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	Bridgeview Academy of Health, Science, Innovation, and
Principal Name	Jose Rosado
Executive Director of Instructional Leadership	Jennifer Bryant
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	Jose Rosado	Allentown SD
Assistant Principal	Braidyn Womer	Allentown SD
Supervisor of Instructional Technology	Melissa Routson	Allentown SD
Instructional Coach	Masaki Bolte	Allentown SD
School-based Special Education Leader	George Nonnemacher	Allentown SD
School-based EL Teacher Leader	Tracy Janavaris	Allentown SD
School Counselor	Francines Gomez Almonte	Allentown SD
School Counselor	Victor Delgado	Allentown SD
Parent	Kendra Newkirk	Parent
Community Member or Business Partner	Dan Bosket	Community Partner
Student (required for High Schools)	Ashanty Romero	Allentown SD
District Level Leader	Jennifer Bryant	Allentown SD
Superintendent (Chief School Administrator)	Dr. Carol D. Birks	Superintendent/CEO
Science Department Head	James Novak	Allentown SD
Social Studies Deparment Head	Megan Justice	Allentown SD
Math Department Head	Magen Witkowski	Allentown SD
English Department Head	Victoria Beers	Allentown SD

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?

Bridgeview Academy envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown 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 assesment 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	The All Student group has shown decline in ELA proficiency on the Keystone, decreasing from 33% in Spring 2024, to 31.2% in Spring 2025.	Challenge	☑
Proficient or Advanced in English Language Arts/Literature	Hispanic, Combined Ethnicity, English Learners	Our student subgroups (Hispanic (29.9% to 24.3%), English Learners (10.0% to 8.7%), and Combined Ethnicity (33.3% to 28.7%)) have not met the improvement target, they have all shown a year over year decrease on the ELA Keystone from Spring 2024 to Spring 2025.	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	All Student Group	The All student group demonstrate a year over year decline in Algebra 1 proficiency on the Keystone, decreasing from 10.5% in Spring 2024 and 5.3% in Spring 2025.	Challenge	☑
Proficient of Advanced in Mathematics/Algebra	English Learners, Hispanic, Combined Ethnicity	Our student subgroups (Hispanic (9.6% to 2.8%), English Learners (0% to 0%), and Combined Ethnicity (11.0% to 4.5%)) have not met the improvement target, they have all shown a year over year decrease on the Algebra 1 Keystone from Spring 2024 to Spring 2025.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	All Student Group earned an ELA growth score of 69.0 on the Future Ready PA Index in 2024–25, decreasing from 82.0 in 2023–24 and remaining below the statewide growth standard.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Economically Disadvantaged, Combined Ethnicity, English Learners	Our student subgroups (Economically Disadvantaged (82.0 to 68.0), English Learner (75.0 to 76.0), and Combined Ethnicity (80.0 to 68.0)) ELA growth scores decreased on the Future Ready PA Index in 2024–25 from 2023–24 and remain below the statewide growth standard.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Hispanic	Although Hispanic student subgroup has not met the growth target they have decreased less than the other subgroups (74.0 in 2023-2024 to 70.0 in 2024-2025).	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	All Student Group	All Student Group has increased in performance from previous year. (50.0 in 2023-2024 to 74.0 in 2024-2025)	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Economically Disadvantaged, Students with Disabilities, Hispanic	Our student subgroups (Hispanic (50.0 to 75.0), Economically Disadvantaged (50.0 to 70.0), Student with Disabilities (70.0 to 76.0), and Combined Ethnicity (50.0 to 76.0)) have increased in performance from 2023-2024 to 2024-2025.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	English Learners	Our English Learners exceeded the performance target with an increase from 74.0 in 2023-24 to 82.0 in 2024-25.	Strength	☐
English Language Growth and Attainment	All Student Group	All Student Group (6.5% to 8.1%) and student subgroups (Hispanic (5.4% to 7.2%), English Learner (6.5% to 8.1%), and Combined Ethnicity (5.4% to 7.1%)) have increased in performance from 2023-24 to 2024-25, however the percentage of students demonstrating growth (8.1%) is well below the state wide average of 32.4%.	Challenge	☑
English Language Growth and Attainment	English Learners, Hispanic, Combined Ethnicity		Challenge	☐
Regular Attendance	All Student Group	All student group (59.8% to 70.4%) and student subgroups (Black (63.8% to 78.6%), Hispanic (60.0% to 69.6%), White (55.6% to 68.2%), Economically Disadvantaged (55.6% to 69.4%), English Learner (57.1% to 77.3%), Student with Disabilities (52.1% to 62.9%), and Combined Ethnicitiy (60.3% to 70.5%) increased in performance from 2023-24 to 2024-25, however the percentage of students demonstrating growth (70.4%) is below the state wide average of 79.6%.	Challenge	☑
Regular Attendance	Combined Ethnicity, Hispanic, White, Students with Disabilities, African America/Blac, Economically Disadvantaged, English Learners		Challenge	☐
Career Standards Benchmark	All Student Group	All student group (0% to 93.5%) and student subgroups (Hispanic (0% to 93.2%) and Combined Ethnicity (0% to 95.8%)) increased in performance from 2023-24 to 2024-25, additionally groups were above statewide average (91.5%).	Strength	☐
Career Standards Benchmark	Hispanic, Combined Ethnicity		Strength	☐
High School Graduation Rate Four Year Cohort	All Student Group	All student group (79.8% to 83.6%) and student subgroups (Economically Disadvantaged (77.6% to 81.1%) and Combined Ethnicity (81% to 83%)) increased in performance from 2022-23 to 2023-24, however the graduation rate was below the statewide average of 88%.	Challenge	☑
High School Graduation Rate Four Year Cohort	Economically Disadvantaged, Combined Ethnicity		Challenge	☐

High School Graduation Rate Four Year Cohort	Hispanic	Hispanic subgroup graduation rate decreased in performance from 2022-23 to 2023-24 from 81.5% to 78.6%.	Challenge	☐

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 FRCPP 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 - All Student Group	On the Spring 2026 STAR Reading assessment, 22% of students scored at or above benchmark compared to 24% in Fall 2025, representing a 2 percentage point decrease across the school year to date.	Challenge	☐
English Language Arts	STAR - EL Learners	On the Spring 2026 STAR Reading assessment, 5% of students scored at or above benchmark compared to 4% in Fall 2025, representing a 1 percentage point increase across the school year to date.	Challenge	☐
English Language Arts	STAR - Students receiving special services	On the Spring 2026 STAR Reading assessment, 4% of students scored at or above benchmark compared to 8% in Fall 2025, representing a 4 percentage point decrease across the school year to date.	Challenge	☐
English Language Arts	STAR - 10th grade	On the Spring 2026 STAR Reading assessment, 29% of students scored at or above benchmark compared to 29% in Fall 2025, representing a 0 percentage change across the school year to date.	Challenge	☐
Mathematics	CDT - All Student Group	On the Spring 2026 CDT Algebra 1 assessment, 13% of students scored at or above benchmark compared to 13% in Fall 2025, representing a 0 percentage point change across the school year to date.	Challenge	☐
Mathematics	CDT - EL Learners	On the Spring 2026 CDT Algebra 1 assessment, 23% of students scored at or above benchmark compared to 18% in Fall 2025, representing a 5 percentage point increase across the school year to date.	Strength	☐
Mathematics	CDT - Students Receiving Special Services	On the Spring 2026 CDT Algebra 1 assessment, 0% of students scored at or above benchmark compared to 0% in Fall 2025, representing a 0 percentage point change across the school year to date.	Challenge	☐
Science	CDT			☐
Science				☐
Science				☐
Science				☐

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 Langage 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 FRCPP 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 Phyiscal Education section on the page.

Topic	Data Source	Data Statement	Strength or Challenge	Priority
Career Readiness	Beacon	94% of 11th grade students met the career readiness target.	Strength	☐
Attendance	PowerSchool (as of June 2026)	Regular attendance for all students decreased from 75% in 24-25 to 73% in 25-26.	Challenge	☐
Attendance	PowerSchool	91% average daily attendance for all students.	Strength	☐
Attendance	PowerSchool	All cohorts 90% or better average daily attendance. (9th-92%, 10th-90%, 11th-92%, 12th-90%)	Strength	☐
Suspensions	PowerSchool	All student group had 6 total suspensions for 2025-26 a decrease from 17 total suspensions in 2024-25.	Strength	☐
Incidents	PowerSchool	Total number of incidents decreased from 257 (24-25) to 130 (25-26).	Strength	☐

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
BRIDGEVIEW SURVEY DATA DECK				
CSI Survey	Students	Student survey responses indicate that students generally feel safe, respected by their teachers, and supported academically. Many students recognize that teachers maintain high expectations, provide meaningful feedback, and encourage collaboration and critical thinking.	Strength	☐
CSI Survey	Students	Responses related to peer interactions, classroom engagement, and consistency in instructional practices suggest opportunities to strengthen student-to-student relationships and increase active learning experiences.	Challenge	☐
CSI Survey	Families	Family feedback reflects a high level of confidence in the school. Families report that their children feel safe, are treated with respect, and receive a quality education. Communication about student progress and opportunities for family involvement were viewed positively.	Strength	☐
CSI Survey	Staff	Staff responses demonstrate a shared commitment to high expectations and student success, with many staff members recognizing a clear instructional vision and strong family partnerships.	Strength	☐
CSI Survey	Staff	The survey also highlights opportunities to strengthen collaboration, build greater trust among staff, improve consistency in schoolwide practices, and ensure teacher teams have sufficient time and purpose to support continuous improvement. These findings will help guide future professional learning and school improvement efforts.	Challenge	☑
BRIDGEVIEW FOCUS GROUP THEMES				

CSI Focus Group	Students	Student focus group feedback highlights a strong sense of belonging, safety, and trust at Bridgeview Academy. Students consistently described positive relationships with teachers and peers, noting that they feel comfortable being themselves and value the supportive school culture. Students also identified opportunities for growth, including earlier access to career and postsecondary exploration resources and an increased desire for recognition and incentives that celebrate academic success and positive contributions.	Strength	☐
CSI Focus Group	Staff	Staff focus group feedback reflects pride in the positive culture that has been maintained despite a year of significant transition. Teachers recognized supportive school leadership, collaboration among colleagues, and meaningful student growth, particularly through portfolio development.	Strength	☐
CSI Focus Group	Staff	Staff identified several priorities for improvement, including strengthening communication and responsiveness, establishing greater consistency in schoolwide expectations and behavior management, and increasing learning support staffing to better meet the needs of all students.	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**	**Emerging**	Time for collaboration between educators is scheduled, but limited to a few educators, grade levels, or subjects. Use of collaborative planning time is not structured or 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**	**Operational**	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7	**EP07: Collectively shape the vision for continuous improvement of teaching and learning**	**Operational**	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	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.**	**Emerging**	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. There is limited evidence of implementation of the schoolwide behavior plan.
	13	**EP13: Implement a multi-tiered system of supports for academics and behavior**	**Emerging**	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
	14	**EP14: Implement evidence-based strategies to engage families to support learning**	**Emerging**	Strategies to engage families are evident, but implementation is inconsistent.
	15	**EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA**	**Emerging**	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
essional	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 Challenges0 section of the FRCPP. Copy and paste the EP from columns C&D into the cells below.

Challenge EP 1:	**EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based**
Challenge EP 2:	**EP13: Implement a multi-tiered system of supports for academics and behavior**
Challenge EP 3:	**EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA**

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:	Bridgeview Academy has established consistent feedback systems through instructional rounds, walkthroughs, coaching, and PLCs that support teacher growth and instructional consistency. (EP05)	**Discussion Statement:**	These feedback structures can be focused on strengthening targeted interventions, differentiated instruction, and progress monitoring to improve student outcomes.
Strength Statement 2:	Staff collaboratively develop and implement a shared instructional vision through PLCs, leadership teams, and ongoing professional learning. (EP07)	**Discussion Statement:**	This collaborative culture can drive consistent implementation of intervention strategies, shared problem-solving, and continuous improvement across classrooms.

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 we strengthen teacher collaboration around competency based learning targets and power standards, normed assessments and ratings, student work protocols, and the use of exemplars; then teachers will implement more consistent, competency-aligned instructional and assessment practices and students will demonstrate greater clarity consistency and success in meeting portfolio expectations.	ELA, Math, Grad Rate
Priority #2	If we strengthen professional learning and teacher collaboration around targeted interventions, use of systems, individualized student growth monitoring, and special groups (ELD, LS) best practices; then teachers will efficiently and effectively identify and respond to students' learning and emotional needs and students will close foundational skill gaps and have increased positive behavior.	ELA, Math, ELD, Attendance, Climate and Culture, Grad Rate
Priority #3	If we strengthen professional learning around meaningful digital creation opportunities through our partnership with Verizon and Digital Promise THEN teachers will design and facilitate more innovative, student centered learning, experirences that leverage technology for creation, collaboration and problem solving AND students will demontrate increased engagement diigital fluency and real world applicaitions of ther learning.	ELA, Math, ELD, Attendance, Climate and Culture, Grad Rate

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 Dstrict-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 strengthen teacher collaboration around competency based learning targets and power standards, normed assessments and ratings, student work protocols, and the use of exemplars; then teachers will implement more consistent, competency-aligned instructional and assessment practices and students will demonstrate greater clarity consistency and success in meeting portfolio expectations.
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Explicit Instruction
District-wide Expectation Focus Area:	Teachers will implement standards-aligned Tier 1 instruction using explicit instruction, formative assessment, and flexible grouping while maintaining grade-level rigor. (Math, ELA) Teachers intentionally embed language development opportunities into grade-level instruction across content areas. (EL)
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
"EP 01: Align curriculum, assessments, and instruction to the PA Standards", "EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based", "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"	A systematic and documented process is used to collaboratively review the school's curriculum for alignment to state standards, district curriculum, and student needs. Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students. There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research- based practices. Classroom assessments are periodically reviewed to ensure alignment to grade-level expectations and learning targets and

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Share collaborative sites and calendars with department heads to utilize with teams.	August	September	Leadership	Shared collab calendar, Staff Guide, meeting agendas	N

Launching & Baseline: 90 Day Plan	Unpack/align competencies and identify priority power standards for each course/grade level	August	September	Coaches/ ILT	Priority standards document/Keystone eligible content, competency maps	N
	ILT team and department coaching meetings	September	June	Leadership/ ILT	ILT agendas, coaching action plans	N
	Develop coaching schedule and begin coaching cycles	September	June	Coaches	Coaching schedule, coaching tracker, walkthrough data	N
	Review instructional model and classroom expectations	August	September	Leadership	PD agenda, Staff Guide	N
	Solidify Problem of Practice to prepare for instructional rounds	August/ September	September	Leadership/ ILT	POP document, instructional rounds schedule, walkthrough tool	N
	Create or revise common formative assessments aligned to learning targets	September	October	Dept. Head/ Instructional Staff	Common assessments, competency/standard sets	N
	Begin calibration of scoring through norming sessions	September	October	Dept. Head/ Instructional Staff	Calibration and norming protocols, scored student work samples	N
	Establish protocols for analyzing student work and determining instructional next steps	September	October	Leadership	Student work protocol, PLC agendas, data discussion notes	N
	Begin collecting and annotating student work exemplars that illustrate varying levels of proficiency	September	October	Dept. Head/ Instructional Staff	Annotated student exemplars, exemplar library, proficiency guide	N
Monitoring & Adjusting: 90 Day Plan	Implement competency-aligned learning targets and common formative assessments across classrooms.	October	May	Leadership/ Instructional staff	Common learning targets, formative assessments, student assessment data	N
	Conduct regular calibration sessions to norm assessment ratings using common student work	October	May	Leadership/ ILT	Calibration protocols, meeting agendas, scored student work, PLC notes	N
	Utilize student work protocols to identify trends, misconceptions, and instructional adjustments	October	May	ILT	Student work analysis, student data, lesson plans, curriculum maps	N
	Expand and refine collections of annotated student exemplars for teacher and student use	October	May	Dept. Heads/ Instructional Staff	Annotated student exemplars, exemplar collection	N
	Use walkthroughs, observations, or instructional rounds to gather evidence of competency-aligned instructional and assessment practices	October	May	Leadership/ Coaches	Walkthrough tool, nstructional rounds summary	N
	Provide targeted coaching and professional learning based on implementation data	October	May	Leadership/ Coaches	Coaching logs, PD agendas, teacher feedback	N
	Complete instructional rounds, workshop next steps	October	November	Leadership/ ILT/ Intructional Staff	Instructional rounds summary, action plan	N
	Quarterly data review by content area, school-wide	October/ November	November	Content teams	Data slides, student achievement data, content-area action plans, SIP documentation	N
ng & 0 Day Plan	Analyze student growth, proficiency data, and portfolio evidence to evaluate the effectiveness of instructional and assessment practices	January	March	Content Teams	Progress monitoring tool, Beacon	N
	Refine learning targets, assessments, rubrics, and exemplars based on collaborative analysis	January	April	Content Teams	Annotated student exemplars, exemplar collection	N

Deepeni Evaluating: 9	Continue calibration and student work analysis to strengthen consistency across teams	January	May	Content Teams	Student work samples	N
	Share effective instructional practices and successful portfolio supports across PLCs	January	May	Instructional Staff	Instructor generated presentations	Y
	Identify remaining gaps and establish priorities for continuous improvement and sustainability into the final quarter and followingschool year	February	May	Leadership/ ILT	SIP documents	N

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.**

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 Dstrict-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 strengthen professional learning and teacher collaboration around targeted interventions, use of systems, individualized student growth monitoring, and special groups (ELD, LS) best practices; then teachers will efficiently and effectively identify and respond to students' learning and emotional needs and students will close foundational skill gaps and have increased positive behavior.
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Evidence-based intervention and in-time, targeted supports and acceleration
District-wide Expectation Focus Area:	Collaboration between general education and EL staff, language scaffolds, and understanding WIDA level
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
EP04: Identify and address individual student learning needs, EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. , EP13: Implement a multi-tiered system of supports for academics and behavior	• An effective process to identify and provide extensive support to students having trouble meeting standards is in place. • Lesson plans and observational data show evidence of 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. • Educators exhibit instructional flexibility and responsiveness that allows for timely adjustments based on student needs. • Educators provide students with regular and timely descriptive feedback to help them improve their performance. • The school uses a variety of materials, curricula, and academic tasks that are responsive to the range of student needs. • Educators implement a comprehensive and evidence-based approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency. • Educators implement a comprehensive and evidence-based approach to meet the needs of students with disabilities. • Students track and use their own achievement data to monitor, evaluate, and reflect on how to improve their performance. improve their performance.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
Baseline: 90 Day Plan	Establish schoolwide intervention framework (Tier 1, targeted supports, recovery systems)	Aug	Sept	Leadership	MTSS Framework	N
	Train staff on targeted instruction, flexible grouping, and progress monitoring protocols during weekly Wednesday professional development sessions.	Aug	Oct	Dept. Head	Data Dashboards	Y
	Review and revise the common student progress monitoring tool for portfolios, foundational skills, behavior, attendance and train staff during weekly Wednesday professional development sessions.	Aug	Sept	ILT	Tracker Templates	N
	Share and train team on protocol focused on intervention planning and student work analysis	Sept	Oct	Dept. Head	Data Protocol	N
	Conduct baseline data analysis (academics, behavior, attendance, ELD, LS)	Sept	Sept	ILT	Early warning reports	N
	Train staff on ELD best practices (WIDA, scaffolds, academic discourse)	Sept	June	ELD	Can do descriptors	N

Launching & E	Train staff on LS best practices (accommodations, SDI, inclusion supports)	Sept	Oct	LS	SDI Resources	N
	Launch biweekly student support meetings by grade band	Sept	June	Counselor	Student profiles	N
	Establish walkthrough look-fors tied to intervention and student need responsiveness	Sept	Oct	Leadership	Walkthrough system	N
	Monthly / Quarter data cycles focused on skill gaps	Nov	Jan	Leadership	Student Portfolios	N
Monitoring & Adjusting: 90 Day Plan	Utilize refocus room, academic labs, phoenix flight systematically	Oct	June	Social Worker/ Counselors	Credit, behavior, attendance trackers	N
	Schedule developed by student services team for SSC	Oct	June	Social Worker/ Counselors	Credit, behavior, attendance trackers, SAP data	N
	Monitor implementation of ELD and LS best practices through walkthroughs	Nov	Jan	Leadership	Walkthrough system, look-fors	N
	Launch coaching cycles for teachers needing support in differentiation/intervention	Nov	Jan	Leadership/ Coaches	Coaching tracker	N
	Review student progress in intervention groups every 4 weeks	Nov	Jan	Counselors	Progress monitoring data, intervention group tracker, team/MTSS meeting notes	N
	Conduct student success conferences for Tier 3–5 students	Nov	Dec	Counselors	Student conference notes, intervention plans, parent communication logs	N
	Build behavior intervention supports tied to student needs (PBIS/restorative)	Nov	Jan	Leadership/ Behavior Support	Behavior plans, PBIS data, student logs, referrals	N
	Mid-year data reflection and adjustment of interventions	Nov	Jan	Leadership	Data review, intervention action plan, team meeting notes, updated intervention roster	N
	Analyze impact of interventions on foundational skill growth and behavior trends	February	March	Leadership	Student achievement data, behavior reports, intervention progress monitoring	N
	Identify teacher exemplars and model strong intervention practices	February	April	Leadership/ Coaches	Classroom exemplars, walkthrough evidence	N
Deepening & Evaluating: 90 Day Plan	Conduct instructional rounds focused on targeted instruction and specialized supports	February	April	Leadership	Walkthrough tool, instructional rounds summary	N
	Refine intervention groups based on student growth data	February	May	Counselors/ Leadership/Teachers	Updated intervention rosters, progress monitoring data, MTSS documentation	N
	Conduct refresher PD on intervention strategies and specialized supports	March	April	ELD/LS/Coaches	PD agendas/attendance, participant feedback	Y
	Evaluate fidelity of progress monitoring systems schoolwide	March	May	Leadership	Fidelity checklists, collab notes, progress monitoring audit	N
	Present schoolwide progress to staff and align next SIP cycle	April	May	Leadership	Data presentation, staff meeting agenda, SIP reflection document, action plan	N

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.**

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 Dstrict-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 strengthen professional learning around meaningful digital creation opportunities through our partnership with Verizon and Digital Promise THEN teachers will design and facilitate more innovative, student centered learning, experirences that leverage technology for creation, collaboration and problem solving AND students will demontrate increased engagement digital fluency and real world applications of ther learning.
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Utilize technology and instructional resources strategically
District-wide Expectation Focus Area:	Provide students and staff with meaningful experiences with technologies to create modern learnin
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
EP17: Use multiple professional learning designs to support the learning needs of staff, EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning, EP16: Identify professional learning needs through analysis of a variety of data	-School leaders use a needs-aligned protocol to select vendors/facilitators for professional learning. -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. -School leaders and educators engage in ongoing, job-embedded professional learning opportunities (including coaching) aligned with school improvement priorities. -School leaders and educators engage in ongoing, job-embedded professional learning opportunities (including coaching) aligned with school improvement priorities.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
Launching & Baseline: 90 Day Plan	Reintroduce teachers to the VILS and Digital Promise frameworks, our steps and focus for the year	August	September	Leadership/ Coaches	VILS Framework, Digital Promise resources, Staff Guide	N
	Provide professional learning focused on student-centered instructional design and meaningful technology integration	August/ September	September	Leadership	PD materials, Digital Promise modules	Y
	Identify and select digital tools that support authentic student creation, collaboration, communication, and problem solving within each content area	September	October	Dept. Head/ Instructional Staff	Digital tool inventory, lesson resources	N
	Redesign at least one unit or performance task per course to incorporate authentic student creation aligned to content standards and Portrait of a Graduate competencies.	September	October	Leadership/ Coaches/ ILT	Curriculum maps, lesson templates	N
	Establish coaching and/or collaborative structures for sharing ideas, lesson plans, and implementation strategies	September	June	Coaches	PLC agendas, coaching tracker	N

Monitoring & Adjusting: 90 Day Plan	Implement redesigned lessons that emphasize student creation rather than technology consumption	October	January		Lesson plans, digital tools	N
	Facilitate opportunities for students to create digital products, collaborate, solve authentic problems, and share their learning with authentic audiences	October	May		Student projects, digital platforms	N
	Conduct classroom walkthroughs focused on evidence of student-centered technology integration	October	January		Walkthrough tool, VILS look-fors	N
	Use collab and PD to analyze student work, reflect on implementation, and refine instructional practices	October/ November	January		Student work, reflection protocol	N
	Facilitate Learning Walks and collaborative showcases where teachers analyze examples of innovative student-centered instruction.	November	January		Showcase schedule, exemplar lessons	N
	Implement instructional coaching cycles focused on technology-enhanced student-centered learning.	October	May	Routson	Coaching logs, feedback tools	N
Deepening & Evaluating: 90 Day Plan	Expand digital creation opportunities across multiple units or content areas	January	May		Curriculum maps, digital tools	N
	Refine instructional practices using student feedback, engagement data, and classroom evidence	January	April		Student surveys, walkthrough data	N
	Showcase student-created products through exhibitions, portfolio presentations, or community events	January	May		Student portfolios, exhibition materials	N
	Highlight teacher exemplars and model lessons to build internal capacity	January	May		Walkthrough evidence, model lessons	N
	Develop a sustainability plan for continued innovation and ongoing professional learning	January	May		Sustainability plan, implementation roadmap	N

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.**

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)	Effective Instructional Practices and Portfolio Supports
Audience	Bridgeview instructional staff, PLC teams
Topics to be Included	Effective instructional practices; successful portfolio support strategies; targeted interventions; student work and portfolio progress analysis; differentiated supports; sharing and adapting successful practices across content areas
Evidence of Learning	PLC agendas and notes; shared instructional strategies/resources; analysis of student work and portfolio data; documented implementation of identified strategies; increased percentage of students on track with portfolio completion
Lead Person/Position	Principal, Assistant Principal, Instructional Coaches, and PLC Leads
Anticipated Start	September 2026
Anticipated Completion	June 2027
Learning Format: Type of Activities	Collaborative PLC sessions, strategy sharing, student work analysis, data review, peer modeling, and structured reflection. PD (Wednesday)
Frequency	Monthly PLC sharing sessions with ongoing implementation and follow-up during regular PD meetings
Observation and Practice Framework (optional)	Danielson Framework for Teaching—Domain 3: Instruction and Domain 4: Professional Responsibilities; classroom walkthroughs and instructional feedback
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #2	
Professional Development Activity Name (Strategy(ies) Name)	Specialized Student Supports
Audience	Bridgeview instructional staff
Topics to be Included	Targeted academic and behavioral intervention strategies; differentiated instruction; progress monitoring; supports for English Learners and students with disabilities; implementation of IEP and language supports; use of student data to identify needs and adjust interventions
Evidence of Learning	Staff participation and reflection; PLC documentation; intervention plans; student work and progress-monitoring data; classroom implementation of targeted strategies; documented adjustments to supports based on student response
Lead Person/Position	Principal, Assistant Principal, Instructional Coaches, Special Education Staff, and ELD Staff
Anticipated Start	August 2026
Anticipated Completion	June 2027
Learning Format: Type of Activities	Professional learning sessions, case studies, strategy modeling, collaborative planning, data analysis, and PLC-based follow-up
Frequency	Quarterly and follow up during regular PD sessions
Observation and Practice Framework (optional)	Domain 1: Planning and Preparation and Domain 3: Instruction; classroom walkthroughs and instructional feedback
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #3	
Professional Development Activity Name (Strategy(ies) Name)	Digital Creation - VILS Learning Experiences
Audience	Bridgeview instructional staff, instructional coaches, and school leadership
Topics to be Included	Student-centered instructional design; meaningful technology integration; TIM-O framework; use of digital tools to increase engagement, collaboration, creativity, and demonstration of learning
Evidence of Learning	Student-centered lesson plans and learning experiences; PLC planning artifacts; classroom walkthrough data; TIM-O data; student work samples; teacher reflection; evidence of increased student engagement and purposeful technology use
Lead Person/Position	Dr. Routson / Supervisor of Instructional Technology
Anticipated Start	August 2026
Anticipated Completion	June 2027
Learning Format: Type of Activities	Interactive professional learning sessions, instructional modeling, collaborative lesson design, technology demonstrations, peer sharing, classroom application, and structured reflection
Frequency	
Observation and Practice Framework (optional)	Domain 1: Planning and Preparation and Domain 3: Instruction
Meets the Requirements of State Required Trainings: (optional)	

Audience

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 common planning time.	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) The entire staff must have an opportunity to provide input on the prioritized needs and strategies prior to budget submission. Their feedback should be reviewed and the plan amended if needed. C) Schools can provide quarterly updates via an email, common planning, all staff PD, etc.	A) Orientation Meeting B) Budget Meeting C) Quarterly Updates
Parents and Family Members	Parents and Family Members will be communicated with via meetings 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. E) Schools will hold a Public Review Meeting, in addition to the posting of the plans on the District website, prior to submission of the plan every year. The school will publicize that the plan is posted to the website.	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) Public Review Meeting
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) Town Halls

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:			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (9-12)	Proficiency	At least 35.46**%** of students in the 11th grade cohort will achieve a proficient or advanced rating on the Keystone Literature Exam	100% of eligible 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 eligible 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 eligible students performing Proficient/Advanced from the baseline assessment on the 26-27 Q4 Star Reading Assessment.
			Actual Performance				
			Met Target?				
GOAL:	ELA (9-12)	Growth	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 (9-12)	Proficiency	At least **11.3%** of students in the 11th grade cohort will achieve a proficient or advanced rating on the Keystone Algebra I Exam	100% of eligible students will participate in the 26-27 Q1 CDT Algebra I assessment in order to obtain baseline scores for the 26-27 school year.	There will be a 7% increase in the percent of eligible students performing on grade level on the 26-27 Q2 CDT Algebra I assessment from the 26-27 Q1 baseline.	There is no Q3 assessment administered.	There will be a 7% increase in the percent of eligible students performing on grade level on the 26-27 Q4 CDT Algebra I assessment from the 26-27 Q1 baseline.
			Actual Performance				
			Met Target?				
GOAL:	Math (9-12)	Growth	We will achieve a PVAAS Growth Score of at least 80 (or at least 1 standard deviation above average)	100% of eligible students will participate in the 26-27 Q1 CDT Algebra I assessment in order to obtain baseline scores for the 26-27 school year.	The average score on the 26-27 Q2 CDT Algebra I assessment will increase by at least 74 points from 26-27 Q1 baseline.	There is no Q3 assessment administered.	The average score on the 26-27 Q4 CDT Algebra I assessment will increase by at least 74 points from 26-27 Q1 baseline.
			Actual Performance				
			Met Target?				
GOAL:	EL Growth (K-12)		At least **12.6**% 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		At least **76**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least **82**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least **80**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least **78**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least **76**% 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)		There will be no more than **122.76** incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 28.8 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 56.7 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 86.5 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 114 at the end of 26-27 Q4.
			Actual Performance				
			Met Target?				
GOAL:	Graduation Rate		At least **96**% of students will graduate in the 4 year cohort in the 26-27 school year.	Identify the baseline of students passing all core courses for the 26-27 school year at the end of Q1.	There will be at least a 2% increase of students passing all core courses from the baseline at the end of 26-27 Q2.	There will be at least a 4% increase of students passing all core courses from the baseline at the end of 26-27 Q3.	There will be at least a 6% increase of students passing all core courses from the baseline at the end of 26-27 Q4.
			Actual Performance				
			Met Target?				
GOAL:	Suspensions		There will be no more than **5.5** suspensions recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of suspensions is less than or equal to 1.3 at the end of 26-27 Q1.	The total number of suspensions is less than or equal to 2.6 at the end of 26-27 Q2.	The total number of suspensions is less than or equal to 3.9 at the end of 26-27 Q3.	The total number of suspensions is less than or equal to 5.2 at the end of 26-27 Q4.
			Actual Performance				
			Met Target?				