

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	South Mountain Middle School
Principal Name	Mr. Kenneth Fritz
Executive Director of Instructional Leadership	Dr. Malika Savoy
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	Kenny Fritz	SMMS
Assistant Principal	Michele Kloiber	SMMS
Instructional Coach	Kate Eighmy	SMMS
Instructional Coach	James Grabusky	SMMS
Supervisor of Instructional Technology	Kristin Hokanson	SMMS
Intervention Specialist	Erik Moralis	SMMS
School-based Special Education Leader	Kristy Stefanyak	SMMS
School-based EL Teacher Leader	Sandra Santiago	SMMS
School-based Climate Leader	Spencer Cameron	SMMS
School Counselor	Nicole Heckler	SMMS
School Counselor	Monique Shetayh	SMMS
Parent	Sheila Alvarado	Parent
Community Member or Business Partner	Natalie Miller	CIS/ASD
Student (required for High Schools)	Summer Troxell	SMMS
District Level Leader	Dr. Malika Savoy	ASD
Superintendent (Chief School Administrator)	Dr. Carol D. Birks	ASD

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?

The South Mountain Middle School envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the South Mountain Middle School 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	In SY24-25, 18.5% of students were proficient or advanced in ELA, compared to the State average of 49.9%, as measured by the PSSA.	Challenge	☒
Proficient or Advanced in English Language Arts/Literature	African America/Blac	The black subgroup dropped in proficiency from 25.2% to 15.2% during the 23-24 to the 24-25 School year, as measured by the PSSA.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Hispanic	The hispanic subgroup dropped in proficiency from 24.9% to 16.5% during the 23-24 to the 24-25 school year, as measured by the PSSA.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Economically Disadvantaged	The economically disadvantaged subgroup dropped in proficiency from 27.6% to 17% during the 23-24 to the 24-25 school year, as measured by the PSSA.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	English Learners	The English learner subgroup remained consistent in proficiency percentage from 12.8% to 12% during the 23-24 to the 24-25 school year, as measured by the PSSA.	Strength	☐
Proficient of Advanced in Mathematics/Algebra	All Student Group	In SY24-25, 10.8% of students were proficient or advanced in Math, compared to the State average of 41.7%, as measured by the PSSA.	Strength	☐
Proficient of Advanced in Mathematics/Algebra	African America/Blac	There was a slight increase in the black subgroup of 1.6% proficiency from 6.4% to 8.0% from the 22-23 school year to the 24-25 school year, as measured by the PSSA.	Strength	☐
Proficient of Advanced in Mathematics/Algebra	Hispanic	There was a slight increase in the hispanic subgroup of 3.8% proficiency from 6% to 9.8% from the 22-23 school year to the 24-25 school year, as measured by the PSSA.	Strength	☐
Proficient of Advanced in Mathematics/Algebra	Economically Disadvantaged	There was a slight increase in the economically disadvantaged subgroup of 3.3% proficiency from 6.1% to 9.4% from the 22-23 school year to the 24-25 school year, as measured by the PSSA.	Strength	☐
Proficient of Advanced in Mathematics/Algebra	English Learners	There was a slight increase in the english learner subgroup of 5.6% proficiency from 3.2% to 8.8% from the 23-24 school year to the 24-25 school year, as measured by the PSSA.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	In SY24025, the all student group scored a yearly numeric value of 50, as measured by PVAAS	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	African America/Blac	The black student subgroup has decreased in value from 85 to 53 during the 23-24 to the 24-25 school year, as measured by PVAAS.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Hispanic	The hispanic student subgroup has decreased in value from 85 to 53 during the 23-24 to the 24-25 school year, as measured by PVAAS.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Economically Disadvantaged	The economically disadvantaged student subgroup has decreased in value from 81 to 50 during the 23-24 to the 24-25 school year, as measured by PVAAS.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	English Learners	The English learner student subgroup has slightly increased in value from 77 to 79 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 English Language Arts/Literature	Students with Disabilities	The student with disabilities subgroup has slightly decreased in value from 80 to 72 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	In SY24-25, 50% of students were proficient or advanced in Math, compared to the State average of 74.9%, as measured by the PVAAS.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	African America/Blac	The black student subgroup has maintained in value from 53 to 53 during the 23-24 to the 24-25 school year, as measured by the PVAAS.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic	The hispanic student subgroup has maintained in value from 50 to 50 during the 22-23 to the 24-25 school year, as measured by PVAAS.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Economically Disadvantaged	The economically disadvantaged student subgroup has maintained in value from 50 to 50 during the 22-23 to the 24-25 school year, as measured by PVAAS.	Challenge	☐

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	English Learners	The English learner subgroup has a strong increase from 50 to 92, as measured by PVAAS.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Students with Disabilities	The students with disabilities subgroup has a strong increase from 69 to 94, as measured by PVAAS.	Strength	☐
English Language Growth and Attainment	All Student Group	A total of 11% of the all student group met the WIDA growth and attainment goal for the 2024–2025 academic year.	Strength	☐
English Language Growth and Attainment	Hispanic, English Learners, Combin	Although our Hispanic, EL, and Combined Ethnicity student subgroups did not meet the Statewide Goal/Interim Target on the 24-25 English Language Growth and Attainment assessment, they did increase student performance from the 23-24 assessment.	Strength	☐
English Language Growth and Attainment	Students with Disabilities	Our Students with Disabilities did not meet the Statewide Goal/Interim Target on the 24-25 English Language Growth and Attainment assessment, nor did they increase their performance from the 23-24 assessment.	Challenge	☐
English Language Growth and Attainment	Economically Disadvantaged	Our Economically Disadvantaged students did not meet the Statewide Goal/Interim Target on the 24-25 English Language Growth and Attainment assessment and decreased their performance from the 23-24 assessment.	Challenge	☐
Regular Attendance	All Student Group	The all student group has increased in persistent attendance from 55.9% in 21-22 to 65.5% in 22-23 and 68.6% in 23-24 school year.	Challenge	☐
Regular Attendance	African America/Blac	The black subgroup has increased in persistent attendance from 64.5% in 21-22 to 71.2% in 23-24.	Strength	☐
Regular Attendance	Hispanic	The hispanic subgroup has increased in persistent attendance from 53.9% in 21-22 to 68% in 23-24.	Strength	☐
Regular Attendance	Economically Disadvantaged	The economically disadvantaged subgroup has increased in persistent attendance from 51.4% in 21-22 to 67.9% in 23-24.	Strength	☐
Regular Attendance	English Learners	The english learner subgroup has increased in persistent attendance from 59.5% in 21-22 to 75.7% in 23-24.	Strength	☐
Regular Attendance	Students with Disabilities	The students with disabilities subgroup has increased in persistent attendance from 49.4% in 21-22 to 64.2% in 23-24.	Strength	☐
Career Standards Benchmark	All Student Group	The all student group has decreased from 93.6% in 2023 to 80.8% for the 23-24 school year.	Challenge	☐
Career Standards Benchmark	African America/Blac	The black student subgroup has decreased from 95.7 in 2023 to 76.3% for the 23-24 school year.	Challenge	☐
Career Standards Benchmark	Hispanic	The hispanic subgroup has decreased from 94.1% in 2023 to 78.9% for the 23-24 school year.	Challenge	☐
Career Standards Benchmark	Economically Disadvantaged	The economically disadvantaged subgroup has decreased from 92.4% in 2023 to 84.8% for the 23-24 school year.	Challenge	☐
Career Standards Benchmark	English Learners	The english learner subgroup has decreased from 97.1% in 2022 to 67.6% for the 23-24 school year.	Challenge	☐
Career Standards Benchmark	Students with Disabilities	The students with disabilities subgroup has decreased from 93.3% in 2023 to 87.1% for the 23-24 school year.	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	In Q3 of SY 25-26, 30.8% of students were proficient or advanced in ELA as measured by STAR.		☐
English Language Arts	STAR - SPed	In Q3 of SY 25-26, 32.9% of students with disabilities were proficient or advanced in ELA as measured by STAR.		☐
English Language Arts	STAR - EL Learners	In Q3 of SY 25-26, 6.2% of students were proficient or advanced in ELA as measured by STAR.		☐
English Language Arts	STAR - 7th grade	In Q3 of SY 25-26, 26% of students were proficient or advanced in ELA as measured by STAR.		☐
Mathmatics	STAR	In Q3 of SY 25-26, 17.6 of students were proficient or advanced in Math as measured by STAR. This represents a slight increase from Q1.		☐
Mathmatics	STAR - SPed	In Q3 of SY 25-26, 8.3% of identified students were proficient or advanced in Math as measured by STAR as compared to 5% in Q1.		☐
Mathmatics	STAR - EL Learners	In Q3 of SY 25-26, 3.6% of students were proficient or advanced in Math as measured by STAR.		☐
Mathmatics	STAR - 6th Grade	In Q3 of SY 25-26, 19.8 % of students were proficient or advanced in Math as measured by STAR.		☐
Science	CDT	The average scale score decreased during benchmark 1 to benchmark 3 by nearly 30 points during the 2025-2026 school year. As compared to 24-25 school year where growth was made	Challenge	☐
Science	Amplify- Observation Data	When students engage with the Amplify Science curriculum, they read complex scientific texts, cite evidence, participate in academic discourse, and produce written explanations that strengthen literacy skills while deepening their scientific understanding.	Strength	☐

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 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 Physical Education section on the page.

Topic	Data Source	Data Statement	Strength or Challenge	Priority
Career Readiness	College & Career Measures	In SY 24-25, 80.8% of students met the career standards benchmark		☐
Career Readiness	College & Career Measures - SPed	In SY 24-25, 87.1% of students met the career standards benchmark		☐
Career Readiness	College & Career Measures - EL Learners	In SY 24-25, 67.6% of students met the career standards benchmark.		☐
Career Readiness	College & Career Measures - Economically Disadvantaged	In SY 24-25, 84.8% of students met the career standards benchmark.		☐
Attendance	On track measures	In SY 24-25, 68.6% of all students had regular attendance (versus 55.9% in 22-23 and 65.8 in 23-24)		☐
Attendance	On track measures - SPed	In SY 24-25, 64.2% of students had regular attendance (versus 49.4% in 22-23 and 59.8% in 23-24)		☐
Attendance	On track measures - EL Learners	In SY 24-25, 75.7% of students had regular attendance (versus 59.5% in 22-23 and 70.3% in 23-24)		☐
Attendance	On track measures - Economically Disadvantaged	In SY 24-25, 67.9% of students had regular attendance (versus 51.4% in 22-23 and 61.4% in 23-24)		☐
Suspensions	On track measures	To date (5/21/2026), SMMS has recorded 834 Alternative to Suspension (ATS) assignments and 75 Out-of-School Suspensions (OSS).	Challenge	☐
Suspensions	On track measures - Special Education	To date, (5/21/2026), SMMS students with IEPs have recorded 260 ATS assignments (31% of total ATS) and 29 OSS assignments (38% of total OSS).	Challenge	☐
Incidents	On track measures	To date (5/21/2026), SMMS has documented 2,299 individual incidents. Level I Incidents - 377 Level II Incidents - 1,191 Level III Incidents - 719 Level IV Incidents - 12	Strength	☐
Incidents	On track measures - Special Education	To date (5/21/2026), SMMS students with IEPs have accounted for 793 documented incidents (34% of total incidents).	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 FRCP. 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	Emerging	Instructional leaders conduct routine classroom observations as part of the educator effectiveness system. There is some evidence of timely feedback focused on strengthening educators' instructional practices.
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	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	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	Emerging	Professional learning needs are identified using limited sources of data.

Foster Quality Professional Learning	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Emerging	Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs.
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.
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:	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed		Discussion Statement:	If we continue to monitor our school improvement plan, we will be able to leverage that space to ensure we are actively monitoring our academic and climate data to plan proactive interventions and supports to improve student outcomes.
Strength Statement 2:	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the 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 we develop a system of frequent and intentional professional training focused on scaffolding and differentiation with integration of technology, THEN teachers will implement consistent application of targeted differentiation and small-group instructional practices during Tier 1 core instruction, AND students will succeed at grade-level content. Note from Spencer @ CSI Planning - Note the outcomes for E.L. attainment. Where are we improving E.L. acquisition in this statement?	ELA, Math, EL Growth and Attainment
Priority #2	IF we implement consistent communication, family engagement, and meaningful recognition that reinforces the importance of regular attendance, THEN students and families will prioritize consistent school attendance, AND South Mountain Middle School will continue to increase the percentage of students attending school regularly while reducing chronic absenteeism.	Regular Attendance
Priority #3	IF we consistently analyze discipline and suspension data to identify behavioral trends and their root causes, THEN we can implement targeted, proactive interventions while explicitly teaching students the self-regulation, decision-making, and problem-solving skills needed to prevent behaviors before they escalate, AND reduce disciplinary incidents, decrease suspensions, and foster a more positive, supportive school climate.	Culture and Climate and Suspensions/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 we develop a system of frequent and intentional professional training focused on scaffolding and use of technology, THEN teachers will implement consistent application of targeted differentiation and small-group instruction during Tier 1 core instruction, AND students will succeed at grade-level content.				
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):		Tier 1 Instruction and 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 Differentiated Tier 1				
Evidence Resource Center Tier:						
Related Essential Practices (check all that apply)				Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices		
"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", 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				- Lesson plans consistently include grade-level learning targets, planned scaffolds, differentiated tasks, and intentional small-group instruction aligned to student needs. - Teachers use formative assessment data to flexibly group students and adjust instruction during Tier 1 core instruction. - Classroom instruction reflects multiple pathways for students to access, engage with, and demonstrate mastery of grade-level standards. - Teachers purposefully integrate technology to personalize learning, provide targeted practice, and increase student engagement. - Students receive differentiated supports while maintaining access to rigorous, grade-level content and high expectations. - Small-group instruction is purposeful, data-driven, and focused on addressing identified learning needs rather than simply reteaching whole-group lessons. - Students can articulate the learning target, success criteria, and the instructional support they are receiving. - Instructional walkthroughs consistently identify evidence of scaffolding, differentiation, purposeful questioning, formative assessment, and intentional small-group instruction. - PLC teams collaboratively analyze student work and assessment data to adjust instructional plans and determine appropriate scaffolds and enrichment opportunities. - School leaders provide timely feedback through coaching conversations, walkthroughs, and instructional support aligned to school-wide Tier 1 expectations. - Professional learning and coaching cycles are adjusted based on classroom implementation data and teacher needs. - Increased student engagement is evident through active participation, productive collaboration, and successful completion of appropriately challenging learning tasks.		
Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Design and implement a year-long Professional Learning calendar focused on scaffolding, differentiation, technology integration, and intentional small-group instruction aligned to Tier 1 expectations	7/1/2026	Continuous	Principal and Assistant Principals	Schedule for In-service days and list of PD and Faculty meeting dates	Y

Launching & Baseline: 90 Day Plan	Develop and communicate a South Mountain Tier 1 Instructional Framework that defines school-wide expectations for differentiation, scaffolding, purposeful technology integration, and intentional small-group instruction.	7/1/2026	8/21/2026	Principal and Assistant Principals	Tier 1 Instructional Framework, District instructional resources	Y
	Organize monthly Morning Meeting professional learning focused on modeling evidence-based differentiation, scaffolding strategies, technology integration, and intentional small-group instruction that teachers can immediately implement.	9/1/2026	6/1/2026	Principal, Assistant Principals, Academic Coaches	Professional Learning presentations, model lessons, instructional resources	Y
	Develop common lesson planning expectations requiring teachers to identify learning targets, scaffolds, differentiated instructional strategies, technology integration, formative assessment, and intentional small-group instruction.	8/1/2026	8/14/2026	Principal/ILT Team	Lesson Plan Template	Y
	Conduct baseline instructional walkthroughs using common Tier 1 Look-For Tool to determine current implementation of differentiation, scaffolding, technology integration, and intentional small-group instruction.	9/1/2026	9/30/2026	Principal/ Assistant Principal	Tier 1 instructional walkthrough tool	Y
	The Instructional Leadership Team will conduct weekly classroom walkthroughs to collect implementation data related to Tier 1 instructional expectations. Observation trends will be reviewed to identify strengths, determine coaching priorities, and inform future professional learning opportunities.	9/1/2026	Continuous	ILT	Walkthrough tracker, Google Form, PA-ETEP	N
	Instructional coaches and administrators will implement coaching cycles that include classroom observations, modeling, co-planning, feedback, and reflection to strengthen teachers' implementation of differentiated Tier 1 instruction.	9/1/2026	Continuous	Instructional Coaches and Administration	Coaching cycle templates, observation notes, instructional resources	
Monitoring & Adjusting: 90 Day Plan	Review implementation data from walkthroughs, coaching cycles, and teacher feedback to revise the Professional Learning calendar and align future learning opportunities to identified instructional needs.	11/1/2026	Continuous	Principal/Assistant Principal	Walkthrough data, coaching cycles, staff feedback surveys, PD calendar	N
	Refine the South Mountain Tier 1 Instructional Framework using implementation data, teacher feedback, and instructional trends to strengthen school-wide expectations and consistency.	11/1/2026	1/22/2027	Principal/Instructional Leadership Team	Tier 1 Framework, walkthrough trends, teacher feedback	N
	Continue monthly Morning Meeting professional learning using classroom implementation data to provide differentiated professional learning, model effective instructional practices, and address identified areas of need.	11/1/2026	Continuous	Principal/Assistant Principal	PD presentations, model lessons, implementation data	Y
	Review lesson plans monthly and provide teachers with timely feedback to strengthen differentiation, scaffolding, purposeful technology integration, formative assessment, and intentional small-group instruction.	11/1/2026	Continuous	Administrators/Instructional Coaches	Lesson plan templates, feedback protocols	N
	Conduct follow-up instructional walkthroughs using the Tier 1 Look-For Tool to measure growth from baseline implementation and identify trends across grade levels and content areas.	11/1/2026	Continuous	Principal/Assistant Principal	Walkthrough tool, Google Form, PA-ETEP	N
	The Instructional Leadership Team will continue weekly classroom walkthroughs and utilize implementation data to identify instructional successes, determine coaching priorities, and recognize effective Tier 1 instructional practices.	11/1/2026	Continuous	Instructional Leadership Team	Walkthrough tracker, implementation dashboard	N
	Instructional coaches and administrators will continue coaching cycles, providing differentiated support based on classroom implementation data and monitoring teacher progress toward consistent Tier 1 instructional expectations.	11/1/2026	Continuous	Instructional Coaches/Administration	Coaching cycle documentation, observation notes	N
	Evaluate mid-long implementation data, coaching trends, and teacher feedback to revise the Professional Learning calendar and establish instructional priorities for the upcoming school year.	2/1/2027	Continuous	Principal/Assistant Principal	Walkthrough data, coaching cycles	N
	Review and revise the South Mountain Tier 1 Instructional Framework based on implementation evidence, student achievement data, and stakeholder feedback to ensure sustainability and continuous improvement.	2/1/2027	5/31/2027	Principal/Instructional Leadership Team	Tier 1 Framework, benchmark data	N

Deepening & Evaluating: 90 Day Plan	Facilitate monthly Morning Meeting professional learning led by teacher leaders and instructional coaches to showcase effective differentiation, scaffolding, technology integration, and intentional small-group instructional practices observed throughout the school year.	2/1/2027	Continuous	Principal/Instructional Coaches/Teacher Leaders	Teacher exemplars, professional learning	Y
	Review lesson plans, student work, and student work samples to evaluate the consistency and impact of differentiated Tier 1 instructional practices and identify priorities for the following school year.	2/1/2027	Continuous	Teachers/Administrators/Instructional Coaches	Lesson plans, student work products	N
	Conduct end-of-year instructional walkthroughs using the Tier 1 Look-For Tool to evaluate implementation growth from baseline and determine school-wide strengths and next steps.	2/1/2027	5/31/2027	Principal/Assistant Principal	Walkthrough tool, Google Forms	N
	The Instructional Leadership Team will continue weekly classroom walkthroughs while analyzing yearlong implementation trends to evaluate fidelity of Tier 1 instructional practices, recognize successes, and identify instructional priorities for continuous improvement.	2/1/2027	Continuous	Instructional Leadership Team	Walkthrough tracker, implementation	N
	Instructional coaches and administrators will conclude coaching cycles by evaluating teacher growth, celebrating implementation successes, and collaboratively developing individualized instructional goals to support continuous professional growth into the following school year.	2/1/2027	5/31/2027	Instructional Coaches/Administration	Coaching cycle documentation	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.					
The Instructional Leadership Team will at least bi-meet weekly to engage in the Data Wise Continuous Improvement model, reviewing student performance data and observational trends, to identify actionable revisions to the school improvement plan.						
Teachers will review classroom data, including but not limited to Renaissance Near Pod, Aleks, quarterly assessments, unit assessments, Lexia, etc., at least monthly, to determine if their instructional practices that are being professionally developed are having the intended impact on student performance.						

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/resources 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 implement consistent communication, family engagement, and meaningful recognition that reinforces the importance of regular attendance, THEN students and families will prioritize consistent school attendance, AND South Mountain Middle School will continue to increase the percentage of students attending school regularly while reducing chronic absenteeism.
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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
"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", EP04: Identify and address individual student learning needs, "EP06: Foster a culture of high expectations for success for all students, educators, families, and community members", EP07: Collectively shape the vision for continuous improvement of teaching and learning, EP10: Continuously monitor implementation of the school improvement plan and adjust as needed, EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	- School-wide attendance expectations, procedures, and goals are clearly communicated and consistently implemented by all staff. - Staff use collaborative attendance protocols and regularly review attendance data to identify students requiring additional supports. - Individual student attendance needs are identified early, and timely interventions are implemented. - Families receive ongoing, two-way communication regarding attendance expectations, student attendance, and available supports. - Positive attendance behaviors are recognized through a documented school-wide recognition system. - School leaders consistently communicate high expectations for attendance and reinforce its importance through school-wide messaging and celebrations. - Attendance data are reviewed routinely to monitor implementation, evaluate interventions, and adjust strategies. - Regular attendance increases while chronic absenteeism decreases through proactive, data-informed, school-wide supports.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
Strategy Plan	Design and implement a year-long attendance improvement calendar that outlines schoolwide attendance campaigns, family communication, recognition opportunities, and intervention checkpoints aligned to school attendance goals.	7/1/2026	Continuous	Principal/Assistant Principal and Attendance Committee	Attendance calendar, communication schedule, PBIS calendar	N
	Develop and communicate a South Mountain Attendance Framework that clearly defines attendance expectations, intervention protocols, staff responsibilities, and recognition systems.	7/1/2026	8/21/2026	Principal/Attendance Team	Attendance Framework, district attendance procedures	N
	Launch a schoolwide attendance communication campaign utilizing newsletters, social media, ParentSquare and family outreach to reinforce the importance of daily attendance.	8/24/2026	Continuous	Administration/Counselors	ParentSquare, newsletters, website, social media	N

Launching & Baseline: 90 Day Plan	Implement a monthly attendance recognition program celebrating students, homerooms, grade levels, and students demonstrating improved attendance.	8/24/2026	Continuous	PBIS Team/Attendance Team	PBIS Rewards, certificates, incentives, attendance displays	N
	Develop an Early Warning Attendance Dashboard to identify students approaching chronic absenteeism and prioritize timely interventions.	8/24/2026	Continuous	Attendance Committee/Assistant Principal	PowerSchool reports, attendance dashboard	N
	Establish bi-weekly Attendance Team meetings to review attendance data, identify students requiring intervention, assign supports, and monitor progress toward attendance goals.	8/24/2026	Continuous	Attendance Team	Attendance reports, intervention tracker	N
	Implement individualized attendance support plans through family meetings, mentoring, attendance contracts, and community partnerships for students demonstrating chronic attendance concerns.	9/1/2026	Continuous	Counselors/Administration HSV	Attendance plans, community resources, MTSS documentation	N
Monitoring & Adjusting: 90 Day Plan	Review attendance trend data, family engagement metrics, and intervention outcomes to revise the attendance improvement calendar and strengthen attendance initiatives.	11/1/2026	Continuous	Principal/Assistant Principal	Attendance dashboard, intervention data	N
	Review implementation of the South Mountain Attendance Framework and refine attendance procedures and responsibilities based on attendance trends and staff feedback.	11/1/2026	Continuous	Principal/Attendance Team	Attendance Framework, attendance reports	N
	Continue schoolwide attendance communication campaigns while increasing targeted outreach to families of students demonstrating attendance concerns.	11/1/2026	Continuous	Administration/Counselors	SchoolMessenger, family communication logs	N
	Evaluate attendance recognition initiatives using participation and attendance data to strengthen student engagement and motivation.	11/1/2026	Continuous	PBIS Team	PBIS Rewards reports, attendance data	N
	Monitor the Early Warning Attendance Dashboard weekly to identify new attendance concerns and evaluate the effectiveness of attendance interventions.	11/1/2026	Continuous	Attendance Team	Attendance dashboard	N
	Continue bi-weekly Attendance Team meetings to review a attendance trends, assign interventions, monitor student progress, and evaluate implementation fidelity.	11/1/2026	Continuous	Attendance Team	Attendance reports, MTSS tracker	N
	Monitor individualized attendance support plans and adjust interventions through ongoing collaboration with students, families, counselors, and community agencies.	11/1/2026	Continuous	Counselors/Administration	Attendance plans, intervention documentation	N
Deepening & Evaluating: 90 Day Plan	Evaluate yearlong attendance data and intervention outcomes to revise the attendance improvement calendar and establish attendance priorities for the following school year.	2/1/2027	Continuous	Principal/Assistant Principal	Attendance dashboard, annual attendance reports	N
	Review and revise the South Mountain Attendance Framework using attendance outcomes, stakeholder feedback, and implementation data to ensure sustainability.	2/1/2027	5/31/2027	Principal/Attendance Team	Attendance Framework, stakeholder feedback	N
	Evaluate the effectiveness of schoolwide communication strategies and family engagement efforts to strengthen home-school partnerships that support regular attendance.	2/1/2027	Continuous	Administration/Counselors	Family surveys, communication logs	N
	Evaluate attendance recognition systems and celebrate students, staff, and grade levels demonstrating significant attendance growth while refining recognition practices for the following year.	2/1/2027	Continuous	PBIS Team	Attendance reports, PBIS data	N
	Analyze yearlong Early Warning Dashboard data to identify attendance trends, effectiveness of interventions, and opportunities for earlier identification of at-risk students.	2/1/2027	5/31/2027	Attendance Team	Attendance dashboard, PowerSchool data	N
	Continue weekly Attendance Team meetings to evaluate implementation fidelity, monitor progress toward school attendance goals, and develop recommendations for continuous improvement.	2/1/2027	Continuous	Attendance Team	Attendance reports, School Improvement Plan	N
	Evaluate individualized attendance support plans, recognize successful interventions, and develop transition plans for students requiring continued attendance supports during the following school year.	2/1/2027	5/31/2027	Counselors/Administration	Attendance intervention documentation, MTSS records	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.						
"The Instructional Leadership Team will at least bi-meet weekly to engage in the Data Wise Continuous Improvement model, reviewing student performance data and observational trends, to identify actionable revisions to the school improvement plan. Teachers will review climate data at least monthly during monthly morning committees, to determine data trends in order to develop proactive tier I programming and students in need of tier II and III interventions.						

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 Management 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/resources 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 consistently analyze discipline and suspension data to identify behavioral trends and their root causes, THEN we can implement targeted, proactive interventions while explicitly teaching students the self-regulation, decision-making, and problem-solving skills needed to prevent behaviors before they escalate, AND reduce disciplinary incidents, decrease suspensions, and foster a more positive, supportive school climate.

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				
"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", EP04: Identify and address individual student learning needs, "EP06: Foster a culture of high expectations for success for all students, educators, families, and community members", EP07: Collectively shape the vision for continuous improvement of teaching and learning, EP10: Continuously monitor implementation of the school improvement plan and adjust as needed, "EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically", 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		- Discipline and suspension data are reviewed routinely to identify schoolwide behavioral trends, root causes, and areas requiring proactive intervention. - Staff consistently implement schoolwide behavior expectations and evidence-based PBIS practices across all settings. - Students receive explicit instruction in self-regulation, decision-making, conflict resolution, and problem-solving skills through Tier 1 behavioral supports. - Behavioral interventions are implemented proactively based on data before behaviors escalate to office discipline referrals or suspensions. - Schoolwide behavior data are routinely analyzed by leadership teams to monitor implementation and adjust intervention strategies. - Students identified with behavioral concerns receive targeted Tier 2 and Tier 3 supports aligned to individual needs. - Staff utilize restorative and instructional responses that reinforce positive behavior while maintaining high behavioral expectations. -Office discipline referrals, repeat behavioral incidents, and suspensions decrease while positive school climate indicators improve.				

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Design and implement a year-long behavior improvement calendar outlining discipline data reviews, PBIS instruction, staff professional learning, student recognition, and intervention checkpoints aligned to school behavior goals.	7/1/2026	Continuous	Principal/Assistant	PBIS calendar, discipline calendar	N

Launching & Baseline: 90 Day Plan	Develop and communicate a South Mountain Behavior Framework that clearly defines schoolwide behavioral expectations, intervention protocols, restorative practices, and student support systems.	7/1/2026	8/21/2026	Principal/PBIS Team	Behavior Framework, PBIS M	N
	Provide professional learning focused on analyzing discipline data, identifying behavioral trends, implementing restorative practices, and explicitly teaching self-regulation, decision-making, and problem-solving skills.	8/24/2026	Continuous	Administration/PL	Professional learning materia	Y
	Develop a behavior data dashboard to identify discipline trends, repeat behaviors, high-risk locations, disproportionality, and students requiring additional supports.	8/24/2026	Continuous	Assistant Princip	SWIS or PowerSchool behav	N
	Conduct baseline reviews of office discipline referrals suspensions, behavioral locations, and student subgroup data to establish schoolwide behavior priorities.	8/24/2026	9/30/2026	PBIS Team/Admini	Discipline reports, suspensio	N
	Establish weekly PBIS/Behavior Team meetings to analyze behavior data, identify root causes, assign interventions, and monitor implementation of roactive supports.	8/24/2026	Continuous	PBIS Team	Behavior dashboard, interven	N
	Implement targeted behavioral intervention plans that	9/1/2026	Continuous	Counselors/Beha	Behavior intervention plans, S	N
Monitoring & Adjusting: 90 Day Plan	Review discipline and suspension trends to refine the behavior improvement calendar and prioritize professional learning and intervention efforts.	11/1/2026	Continuous	Principal/Assista	Discipline dashboard	N
	Review implementation of the South Mountain Behavior Framework and refine schoolwide procedures based on behavioral trends and staff feedback.	11/1/2026	Continuous	Principal/PBIS Te	Behavior Framework, PBIS d	N
	Continue professional learning focused on proactive classroom management, restorative practices, behavior de-escalation, and explicit behavioral instruction informed by discipline data.	11/1/2026	Continuous	Administration/PL	PD materials, behavior data	Y
	Monitor the behavior data dashboard weekly to evaluate intervention effectiveness and identify emerging behavior trends requiring additional supports.	11/1/2026	Continuous	Assistant Princip	Dashboard, discipline reports	N
	Continue weekly PBIS Team meetings to review discipline trends, assign interventions, and evaluate implementation fidelity of behavior supports.	11/1/2026	Continuous	PBIS Team	Behavior tracker	N
	Monitor individualized behavior intervention plans and adjust supports based on student progress, behavioral data, and collaboration with families and support staff.	11/1/2026	Continuous	Counselors/Beha	Intervention plans	N
	Recognize and celebrate positive behavior trends, reductions in referrals, and successful implementation of PBIS and restorative practices across classrooms and grade levels.	11/1/2026	Continuous	PBIS Team	PBIS Rewards, recognition m	N
Evaluating: 90 Day Plan	Evaluate yearlong discipline and suspension trends to revise the behavior improvement calendar and establish priorities for the following school year.	2/1/2027	Continuous	Principal/Assista	Annual discipline reports	N
	Review and revise the South Mountain Behavior Framework using behavior data, stakeholder feedback, and implementation outcomes to ensure sustainability and continuous improvement.	2/1/2027	5/31/2027	Principal PBIS Team	Behavior Framework, discipli	
	Evaluate the impact of professional learning on classroom behavior management, restorative practices, and explicit behavioral instruction using walkthroughs, coaching feedback, and discipline data.	2/1/2027	Continuous	Admin and PBIS Team	Walkthrough data, coaching c	
	Analyze yearlong behavior dashboard data to evaluate trends in referrals, suspensions, repeat behaviors, disproportionality, and intervention effectiveness.	2/1/2027	5/31/2027	Assistant Princip PBIS Team	Behavior dashboard	
	Continue monthly PBIS Team meetings to evaluate implementation fidelity, celebrate improvements, and identify priorities for continuous improvement.	2/1/2027	Continuous	PBIS Team	Behavior reports, School Imp	

Deepening & Eva

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.

Teachers will review climate data at least monthly during monthly morning committees, to determine data trends in order to develop proactive tier I programming and students in need of tier II and III interventions.

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 (Scaffolding, Small groups, Differentiation, Lesson Planning)
Audience	All Instructional Staff (Paraprofessionals, Content and Co-teachers (Special Education, EL)
Topics to be Included	Explicit Instruction, Small Group Instruction, Scaffolding, Technology Intergration, Differentiation, Data Analysis, AVID Strategies
Evidence of Learning	Rolling Agenda, Walkthrough Data, Lesson Plans
Lead Person/Position	Principal, Assistant Principal, SoIT, Academic Coaches
Anticipated Start	Monthly starting in August
Anticipated Completion	June 2027
Learning Format: Type of Activities	Whole Group Sessions, Small Flexible Groups, PLCs, Team Meetings
Frequency	monthly
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, Discipline Data, Attendance Data
Lead Person/Position	Principal, AP, Behavioral Specialist, Special Education Facilitator, CIS Coordinator
Anticipated Start	September
Anticipated Completion	May
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 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) Team Meetings

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 24.5 % 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 16.8% 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 15.5% 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 74.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 80.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least 78.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least 76.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 74.1% 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 1736 incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 439 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 877 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 1316 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 1736 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 549 suspensions recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of suspensions is less than or equal to 139 at the end of 26-27 Q1.	The total number of suspensions is less than or equal to 277 at the end of 26-27 Q2.	The total number of suspensions is less than or equal to 416 at the end of 26-27 Q3.	The total number of suspensions is less than or equal to 549 at the end of 26-27 Q4.
			Actual Performance Met Target?				