

DIRECTIONS: Complete the Planning Team and School Vision sections on this page. It corresponds to the READY section in the FRCPP.

Allentown School District 2026-2027 School Improvement Plan

Name of School	Trexler Middle School
Principal Name	Bob Morrow
Executive Director of Instructional Leadership	Tiffany Polek
ESSA Federal Designation	CSI

Planning Team

Guidance: All schools must include in their Planning Team: Chief School Administrator (Superintendent), principal, other school leaders, staff members, at least one parent, at least one community partner, and at least one student (if secondary level). Schools may want to utilize [this resource](#) to help develop a Planning Team.

Team Member Title	Team Member Name	Organization
Principal	Bob Morrow	Trexler
Assistant Principal	Sarah Belkoff	Trexler
Assistant Principal	Celysmar Oquendo	Trexler
Instructional Coach	Jacqueline Thorne	Trexler
Instructional Coach	Vickie Bennett	Trexler
Supervisor of Instruction	Heidi Becker	Trexler
Intervention Specialist	Johnna Ward	Trexler
Intervention Specialist	Shelbey Ziegler	Trexler
School-based Special Education Leader	Robin Suder	Trexler
School-based EL Teacher Leader	Andrea O'Brien	Trexler
School-based Climate Leader	Renee O'Neil	Trexler
School Counselor	Ted Sharpless	Trexler
School Counselor	Tiffany Pongracz	Trexler
Parent	Joanne Gerez	Trexler Parent
Community Member or Business Partner	Abby Martin	United Way/Trexler
District Level Leader	Tiffany Polek	NIC Leader
Superintendent (Chief School Administrator)	Dr. Carol D. Birks	Superintendent/CEO
School Counselor	Haley Kloap	Trexler
Home School Counselor	PJ Santos	Trexler

School Vision Statement

What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.) How is your school's vision focused on advancing equity?

Mission: Trexler Middle School is a connected community of learners, families, and educators that honors the unique needs and voices of students, celebrates this time in a child's life, and leads by example to foster strong moral character and academic excellence. Instructional Vision: Trexler students will thrive in high school, confront challenges with confidence, and create a career path for themselves that will make them well-rounded members of the community.

DIRECTIONS: Complete data statements (both strengths and challenges- at least one in each topic area) in all four sections below [Future Ready PA Index, Local Assessments, Related Academics, and Equity Considerations]. Once all data statements have been made, review the entire page to identify one prioritized challenge (by checking the box in column E) in each area of ELA, Math, English Language Growth and Proficiency, Attendance, Suspensions and Incidents, and Graduation Rates. The information on this sheet will be used to complete the SET section in the FRCPP.

Data Review

GUIDANCE: It is required that schools include data points (achievement and growth) from state and local assessments. This means that data statements are made about schoolwide and every student subgroup from the Future Ready PA Index, and from district and school level data. Data points should be disaggregated by student groups including economically disadvantaged students, English learners, students receiving special education services, and racial and ethnic groups. The statements should be low inference and include explicit reference to school year and data percentage. There should be an analysis of perception data (focus groups and surveys), and process data (schedules, attendance, behavioral, curricular, etc.). Additional information about data to be utilized will be provided in each section.

Future Ready PA Index Data (Dashboard Linked)

Only data from the Future Ready PA Index website may be used in the following section (use the link above to visit the dashboard and utilize the State Assessment Measures to review your data). Reflect on all data (both school-level and student subgroup level) available and discuss on data trends considered strengths and challenges. All student subgroups with a significant sample size must be discussed in all topic areas they have data. You can combine student subgroups with the same data trend into one statement, however, you must include their unique data in parentheses within the statement. You may use [THIS RESOURCE](#) to support the review of all data in the dashboard, however, only data in the State Assessment Measures may be used in the sections below. Additional data, such as PSSA Reporting Category, may be used in the Local Assessment section.

In order to meet compliance in the FRCPP on the SET-> Future Ready PA Index Section, you will need to have one "All Student Group" statement for each of the Topic areas below, and mark it a Strength or Challenge. You will also need at least one strength and one challenge statement for sub groups in each of the Topic areas below. * If you absolutely cannot find at least one Strength or Challenge in your data, you may write "There are no [strengths/challenges] in our data at this time." The Strength and Challenge summary sections on this page in the FRCPP will allow you to choose from all topic areas.

Exemplary data statements will identify who you are describing (All Student or Student Subgroups), what you are describing (the assessment or metric), the time period(s), and make comparisons to provide context. This is all necessary in the FRCPP to make sense as you progress through the system. Below, please find examples of a Strength and a Challenge statement.

(EX 1- Challenge) Our All Student Group has shown a 4% decrease in proficiency, as measured by the ELA PSSA, from Spring 2024 (16%) to Spring 2025 (12%).

(EX 2- Strength) Although our student subgroups (Economically Disadvantaged (3% to 7%), Students with Disabilities (4% to 5%), and Hispanic (12% to 14%)) have not met the interim goal/improvement target, they have all shown a year over year increase on the Math PSSA from Spring 2024 to Spring 2025.

Additional guidance can be found in the document, [Writing Strong Data Statements](#).

Topic	Students	Data Statement	Strength or Challenge	Priority
Proficient or Advanced in English Language Arts/Literature	All Student Group	In SY 24-25, 14.1% of students were proficient or advanced in ELA in comparison to the state average of 49%, as measured by the PSSA.	Challenge	☒
Proficient or Advanced in English Language Arts/Literature	African America/Blac	In SY 24-25, 11.5% of Trexler Middle School African American students were proficient or advanced in ELA as measured by the PSSA.	Strength	☐
Proficient or Advanced in English Language Arts/Literature	Hispanic	In SY 24-25, 12.4% of Trexler Middle School Hispanic students were proficient or advanced in ELA as measured by the PSSA.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	White	In SY 24-25, 27.8% of Trexler Middle School White students were proficient or advanced in ELA as measured by the PSSA.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	English Learners	In SY 24-25, 6.7% of Trexler Middle School English Learners students were proficient or advanced in ELA as measured by the PSSA.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Economically Disadvantaged	In SY 24-25, 13.8% of Trexler Middle School Economically Disadvantaged students were proficient or advanced in ELA as measured by the PSSA.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Students with Disabilities	In SY 24-25, 17% of Trexler Middle School Students with Disabilities were proficient or advanced in ELA as measured by the PSSA.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	All Student Group	In SY 24-25, 3.7% of students were proficient or advanced in Math, compared to the State average of 41.7%, as measured by the PSSA.	Challenge	☒
Proficient or Advanced in Mathematics/Algebra	African America/Blac	1% of Trexler Middle School economically disadvantaged students scored proficient or advanced on PSSA math/algebra for the 2024-2025 school year. This was down from 3% on the 2023-2024 PSSA math/Algebra.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	Hispanic	3% of Trexler Middle School economically disadvantaged students scored proficient or advanced on PSSA math/algebra for the 2024-2025 school year. This stayed the same at 3% on the 2023-2024 PSSA math/Algebra.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	White	22% of Trexler Middle School economically disadvantaged students scored proficient or advanced on PSSA math/algebra for the 2024-2025 school year. This was up from 17% on the 2023-2024 PSSA math/Algebra.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	Multi-Racial (not Hispanic)	3% of Trexler Middle School economically disadvantaged students scored proficient or advanced on PSSA math/algebra for the 2024-2025 school year. This was down from 4% on the 2023-2024 PSSA math/Algebra. (This total was one student scoring proficient or advanced each year.)	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	English Learners	3% of Trexler Middle School economically disadvantaged students scored proficient or advanced on PSSA math/algebra for the 2024-2025 school year. This was down from 4% on the 2023-2024 PSSA math/Algebra.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	Economically Disadvantaged	3% of Trexler Middle School economically disadvantaged students scored proficient or advanced on PSSA math/algebra for the 2024-2025 school year. This was down from 4% on the 2023-2024 PSSA math/Algebra.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	Asian (Not Hispanic)	33% of Trexler Middle School economically disadvantaged students scored proficient or advanced on PSSA math/algebra for the 2024-2025 school year. This was down from 43% on the 2023-2024 PSSA math/Algebra.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	Students with Disabilities	In SY 24-25, 5% of Trexler Middle School Students with Disabilities were proficient or advanced in Math as measured by the PSSA.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	In SY 24-25, students scored a yearly numeric value of 50 for annual academic growth (PVASS) in ELA.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	African America/Blac	In SY 24-25, African American/Black students scored a yearly numeric value of 65 for annual academic growth (PVASS) in ELA.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Hispanic	In SY 24-25, Hispanic students scored a yearly numeric value of 50 for annual academic growth (PVASS) in ELA.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	English Learners	In SY 24-25, English Learner students scored a yearly numeric value of 52 for annual academic growth (PVASS) in ELA.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Multi-Racial (not Hispanic)	N/A	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Economically Disadvantaged	In SY 24-25, Economically Disadvantaged students scored a yearly numeric value of 50 for annual academic growth (PVASS) in ELA.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	White	N/A	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Asian (Not Hispanic)	N/A	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Students with Disabilities	The student with disabilities subgroup has increased in value from 51 to 83 during the 23-24 to the 24-25 school year, as measured by PVAAS. This is above the PVAAS goal of 70.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	All Student Group	All students at Trexler Middle School did not meet their expected numeric value goal for growth of 70 with PVASS for the 2024-2025 school year, scoring a numeric value of 50.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	African America/Blac	African American students at Trexler Middle School did not meet their expected numeric value goal for growth of 70 with PVASS for the 2024-2025 school year, scoring a numeric value of 50.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic	Hispanic students at Trexler Middle School did not meet their expected numeric value goal for growth of 70 with PVASS for the 2024-2025 school year, scoring a numeric value of 68.	Challenge	☐

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	White	No recorded results for White students with expected numeric value growth for 2024-2025.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Multi-Racial (not Hispanic)	No recorded results for Multi-Racial students with expected numeric value growth for 2024-2025.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	English Learners	English Learners students at Trexler Middle School did meet their expected numeric value goal for growth of 70 with PVASS for the 2024-2025 school year, scoring a numeric value of 79.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Economically Disadvantaged	Economically Disadvantaged students at Trexler Middle School did not meet their expected numeric value goal for growth of 70 with PVASS for the 2024-2025 school year, scoring a numeric value of 50.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Students with Disabilities	The students with disabilities subgroup has a strong increase from 61 to 100, as measured by PVAAS.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Asian (Not Hispanic)	No recorded results for Asian students with expected numeric value growth for 2024-2025.	Challenge	☐
English Language Growth and Attainment	All Student Group	During the 2024–2025 school year, 11.4% of students met their interim growth targets.	Challenge	☒
English Language Growth and Attainment	Hispanic	During the 2024–2025 school year, 10.3% of students met their interim growth targets.	Challenge	☐
English Language Growth and Attainment	Economically Disadvantaged	During the 2024–2025 school year, 9.9% of students met their interim growth targets.	Challenge	☐
English Language Growth and Attainment	White	N/A	Challenge	☐
English Language Growth and Attainment	Multi-Racial (not Hispanic)	N/A	Challenge	☐
English Language Growth and Attainment	Asian (Not Hispanic)	N/A	Challenge	☐
English Language Growth and Attainment	English Learners	N/A	Challenge	☐
English Language Growth and Attainment	Students with Disabilities	N/A	Challenge	☐
Regular Attendance	All Students	From the 23/24 school year to the 24/25 school year, all students showed and increase in attendance by 2%.	Strength	☒
Regular Attendance	African America/Blac	From the 23/24 school year to the 24/25 school year, black/ african american students showed a decrease in attendance by 1.9%.	Challenge	☐
Regular Attendance	Hispanic	From the 23/24 school year to the 24/25 school year, hispanic students showed an increase in attendance by 2.5%	Strength	☐
Regular Attendance	English Learners	From the 23/24 school year to the 24/25 school year, English learners attendance decreased by 1.5%	Challenge	☐
Regular Attendance	Economically Disadvantaged	From the 23/24 school year to the 24/25 school year, economically disadvantaged students increased attendance by 3.9%	Strength	☐
Career Standards Benchmark	All Student Group	In SY 24-25, 98.9% of students met the career standards benchmark.	Strength	☐
Career Standards Benchmark	African America/Blac	In SY 24-25, 98.9% of students met the career standards benchmark.	Strength	☐
Career Standards Benchmark	Hispanic	In SY 24-25, 99.5% of students met the career standards benchmark.	Strength	☐
Career Standards Benchmark	English Learners	In SY 24-25, 100% of students met the career standards benchmark.	Strength	☐
Career Standards Benchmark	Economically Disadvantaged	In SY 24-25, 99.5% of students met the career standards benchmark.	Strength	☐

Local Assessment Data

In addition to reviewing data on the Future Ready PA Index, other state-sponsored and local formative data sources should be reviewed in order to better understand your school's performance on the Future Ready PA Index metrics. In this section, review local assessment data to gain a deeper understanding of patterns in student performance such as, Unit Assessments, Star, Aleks, Lexia, CDTs, DIBELS, etc. The [Abre Dashboards](#) will be useful. You may also use data found in other sections of the [Future Ready Index Dashboard](#) listed in the section above (such as PSSA Performance Categories). List the specific formative data source examined for each area and document your steering committee's comments and notable observations for each data source. Continue to analyze the data at school-level, grade-level, and student subgroup levels to identify trends.

In order to meet compliance in the FRCP on the SET-> Student Performance-> Local Assessment Section, you will need to have at least one strength and at least one challenge statement for each of the Topic areas below. *There are summary sections below each category that requires this * If you absolutely cannot find at least one Strength or Challenge in your data, you may write "There are no [strengths/challenges] in our data at this time."

Topic	Data Source	Data Statement	Strength or Challenge	Priority
English Language Arts	STAR	In Q3 of SY 25-26, 30.9% of students were proficient or advanced in ELA as measured by STAR. This represents an 8.4 increase from Q1 to Q3.	Strength	☐
English Language Arts	STAR	In Q3 of SY 25-26, 32.2% of students were proficient or advanced in ELA as measured by STAR. This represents an 9.7 increase from Q1 to Q4.	Challenge	☐
English Language Arts	Course Mojo	SY 25-26, Trexler 6th grade students incorporated course mojo to combine curriculum expectations and AI assistance to improve writing gains. Average weekly engagement of 90% of students in 6th grade used coursemojo for daily classroom objectives.		☐
Mathematics	STAR	In Q3 of SY 25-26, 15.1% of students were proficient or advanced in Math as measured by STAR. This represents an 7.2 increase from Q1 to Q3.	Challenge	☐
Mathematics	STAR	In Q3 of SY 25-26, 18.5% of students were proficient or advanced in ELA as measured by STAR. This represents an 10.6 increase from Q1 to Q4.	Challenge	☐
Science	CDT	2024–2025: The percentage of students on-track dropped by 3.2 percentage points between Benchmark 1 (10.4%) and Benchmark 2 (7.2%).	Challenge	☐
Science	CDT	2025–2026: On-track percentages showed slight growth from Benchmark 1 (8.1%) to Benchmark 2 (9.3%), before dipping slightly at Benchmark 3 (9.0%).	Challenge	☐
Science	CDT	Average scale scores in 2025–2026 consistently tracked lower than scores during the same benchmark periods in 2024–2025.	Challenge	☐

Related Academics Data

In addition to reviewing data on the Future Ready PA Index and local formative data sources in the content areas of English Language Arts, Mathematics, and Science, other data sources should be reviewed to further gain an even deeper understanding of your school's needs in areas that are related to core academics. List the specific data source examined, such as Smart Futures, PowerSchool, or a school level tracker, and document your steering committee's comments and notable observations for each data source. Once again, ensure that you are reviewing data trends at both school-level, grade-level and student subgroup levels when available.

In order to meet compliance in the FRCP on the SET-> Student Performance-> Related Academics Section, you will need to have at least **two** strength and at least **two** challenge statements among the totality of Topic areas below. *The summary section that requires at least two of each will allow you to choose from all of the topic areas* If you absolutely cannot find two Strengths or Challenges in your data, you may write "There are no [strengths/challenges] in our data at this time." *Your attendance, suspensions, and incidents data will be copied into the Health, Safety, and Physical Education section on the page.

Topic	Data Source	Data Statement	Strength or Challenge	Priority
Career Readiness	Future Ready Index	SY 25-26, 229 of 256 8th grade Trexler students (89%) met Career Readiness compliance standards.	Challenge	☒
Career Readiness	Future Ready Index	SY 25-26, implementation of AVID strategies with all grade levels improved career readiness opportunities.	Strength	☐
Career Readiness	Future Ready Index	SY 25-26, classroom teachers showed improvements with utilizing Smart Futures throughout the curriculums.	Strength	☐
Career Readiness	Future Ready Index	SY 25-26, improve capturing Trexler virtual and alternative student data as compared to students present daily in the classrooms.	Challenge	☐
Attendance	District Powerschool	SY 25-26, Trexler students had an increase in average daily attendance of 2.6 % for Q1 compared to Q1 for the 24-25 school year. (93.9% compared to 91.3%)	Challenge	☐
Attendance	District Powerschool	SY 25-26, Trexler students decrease in chronic absenteeism percentages Q1 by 6.5% compared to Q1 data from SY 24-25. (19.8% from 26.3%)	Challenge	☒
Attendance	District Powerschool	SY 25-26, Trexler students had an increase in average daily attendance of 1.3 % for Q4 compared to Q4 for the 24-25 school year. (91.6% compared to 90.3%)	Challenge	☐
Attendance	District Powerschool	SY 25-26, Trexler students decrease in chronic absenteeism percentages Q4 by 3.3% compared to Q4 data from SY 24-25. (28.3% from 31.6%)	Challenge	☐
Suspensions	Powerschool	SY 25-26, Trexler has 5 OSS incidents for Q1. This was a decrease in total OSS incidents from Q1 from the 24-25 school year. (6 ISS days)	Challenge	☐
Suspensions	Powerschool	SY 25-26, Trexler has 4 OSS student incidents for Q1. This was a decrease in total OSS student incidents from Q1 from the 24-25 school year. (6 ISS days)	Challenge	☐

Suspensions	Powerschool	SY 25-26, Trexler has 15 OSS student incidents for Q4. This was a increase in total OSS incidents from Q4 from the 24-25 school year. (11 ISS days)	Challenge	☒
Incidents	Powerschool	SY 25-26, Trexler has 100 ISS incidents for Q1. This was a decrease in ISS incidents for Q1 from the 24-25 school year. (153 ISS days)	Strength	☐
Incidents	Powerschool	SY 25-26, Trexler has 63 ISS student incidents for Q1. This was a decrease in ISS incidents from Q1 for the 24-25 school year. (87 ISS days)	Challenge	☐
Incidents	Powerschool	SY 25-26, Trexler has 103 ISS incidents for Q1. This was a decrease in total ISS incidents for Q4 from the 24-25 school year. (119 ISS days)	Challenge	☐
CSI Stakeholder Input Data				
In addition to reviewing the data listed above, it is important to review and include relevant input from your entire school community. The surveys and focus groups conducted by Mass Insight are linked below for this purpose.				
Data Source	Stakeholder Group	Reflection Statement	Strength or Challenge	Priority
SURVEY DATA DECK				
CSI Survey	Student Survey Data	SY 25-26, 28% of students agree/strongly agree that it is important to go to class every day.	Challenge	☐
CSI Survey	Staff Survey Data	SY 25-26, 49% of faculty and staff in the school trust each other.	Challenge	☐
CSI Survey	Family Survey Data	SY 25-26, 61% of families agree/disagree that there are opportunities for families to be involved with their child's	Strength	☒
CSI Survey	Family Survey Data	SY 25-26, 72% of families agree/disagree that adults at my child's school treat my child with respect.	Strength	☐
FOCUS GROUP THEMES				
CSI Focus Group	Student Focus Group	SY 25-26, students state that teachers are supportive and willing to help problem-solve in and out of the classro	Strength	☐
CSI Focus Group	Staff Focus Group	SY 25-26, staff states that growth in instructional practices has been observed since offering additional support	Strength	☐
CSI Focus Group	Student Focus Group	SY 25-26, students state guided and differentiated instruction is infrequent, leaving studentsfeeling like they mu	Challenge	☒
CSI Focus Group	Staff Focus Group	SY 25-26, staff states there is a desire for greater continuity/investment acrosssthe building regarding expectatio	Challenge	☐

DIRECTIONS: Complete all three sections (Essential Practice Ratings, Strengths and Challenges). Review your survey results that have been aggregated to the average score rating based on responses. The responses will be copied into the SET: Conditions for Leadership, Teaching, and Learning section in the FRCPP. The User Guide (linked in the header below) contains a description of each rating category, which may be used to develop discussion statements for the essential practices identified as strengths.

PA Essential Practices Self Evaluation				
Essential Practices			Rating	Definition of Rating
Focus on Continuous Improvement of Instruction	1	EP 01: Align curriculum, assessments, and instruction to the PA Standards	Operational	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Operational	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Emerging	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Empower Leadership	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging	Strategies to ensure a culture of high expectations for student success are evident in some, but not all, aspects of the school community.
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Emerging	The school has a defined theory of action or vision along with established goals and interim benchmarks, but a sense of ownership for the success of all students lies primarily with school leaders and some staff.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Provide Student-Centered Support Systems	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Emerging	The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Not Yet Evident	The school has established readiness for systems change and determined that MTSS implementation is desirable and feasible, but there is little evidence that implementation has begun.
	14	EP14: Implement evidence-based strategies to engage families to support learning	Operational	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Operational	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results.
Professional Learning	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).

Foster Quality Professional Learning	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

Challenges	
DIRECTIONS: Identify two-three essential practices related to your Final Why Statements on the Root Cause Analysis tab (they should not be rated Exemplary), which will be used to develop your priority statements in the GO: Analyzing (Strengths and Challenges) section of the FRCPP. Copy and paste the EP from columns C&D into the cells below.	
Challenge EP 1:	EP04: Identify and address individual student learning needs
Challenge EP 2:	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically
Challenge EP 3:	EP13: Implement a multi-tiered system of supports for academics and behavior

Strengths	
DIRECTIONS: Identify and analyze two essential practices rated Operational or Exemplary, that you consider strengths of your school [they will be checked off in the GO: Summary of Strengths and Challenges section of the FRCPP as your prioritized strength statements]. Next, add a discussion statement for each statement regarding "how these strengths can be leveraged in your efforts to improve the prioritized challenges"? What do we do well that we can leverage to improve our root causes? What do we do well that we can leverage to improve our root causes? These statements will be copied in the GO: Analyzing (Strengths and Challenges) section of the FRCPP.	
Strength Statement 1:	EP17: Use multiple professional learning designs to support the learning needs of staff Discussion Statement: By leveraging multiple professional learning designs, we can provide targeted training and collaborative opportunities for staff to better identify and address individual student needs. This varied professional development can also equip educators with the tools to foster a more positive, inclusive school environment and effectively implement a comprehensive multi-tiered system of supports for both academics and behavior.
Strength Statement 2:	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of LEA Discussion Statement: If we maintain and increase our partnerships with local businesses, community organizations, and other agencies, we will be able to better meet the needs of our students and families with proactive measures, which will result in a more positive and welcoming climate and culture.

DIRECTIONS: In the GO section of the FRCPP, you will enter your Priority Statements on the Analyzing (Strengths and Challenges) page, in the Analyzing Priority Challenges Section.

Priority Statements Development Worksheet (save copy in your SIP folder)

Review your finalized root causes and ask: What broader instructional, organizational, or engagement challenge appears across multiple root causes? A cross-cutting problem of practice should capture the broader challenge reflected across multiple root causes. It should not simply restate a root cause, identify a category, or describe a strategy. Once no more than three cross-cutting problems of practices are identified, write a priority statement to restate the primary root cause as an actionable statement. Your priority statements should answer the question of what practice, structure, or system do we need to change to better support educators, students, parents/guardians, or our community? **The formula should be " If we (System that needs to be addressed)>Then (shift in adult practice)>AND (student outcome)"**

Priority	Priority Statement (SY26-27)	District Aligned Focus Areas (ex: ELA, Math, Attendance, Grad Rate, etc.)
Priority #1	IF weekly morning meetings and professional learning opportunities are used to build teachers' capacity to analyze academic and language proficiency data and translate that information into differentiated Tier 1 instruction THEN teachers will consistently use academic and language proficiency data to differentiate Tier 1 instruction, implement responsive instructional practices, and address student learning needs while maintaining grade-level expectations, AND students will demonstrate improved achievement, growth, and language attainment.	ELA, Math, English Language Attainment
Priority #2	IF we cultivate conditions focusing on building relationships and "trust" within the school community, THEN teachers will have the skills to make all students feel safe, valued, & supported AND students will feel more connected in the school community.	Attendance and Suspensions/Incidents
Priority #3	IF we equip teachers with the skills to effectively respond to Level I incidents to shift student behavior, THEN we will improve classroom culture, decrease Level II behavioral incidents, AND reduce overall discipline referrals.	Suspensions and Incidents

Strategy 1

DIRECTIONS: Schools should identify an evidence-based strategy, aligned to improving the root cause named in the priority statement (no more than two strategies per priority statement). Please review District-wide expectations from the linked June ELLA Resources in cell B3, then identify the District-wide Expectation most closely aligned with your priority statement in cell C3 and the District-wide Focus in cell C4. Ex: Districtwide expectation - Explicit Instruction' Focus: We Do: Formative Assessment. DO NOT WRITE ANYTHING IN LINES 5 or 6- this will be entered by the Office of Performance Mangement and Accountability.

Next, think about what PA Essential Practices are related to the strategy and choose them in cell B8. Then identify what you will see, hear, or feel differently in your school when the strategy is being implemented successfully (anticipated outputs). You may use the look fors in the linked document in cell F7, to copy and paste into cell F8 as anticipated outputs.

Now it is time to build the plan! Think about what action steps need to be taken to implement the strategy with fidelity. You should think about if any **planning** needs to take place (development of materials, calendar, or protocols, scheduling updates, etc.), does any **training** need to occur (for leadership and/or staff), what actions should be identified that show **implementation** of the strategy (what will be communicated as look fors for staff implementing), are there any **components that will include families** in the success of the strategy/aligned to the strategy (workshops to support application at home, developing a universal language, etc.), what does **monitoring** of the action plan or benchmark metrics look like, and how will the school implement **feedback and revisions** to the strategy? As you identify discrete actionable steps that support implementing the evidence-based strategy with fidelity, think about what will be implemented within the 90 day break-downs, and if certain action steps should be repeated in multiple components (and perhaps modified within successive ones). All action steps need to identify a start and end date, a lead person (their position), materials/resoures needed, and whether the step requires PD.

Lastly, you will need to write a brief description of your plan for monitoring the implementation and evaluating the impact of your work. It must identify how you will know that the action steps are being monitored and how you will know you are meeting your quarterly targets. **Identify the people** (Who will be monitoring the implementation?), **methods** (How will you know the plan is being implemented?), and **the frequency** (When will the monitoring of implementation take place?).

Priority Statement (copy and paste from previous tab):		IF weekly morning meetings and professional learning opportunities are used to build teachers' capacity to analyze academic and language proficiency data and translate that information into differentiated Tier 1 instruction THEN teachers will consistently use academic and language proficiency data to differentiate Tier 1 instruction, implement responsive instructional practices, and address student learning needs while maintaining grade-level expectations, AND students will demonstrate improved achievement, growth, and language attainment.				
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):		Explicit Instruction				
District-wide Expectation Focus Area:		Differentiating instruction (ELA option 1) and Intentional Small Group (Math option 2)				
Evidence-based Strategy (PA Evidence Resource Center):		Job-Embedded Professional Learning and Instructional Coaching to Strengthen Differ				
Evidence Resource Center Tier:						
Related Essential Practices (check all that apply)				Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices		
EP04: Identify and address individual student learning needs, "EP05: Provide frequent, timely, and systematic feedback and support on instructional practices", EP07: Collectively shape the vision for continuous improvement of teaching and learning, "EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school", EP17: Use multiple professional learning designs to support the learning needs of staff				Lesson plans and observational data show evidenceof instructional planning that includes consideration of individual student needs. • Educators provide multiple options for students to demonstrate what they know and can do related to standards-aligned goals and learning targets. • School leaders engage in ongoing (weekly and daily) observations and formal and informal visits in classrooms, followed by the timely provision of constructive feedback to educators. • The school community maintains a consistent process for ensuring that the school's vision and mission drive decisions, school-level processes, practices, and classroom activities and inform the culture of the school. Educators develop skills relative to differentiating instruction and providing all students, including students with complex support needs, with meaningful access to high expectations, rigor, and grade level standards/ curriculum.		
Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Design and implement a year-long, responsive Professional Development (PD) Master Schedule.	7/1/2026	Continous	Principal/Assist ant Principals	ILT Shared document and list of PD/ Faculty meeting dates	Y

Launching & Baseline: 90 Day Plan	Organize weekly morning meetings focused on building teacher capacity to read, pair, synthesize, and create next steps based on academic, behavior, language, and attendance data: Schoolwide Data Tracker	7/1/2026	9/10/26- Data Collection Tracker Begins	Principal/Assistant Principals	School Wide Data Tracker (PD on how to use it, how to read data, what the data means)	Y
	Establish and begin weekly, structured collaborative planning space where interdisciplinary and specialized teacher teams use immediate data to co-design and execute the six specific framework tiers: Core, Just-in-Time Acceleration, Maintenance/Scaffolds, Corrective Instruction, Extensive Acceleration, and Enrichment.	7/1/2026	9/8/2026- "Paws to Plan" begins	ILT/Coaches	School Wide Data Tracker Special Education Department and ELD Department support for PD sessions (guiding teachers on differentiating, coplanning, SDI's, and new ELD protocol)	Y
	Establish a weekly, structured, PLC schedule with rotating "choice" learning opportunities	7/1/2026	9/9/26- PLC's Begin	ILT	ILT shared document	N
	ILT will collect data by visiting classrooms and observing schoolwide trends. Observations will be documented using a Data Collection Google Form and PAETEP. ILT will discuss trends and implement a continuous plan for improving Tier 1 instruction in classrooms and ensure that teachers incorporate strategies that support . The Data Collection Form will be modified as the year progresses and we identify look fors to focus on.	8/24/2026	Continuous	ILT/Coaches	Shared Walkthrough Tracker, Data Collection Form	N
	ILT will meet at least once per week to analyze the data gathered during instructional walkthroughs. These meetings will incorporate the Data Wise process. The meetings will conclude with a plan of action for the week, assigned number of classrooms to visit for each person in the ILT, an updated data collection form, and classroom celebrations/challenges. The coaches will use this data analysis to identify areas of growth and provide needed support. The data will be synthesized and shared in Wednesday morning PLC groups.	8/24/2026	Continuous	ILT/Assistant Principals	Shared Walkthrough Tracker, Data Collection Form, Data Wise	N
	ILT will schedule the first set of school-based instructional rounds for teachers to observe their peers by focusing on Trexler's Instructional Rounds Problem of Practice. The instructional coaches will meet with teachers prior to the school-based instructional rounds to give clear expectations and look fors protocol for each round. The ILT will meet to plan opportunities for teachers to debrief and reflect on their observations. Teachers will reflect on their own classroom practices and identify ways they can improve upon their Tier 1 instruction. Instructional coaches will facilitate follow-up conferences and observations to ensure teachers are implementing strategies to meet the Problem of Practice goal.	10/1/2026	11/1/2026	ILT	Learning walk template, instructional rounds materials, possible need for substitutes	
	Reviewing/Monitoring trends, and update PD calendar for Q2.	10/29/2026	1/22/2027	Principal/Assistant Principals		
	Get feedback and make adjustments to structured collaborative planning time where interdisciplinary and specialized teacher teams use immediate data to co-design and execute the six specific framework tiers: Core, Just-in-Time Acceleration, Maintenance/Scaffolds, Corrective Instruction, Extensive Acceleration, and Enrichment.	10/29/2026	1/22/2027	Principal/Assistant Principals		
	Continue the weekly, structured, PLC schedule with rotating "choice" learning opportunities. Provide opportunity to staff for feedback, to adjust learning opportunities based on needs and availability.	10/29/2026	6/11/2027	ILT/Coaches		

Monitoring & Adjusting: 90 Day Plan	ILT will continue to collect data by visiting classrooms and observing schoolwide trends. Observations will be documented using a Data Collection Google Form and PAETEP. ILT will discuss trends and implement a continuous plan for improving Tier 1 instruction in classrooms and ensure that teachers incorporate strategies that support . The Data Collection Form will be modified as the year progresses and we identify look fors to focus on.	10/29/2026	6/11/2027	ILT		
	ILT will continue meeting at least once per week to analyze the data gathered during instructional walkthroughs. These meetings will incorporate the Data Wise process. The meetings will conclude with a plan of action for the week, assigned number of classrooms to visit for each person in the ILT, an updated data collection form, and classroom celebrations/challenges. The coaches will use this data analysis to identify areas of growth and provide needed support. The data will be shared in Wednesday morning PLC group's.	continous	6/11/2027	ILT/Coaches		
	ILT will schedule the second set of school-based instructional rounds for teachers to observe their peers by focusing on Trexler's Instuctional Rounds Problem of Practice. The instructional coaches will meet with teachers prior to the school-based instructional rounds to give clear expectations and look fors protocol for each round. The ILT will meet to plan opportunities for teachers to debrief and reflect on their observations. Teachers will reflect on their own classroom practices and identify ways they can improve upon their Tier 1 instruction. Instructional coaches will facilitate follow-up conferences and observations to ensure teachers are implementing strategies to meet the Problem of Practice goal.	10/29/2026	6/11/2027	ILT/Assistant Principals		
ing: 90 Day Plan	Reviewing/Monitoring trends, and update PD calendar for Q3.	1/22/2027	6/11/2027	Principal/Assist ant Principals		
	Get feedback and make adjustments to structured collaborative planning time where interdisciplinary and specialized teacher teams use immediate data to co-design and execute the six specific framework tiers: Core, Just-in-Time Acceleration, Maintenance/Scaffolds, Corrective Instruction, Extensive Acceleration, and Enrichment.	1/22/2027	6/11/2027	Principal/Assist ant Principals		
	Continue the weekly, structured, PLC schedule with rotating "choice" learning opportunities. Provide opportunity to staff for feedback, to adjust learning opportunies based on needs and availability.	continous	6/11/2027	ILT/Coaches		
	ILT will continue to collect data by visiting classrooms and observing schoolwide trends. Observations will be documented using a Data Collection Google Form and PAETEP. ILT will discuss trends and implement a continuous plan for improving Tier 1 instruction in classrooms and ensure that teachers incorporate strategies that support . The Data Collection Form will be modified as the year progresses and we identify look fors to focus on.	continous	6/11/2027	ILT		

Deepening & Evaluating	ILT will continue meeting at least once per week to analyze the data gathered during instructional walkthroughs. These meetings will incorporate the Data Wise process. The meetings will conclude with a plan of action for the week, assigned number of classrooms to visit for each person in the ILT, an updated data collection form, and classroom celebrations/challenges. The coaches will use this data analysis to identify areas of growth and provide needed support. The data will be shared in Wednesday morning PLC group's.	continous	6/11/2027	ILT/Coaches		
	ILT will schedule the third set of school-based instructional rounds for teachers to observe their peers by focusing on Trexler's Instructional Rounds Problem of Practice. The instructional coaches will meet with teachers prior to the school-based instructional rounds to give clear expectations and look for protocol for each round. The ILT will meet to plan opportunities for teachers to debrief and reflect on their observations. Teachers will reflect on their own classroom practices and identify ways they can improve upon their Tier 1 instruction. Instructional coaches will facilitate follow-up conferences and observations to ensure teachers are implementing strategies to meet the Problem of Practice goal.	1/22/2027	6/11/2027	ILT/Assistant Principals		

Monitoring/Evaluation (Identify the people, methods, and the frequency)

Example: The steering committee will meet monthly to review the implementation tracker and determine what steps have been implemented, what challenges need to be addressed, and what action steps will be implemented in the upcoming month.

Our instructional leadership team will meet weekly to review current data trends while focusing two meetings a month to review the implementation tracker to determine what steps have been implemented, what challenges still need to be addressed, and what action steps will be implemented in the upcoming month. Additionally, in our bi-weekly meeting, we will identify and adjust stakeholders who are effective in the completion of each action step.

Strategy 2

DIRECTIONS: Schools should identify an evidence-based strategy, aligned to improving the root cause named in the priority statement (no more than two strategies per priority statement). Please review District-wide expectations from the linked June ELLA Resources in cell B3, then identify the District-wide Expectation most closely aligned with your priority statement in cell C3 and the District-wide Focus in cell C4. Ex: Districtwide expectation - Explicit Instruction' Focus: We Do: Formative Assessment. DO NOT WRITE ANYTHING IN LINES 5 or 6- this will be entered by the Office of Performance Mangement and Accountability.

Next, think about what PA Essential Practices are related to the strategy and choose them in cell B8. Then identify what you will see, hear, or feel differently in your school when the strategy is being implemented successfully (anticipated outputs). You may use the look fors in the linked document in cell F7, to copy and paste into cell F8 as anticipated outputs.

Now it is time to build the plan! Think about what action steps need to be taken to implement the strategy with fidelity. You should think about if any **planning** needs to take place (development of materials, calendar, or protocols, scheduling updates, etc.), does any **training** need to occur (for leadership and/or staff), what actions should be identified that show **implementation** of the strategy (what will be communicated as look fors for staff implementing), are there any **components that will include families** in the success of the strategy/aligned to the strategy (workshops to support application at home, developing a universal language, etc.), what does **monitoring** of the action plan or benchmark metrics look like, and how will the school implement **feedback and revisions** to the strategy? As you identify discrete actionable steps that support implementing the evidence-based strategy with fidelity, think about what will be implemented within the 90 day break-downs, and if certain action steps should be repeated in multiple components (and perhaps modified within successive ones). All action steps need to identify a start and end date, a lead person (their position), materials/resoures needed, and whether the step requires PD.

Lastly, you will need to write a brief description of your plan for monitoring the implementation and evaluating the impact of your work. It must identify how you will know that the action steps are being monitored and how you will know you are meeting your quarterly targets. **Identify the people** (Who will be monitoring the implementation?), **methods** (How will you know the plan is being implemented?), and **the frequency** (When will the monitoring of implementation take place?).

Priority Statement (copy and paste from previous tab):	IF we cultivate conditions focusing on building relationships and "trust" within the school community, THEN teachers will have the skills to make all students feel safe, valued, & supported AND students will feel more connected in the school community.
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Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Safety and Whole Child Development
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District-wide Expectation Focus Area:	
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Evidence-based Strategy (PA Evidence Resource Center):	
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Evidence Resource Center Tier:	
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Related Essential Practices (check all that apply)	Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices
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"EP06: Foster a culture of high expectations for success for all students, educators, families, and community members", EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. , EP16: Identify professional learning needs through analysis of a variety of data, "EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically", "EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA", "EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based"	• Regardless of culture, ability, life experience, socioeconomic status, or primary language, each student is expected to master grade-level expectations. • School leaders and educators develop and regularly communicate high expectations and goals for student and school outcomes, emphasizing all staff members' roles and accountabilities. • Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. • The school intentionally creates opportunities for students to build positive relationships with peers. • There is a documented system for rewarding positive student behavior and There is a documented system for responding to behavioral violations. • School leaders create opportunities for professional growth for all staff members, based on walk-through data, formal evaluations, and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills.
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Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
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Launching & Baseline: 90 Day Plan	All staff will engage in tiered framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism. The school's attendance team will meet every two weeks to review comprehensive attendance data, identify students exhibiting patterns of concern (e.g., unexcused absences, tardiness, early dismissals), and develop individualized and group intervention strategies. The school will implement a comprehensive building attendance plan in collaboration with the Home and School Visitor. This plan will include proactive measures such as parent communication, attendance incentives, and strategies for addressing barriers to attendance. The Home and School Visitor will play a key role in home visits and connecting families with necessary resources.	8/17/2026	6/11/2027	Assistant Principals and Home and School Visitor, Communities in Schools Coordinator, Communities in Schools Site Coordinator	Student incentives for good school attendance, Attendance Plan, PD to review attendance policies and procedures, PD surrounding impact of staff and culture/climate on student attendance	Y
	Staff will model, teach, and reinforce SEL skills and trust building while utilizing restorative practices and trauma-informed strategies, including classroom calming spaces.	8/17/2026	6/11/2027	ILT, Restorative Leadership Team, Communities in Schools Coordinator	ALL staff trained or re-trained (refreshed) in Restorative Practices. Resources for PD's: Trauma informed, calming corners supplies, fidgets, 7 Mindets curriculum, Creating Community Tracking Form	Y
	Leadership will conduct regular walkthroughs to observe specific culture and climate "look-fors," while tracking student discipline trends and parent outreach data.	8/24/2026	6/11/2027	ILT	Shared Walkthrough Tracker	N
	All staff will continue to engage in tiered framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism. The school's attendance team will meet every two weeks to review comprehensive attendance data, identify students exhibiting patterns of concern (e.g., unexcused absences, tardiness, early dismissals), and develop individualized and group intervention strategies. The school will implement a comprehensive building attendance plan in collaboration with the Home and School Visitor. This plan will include proactive measures such as parent communication, attendance incentives, and strategies for addressing barriers to attendance. The Home and School Visitor will play a key role in home visits and connecting families with necessary resources.	10/29/2026	6/11/2027	Assistant Principals and Home and School Visitor, Communities in Schools Coordinator, Communities in Schools Site Coordinator	Student incentives for good school attendance	
	Staff will continue to model, teach, and reinforce SEL skills and trust building while utilizing restorative practices and trauma-informed strategies, including classroom calming spaces.	10/29/2026	6/11/2027	ILT, Restorative Leadership Team, Communities in Schools Coordinator	ALL staff trained or re-trained (refreshed) in Restorative Practices. Resources for PD's: Trauma informed, calming corners supplies, fidgets, 7 Mindets curriculum, Creating Community Tracking Form	
	Leadership will continue to conduct regular walkthroughs to observe specific culture and climate "look-fors," (look fors will be edited based on quarterly need) while tracking student discipline trends and parent outreach data.	10/29/2026	6/11/2027	ILT	Shared Walkthrough Tracker	

Deepening & Evaluating: 90 Day Plan	Internal stakeholders will evaluate the effectiveness of the tiered framework for students and their families to improve regular attendance, deepening the impact of resources for students at risk of chronic absenteeism. The school's attendance team will meet every two weeks to evaluate comprehensive attendance data, assess the impact of individualized and group intervention strategies, and refine approaches for students exhibiting patterns of concern. The school will evaluate the comprehensive building attendance plan in collaboration with the Home and School Visitor, deepening proactive measures such as parent communication and attendance incentives. The Home and School Visitor will evaluate the impact of home visits and community connections to deepen family support.	1/22/2027	6/11/2027	Assistant Principals and Home and School Visitor, Communities in Schools Coordinator, Communities in Schools Site Coordinator	Student incentives for good school attendance	
	Staff will evaluate the effectiveness of and deepen the modeling, teaching, and reinforcing of SEL skills and trust building while utilizing restorative practices and trauma-informed strategies, including classroom calming spaces.	1/22/2027	6/11/2027	ILT, Restorative Leadership Team, Communities in Schools Coordinator	ALL staff trained or re-trained (refreshed) in Restorative Practices. Resources for PD's: Trauma informed, calming corners supplies, fidgets, 7 Mindets curriculum, Creating Community Tracking Form	
	Leadership will continue to conduct regular walkthroughs to observe specific culture and climate "look-fors," (look fors will be edited based on quarterly need) while tracking student discipline trends and parent outreach data.	1/22/2027	6/11/2027	ILT	Shared Walkthrough Tracker	
Monitoring/Evaluation (Identify the people, methods, and the frequency) Example: The steering committee will meet monthly to review the implementation tracker and determine what steps have been implemented, what challenges need to be addressed, and what action steps will be implemented in the upcoming month.						
Our instructional leadership team will meet weekly to review current data trends while focusing two meetings a month to review the implementation tracker to determine what steps have been implemented, what challenges still need to be addressed, and what action steps will be implemented in the upcoming month. Additionally, in our bi-weekly meeting, we will identify and adjust stakeholders who are effective in the completion of each action step.						

Strategy 3

DIRECTIONS: Schools should identify an evidence-based strategy, aligned to improving the root cause named in the priority statement (no more than two strategies per priority statement). Please review District-wide expectations from the linked June ELLA Resources in cell B3, then identify the District-wide Expectation most closely aligned with your priority statement in cell C3 and the District-wide Focus in cell C4. Ex: Districtwide expectation - Explicit Instruction' Focus: We Do: Formative Assessment. DO NOT WRITE ANYTHING IN LINES 5 or 6- this will be entered by the Office of Performance Mangement and Accountability.

Next, think about what PA Essential Practices are related to the strategy and choose them in cell B8. Then identify what you will see, hear, or feel differently in your school when the strategy is being implemented successfully (anticipated outputs). You may use the look fors in the linked document in cell F7, to copy and paste into cell F8 as anticipated outputs.

Now it is time to build the plan! Think about what action steps need to be taken to implement the strategy with fidelity. You should think about if any **planning** needs to take place (development of materials, calendar, or protocols, scheduling updates, etc.), does any **training** need to occur (for leadership and/or staff), what actions should be identified that show **implementation** of the strategy (what will be communicated as look fors for staff implementing), are there any **components that will include families** in the success of the strategy/aligned to the strategy (workshops to support application at home, developing a universal language, etc.), what does **monitoring** of the action plan or benchmark metrics look like, and how will the school implement **feedback and revisions** to the strategy? As you identify discrete actionable steps that support implementing the evidence-based strategy with fidelity, think about what will be implemented within the 90 day break-downs, and if certain action steps should be repeated in multiple components (and perhaps modified within successive ones). All action steps need to identify a start and end date, a lead person (their position), materials/resoures needed, and whether the step requires PD.

Lastly, you will need to write a brief description of your plan for monitoring the implementation and evaluating the impact of your work. It must identify how you will know that the action steps are being monitored and how you will know you are meeting your quarterly targets. **Identify the people** (Who will be monitoring the implementation?), **methods** (How will you know the plan is being implemented?), and **the frequency** (When will the monitoring of implementation take place?).

Priority Statement (copy and paste from previous tab):		IF we equip teachers with the skills to effectively respond to Level I incidents to shift student behavior, THEN we will improve classroom culture, decrease Level II behavioral incidents, AND reduce overall discipline referrals.					
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):		Safety and Whole Child Development					
District-wide Expectation Focus Area:							
Evidence-based Strategy (PA Evidence Resource Center):							
Evidence Resource Center Tier:							
Related Essential Practices (check all that apply)		Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices					
"EP06: Foster a culture of high expectations for success for all students, educators, families, and community members", EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. , EP16: Identify professional learning needs through analysis of a variety of data, "EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically", "EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA", "EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices"		• Regardless of culture, ability, life experience, socioeconomic status, or primary language, each student is expected to master grade-level expectations. • School leaders and educators develop and regularly communicate high expectations and goals for student and school outcomes, emphasizing all staff members' roles and accountabilities. Adult-student, adult-adult, and student-student interactions are positive, caring, and respectful. • The school intentionally creates opportunities for students to build positive relationships with peers. • There is a documented system for rewarding positive student behavior and There is a documented system for responding to behavioral violations. • School leaders create opportunities for professional growth for all staff members, based on walk-through data, formal evaluations, and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills.					
Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?	

Launching & Baseline: 90 Day Plan	Implement a data-driven, comprehensive behavior support initiative led by the school's behavioral specialist. Collaborating with the whole school community, community partners, and parents, the behavioral specialist will analyze weekly school-wide behavior data and trends to design, implement, and adjust targeted interventions. This initiative includes providing professional development to teachers for consistent application of positive behavior strategies across all settings, and offering individualized consultation to support teachers in managing challenging classroom behaviors.	8/17/2026		ILT team, Behavioral Specialist, Restorative Leadership Team, Communities in Schools Coordinator	Community partners/mentorships, Bulldog Behavior dashboard,	Y
	Teams will create a plan for awarding PBIS points when there is a substitute or absence on the team and dedicate team meeting time weekly to check PBIS point reports (points awarded by teacher), student points, barriers and successes. Teachers will facilitate conversations with students about their points and aid students in tracking their points throughout the school year.	8/24/2026	8/28/2026	ILT, Behavioral Specialist, Communities in Schools Coordinator	PBIS Rewards, Ready to Learn funding for PBIS, PD on how to use platform/building PBIS expectations	Y
	Train new and re-norm returning staff on observation and referral processes as well as how to respond to level 1, level 2, and level 3 behaviors. Include our tiered discipline process overview including who to contact for altercations, threats, and threat assessments. Review expectations surrounding contacts home and equip teachers with talking points to connect with families. Share explicit teacher expectations regarding classroom, hallway, and cafeteria behaviors.	8/24/2026	8/28/2026	Admin	Beginning of the year PD	Y
Monitoring & Adjusting: 90 Day Plan	Continue the data-driven, comprehensive behavior support initiative led by the school's behavioral specialist. Collaborating with the whole school community, community partners, and parents, the behavioral specialist will analyze weekly school-wide behavior data and trends to design, implement, and adjust targeted interventions. This initiative includes providing professional development to teachers for consistent application of positive behavior strategies across all settings, and offering individualized consultation to support teachers in managing challenging classroom behaviors.	10/29/2026	6/11/2027	ILT team, Behavioral Specialist, Restorative Leadership Team, Communities in Schools Coordinator	Community partners/mentorships, Bulldog Behavior dashboard,	
	Teams will meet to review and revise team plan created for awarding PBIS points when there is a substitute or absence on the team and dedicate team meeting time weekly to check PBIS point reports (points awarded by teacher), student points, barriers and successes. Teachers will facilitate conversations with students about their points and aid students in tracking their points throughout the school year.	10/29/2026	6/11/2027	ILT, Behavioral Specialist, Communities in Schools Coordinator	PBIS Rewards, Ready to Learn funding for PBIS, PD on how to use platform/building PBIS expectations	
	Provide staff with anonymous observations and referrals submitted by peers and have staff work in teams to break down the referrals, determine changes they would have made and identify skills to align for a more cohesive discipline experience.	10/29/2026	6/11/2027	ILT, Behavioral specialist	Powerschool	

Deepening & Evaluating: 90 Day Plan	Continue to deepen and evaluate the school's data-driven, comprehensive behavior support initiative led by the school's behavioral specialist. In collaboration with the entire school community, community partners, and families, the behavioral specialist will systematically evaluate weekly school-wide behavior data and trends to assess the effectiveness of current practices, identify emerging needs, and refine targeted interventions. This ongoing work includes strengthening the consistent implementation of positive behavior strategies through sustained professional learning for teachers across all school settings, providing individualized coaching and consultation to address complex classroom behaviors, and using data to monitor outcomes, inform continuous improvement, and ensure behavioral supports remain responsive to student and staff needs.	1/22/2027	6/11/2027	ILT team, Behavioral Specialist, Restorative Leadership Team, Communities in Schools Coordinator	Community partners/mentorships, Bulldog Behavior dashboard,	
	Teams will continue to evaluate and refine their existing plans for awarding PBIS points during substitute coverage or team member absences to ensure consistency and fidelity of implementation. During weekly team meetings, staff will analyze PBIS point reports (teacher-awarded points), review student point data, and reflect on trends, successes, and barriers to effective implementation. Teachers will continue to engage students in meaningful conversations about their progress, support them in monitoring and reflecting on their PBIS points throughout the school year, and use this information to reinforce positive behaviors. Teams will regularly evaluate the effectiveness of current PBIS practices, identify areas for improvement, and make data-informed adjustments to strengthen implementation and student outcomes.	1/22/2027	6/11/2027	ILT, Behavioral Specialist, Communities in Schools Coordinator	PBIS Rewards, Ready to Learn funding for PBIS, PD on how to use platform/building PBIS expectations	
	Continue to use anonymous peer-submitted observations and discipline referrals as a collaborative professional learning tool to evaluate and strengthen behavior management practices. Staff will work in teams to analyze referral scenarios, reflect on decision-making, identify alternative responses, and calibrate behavioral expectations to promote a more consistent and cohesive approach to student discipline. Teams will evaluate the impact of current classroom management practices on school culture, identify areas for growth, and make data-informed adjustments to strengthen classroom environments, improve consistency, and enhance positive student outcomes.	1/22/2027	6/11/2027	ILT, Behavioral specialist	Powerschool	
	Monitoring/Evaluation (Identify the people, methods, and the frequency) Example: The steering committee will meet monthly to review the implementation tracker and determine what steps have been implemented, what challenges need to be addressed, and what action steps will be implemented in the upcoming month. Our instructional leadership team will meet weekly to review current data trends while focusing two meetings a month to review the implementation tracker to determine what steps have been implemented, what challenges still need to be addressed, and what action steps will be implemented in the upcoming month. Additionally, in our bi-weekly meeting, we will identify and adjust stakeholders who are effective in the completion of each action step.					

Professional Development Plans

In your action plans, you identified Professional Development action steps (by marking "this is a PD step"). In this section of your plan, you will develop details and activities for professional learning for those action steps.

DIRECTIONS:

Professional Development activity name: List the strategies or content to be supported by the professional learning.

Action Step: What action step is the professional development activity part of?

Audience: List the stakeholder group(s) who will engage in the professional learning.

Topics to be Included: List the content on which the professional development will focus to build capacity for participants to implement the evidence-based strategy.

Evidence of Learning: Identify the tangible ways that participants will be expected to demonstrate their learning in their daily practice.

Lead Person/position: List the person or organization that will provide the professional learning.

Anticipated Timeframe: Identify the start and end dates for each professional learning activity.

Types of Activities: List the types of activities that will be offered for this professional development step.

Frequency of Activities: How often will the activities occur?

Observation and Practice Framework: Which Observation and Practice Framework components does this professional development activity align with? If a selection in the Observation and Practice Framework does not apply to your LEA, then leave the option in the default position of Choose a Observation and Practice Framework.

State Required Trainings: Is this activity providing development which count towards one of the State required trainings listed in the drop-down list. If a selection in the State Required Trainings does not apply, then leave the option in the default position of Select State Required Training Option.

Language and Literacy Acquisition for All Students (ACT 48)

Offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings (ACT 48)

Trauma Informed Training (ACT 18)

PD Plan #1

Professional Development Activity Name (Strategy(ies) Name)	Strengthening Tier 1 Instruction
Audience	All Instructional Staff to include Paraprofessionals
Topics to be Included	Explicit Instruction, Small Group Instruction, Scaffolding, Technology Intergration, Differentiation, Data Analysis, AVID Strategies
Evidence of Learning	Walkthrough Data
Lead Person/Position	ELA and Math coaches, principal, AP, Special Education Facilitator, SOIT, ILT, Office of Teaching and Learning
Anticipated Start	September 2026
Anticipated Completion	May 2027
Learning Format: Type of Activities	Whole Group Sessions, Small Flexible Groups, PLCs, Team Meetings
Frequency	Weekly
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #2

Professional Development Activity Name (Strategy(ies) Name)	Fostering a Positive Climate
Audience	All Instructional Staff to include Paraprofessionals, Safety and Security
Topics to be Included	Restorative Practices, Behavior Management Plans, Effective Parent Communication, Community Building
Evidence of Learning	Walkthrough Data
Lead Person/Position	Principal, AP, Behavioral Specialist, Special Education Facilitator, CIS Coordinator
Anticipated Start	September 2026
Anticipated Completion	May 2027
Learning Format: Type of Activities	Whole Group Sessions, Small Flexible Groups, PLCs, Team Meetings
Frequency	Weekly
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #3

Professional Development Activity Name (Strategy(ies) Name)	Inconsistent implementation of schoolwide behavior expectations and restorative practices.
Audience	All Instructional Staff to include Paraprofessionals, Safety and Security
Topics to be Included	Restorative Practices, Behavior Management Plans, Effective Parent Communication, Community Building
Evidence of Learning	Walkthrough Data, Powerschool data, behavior specialist monthly data, district data
Lead Person/Position	Principal, AP, Behavioral Specialist, Special Education Facilitator
Anticipated Start	September 2026
Anticipated Completion	May 2027
Learning Format: Type of Activities	Whole Group Sessions, Small Flexible Groups, PLCs, Team Meetings
Frequency	Weekly
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

DIRECTIONS: Review the suggested language below and ensure that it makes sense for your school. You may modify the language, but you may not modify the audiences.			
Communications Plan for School Improvement			
Guidance: The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.			
Audience	Communication Strategies	Purpose of Message	Anticipated Timeline
Teachers and Staff	Staff will be communicated with via email updates, all staff PDs, and weekly common planning times and PLCs.	A) The staff will be informed of the goals, strategies, and monitoring plan within the School Improvement Plan. They should be able to discuss the plan and what their involvement is in success. B) Schools can provide quarterly updates via monthly professional development sessions	A) Ongoing needs Assessment and whole school discussion format B) Staff meetings C) Quarterly Updates
Parents and Family Members	Parents and Family Members will be communicated with via meetings, Parent Square, and social media.	A) Schools will inform attendees about their School Improvement Plan, strategies implemented, when updates will be given, and opportunities to participate in the process. B) Schools will actively engage participants to identify needs to the school, suggested strategies, and prioritization of the needs. C) Schools will report to participants the finalized budget, discussing prioritized needs and strategies contained within the plan. D) Schools will provide Quarterly Updates to all stakeholders. SGC meetings are an encouraged venue for these updates.	A) Fall Title I Meeting B) Winter Title I Meeting C) Spring Title I Meeting D) SGC Meetings E) Public Review Meeting
Community Members	Community Members will be communicated with via meetings and social media.	A) SGC Meetings are an encouraged venue to provide opportunities for the community to voice the needs of the school, learn Quarterly Updates of progress, and offer feedback. B) Schools will actively engage participants to identify needs to the school, suggested strategies, and prioritization of the needs. C) Schools will hold a Public Review Meeting prior to submission of the plan every year.	A) SGC Meetings B) Winter Title I Meeting C) Coffee and Conversations
Students (secondary schools)	Students will be communicated with via meetings.	A) SGC Meetings are an encouraged venue to provide opportunities for the community to voice the needs of the school, learn Quarterly Updates of progress, and offer feedback.	A) SGC Meetings B) Student Assemblies

Goals and Targets

DIRECTIONS: Please review the guidance provided [HERE](#) and identify your target numbers to embed within the provided goal statements to reflect your school's historical data and your goals for the 26-27 school year, in alignment to achieve the 2030 District Strategic Goals. *****CALCULATE YOUR SCHOOL GOALS HERE***** (the calculator will help you determine the red Xs)

GOAL:	ELA (6-8)	Proficiency	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 20.1% of students will perform at Proficient or Advanced on the Spring 2027 ELA PSSA.	100% of students will participate in the 26-27 Q1 Star Reading assessment in order to determine a baseline proficiency (State Measured Proficient/Advanced) for the 26-27 school year.	There will be at least a 4% increase of students performing Proficient/Advanced from the baseline assessment on the 26-27 Q2 Star Reading Assessment.	There is no Q3 assessment administered.	There will be at least a 13% increase of students performing Proficient/Advanced from the baseline assessment on the 26-27 Q4 Star Reading Assessment.
			Actual Performance Met Target?				
GOAL:	ELA (6-8)	Growth	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			We will achieve a PVAAS Growth Score of at least 80 (or at least 1 standard deviation above average)	100% of students will participate in the 26-27 Q1 Star Reading assessment in order to determine a baseline proficiency (State Measured Proficient/Advanced) for the 26-27 school year.	There will be a median SGP of 65 on the Star Reading assessment measured from the 26-27 baseline to 26-27 Q2 administration.	There is no Q3 assessment administered.	There will be a median SGP of 65 on the Star Reading assessment measured from the 26-27 baseline to 26-27 Q4 administration.
			Actual Performance Met Target?				
GOAL:	Math (6-8)	Proficiency	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 9.7% of students will perform at Proficient or Advanced on the Spring 2027 Math PSSA.	100% of students will participate in the 26-27 Q1 Star Math assessment in order to determine a baseline proficiency (State Measured Proficient/Advanced) for the 26-27 school year.	There will be at least a 4% increase of students performing Proficient/Advanced from the baseline assessment on the 26-27 Q2 Star Math Assessment.	There is no Q3 assessment administered.	There will be at least a 13% increase of students performing Proficient/Advanced from the baseline assessment on the 26-27 Q2 Star Math Assessment.
			Actual Performance Met Target?				
GOAL:	Math (6-8)	Growth	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			We will achieve a PVAAS Growth Score of at least 80 (or at least 1 standard deviation above average)	100% of students will participate in the 26-27 Q1 Star Math assessment in order to determine a baseline proficiency (State Measured Proficient/Advanced) for the 26-27 school year.	There will be a median SGP of 65 on the Star Math assessment measured from the 26-27 baseline to 26-27 Q2 administration.	There is no Q3 assessment administered.	There will be a median SGP of 65 on the Star Math assessment measured from the 26-27 baseline to 26-27 Q4 administration.
			Actual Performance Met Target?				
GOAL:	EL Growth (K-12)		Q1 Target	Q2 Target	Q3 Target	Q4 Target	
			At least 15.9% of students will meet their growth targets on the 26-27 ACCESS assessment.	100% of eligible students will participate in the 26-27 Q1 Ellevation assessment in order to obtain baseline scores for the 26-27 school year.	At least 60% of eligible students will demonstrate growth of at least 0.3 from baseline Ellevation score	There is no Q3 assessment administered.	At least 60% of eligible students will demonstrate growth of at least 0.3 from baseline Ellevation score
			Actual Performance Met Target?				
GOAL:	Attendance		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 77% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 83% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least 81% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least 79% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 77% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.
			Actual Performance Met Target?				
GOAL:	Incidents (K-12)		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			There will be no more than 1101 incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 259 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 518 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 776 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 1024 at the end of 26-27 Q4.
			Actual Performance Met Target?				
GOAL:	Incidents (6-8)		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			There will be no more than 537 suspensions recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of suspensions is less than or equal to 126 at the end of 26-27 Q1.	The total number of suspensions is less than or equal to 252 at the end of 26-27 Q2.	The total number of suspensions is less than or equal to 378 at the end of 26-27 Q3.	The total number of suspensions is less than or equal to 495 at the end of 26-27 Q4.
			Actual Performance Met Target?				