions across the school. By June 2026, all new teachers and those changing grade levels will receive bi-weekly coaching, totaling at least 20 documented feedback sessions each, with 80% showing growth on ELA assessments Indicator 1: Increase the number of walkthroughs and observations on the PAETAP Observation Summary Indicator 2: 70% of teachers reported that coaching positively impacted their instruction (via short survey) Indicator 3: Increase the percentage of students who report understanding class material from 56% to 65% on student surveys • Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase the percentage of students who demonstrate comprehension skills—such as answering questions, making inferences, and citing textual evidence—on Benchmark and STAR assessments. (State Standards: CC.1.2.3.B; CC.1.2.4.A & CC.1.2.5.A) Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 10% Indicator 3: Increase students' STAR proficiency by 25%

Action Step	Anticipated Start/Completion
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		Date	
Implement Harmony Curriculum (SEL) & Rebuild PBIS and increase Bullying Prevention		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Vashanna Fraser-Johnson	Harmony Curriculum Harmony Professional Development Incentives	Yes	
Action Step		Anticipated Start/Completion Date	
Hallway Huddies		2025-12-09	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Vashanna Fraser Austin Renzi Andrew Polinchak	Certificates Incentives	No	
Action Step		Anticipated Start/Completion Date	
P.O.D.s (Professional Ongoing Development)		2025-09-08	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Vashanna Fraser Austin Renzi Andrew Polinchak	Data Tracking Spreadsheets Culture of Growth by Mary Murphy Anchor Chart Paper Markers	Yes	
Action Step		Anticipated Start/Completion Date	
Increase Parent Engagement activities, Workshops, Bear Builders, and activities		2025-09-09	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Yasinee Burton	Informational Packets Translators Transportation Dinner Child care	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease chronic absenteeism.	Attendance Data

Action Plan For: Boost Literacy through Diverse reading, Writing, and personalize intruction

Measurable Goals:
- Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from {baseline Percentage} to {target percentage} as measured by the Kindergarten DIBELS Composite Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 3 by 30% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 3 by 25% Indicator 3: Decrease the number of students below basic - Priority 5: Exceptional Workforce: Talent Management & Development: Goal 2: Increase the professional learning and growth opportunities for staff in all positions across the school. By June 2026, all new teachers and those changing grade levels will receive bi-weekly coaching, totaling at least 20 documented

feedback sessions each, with 80% showing growth on ELA assessments Indicator 1: Increase the number of walkthroughs and observations on the PAETAP Observation Summary Indicator 2: 70% of teachers reported that coaching positively impacted their instruction (via short survey) Indicator 3: Increase the percentage of students who report understanding class material from 56% to 65% on student surveys

- Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase the percentage of students who demonstrate comprehension skills—such as answering questions, making inferences, and citing textual evidence—on Benchmark and STAR assessments. (State Standards: CC.1.2.3.B; CC.1.2.4.A & CC.1.2.5.A) Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 10% Indicator 3: Increase students' STAR proficiency by 25%

Action Step		Anticipated Start/Completion Date	
School-Based Rounds		2025-11-10	2026-02-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lucy Reed - Reading Specialist Jill Logan - Intervention Specialist Vashanna Fraser- Principal Austin Renzi - Assistant Principal Andrew Polinchak - Assistant Principal	Anchor Charts Coverage support	No	
Action Step		Anticipated Start/Completion Date	
Enhance Word Awareness to Support Literacy Development		2025-11-03	2026-03-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lucy Reed Jill Logan Vashanna Fraser-Johnson	Materials for Spelling Bee Spelling Journals Word Mapping and Visualization PD of Phonic Instruction Differentiated Phonics Instruction for Maximum Impact by Wiley Blevins	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase STAR Proficiency Scores	Data meetings

Action Plan For: Integrated Support System for Student Success

Measurable Goals:
• Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 Increase the percentage of Kindergarten students

demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from {baseline Percentage} to {target percentage} as measured by the Kindergarten DIBELS Composite Indicator 1: Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 3 by 30% Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 3 by 25% Indicator 3: Decrease the number of students below basic

- Priority 1: Academic Excellence: Goal 2: Increase the percentage of students passing Algebra I by 9th Grade 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. Indicator 1: Increase students' STAR proficiency by 25% Indicator 2: Decrease the number in the below basics from Q1 to Q4 Indicator 3: Increase students' scores on Math Envision from {baseline Percentage} by 10%
- Priority 1: Academic Excellence. Goal 4: The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism. By June 2026, decrease Chronic Absenteeism from 34% to 20%. Indicator 1: Increase daily average attendance from 91% to 94% Indicator 2: Increase daily average attendance per quarter Indicator 3: Hold at least 4 Family Engagement Events
- By June 2025, the average domain score for social emotional learning will increase to 3.33, as measured by student responses to the climate survey. Indicator 1: Increase the percentage of students who enjoy learning from 57.6% to 70% Indicator 2: Increase teachers' knowledge and confidence in SEL instruction from 2.33 to 2.40 on the Climate Survey Indicator 3: Increase the percentage of students who report accepting people with different perspectives from 62% to 75%
- Priority 5: Exceptional Workforce: Talent Management & Development: Goal 2: Increase the professional learning and growth opportunities for staff in all positions across the school. By June 2026, all new teachers and those changing grade levels will receive bi-weekly coaching, totaling at least 20 documented feedback sessions each, with 80% showing growth on ELA assessments Indicator 1: Increase the number of walkthroughs and observations on the PAETAP Observation Summary Indicator 2: 70% of teachers reported that coaching positively impacted their instruction (via short survey) Indicator 3: Increase the percentage of students who report understanding class material from 56% to 65% on student surveys
- Priority 1: Academic Excellence. Goal 1 Third Grade Reading- Increase Literacy Proficiency in Grade 3 By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results. Indicator 1: Increase the percentage of students who demonstrate comprehension skills—such as answering questions, making inferences, and citing textual evidence—on Benchmark and STAR assessments. (State Standards: CC.1.2.3.B; CC.1.2.4.A & CC.1.2.5.A) Indicator 2: Decrease the number of students in below basic from Quarter 1 to Quarter 4 by 10% Indicator 3: Increase students' STAR proficiency by 25%

Action Step		Anticipated Start/Completion Date	
Redesign MTSS Systems		2025-09-02	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jill Logan Vashanna Fraser	Data Spreadsheets Voygor	No	
Action Step		Anticipated Start/Completion Date	
IncludED Professional Learning - a Group for Special Education		2025-09-23	2026-04-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Stephanie M Greczek Vashanna Fraser	Anchor Chart Sensory Materials Calming Corner Materials Desclation materials Mats	No	

Action Step		Anticipated Start/Completion Date	
After-school program (Math and ELA)		2025-09-02	2026-04-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lucy Reed	Materials for students Snack/Dinner Materials for Academics Materials for enrichment activities	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase STAR Proficiency Scores	Data meetings

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Foster Respect, inclusivity, and collaboration	Implement Harmony Curriculum (SEL) & Rebuild PBIS and increase Bullying Prevention
Foster Respect, inclusivity, and collaboration	P.O.D.s (Professional Ongoing Development)
Boost Literacy through Diverse reading, Writing, and personalize instruction	Enhance Word Awareness to Support Literacy Development

Implement Harmony Curriculum (SEL)

Action Step		
Implement Harmony Curriculum (SEL) & Rebuild PBIS and increase Bullying Prevention		
Audience		
Prek-5 Teachers		
Topics to be Included		
S.E.L. instruction and building relationships		
Evidence of Learning		
Decrease infractions and increase climate surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Vashanna Fraser	2025-08-20	2026-06-10

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

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

Teaching Diverse Learners in Inclusive Settings

Culture of Growth by Mary Murphy

Action Step		
P.O.D.s (Professional Ongoing Development)		
Audience		
Classroom Teachers		
Topics to be Included		
Collaboration and team building. Growth Mindset		
Evidence of Learning		
Increase scores on Rubric		
Lead Person/Position	Anticipated Start	Anticipated Completion
Vashanna fraser Sara Jane Brace	2025-08-04	2026-06-10

Learning Format

Type of Activities	Frequency
Book study	Month
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Enhance Word Awareness to Support Literacy Development

Action Step		
Enhance Word Awareness to Support Literacy Development		
Audience		
K-2 Teachers		
Topics to be Included		
Differentiating Phonics Instruction for Maximum Impact: How to Scaffold Whole-Group Instruction So All Students Can Access Grade-Level Content		
Evidence of Learning		
Increase DIBLES Scores		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lucy Reed	2025-08-26	2026-02-25

Learning Format

Type of Activities	Frequency
Book study	Bi weekly

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Approvals & Signatures

Uploaded Files

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