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	Roosevelt Elementary school
Principal Name	Vahanna Fraser-Johnson
Executive Director of Instructional Leadership	Jen Bryant
ESSA Federal Designation	TSI

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	Vashanna Fraser	Allentown School District
Assistant Principal	Austin Renzi	Allentown School District
Assistant Principal	Anthony Brinkley	Allentown School District
Reading Specialist	Lucianne Reed	Allentown School District
Intervention Specialist	Victoria Banas	Allentown School District
School-based Special Education Leader	Stephanie Greczek	Allentown School District
School-based EL Teacher Leader	Diann Garnett	Allentown School District
School Counselor	Tracy Cummins	Allentown School District
School Counselor	Kara Skarka	Allentown School District
Parent	Judy Agneita	Allentown School District
Community Member or Business Partner	Patricia Maskiel	DeSales University
District Level Leader	Jennifer Bryant	Allentown School District
Superintendent (Chief School Administrator)	Dr. Carol D. Birks	Superintendent/CEO
Social Worker	Lauren Fischer	Allentown School District
Community Schools Coordinator	Yasinee Burton	Allentown School District

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 mission of Roosevelt Elementary is to meet the unique educational needs of each student by igniting their passion for learning and fostering an academic culture.

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	There has been a consistent decrease in our PSSA ELA scores over the past 3 years from 24.5% in 22/23 SY to 21.1% in 23/24 SY to 18.2% in 24/25 SY. This is compared to the Statewide decrease over the previous 4 years of 5%.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	African America/Blac	Over the past 6 years we have decreased our scores from 42.9% to 11.5% proficient. Our student body is comprised of 9.7% African America /Black students. This trend follows the staewide trend but is dramitcally below proficiency.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Hispanic	Over the past 6 years we have showed a steady decrease of 15.2% proficincey from 34.5% to 19.3% proficiency. This is alarming becasue ~70% of our school is comprised of Hispanic students.	Challenge	☑
Proficient or Advanced in English Language Arts/Literature	Multi-Racial (not Hispanic)	As a TSI school, we increased from 23/24 SY to 24/25 SY from 9.5% to 17.6%.	Strength	☐
Proficient or Advanced in English Language Arts/Literature	Economically Disadvantaged	Over the past 6 years we have showed a steady decrease of 20.6% proficincey from 36.7% to 16.1% proficiency. This is alarming becasue ~60% of our school is comprised of Economically Disadvantaged students.	Challenge	☑
Proficient or Advanced in English Language Arts/Literature	English Learners	Over the past 6 year we have reamined consistent going from 10.5% to 12.5% proficincy. However from the 23/24 SY to the 24/25 SY we decreaed by 10.4% proficiency from 22.9% to 12.5%. 15% of our student body is classified as ELL's.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Students with Disabilities	Over the past 6 years our school has consistently scored below 10% proficiency with the exception of the 22/23 SY being 16.1%. In the 24/25 SY we had 2.7% proficincy with 20% of our student body being SWD.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Combined Ethnicity	Over the past 3 years of available data this subgroup has stayed steady but decreased from 22.4% and 18.1%.	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	All Student Group	There was an ~8% increase in the PSSA's from 23/24 SY to 24/25 SY of 12.6% to 20.4%. This is compared to the steady Statewide increase over the previous 4 years of 6%.	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	African America/Blac	Over the past 6 years we have seen a sharp drop and rise again from 26.5% to 15.4% proficient. Overall this is a decrease however looking at the past 2 years, there was a 9.3% increase from 6.1% to 15.4% proficiency.	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	Hispanic	Over the past 6 years we have seen fluctuating levels of proficiency but an increas over the past 2 years from 14.7% in 23/24 SY to 20% in 24/25 SY. Stabalizing increasing growth for ~70% of our student body.	Strength	☐
Proficient of Advanced in Mathematics/Algebra	Multi-Racial (not Hispanic)	The past 2 testing cycles has seen us grow from 10% proficiency to 24.2% proficiency, a 14.2% increase. This is comprised of 15.7% of our student body.	Strength	☐
Proficient of Advanced in Mathematics/Algebra	Economically Disadvantaged	Over the past 6 years we have seen fluctuating levels of proficiency but an increase over the past 2 years from 11.9% in 23/24 SY to 20.1% in 24/25 SY. Stabalizing increasing growth for ~60% of our student body.	Strength	☐
Proficient of Advanced in Mathematics/Algebra	English Learners	Over the past 3 years, this subgroup has decreased from 20% to 12.5% proficiency while comprising of 15.5% of our student body.	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	Students with Disabilities	Over the past 6 years our SWD subgroup has stay consistently around 10% proficiency or under, however there is an anomoly in the 22/23 SY of 17.7% proficeiency. Between the 23/24 SY and 24/25Sy we increased slightly from 9.2% to 10.8% proficiency. The subgroup of SWD make up ~20% of our student body.	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	Combined Ethnicity	Of the past 3 yeara of data we have stayed at ~20% proficienct with a drop in the second year to 13.1% proficient.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	Comparing the 22/23 SY to 23/24 SY we see a 7% decrease in the demonstration of growth. The 24/25 SY bounced back to 76% growth score. We are slightly outperforming the statewide average by 0.6%.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Hispanic	Comparing the 22/23 SY to 23/24 SY we see a 18% decrease in the demonstration of growth. The 24/25 SY bounced back to 76% growth score. This subgroup is slightly outperforming the statewide average by 0.6%. This subgroup makes up ~70% of our student body.	Strength	☐

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Economically Disadvantaged	Comparing the 22/23 SY to 23/24 SY we see a 7% decrease in the demonstration of growth. The 24/25 SY bounced back to 74% growth score. This subgroup makes up ~60% of our student body.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Students with Disabilities	Comparing the 22/23 SY to 23/24 SY we see a 17% decrease in the demonstration of growth. The 24/25 SY bounced back to 71% growth score. This subgroup makes up ~20% of our student body.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Combined Ethnicity	Comparing the 22/23 SY to 23/24 SY we see a 10% decrease in the demonstration of growth. The 24/25 SY bounced back to 76% growth score. This subgroup is slightly outperforming the statewide average by 0.6%.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	All Student Group	Over a 4 year cycle, 3 of the past 4 years have decreased by 25% growth expectations in 23/24 SY. In the 24/25 SY we bounced back to 88%, an increase in 13%. Compared to the statewide average we are overperforming the statewide average by 13%.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic	Over a 4 year cycle, 3 of the past 4 years have decreased by 27% growth expectations in 23/24 SY. In the 24/25 SY we bounced back to 87%, an increase in 13%. Compared to the statewide average we are overperforming the statewide average by 14%.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Economically Disadvantaged	Over a 4 year cycle, 3 of the past 4 years have decreased by 26% growth expectations in 23/24 SY. In the 24/25 SY we bounced back to 83%, an increase in 9%. Compared to the statewide average we are overperforming the statewide average by 13%.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Students with Disabilities	Over a 4 year cycle, 3 of the past 4 years have remained steady, however last year dipped by 15% to 72%. Compared to the statewide average we are underperforming the statewide average slightly by ~3%.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Combined Ethnicity	Over a 3 year cycle, 2 of the past 3 years have remained steady, however last year dipped by 27% to 73%. In the 24/25 SY we bounced back to 89%, an increase in 16%. Compared to the statewide average we are overperforming the statewide average slightly by ~14%.	Strength	☐
English Language Growth and Attainment	All Student Group	As a school, Roosevelt is outperforming the statewide average by 13%. PA average is 32% and we sit at 45.3% proficient. Over the past 3 years we have seen a ~7% dip in our proficiency.	Strength	☐
Regular Attendance	All Student Group	Although our All Student Group made a 5.3% increase for regular attendance from 22-23 (63.2%) to 23-25 (69.5%), we still have not met the State Performance Standard (94.1%).	Challenge	☐
Regular Attendance	African America/Blac, Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities	Although our Black (60.7% to 68.4%), Hispanic (65.3% to 71.4%), 2 or More Races (58.5% to 64.7%), Economically Disadvantaged (60.7% to 67.5%), Students with Disabilities (61.2% to 65.5%), and Combined Ethnicity (64% to 70%) students did not meet the State Performance Standard (94.1%) in the 23-24 SY, they all made year over year growth for Regular Attendance from the 22-23 SY to the 23-24 SY.	Strength	☐
Regular Attendance	White, English Learners	Our White students (65.5% to 57.1%) and English Language Learners (70.2% to 69%) did not meet the State Performance Standard for Regular Attendance in the 23-24 SY, and they decreased their performance from the 22-23 SY to the 23-24 SY.	Challenge	☐
Career Standards Benchmark	All Student Group	Performing above the state standard benchmark by 4%. State benchmark is 91.5% and Roosevelt is at 95.4%.	Strength	☐
Career Standards Benchmark	Hispanic	Outperforming state benchmark of 91.5% by 6.5% measuring at 97%.	Strength	☐
Career Standards Benchmark	Economically Disadvantaged	Outperforming state benchmark of 91.5% by ~6% measuring at 96.7%.	Strength	☐
Career Standards Benchmark	Students with Disabilities	Underperforming state benchmark of 91.5% by ~4% measuring at 88.9%.	Challenge	☐
Career Standards Benchmark	Combined Ethnicity	Outperforming state benchmark of 91.5% by ~6% measuring at 96.2%.	Strength	☐

Local Assessment Data

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

In order to meet compliance in the 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 Reading	*On the 25-26SY Q4 administration of the STAR Reading assessment, 64% of students are below grade level in Reading.*	Challenge	☐
English Language Arts	Asian (Not Hispanic)	From BOY to EOY we grew from 0% proficiency to 50% proficiency with 1 o	Strength	☐
English Language Arts	African America/Blac	From BOY to EOY we stayed stagnant from 32% proficiency to 32% proficiency with 8 of 25 students showing proficiency	Challenge	☐
English Language Arts	Hispanic	From BOY to EOY we grew from 23.4% proficiency to 31.8% proficiency with 91 of 286 students showing proficiency	Strength	☐
English Language Arts	Multi-Racial (not Hispanic)	From BOY to EOY we grew from 28% proficiency to 49% proficiency with 28 of 57 students showing proficiency	Strength	☐
Mathmatics	Star Math	*On the 25-26SY Q4 administration of the STAR Reading assessment, 43% of students are below grade level in Reading.*	Challenge	☐
Mathmatics	Asian (Not Hispanic)	From BOY to EOY we grew from 0% proficiency to 50% proficiency with 1 of 2 students showing proficiency	Strength	☐
Mathmatics	African America/Blac	From BOY to EOY we grew from 19% proficiency to 27% proficiency with 9 of 33 students showing proficiency	Strength	☐
Mathmatics	Hispanic	From BOY to EOY we grew from 13% proficiency to 23.6% proficiency with 78 of 331 students showing proficiency	Strength	☐
Mathmatics	Multi-Racial (not Hispanic)	From BOY to EOY we grew from 19% proficiency to 28.6% proficiency with 18 of 63 students showing proficiency	Strength	☐
Science	CDT			☐
Science				☐
Science				☐

Science				☐

Related Academics Data

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

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

Topic	Data Source	Data Statement	Strength or Challenge	Priority
Career Readiness	Career Standards Benchmark 2024-2025	In the 2024-25 school year, 90% of Roosevelt Students exceeded the performance standard, with 90% of of students meeting the career standards benchmark.	Strength	☐
Attendance	Roosevelt Attendance	In the 2024-25 school year, Roosevel'ts percentage of students not chronically absent increased to 76.6%		☐
Suspensions		During the 2025-2026 school year, the school issued 6 out-of-school suspensions in response to significant behavioral infractions. This figure is consistent with the recorded data, which includes Level 3- 64 incidents and Level 4 - 1 incident.	Challenge	☐
Incidents		In the 2025-2026 school year, two months yielded the greatest number of incidents, September (86) and October (71), while the average is 50/month.	Challenge	☐

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

PA Essential Practices Self Evaluation

		Essential Practices	Rating	Definition of Rating
Focus on Continuous Improvement of Instruction	1	**EP 01: Align curriculum, assessments, and instruction to the PA Standards**	**Emerging**	Some instructional materials and assessments demonstrate the rigor of the PA Standards.
	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**	**Not Yet Evident**	Structures, practices, and protocols to support data use, evidence-based instructional strategies, and differentiation do not exist.
	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**	**Not Yet Evident**	School leaders understand the importance of high expectations for success for all students, but do not implement strategies to ensure a culture of high expectations throughout 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**	**Emerging**	School leaders articulate the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff in shared decision-making or problem-solving.
	9	**EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community**	**Emerging**	The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. School leaders allocate personnel, resources, and programs considering some but not all student needs.
	10	**EP10: Continuously monitor implementation of the school improvement plan and adjust as needed**	**Emerging**	School leaders occasionally monitor the goals and strategies of the school improvement plan.
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.**	**Emerging**	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively-stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. There is limited evidence of implementation of the schoolwide behavior plan.
	13	**EP13: Implement a multi-tiered system of supports for academics and behavior**	**Emerging**	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
	14	**EP14: Implement evidence-based strategies to engage families to support learning**	**Emerging**	Strategies to engage families are evident, but implementation is inconsistent.
	15	**EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA**	**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.
r 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**	**Operational**	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.

Foster	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 Challenges0 section of the FRCPP. Copy and paste the EP from columns C&D into the cells below.

Challenge EP 1:	(EP1) Some instructional materials and assessments demonstrate the rigor of the PA Standards.
Challenge EP 2:	(EP10) School Leaders occasionally monitor the goals and strategies of the school improvement plan
Challenge EP 3:	(EP14) Strategies to Engage Families are evident, but Implementation is inconsisent

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:	(EP15) The school implements strategies for partnering with local businesses, commnuity organizations and other agencies aligned to the need of the school. The school plan explicity outlines the role community partner in helping to achieve specific results.	**Discussion Statement:**	The school can leverage its strong partnerships with local businesses, community organizations, and agencies to provide targeted resources, expertise, and opportunities that directly address the school's prioritized challenges. By clearly defining each partner's role in the school improvement plan, the school can strengthen accountability, coordinate support, and ensure collaborative efforts contribute to achieving measurable student outcomes.
Strength Statement 2:	(EP16) Professional Learning needs are indentified using a variety of data.	**Discussion Statement:**	The school's use of multiple sources of data to identify professional learning needs ensures that training is relevant and aligned with staff and student needs. This strength can be leveraged to provide targeted professional development that addresses prioritized challenges and improves instructional practices and student achievement.

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 establish consistent schoolwide systems that promote belonging, accountability, and positive relationships, **then** educators will intentionally build trusting relationships, maintain high expectations, and respond consistently to students' academic and behavioral needs, **AND** students will demonstrate increased engagement, improved attendance, positive behavior, and stronger academic outcomes. (Care in Action)	ELA, Math, Attendance, Incidents, and EL Language Attainment
Priority #2	If we establish consistent structures for collaborative planning, data analysis, and shared instructional decision-making focused on strengthening Tier 1 instruction, **then** educators will collaboratively design, implement, and refine **high-quality Tier 1** instructional practices that meet the needs of all learners, AND students will experience rigorous, engaging instruction that leads to increased academic growth and achievement. (Collaboration Clarity)	ELA, Math, and EL Lanaguage Attainment
Priority #3	**If** we strengthen schoolwide systems through clear expectations, consistent implementation, ongoing monitoring, and continuous improvement, **then** educators will use aligned practices to effectively support students' academic, behavioral, and attendance needs, **AND** more students will be engaged, meet grade-level expectations, and demonstrate sustained growth. (Learning Systems)	ELA, Math, Attendance, Incidents, and EL Language Attainment

Strategy 1

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

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

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

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

Priority Statement (copy and paste from previous tab):	If we establish consistent schoolwide systems that promote belonging, accountability, and positive relationships, then educators will intentionally build trusting relationships, maintain high expectations, and respond consistently to students' academic and behavioral needs, AND students will demonstrate increased engagement, improved attendance, positive behavior, and stronger academic outcomes. (Care in Action)
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Implement a tiered approach to behavior and wellness incuding restorative approache
District-wide Expectation Focus Area:	Explicitly teach and reinforce behavior expectations across classrooms and common s
Evidence-based Strategy (PA Evidence Resource Center):	Staff possess foundational understanding of adult regulation skills -Staff possess understanding of the impact of Trauma on learning and behavior -Staff utilize trauma informed practices including the utilization of calming spaces in classrooms -Staff model, teach and reinforce social-emotional skills -Schools will distribute the school climate survey to students annually -School teams will review school climate data annually and edit school improvement plans
Evidence Resource Center Tier:	Harmony SEL Curriculum- Champion Harmony school

Related Essential Practices (check all that apply)	Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices
"EP 01: Align curriculum, assessments, and instruction to the PA Standards", "EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based", "EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices", EP04: Identify and address individual student learning needs	IEPs and ELD plans reflect alignment to grade level standards and curriculum. School leaders are knowledgeable about PA Standards and the implications for teaching and learning.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Provide explicit instruction in the expectations of our Roos PBIS to build a cohesive class culture across settings.	8/1/2026	6/10/27	Fraser	Harmony PD	Y
	Administer the national PBIS self-assessment tool to measure staff perceptions of PBIS implementation and identify exactly where consistency is lacking to determine next steps in PBIS implementation.	9/1/2026	6/11/27	Fraser	CASEL Rubric	

Launching & Baseline: 90 Day Plan	Implement monthly attendance awards and incentives as a component of PBIS.	9/1/2026	6/12/27	Fraser	Classroom Prizes, Food incentives, and certificates	
	Create a welcoming and safe envionment for all by rolling out branding and visuals for the Roosevelt Promise PBIS expectations and scheduling schoolwide reward celebrations		6/13/27	Fraser	Harmony schedule	
	Coordinate and deliver learning opportunities for families such as workshops, seminars adn information sessions to foster their involvement in the development of overall student wellness and growth.	9/1/2026	6/14/27	Fraser		
	Maintiain Roosevelt School Governance Council (SGC) Groups that will meet quarterly to review, plan, and discuss events at Roosevelt for the 26/27 SY.	9/1/2026	6/15/27	Fraser		
	Bi-weekly attendance meetings with key partners, utilizing a Caseload model and the Datawise framework, to identify and remove barriers for parents and families, creating a safe and welcoming environment to encourage students to attend school regularly.	9/1/2026	6/16/27	Fraser		
	Implement a Weekly Family Folder for administrative and critical communications to ensure families know when/where to look for important documents.	9/1/2026	6/17/27	Fraser		
	Teacher team will conduct Family Outreach phone calls to all families prior to the start of the school year to invite parents to identify any specific academic or SEL needs that the faculty can plan to address prior to the start of the school-year.	9/1/2026	6/18/27	Fraser		

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 L.E.A.D.S. PLC will meet biweekly to monitor student progress, review attendance and engagement data, identify barriers to success, and coordinate interventions. The team includes the Community Coordinator, Social Worker, Parent Liaison, Intervention Specialist, and the principal.

Strategy 2

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

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

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

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

Priority Statement (copy and paste from previous tab):	If we establish consistent structures for collaborative planning, data analysis, and shared instructional decision-making focused on strengthening Tier 1 instruction, then educators will collaboratively design, implement, and refine high-quality Tier 1 instructional practices that meet the needs of all learners, AND students will experience rigorous, engaging instruction that leads to increased academic growth and achievement. (Collaboration Clarity)
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
District-wide Expectation Focus Area:	implementation of intervention and acceleration practices within Tier 1 instruction
Evidence-based Strategy (PA Evidence Resource Center):	Data Analysis and Collaborative Planning • Analyze student work and assessment data during PLCs and collaborative planning meetings. • Utilize data protocols to identify trends and determine instructional responses. • Team Planning or PLC Data Protocol Tool: A 4-step collaborative template detailing: (What did we want them to learn? How do we know they learned it? How will we respond if they didn't? How will we extend if they did? Flexible Grouping and Responsive Instruction • Create flexible instructional groups.
Evidence Resource Center Tier:	

Related Essential Practices (check all that apply)	Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices
"EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically", EP13: Implement a multi-tiered system of supports for academics and behavior	

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Provide opportunities for reading specialist to co-plan with teachers every week or at least once in a 10-day cycle.	8/1/2026	6/10/27	Renzi, Brinkley, and Fraser		Y
	Continuous Team Cycles: Engage in weekly collaborative planning and monthly data cycles to identify instructional responses.	9/1/2026	6/11/27	Renzi, Brinkley, and Fraser		Y

Launching & Baseline: 90 Day Plan	Conduct monthly professional learning on the core elements of explicit instruction (e.g., clear learning intentions, "I Do, We Do, You Do" gradual release, active student engagement strategies, and systematic checks for understanding) and developing a 1-page "Explicit Instruction Look-For" anchor document used by all staff.	9/1/2026	6/12/27	Renzi, Brinkley, and Fraser		Y
	Standardize the Lesson Planning Protocol: Create a simplified, collaborative lesson planning protocol that requires teachers to explicitly name: 1) The standard-aligned learning target, 2) The specific core resource being used, 3) The daily formative assessment (Check for Understanding), and 4) The small-group differentiation plan.		6/13/27	Renzi, Brinkley, and Fraser		
	Principal, Assistant Principal conduct a minimum of 5 brief (10–15 min) walkthroughs weelky focusing exclusively on the Tier 1 Explicit Instruction Look-Fors. Feedback is non-evaluative and focused on trends. Walkthrough data trends shared with staff during monthly faculty meetings to celebrate progress and target professional development.	9/1/2026	6/14/27	Renzi, Brinkley, and Fraser		Y
	Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction.	9/1/2026	6/15/27	Renzi, Brinkley, and Fraser		Y
	Weekly Instructional Leadership Team Meetings to utilize Datawise process to review student and classroom data to ensure progress towards plan goals and make adjustments to instructional planning as needed.	9/1/2026	6/16/27	Renzi, Brinkley, and Fraser		Y
	Provide extended learning oppportunities for students, including: Talk Read Sing, Math CUBS, Crazy 8, Book club, PSSA Cheerleader, and 21st Century	9/1/2026	6/17/27	Renzi, Brinkley, and Fraser		Y
		9/1/2026	6/18/27	Renzi, Brinkley, and Fraser		Y

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 POD will meet weekly to monitor student progress, review data, and coordinate timely interventions to support student success.

Teachers will meet biweekly in grade-level PODs to review student progress, analyze attendance and engagement data, discuss instructional strategies, and plan targeted supports to improve student outcomes.

Strategy 3

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

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

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

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

Priority Statement (copy and paste from previous tab):	If we strengthen schoolwide systems through clear expectations, consistent implementation, ongoing monitoring, and continuous improvement, then educators will use aligned practices to effectively support students' academic, behavioral, and attendance needs, AND more students will be engaged, meet grade-level expectations, and demonstrate sustained growth. (Learning Systems)
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	- Use the districtwide communication systems to ensure access for all stakeholders
District-wide Expectation Focus Area:	- Utilize the PowerSchool Attendance Intervention Suite to customize student attendance information for families. - Utilize Parent Square to collect attendance information from families regarding reasons for absences.
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

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
ine: 90 Day Plan	Revamp the attendance teams purpose and structure by aligning our staff and personnell to be more impactful	8/12/2026	6/10/2026	Brinkley, Out reach worker, and Fraser		
	Implement harmony classroom meetups and lessons weekly to help build student-teacher relationships and student-student relationships around behavior	8/13/2026	6/11/2026	Brinkley, Out reach worker, and Fraser		
	Administrators will lead biweekly POD meetings for their grade levels around data and digging into where students are at to identify where we need to go and what interventions we need to put in place	8/14/2026	6/12/2026	Brinkley, Out reach worker, and Fraser		
	Administrators will lead monthly PD sessions around identified areas of academic needs to align and grow teacher leader capcity.	8/15/2026	6/13/2026	Brinkley, Out reach worker, and Fraser		

Launching & Basel	Administrators will lead Biweekly POD meetings for the Learning Support team and the English Language team to align student supports and meet team expectations.	8/16/2026	6/14/2026	Brinkley, Out reach worker, and Fraser		
	Attendance incentives for grade levels each quarter with rewards for each grade level who are continuously reaching >90% attendance daily.	8/17/2026	6/15/2026	Brinkley, Out reach worker, and Fraser		
		8/18/2026	6/16/2026	Brinkley, Out reach worker, and Fraser		

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.**

Overall communication will be monitored through ongoing collaboration among school leaders, staff, and families, with regular opportunities to gather feedback, evaluate communication effectiveness, and make adjustments as needed.

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)	From Compliance to Connection: Building a Culture Where Everyone Belongs
Audience	All staff
Topics to be Included	CAEL School wide Rubric, Harmony SEL Program, CPI Verbal Skills
Evidence of Learning	Climate Survey, Purple Survey, Attendance, and Incident (Powerschool
Lead Person/Position	Vashanna Fraser-Johnson
Anticipated Start	8/17/26
Anticipated Completion	6/10/26
Learning Format: Type of Activities	Online Training, Faculty meetings, and PLCS
Frequency	Online training (2 hours), Faculty meeting (1 time a month), PLCS (Bi-weekly)
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #2	
Professional Development Activity Name (Strategy(ies) Name)	Collaborative Clarity: Aligning Practices Through Purposeful Collaboration
Audience	All staff
Topics to be Included	Coaching Cycles, Powerful PLCS, Data wise,
Evidence of Learning	STAR CBS, STAR ELA, Iready, Lexia, PLCs Participation
Lead Person/Position	Vashanna Fraser-Johnson, Austin Renzi, and Anthony Brinkley
Anticipated Start	8/17/26
Anticipated Completion	6/10/26
Learning Format: Type of Activities	Book Study, Faculty meeting (1 time a month), PLCS (Bi-weekly)
Frequency	Faculty meeting (1 time a month), PLCS (Bi-weekly)
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #3	
Professional Development Activity Name (Strategy(ies) Name)	Learning Systems in Action: Strengthening Tier 1 Instruction and Student Support
Audience	ALL staff
Topics to be Included	Tier 1 instructional expectations, progress monitoring and intervention cycles
Evidence of Learning	STAR CBS, STAR ELA, Iready, Lexia, PLCs Participation
Lead Person/Position	Vashanna Fraser-Johnson, Austin Renzi, and Anthony Brinkley
Anticipated Start	8/17/26
Anticipated Completion	6/10/26
Learning Format: Type of Activities	Book Study, Faculty meeting (1 time a month), PLCS (Bi-weekly)
Frequency	Faculty meeting (1 time a month), PLCS (Bi-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

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**

GOAL:	ELA (K-2)	Proficiency	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 45% of students will perform At/Above benchmark on the 26-27 Q4 ELA Star CBM assessment.	100% of students will participate in the 26-27 Q1 ELA Star CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 30% of students will perform At/Above benchmark on the 26-27 Q2 ELA Star CBM assessment.	There is no Q3 assessment administered.	At least 45% of students will perform At/Above benchmark on the 26-27 Q4 ELA Star CBM assessment.
			Actual Performance				
			Met Target?				

GOAL:	ELA (K-2)	Growth	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 50% of students will be identified as "Moving Up" on the 26-27 Q4 ELA Star CBM assessment.	100% of students will participate in the 26-27 Q1 ELA Star CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 25% of students will be identified as "Moving Up" on the 26-27 Q2 ELA Star CBM assessment.	There is no Q3 assessment administered.	At least 50% of students will be identified as "Moving Up" on the 26-27 Q4 ELA Star CBM assessment.
			Actual Performance				
			Met Target?				

GOAL:	ELA (3-5)	Proficiency	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 24.6% 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 (3-5)	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 (K)	Proficiency	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 45% of kindergarten students will perform At/Above benchmark on the 26-27 Q4 Star MathCBM assessment.	100% of kindergarten students will participate in the 26-27 Q1 Star Math CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 30% of kindergarten students will perform At/Above benchmark on the 26-27 Q2 Math Star CBM assessment.	There is no Q3 assessment administered.	At least 45% of kindergarten students will perform At/Above benchmark on the 26-27 Q4 Math Star CBM assessment.
			Actual Performance				
			Met Target?				

GOAL:	Math (K)	Growth	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 50% of kindergarten students will be identified as "Moving Up" on the 26-27 Q4 Star Math CBM assessment.	100% of kindergarten students will participate in the 26-27 Q1 Star Math CBM Assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 25% of kindergarten students will be identified as "Moving Up" on the 26-27 Q2 Star Math CBM assessment.	There is no Q3 assessment administered.	At least 50% of kindergarten students will be identified as "Moving Up" on the 26-27 Q4 Star Math CBM assessment.
			Actual Performance				
			Met Target?				

GOAL:	Math (1-5)	Proficiency	**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 26.4% of students will perform at Proficient or Advanced on the Spring 2027 Math PSSA.	100% of students will participate in the 26-27 Q1 I-ready diagnostic assessment in order to determine a baseline proficiency (on grade level) for the 26-27 school year.	There will be a 7% increase in the percent of students performing on grade level on the 26-27 Q2 I-ready diagnostic assessment from the 26-27 Q1 baseline.	There is no Q3 assessment administered.	There will be a 21% increase in the percent of students performing on grade level on the 26-27 Q4 I-ready diagnostic assessment from the 26-27 Q1 baseline.
			Actual Performance				
			Met Target?				

GOAL:	Math (1-5)	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 I-ready diagnostic assessment in order to determine a baseline to set stretch goals for the 26-27 school year.	At least 12.5% of students are meeting their stretch goals on the 26-27 Q2 I-ready diagnostic assessment.	There is no Q3 assessment administered.	At least 25% of students are meeting their stretch goals on the 26-27 Q4 I-ready diagnostic assessment.
			Actual Performance				
			Met Target?				

GOAL:	EL Growth (K-12)			**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 49.8% 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?				

OAL:	endance		**Goal Statement**	**Q1 Target**	**Q2 Target**	**Q3 Target**	**Q4 Target**
			At least 69.5% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 75.06% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least **79.96**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least **77.06**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 81.06% % of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.

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			Actual Performance				
			Met Target?				

GOAL:	Incidents (K-12)		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			There will be no more than 583 incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 138 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 274 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 411 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 542 at the end of 26-27 Q4.
			Actual Performance				
			Met Target?				