

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	William Allen High School
Principal Name	Dr. Alicia A. Knauff
Executive Director of Instructional Leadership	Tiffany Polek
ESSA Federal Designation	CSI

Planning Team

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

Team Member Title	Team Member Name	Organization
Principal	Dr. Alicia Knauff	WAHS
Assistant Principal	Kaitlyn Hoffman	WAHS
Assistant Principal	Brett Keeble	WAHS
Assistant Principal	Kate Long	WAHS
Assistant Principal	Jeremy Thatcher	WAHS
Assistant Principal	Dr. Jeff White	WAHS
Assistant Principal	Tracey Fountain	WAHS
Supervisor of Instructional Technology	Lisa Frankenfield	WAHS
Instructional Coach	Matt Rohrbach	WAHS
ELD Department Chair	Jessica Munoz	WAHS
Dean of Students	Jarrad Max	WAHS
Dean of Students	Nadine Ewald	WAHS
School Counselor	Liayn Morris	WAHS
Home and School Visitor	Mike Jernegan	WAHS
School Outreach Worker	Justin Ruppelli	WAHS
Parent	Tiffani Wright	Parent
Community Member or Business Partner	Pastor Johnny Lopez	Executive Director of Youth for Christ Lehigh Valley
Student (required for High Schools)	Erin Schweyer	WAHS
District Level Leader	Cari Cantor	ASD
School Improvement Facilitator	Shane Tardy	Mass Insight
Superintendent (Chief School Administrator)	Dr. Carol 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?

Vision: The Allentown School District envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community. **WAHS Teachers will:** Lesson plan and utilize curricular materials and grade level standards, Engage with and take "ownership of" all students including subgroups, Be solutions based and engaged with school community while addressing or discussing initiatives or areas of improvement, Consistently make data driven instructional decisions, Create a positive climate and culture in their classroom through high expectations that leverages restorative practices, Be "lifelong learners" and engage in continuous professional learning, including co-planning with teams and colleagues, Use a variety of instructional strategies to meet the needs of all students, Speak with optimism and encouragement about what students can achieve and are capable of, Create opportunities for students to demonstrate what they know and what they can do in a variety assessment modalities, Implement systems, routines, and procedures that further the priorities of WAHS and ASD, Execute systems and routines that improve school culture and climate (e.g. transitions, attendance, punctuality), Make regular contacts home to student parent/guardians (academic and discipline updates), Communicate effectively and positively with their colleagues, students, families, and leadership. **WAHS Students will:** Participate in learning activities that are authentic and prompt the transfer of skills from one area to another, Examine their academic data, set learning goals, and reflect upon their growth, Be able to articulate the connection between their school experience and future college/career goals, including connecting their interests and talent to career readiness, Advocate for their learning, Engage with their peers, teachers, and staff with respectful conversations/language, Have access to postsecondary opportunities and information, Engage with culturally diverse curricular materials and opportunities to demonstrate learning, Accept responsibility for their actions, regularly attend classes, manage conflict constructively, Engage in credit recovery options available to graduate at regular graduation year, Be aware of services and resources within the building and community that are available to them including activities and other school communications. **WAHS Families will:** Have a variety of opportunities to engage with school staff, both in person and online, Feel welcomed at school, feel safe and supported while advocating for students, Participate and engage in their child(ren)'s educational goals, success, and activities, Communicate with the school on a regular basis (attendance, grades, +/- situations), Be informed of their student's academic progress (strengths and needs) before the end of the marking period in addition to progress reports, Have access to bilingual staff members to facilitate conversations in their home language, Have opportunities to participate in offerings geared towards parents (ex. parent universities that were previously offered by parent liaisons/outreach workers- focused on language skills. **WAHS Leadership will:** Lead with compassion, empathy, and understanding the humanity of the members of the WAHS learning community, Create effective and proactive communication plans for staff, students and families, Define clear professional expectations for staff that support school and district priorities in addition to

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

Data Review

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

Future Ready PA Index Data (Dashboard Linked)

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

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

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

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

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

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

Topic	Students	Data Statement	Strength or Challenge	Priority
Proficient or Advanced in English Language Arts/Literature	All Student Group	In SY 24-25, 25.5% of all students were proficient or advanced in ELA, compared to the State average of 49.9%, as measured by the Keystone assessment.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Black, Hispanic, Economically Disadvantaged, Combined Ethnicity	In SY 24-25, 25% of Black, 22.1% of Hispanic, 24.4% of Economically Disadvantaged, and 24% of Combined Ethnicity students were proficient or advanced in ELA, compared to the State average of 49.9%, as measured by the Keystone assessment. Each of these groups have demonstrated a decrease in proficiency from the 23-24 SY to 24-25 SY.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	White, Two or More Races	In SY 24-25, 48% of White and 41.7% of Two or more races students were proficient or advanced in ELA, compared to the State average of 49.9%, as measured by the Keystone assessment. Each of these groups have demonstrated an increase in proficiency from the 23-24 SY to 24-25 SY.	Strength	☐
Proficient or Advanced in English Language Arts/Literature	English Learners	In SY 24-25, 3.5% of English Learners were proficient or advanced in ELA as measured by the Keystone assessment.	Challenge	☒
Proficient or Advanced in English Language Arts/Literature	Students with Disabilities	In SY 24-25, 7.4% of Students with Disabilities were proficient or advanced in ELA, compared to the State average of 49.9%, as measured by the Keystone assessment.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	All Student Group	In SY 24-25, 11% of students were proficient or advanced in Math, compared to the State average of 41.7%, as measured by the Keystone assessment.	Challenge	☒
Proficient or Advanced in Mathematics/Algebra	Black, Hispanic, White, Two or more races, Economically Disadvantaged, Combined Ethnicity	In 24-25 SY, 11.4% of Black, 8.6% of Hispanic, 32% of White, 22.2% of Two or more races, 9.3% of Economically Disadvantaged, and 9.9% of Combined Ethnicity students were proficient or advanced in Math, compared to the State average of 49.9%, as measured by the Keystone assessment. Each of these groups have demonstrated an increase in proficiency from the 23-24 SY to 24-25 SY.	Strength & Challenge	☐
Proficient or Advanced in Mathematics/Algebra	English Learners	In SY 24-25, 4.2% of English learners were proficient or advanced in Math, compared to the State average of 41.7%, as measured by the Keystone assessment.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	Students with Disabilities	In SY 24-25, 8.3% of Students with Disabilities were proficient or advanced in Math, compared to the State average of 41.7%, as measured by the Keystone assessment.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	In SY 24-25, 61% of all students met the growth standard in ELA, as measured by the Keystone assessment.	Strength & Challenge	☒
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Black, Hispanic, Economically Disadvantaged, Combined Ethnicity	In Sy 24-25, 72% of Black, 62% of Hispanic, 60% of Economically Disadvantaged, and 59% of Combined Ethnicity students met the growth standard in ELA as measured by the Keystone assessment. Each of these groups have demonstrated a decrease in performance from the 23-24 SY to 24-25 SY.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	English Learners	In SY 24-25, 61% of English Learner students met the growth standard in ELA, as measured by the Keystone assessment.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Students with Disabilities	In SY 24-25, 59% of Students with Disabilities met the growth standard in ELA, as measured by the Keystone assessment.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	All Student Group	In SY 24-25, 50% of all students met the growth standard in Math, as measured by the Keystone assessment. This demonstrates that there was no change in performance from the 23-24 SY to 24-25 SY.	Challenge	☒
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic, Combined Ethnicity	In SY 24-25, 50% of Hispanic and 50% of Combined Ethnicity students met the growth standard in Math as measured by the Keystone assessment. Each of these groups have demonstrated no change in performance from the 23-24 SY to 24-25 SY.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Black, Economically Disadvantaged	In SY 24-25, 59% of Black and 55% of Economically Disadvantaged students met the growth standard in Math as measured by the Keystone assessment. Each of these groups have demonstrated an increase in performance from the 23-24 SY to 24-25 SY.	Strength & Challenge	☐

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	White	In SY 24-25, 74% of White students met the growth standard in Math as measured by the Keystone assessment. This subgroup met the target and demonstrated an increase in performance from the 23-24 SY to 24-25 SY.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	English Learners	In SY 24-25, 61% of English Language Learners met the growth standard in Math, as measured by the Keystone assessment.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Students with Disabilities	In SY 24-25, 58% of Students with Disabilities met the growth standard in Math, as measured by the Keystone assessment.	Challenge	☐
English Language Growth and Attainment	All Student Group	In SY 24-25, 11% of all students met the criteria for English Language Growth and Attainment, compared to the State average of 32.4%. This data point was measured by WIDA.	Challenge	☐
English Language Growth and Attainment	English Learners	In SY 24-25, 10.9% of EL learners met the criteria for English Language Growth and Attainment, as measured by WIDA.	Challenge	☒
English Language Growth and Attainment	Students with Disabilities	N/A	Challenge	☐
Regular Attendance	All Student Group	In SY 24-25, 43.1% of all students met the criteria for regular attendance, compared to the State average of 79.6%.	Challenge	☒
Regular Attendance	Two or more races	In SY 24-25, 28.3% of our Two or more races student group met the criteria for regular attendance. This subgroup demonstrated a decrease in performance from the 23-24 SY to 24-25 SY.	Challenge	☐
Regular Attendance	Black, Hispanic, White, Economically Disadvantaged, Combined Ethnicity	In SY 24-25, 43.3% of Black, 42.8% of Hispanic, 55.9% of White, 40.9% of Economically Disadvantaged, and 42% of Combined Ethnicity student groups met the criteria for regular attendance. Each of these groups demonstrated an increase in performance from the 23-24 SY to 24-25 SY.	Strength	☐
Regular Attendance	English Learners	In SY 24-25, 47% of English Learner students met the criteria for regular attendance.	Challenge	☐
Regular Attendance	Students with Disabilities	In SY 24-25, 37.2% of students with disabilities met the criteria for regular attendance.	Challenge	☐
Career Standards Benchmark	All Student Group	In SY 24-25, 70.1% of all students met the performance standard for the career standards benchmark, compared to the State average of 91.5%.	Challenge	☒
Career Standards Benchmark	Black, Hispanic, Two or more races, Economically Disadvantaged, Combined Ethnicity	In SY 24-25, 63.4% of Black, 70.5% of Hispanic, 65.9% of Two or more races, 67.2% of Economically Disadvantaged, and 69.1% of Combined Ethnicity students met the performance standard for the career standards benchmark. Each of these groups demonstrated a decrease in performance from the 23-24 SY to 24-25 SY.	Challenge	☐
Career Standards Benchmark	White	In SY 24-25, 88.5% of White students met the performance standard for the career standards benchmark. This subgroup demonstrated an increase in performance from the 23-24 SY to 24-25 SY.	Strength	☐
Career Standards Benchmark	English Learners	In SY 24-25, 66.3% of English Learners met the performance standard for the career standards benchmark.	Challenge	☐
Career Standards Benchmark	Students with Disabilities	In SY 24-25, 81.4% of Students with Disabilities met the performance standard for the career standards benchmark.	Strength	☐
High School Graduation Rate Four Year Cohort	All Student Group	In SY 24-25, 67.4% of all students graduated William Allen HS in 4 years, compared to the State average of 88%.	Challenge	☒
High School Graduation Rate Four Year Cohort	Black, Hispanic, White, Two or more races, Economically Disadvantaged, Combined Ethnicity	In SY 24-25, 71% of Black, 65.6% of Hispanic, 65% of Two or more races, 66% of Economically Disadvantaged, and 66.4% of Combined Ethnicity students graduated William Allen HS in 4 years. Each of these groups demonstrated a decrease in performance from the 23-24 SY to 24-25 SY.	Challenge	☐
High School Graduation Rate Four Year Cohort	English Learners	In SY 24-25, 66.7% of English Learner students graduated William Allen HS in 4 years.	Challenge	☐
High School Graduation Rate Four Year Cohort	Students with Disabilities	In SY 24-25, 50% of students with disabilities graduated William Allen HS in 4 years.	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 FRCP in 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, 34.8% of all students were proficient or advanced in ELA as measured by STAR. This represents a 7.3% increase from Q1.	Strength	☒
English Language Arts	STAR	In Q3 of SY 25-26, 6.8% of Students with Disabilities were proficient and 9% of Students with Disabilities were advanced in ELA as measured by STAR. This represents a 1% increase for proficient and 1.9% increase for advanced from Q1.	Challenge	☐
English Language Arts	STAR	In Q3 of SY 25-26, 9.2% of English Learners were proficient and 18.5% of Students with Disabilities were advanced in ELA as measured by STAR. This represents a 3.2% increase for proficient and 8.5% increase for advanced from Q1.	Strength	☐
Mathematics	CDT	In Q3 of SY 25-26, 15.2% of all students were On Track as measured by CDT. This represents a 11.2% increase from Q1.	Challenge	☒
Mathematics	CDT	In Q3 of SY 25-26, 7.1% of Students with Disabilities were On Track as measured by CDT. This represents a 4.1% increase from Q1.	Challenge	☐
Mathematics	CDT	In Q3 of SY 25-26, 26.4% of English Learners were On Track as measured by CDT. This represents a 20.2% increase from Q1.	Strength	☐
Science	CDT	In Q2 of SY 25-26, 8.9% of all students were On Track or Above as measured by CDT. This represents a 1.3% increase from Q1.	Challenge	☒
Science	CDT	In Q2 of SY 25-26, 4.9% of Students with Disabilities were On Track or Above as measured by CDT. This represents a 2.1% increase from Q1.	Strength & Challenge	☐
Science	CDT	In Q2 of SY 25-26, 9.6% of English Learners were On Track or Above as measured by CDT. This represents a 0.8% decrease from Q1.	Challenge	☐

Related Academics Data

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

In order to meet compliance in the 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	Smart Futures	In SY 25-26, 78.4% of all 11th grade students met the Career Standards Benchmark. This represents a 8.3% increase from SY 24-25. While this is an improvement, it is still below the state average of 91.5%.	Strength & Challenge	☒
Career Readiness	Smart Futures	In SY 25-26, the percentage of English Learners students who met the Career Standards Benchmark increased from 66.3% in 24-25 SY to 79%. This represents a 12.7% increase.	Strength	☐
Career Readiness	Smart Futures	In SY 25-26, the percentage of Students with Disabilities who met the Career Standards Benchmark increased from 81.4% in 24-25 SY to 75.7%. This represents a 5.7% decrease.	Challenge	☐
Attendance	ASD Suspension, Enrollment & Attendance (SEA) Summary	In SY 25-26, average Daily Attendance at Allen is 83.4%, this represents a 2.2% increase from SY 24-25.	Strength	☐
Attendance	ASD Suspension, Enrollment & Attendance (SEA) Summary	In SY 25-26, Allen's regular attendance rate (i.e., students who are not chronically absent) is 47.37% which is a 4% increase over 24-25. While this is an improvement, it is still below the state average of 79.6%.	Strength & Challenge	☐
Attendance	PowerSchool			☐
Attendance				☐
Suspensions	ASD Suspension, Enrollment & Attendance (SEA) Summary	In SY 25-26, a total of 635 OSS incidents occurred, compared to 470 OSS incidents in SY 24-25. This represents a 13.5% increase.	Challenge	☒
Suspensions	PowerSchool Incident Management Dashboard	In SY 25-26, a total of 3024 total suspensions occurred.		☐
Incidents	PowerSchool Incident Management Dashboard	In SY 25-26, a total of 4380 Level 2 through Level 4 incidents occurred.		☐

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
WILLIAM ALLEN SURVEY DATA DECK				
School Climate Survey Dashboard				
School Climate Survey Raw Results- Staff				
School Climate Survey Raw Results-Students				
School Climate Survey Raw Results- Families				

CSI Survey	Student Survey Data	In 25-26 SY, 28% of students agree it is important to go to class every day, in comparison to 72% of students disagreeing or feeling neutral about the importance of going to class.	Challenge	☒
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[WILLIAM ALLEN FOCUS GROUP THEMES](#)

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	Emerging	Educators occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Operational	Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.
	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	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	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	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
	14	EP14: Implement evidence-based strategies to engage families to support learning	Exemplary	Strategies to engage families are evident across the school community. Stakeholders are continuously engaged in assessing the needs of students and families, evaluating implementation and outcomes of family engagement strategies, and adjusting family engagement strategies as needed.
	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.
Foster Quality Professional Learning	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).
	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:	Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. (Emerging)		
Challenge EP 2:	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. (Emerging)		
Challenge EP 3:	Monitor and evaluate the impact of professional learning on staff practices and student learning. (Emerging)		
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:	Implement a multi-tiered system of supports for academics and behavior (Operational) — Effective and efficient practices and processes have been implemented and refined with fidelity as evidenced by improved outcomes.	Discussion Statement:	We can leverage our established, high-fidelity MTSS infrastructure (EP13) to provide the missing framework and purpose for collaborative planning time (EP02 & EP03). By utilizing the existing MTSS meeting cadence and intervention tracking routines as a template for grade-level and department PLCs, we can transform informal collaboration time into structured, data-driven planning sessions focused directly on student response to instruction.
Strength Statement 2:	Provide frequent, timely, and systematic feedback and support on instructional practices (Operational) — Instructional leaders conduct classroom walkthroughs on a weekly basis to gauge instructional quality, provide actionable feedback, and inform needed educator supports through the utilization of a custom walkthrough tool in PAETEP.	Discussion Statement:	We can leverage our robust, weekly classroom walkthrough and feedback loop (EP05) to directly monitor and evaluate the impact of professional development (EP18). By embedding specific, targeted professional learning look-fors into our weekly observation protocols, leaders can collect direct classroom evidence of implementation, measure PD transfer into daily practice, and provide real-time coaching to ensure training leads to changed instruction.

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 build teacher capacity by providing professional learning on explicit instruction, small group instruction, and powerful learning, THEN teachers will effectively deliver explicit instruction, and implement powerful learning and small group instruction to target skills identified as needs through data analysis while focusing on standards-aligned grade-level Math instruction, AND improve student achievement and proficiency rates on the Algebra Keystone.	Math
Priority #2	IF we build teacher capacity by providing professional learning on explicit instruction, small group instruction, powerful learning, and the implementation of research-based scaffolding strategies that support language acquisition within standards-aligned grade-level ELA instruction, THEN teachers will effectively deliver explicit instruction, implement powerful learning and small group instruction to target standards-aligned grade-level ELA skills identified as needs through data analysis, and increase the use of effective scaffolds during instruction to maintain rigorous ELA instruction AND improve student achievement and proficiency rates on the Literature Keystone Exam.	ELA, EL
Priority #3	IF student attendance reports generated from the Student Information System (SIS) identify students with chronic absenteeism or emerging attendance concerns, THEN school staff will implement timely interventions, monitor attendance trends, and engage families, AND increase student regular attendance per period and per school day.	Attendance

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 build teacher capacity by providing professional learning on explicit instruction, small group instruction, and powerful learning, THEN teachers will effectively deliver explicit instruction, and implement powerful learning and small group instruction to target skills identified as needs through data analysis while focusing on standards-aligned grade-level Math instruction, AND improve student achievement and proficiency rates on the Algebra Keystone.

Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):

Teachers will engage with their grade-level math leads, coaches, department chairs, and the Executive Director and Director of Mathematics to unpack both the mathematical content standards as well as the mathematical practice standards in order to ensure alignment within and across grade levels.

District-wide Expectation Focus Area:

Intentional Small Group

Evidence-based Strategy (PA Evidence Resource Center):

Evidence Resource Center Tier:

**Relevant Implementation Lookfors
(Anticipated Outputs)**
[Link to Essential Practices](#)

Related Essential Practices (check all that apply)

"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", "EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school"

PRACTICE 3: Multiple sources of individual and disaggregated student group data are routinely analyzed to identify student needs, evaluate classroom practices, and modify instruction, Educators continually monitor and adjust instruction and content based on multiple checks for understanding, Professional learning is focused on building the capacity of staff and other stakeholders to use data for decision-making (e.g., use of data for classroom instructional planning and for monitoring of student learning progress and disparities); **PRACTICE 4:** Lesson plans and observational data show evidence of instructional planning that includes consideration of individual student needs, Educators exhibit instructional

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
90 Day Plan	Use district provided training decks and activities for explicit instruction	8/17/2026	11/20/2026	Admin Team	Explicit Instruction Book/District created Explicit Instruction Slide Decks	Y
	Modeling the I Do, We Do, You Do structure	8/17/2026	11/20/2026	Department Chairs, Instructional Coaches	None	Y

Launching & Baseline: 90 Days	Offer refresher on small-group instruction (separate strand for new teachers)	8/17/2026	9/30/2026	Admin Team	Small Group Instruction Best Practices Literature/Handouts	Y
	State and model expectations for small-group instruction	8/17/2026	11/20/2026	Department Chairs, Instructional Coaches	Small Group Instruction Expectations Document	N
	Share expectations for powerful learning with staff for internalization/execution purposes	8/17/2026	11/20/2026	Admin Team	Powerful Learning Expectations Document	N
	Schedule three dates for Instructional Rounds and identify staff members to participate in each group	8/17/2026	9/15/2026	Admin Team	None	N
Monitoring & Adjusting: 90 Day Plan	Establishing look for's - I Do, We Do, You Do	7/23/2026	9/30/2026	Admin Team	PA-E-TEP Custom Form ; Explicit Instruction Text	N
	Conduct targeted classroom walk-throughs focused on fidelity to explicit instruction; provide actionable feedback after each walkthrough.	9/8/2026	Ongoing	Admin Team, Department Chairs, Instructional Coaches	PA-E-TEP Custom Form	N
	Facilitate peer observations and Professional Learning Community (PLC) video reflections focused on classroom transitions between "We Do" and "You Do."	12/1/2026	2/26/2027	Admin Team, Department Chairs, Instructional Coaches	Collection of Videos either of WAHS teachers or stock videos.	Y
	Utilizing the walkthrough tool to track environmental and instructional fidelity across grade levels.	9/8/2026	Ongoing	Admin Team, Department Chairs, Instructional Coaches	PA-E-TEP Custom Form	N
	During PLC and faculty meeting time, administrators, instructional coaches, and department chairs will hold "look-fors" calibration sessions to review student work samples against powerful learning rubrics.	12/1/2026	2/26/2027	Admin Team, Department Chairs, Instructional Coaches	Student Work Samples	Y
	Staff participation in Instructional Rounds to observe implementation of instructional practices of focus.	8/17/2026	6/10/2027	Admin Team, Department Chairs, Instructional Coaches, Teachers	Schedule of Instructional Round Dates, Presentation	N
Deepening & Evaluating: 90 Day Plan	Review data from walkthroughs and Instructional Rounds to determine next steps from ILT.	10/29/2026	6/10/2027	Admin and ILT Teams	Walkthrough Data	N
	Analyze student mastery data from explicit instruction units and share teacher-created supplemental materials by department.	3/1/2027	6/10/2027	Department Chairs, Teachers	Common Assessment Data, Curriculum Resource Folders by Department (Shared Google Drive)	N
	Establish peer-led teacher leader roles/mentorship strands to onboard future new hires in small-group strategies.	10/1/2026	6/10/2027	Admin Team, Department Chairs, Mentor Teachers	New Teacher Checklist, Small Group Instruction Resources	Y
	Utilize small-group flexible grouping models based on real-time formative assessment and student-led learning stations.	3/1/2027	6/10/2027	Teachers, Instructional Coaches, Department Chairs	Real Time Formative Assessment tools, classroom management and rotation systems, Student Led Learning Station Kits	N
	Recognize and showcase exemplar Powerful Learning classrooms; build a digital library of internal classroom practices for school-wide sustainability.	3/1/2027	6/10/2027	Admin Team, Department Chairs, Instructional Coaches	iPads, Teacher coverage for filming, Google Drive to maining digital library	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 Administrative Team, Instructional Leadership Team (ILT), Department Chairs, and Instructional Coaches will meet monthly to monitor implementation fidelity and student progress across each 90-day plan phase. Classroom walkthroughs will be conducted using the PA-ETEP custom form to gather observational data on explicit instruction ("I Do, We Do, You Do"), intentional small-group models, and powerful learning practices, followed by immediate, actionable feedback. During PLC and monthly faculty meeting sessions, teams will calibrate look-fors, review student work samples against rubrics, and evaluate real-time formative and common assessment data. Quarterly, the ILT will review aggregate walkthrough data and unit mastery scores against Algebra Keystone proficiency targets to determine necessary instructional adjustments, refine professional learning strands, and update action steps for subsequent phases.

Strategy 2

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

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

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

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

Priority Statement (copy and paste from previous tab):

IF we build teacher capacity by providing professional learning on explicit instruction, small group instruction, powerful learning, and the implementation of research-based scaffolding strategies that support language acquisition within standards-aligned grade-level ELA instruction, THEN teachers will effectively deliver explicit instruction, implement powerful learning and small group instruction to target standards-aligned grade-level ELA skills identified as needs through data analysis, and increase the use of effective scaffolds during instruction to maintain rigorous ELA instruction AND improve student achievement and proficiency rates on the Literature Keystone Exam.

Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):

All students engage with grade-level, standards-aligned instruction daily. Teachers utilize explicit instruction, gradual release of responsibility, formative assessment, and flexible grouping to provide access and support without lowering rigor. Instruction reflects following the curriculum and using High-Quality Instructional Materials (HQIM).

District-wide Expectation Focus Area:

Explicit Modeling & Structured Literacy

Evidence-based Strategy (PA Evidence Resource Center):

Evidence Resource Center Tier:

Related Essential Practices (check all that apply)

Relevant Implementation Lookfors (Anticipated Outputs)
[Link to Essential Practices](#)

"EP06: Foster a culture of high expectations for success for all students, educators, families, and community members", "EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school", "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"

PRACTICE 3: Multiple sources of individual and disaggregated student group data are routinely analyzed to identify student needs, evaluate classroom practices, and modify instruction. Educators continually monitor and adjust instruction and content based on multiple checks for understanding. Professional learning is focused on building the capacity of staff and other stakeholders to use data for decision-making (e.g., use of data for classroom instructional planning and for monitoring of student learning progress

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
Plan	Use district-provided training decks and activities for explicit ELA instruction and language acquisition scaffolds.	8/17/2026	11/20/2026	Admin Team	Explicit Instruction Book/District created Explicit Instruction Slide Decks	Y
	Model the "I Do, We Do, You Do" structure applied to complex text analysis and text-dependent analysis (TDA) writing.	8/17/2026	11/20/2026	Department Chairs, Instructional Coaches	None	Y

Launching & Baseline: 90 Day	Offer refresher on ELA small-group instruction and language scaffolds (separate strand for new teachers).	8/17/2026	9/30/2026	Admin Team	Small Group Instruction Best Practices Literature/Handouts	Y
	State and model expectations for small-group instruction and scaffolded language support during ELA classes	8/17/2026	11/20/2026	Department Chairs, Instructional Coaches	Small Group Instruction Expectations Document	N
	Share expectations for powerful learning in ELA with staff for internalization and execution purposes.	8/17/2026	11/20/2026	Admin Team	Powerful Learning Expectations Document	N
	Schedule three dates for Instructional Rounds and identify staff members to participate in each group	8/17/2026	9/15/2026	Admin Team	None	N
	Review LAS Links Data from 2025-2026 School Year during ILT.	8/17/2026	11/20/2026	Admin Team, ILT Team, EL Department	LAS Links Results from 2025-2026	N
Monitoring & Adjusting: 90 Day Plan	Establishing look for's - I Do, We Do, You Do	7/23/2026	9/30/2026	Admin Team	PA-EETEP Custom Form ; Explicit Instruction Text	N
	Conduct targeted classroom walkthroughs focused on fidelity to explicit ELA instruction and scaffolding strategies; provide actionable feedback.	9/8/2026	Ongoing	Admin Team, Department Chairs, Instructional Coaches	PA-EETEP Custom Form	N
	Facilitate peer observations and PLC video reflections focused on student engagement during the transition from "We Do" to "You Do" in ELA.	12/1/2026	2/26/2027	Admin Team, Department Chairs, Instructional Coaches	Collection of Videos either of WAHS teachers or stock videos.	Y
	Utilize the walkthrough tool to track scaffolding and small-group instructional fidelity across grade levels and ELA courses.	9/8/2026	Ongoing	Admin Team, Department Chairs, Instructional Coaches	PA-EETEP Custom Form	N
	Hold PLC and faculty "look-fors" calibration sessions to review student TDA writing samples and ELA work against powerful learning rubrics.	12/1/2026	2/26/2027	Admin Team, Department Chairs, Instructional Coaches	Student Work Samples	Y
	Staff participation in Instructional Rounds to observe implementation of instructional practices of focus.	8/17/2026	6/10/2027	Admin Team, Department Chairs, Instructional Coaches, Teachers	Schedule of Instructional Round Dates, Presentation	N
Evaluating: 90 Day Plan	Review walkthrough, Instructional Rounds, and benchmark assessment data with the Instructional Leadership Team (ILT) to determine next steps for ELA support.	10/29/2026	6/10/2027	Admin and ILT Teams	Walkthrough Data	N
	Analyze student mastery data from STAR/ Firefly Keystone practice assessments and share teacher-created supplemental scaffolds by department.	3/1/2027	6/10/2027	Department Chairs, Teachers	Common Assessment Data, Curriculum Resource Folders by Department (Shared Google Drive)	N
	Establish peer-led teacher leader roles and mentorship strands to onboard future new hires in ELA small-group and language scaffolding strategies.	10/1/2026	6/10/2027	Admin Team, Department Chairs, Mentor Teachers	New Teacher Checklist, Small Group Instruction Resources	Y
	Utilize small-group flexible grouping models based on real-time formative assessment and student-led ELA station rotations.	3/1/2027	6/10/2027	Teachers, Instructional Coaches, Department Chairs	Real Time Formative Assessment tools, classroom management and rotation systems, Student Led Learning Station Kits	N

Deepening & Evaluation	Recognize and showcase exemplar Powerful ELA Learning classrooms; build a digital library of internal classroom practices for school-wide sustainability.	3/1/2027	6/10/2027	Admin Team, Department Chairs, Instructional Coaches	iPads, Teacher coverage for filming, Google Drive to maining digital library	N
	Review EL data to determine increases in the percentage of students meeting or exceeding their language growth goals by 5%, as measured by LAS Links	4/7/2027	6/10/2027	ILT Team, Admin Team, EL Department	Las Links Data	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 (ILT) and ELA department will meet monthly to review the implementation tracker, analyze walkthrough trends from PA-EETP, evaluate student performance on quarterly ELA benchmarks/Keystone practice assessments, and determine which action steps require additional coaching, resources, or adjustment for 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 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 student attendance reports generated from the Student Information System (SIS) identify students with chronic absenteeism or emerging attendance concerns, THEN school staff will implement timely interventions, monitor attendance trends, and engage families, AND increase student regular attendance per period and per school day.				
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):		Implement evidence-based MTSS for attendance with tiered supports and tracking; Im				
District-wide Expectation Focus Area:		Attendance, Suspension Incidents, and Graduation Rate				
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				
"EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school", "EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community", "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, EP14: Implement evidence-based strategies to engage families to support learning, "EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA", EP16: Identify professional learning needs through analysis of a variety of data		PRACTICE 9: School leaders strategically coordinate and monitor spending of required and discretionary funds to align with identified student needs. PRACTICE 12: There is a documented system for rewarding positive student behavior. PRACTICE 13: The school systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends; The school routinely monitors tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation; Students who are more vulnerable are showing reduced risk and greater achievement; results are comparable across grades and classrooms (equity). PRACTICE 14: The school provides numerous formal and informal				
Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
90 Day Plan	Review/re-establish Attendance Team (Deans, School Counselors, Home & School Liasons, Admin).	8/17/2026	9/30/2026	Admin Team	SIS data access, Meeting agenda templates	N
	Schedule monthly meetings and establish standard meeting protocols for reviewing SIS attendance data.	8/17/2026	9/30/2026	Admin Team, Attendance Team	SIS report, Standard meeting protocols	N
	Determine SIS report to identify period-attendance and flag students reaching 3, 5, and 10 days of absences for early outreach before chronic thresholds are reached.	8/17/2026	9/30/2026	Attendance Team, Admin Team	SIS report(s)	N

Launching & Baseline: 90 Day Plan	Establish guidelines and implementation of a documented schoolwide reward system for positive and improved attendance (e.g., highest attendance, individual progress rewards).	8/17/2026	11/20/2026	Attendance Team, Admin Team, Dean of Students	PBIS reward budget/materials	N
	Parent Engagement and Education on the Importance of Attendance.	8/17/2026	Ongoing	Admin Team, School Counselors, Home & School Liasons, Child Study Teams	Information about attendance	N
	Development of School Attendance Plan for 2026-27 SY.	8/17/2026	9/30/2026	Admin Team, Attendance Team	None	N
Monitoring & Adjusting: 90 Day Plan	Assign individual case managers (counselors, deans, social workers) to high-risk students identified. Conduct attendance contracts, check-in/check-out (CICO) routines, and small-group mentoring.	8/17/2026	6/10/2027	Attendance Team, Childy Study Teams, Home & School Liasons	Student CICO tracking sheets, Intervention trackers	N
	Initiate direct two-way family communication for students with emerging absence trends. Ensure all calls, letters, and attendance contracts are translated into home languages.	8/17/2026	6/10/2027	Admin Team, Home & School Liason,	Translation services	N
	Deliver targeted staff PD during PLC/faculty meetings on starting class on time, taking accurate period attendance, and creating welcoming classroom environments.	8/17/2026	9/30/2027	Instructional Coach	PD slides, Classroom transition expectations handout	Y
	Implementation of PBIS rewards.	8/17/2026	6/10/2027	Attendance Team	PBIS reward budget/materials	N
	Review of 2026-27 School Attendance Plan action steps to determine alignment and completion of those impacting the goals and priorities in the SIP.	9/30.2026	6/10/2027	Admin Team, Attendance Team	2026-27 SY Attendance Plan	N
Deepening & Evaluating: 90 Day Plan	Review current partnerships and acquire additional partnerships with local youth organizations, mental health providers, and community agencies to address root causes of chronic absenteeism (e.g., family responsibilities, transportation, housing).	8/17/2026	Ongoing	Home & School Liasons, Social Workers, Community Liasons	List of current partnerships and services provided	N
	Analyze attendance and period-skipping data broken down by grade level, EL status, Special Education, and race/ethnicity to ensure interventions are equitably supporting all populations.	8/17/2026	6/10/2027	Admin Team, ILT, Attendance Team	Attendance data from SIS	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 Administrative Team, Attendance Team, and Instructional Leadership Team (ILT) will meet monthly to review student attendance and determine which action steps require additional resources, interventions, or adjustments necessary for 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)	Explicit Instruction
Audience	All faculty and staff
Topics to be Included	Explicit Instruction (foundations of explicit instruction, designing of lessons, organization for instruction, and delivery of instruction)/Small Group Instruction
Evidence of Learning	Use of explicit instruction in classrooms as evidenced during walkthroughs/observations
Lead Person/Position	WAHS School Administrators
Anticipated Start	August 17, 2026
Anticipated Completion	June 11, 2027
Learning Format: Type of Activities	Whole group, small group, department led
Frequency	Use of bi-monthly faculty meetings/Professional Learning days
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #2

Professional Development Activity Name (Strategy (ies) Name)	VILS-Powerful Learning Experiences
Audience	All faculty and staff
Topics to be Included	VILS Flexible Learning Module: Powerful Learning Strategy, Blended Learning, Student Choice, Technology Tools
Evidence of Learning	Use of powerful learning experiences in classrooms as evidenced during walkthroughs/observations
Lead Person/Position	WAHS School Administrators
Anticipated Start	August 17, 2026
Anticipated Completion	June 11, 2027
Learning Format: Type of Activities	Whole group, small group, department led
Frequency	Use of bi-monthly faculty meetings/Professional Learning days
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #3

Professional Development Activity Name (Strategy (ies) Name)	Climate and Culture
Audience	All Faculty and Staff
Topics to be Included	Building Staff Culture and Developing Collective Efficacy/Changing Student Behavior through PBIS/Trauma-Informed Learning/Developing Family and Community Partnerships
Evidence of Learning	Use of powerful culture and climate experiences in classrooms as evidenced through walkthroughs and observations
Lead Person/Position	WAHS Administrators
Anticipated Start	August 17, 2026
Anticipated Completion	June 11, 2027
Learning Format: Type of Activities	Whole group, small group, community intervention professionals, department led
Frequency	Use of bi-monthly faculty meetings/Professional Learning days
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 weekly staff newsletter (Canary Chronicle), 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) Faculty Meetings B) 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

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 (9-12)	Proficiency	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 29.7% 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	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 (9-12)	Proficiency	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 17% 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	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 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)		Q1 Target	Q2 Target	Q3 Target	Q4 Target	
			At least 65.5% 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	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 51.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 57.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least 55.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least 53.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 51.1% 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 4,073 incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 957 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 1,914 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 2,871 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 3,788 at the end of 26-27 Q4.
			Actual Performance				
			Met Target?				
GOAL:	Graduation Rate		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 71.4% 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:	Incidents (6-8)		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			There will be no more than 2,812 suspensions recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of suspensions is less than or equal to 660 at the end of 26-27 Q1.	The total number of suspensions is less than or equal to 1,321 at the end of 26-27 Q2.	The total number of suspensions is less than or equal to 1,982 at the end of 26-27 Q3.	The total number of suspensions is less than or equal to 2,615 at the end of 26-27 Q4.
			Actual Performance				
			Met Target?				