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	Ritter Elementary
Principal Name	Dr. Emily J. Kleintop
Executive Director of Instructional Leadership	Ms. Jennifer Bryant
ESSA Federal Designation	Non-Designated

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	Emily Kleintop	Ritter Elementary
Assistant Principal	Jessica Connell	Ritter Elementary
Reading Specialist	Kasey Gallagher	Ritter Elementary
Intervention Specialist	Sarah Cummings	Ritter Elementary
School-based Special Education Leader	Lauren Wynne	Allentown School District
School-based EL Teacher Leader	Michelle Johnston	Allentown School District
School Counselor	Rachel Beck	Ritter Elementary
Parent	Sonja Haddid	Ritter Parent-Teacher
Community Member or Business Partner	Brooke Griffiths	Blue Zones, Inc.
District Level Leader	Jennifer Bryant	Allentown School District
Superintendent (Chief School Administrator)	Dr. Carol D. Birks	Superintendent/CEO

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?

Ritter Elementary School envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

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

Data Review

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

Future Ready PA Index Data
(Dashboard Linked)

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

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

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

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

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

Additional guidance can be found in the document, **Writing Strong Data Statements**.

Topic	Students	Data Statement	Strength or Challenge	Priority
Proficient or Advanced in English Language Arts/Literature	All Student Group	There as been a steady decline in proficiency for All Student Group on the ELA PSSA from 2023 (32.1%) to 2024 (29%) to 2025 (18.1%).	Challenge	☑
Proficient or Advanced in English Language Arts/Literature	African America/Blac	From 2023 - 2025, the White (%), Multi-racial, and Black student groups increased or remained consistent in the percentage of proficiency.	Strength	☐
Proficient or Advanced in English Language Arts/Literature	Students with Disabilities	The number of students proficient in the ELA PSSA who have an IEP decreased from 21% (7 students) in 2023 to 10% (4 students) in 2024, to 4% (2 students) in 2025.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Hispanic	From 2023 - 2025, the Hispanic student group decreased in percentage of proficiency, from 32.5% to 11.2%.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	English Learners	From 2023 - 2025, the English Language Learner student group decreased in percentage at proficiency from 23.1% to 10.8%.	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	All Student Group	The school has seen a downward trend in overall Math proficiency, dropping from a high of 25.40% in 2022-2023 to 24.10% in 2023-2024, and falling further to 16.9% in 2024-2025 .	Challenge	☑
Proficient of Advanced in Mathematics/Algebra	Students with Disabilities, English Le	There are noticeable performance gaps among different student groups in the 2024-2025 PSSA data: Students with Disabilities had the lowest proficiency rate at 6.7%	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	English Learners	There are noticeable performance gaps among different student groups in the 2024-2025 PSSA data: English Learners had the second lowest proficiency rate at 10.8%	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	Economically Disadvantaged, Hispa	From 2023 - 2025, the Economically Disadvantaged and Hispanic student groups decreased in percentage at proficiency and did not meet interim target.	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	White	Although the White student group did not meet the statewide goal and decreased performance (47.4%), they outperformed the All Student Group performance (16.9%).	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	The Ritter All Student Group's ELA growth score decreased by 21 to a score of 59 which is below the state standard of 70.	Challenge	☑
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Hispanic	The Ritter Hispanic student group had a decrease in the ELA growth score from a score of 81 to 58, which is below the state standard of 70.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Economically Disadvantaged	The Ritter Economically Disadvantaged student group had a decrease in the ELA growth score from a score of 78 to62, which is below the state standard of 70.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Students with Disabilities	The Ritter Students with Disabilities group had an increase in the ELA growth score from an insufficient sample to a score of 55, which is below the state standard of 70.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Combined Ethnicity	The Ritter Combined Ethnicity student group had an decrease in the ELA growth score from 78 to a score of 61, which is below the state standard of 70.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	All Student Group	The Ritter All Student growth score in Mathematics decreased by 21 to a score of 50 which is below the state standard of 70.	Challenge	☑
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic	The Ritter Hispanic student group had a decrease in the Mathematics growth score from a score of 92 to 52, which is below the state standard of 70.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Economically Disadvantaged	The Ritter Economically Disadvantaged student group had a decrease in the Mathematics growth score from a score of 92 to 53, which is below the state standard of 70.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Students with Disabilities	The Ritter Students with Disabilities group had an increase in the Mathematics growth score from an insufficient sample to a score of 60, which is below the state standard of 70.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Combined Ethnicity	The Ritter Combined Ethnicity student group had an decrease in the Math growth score from 94 to a score of 52, which is below the state standard of 70.	Challenge	☐
English Language Growth and Attainment	All Student Group	Ritter has maintained high growth, an elite 60% growth and attainment rate for English Learners.	Strength	☑

English Language Growth and Attainment	Hispanic	The Hispanic student group had a decrease in performance from the previous year (65.9%) and did not meet interim target.	Challenge	☐
English Language Growth and Attainment	Economically Disadvantaged, Englis	The economically disadvantaged, english learner, and combined ethnicity student groups met or exceeded the interim target, although they had a slight decrease in performance from the previous year.	Strength	☐
Regular Attendance	All Student Group	In the 2023-24 school year, Ritter's percentage of students not chronically absent increased to 76.6%, however approximately 25% of Ritter students are missing at least 10% of the instructional time.	Challenge	☑
Regular Attendance	Students with Disabilities	In the 2024-25 school year, Ritter's Student with Disabilities subgroup showed an increase in performance from the previous year (from 66.7% to 69% not chronically absent).	Strength	☐
Regular Attendance	Economically Disadvantaged	In the 2024-25 school year, Ritter's Economically Disadvantaged student group showed an increase in performance from the previous year (from 66.1% to 76% not chronically absent).	Strength	☐
Regular Attendance	White	In the 2024-25 school year, Ritter's White student groups showed an increase in performance (from 80.4% to 82.7%) and met the interim target, and exceeds the all student group performance.	Strength	☐
Regular Attendance	English Learners	In the 2024- 2025 school year, the English Learner student group met or exceeded the interim target although there was a decrease in performance from 89.3% to 84.6%.	Challenge	☐
Regular Attendance	Combined Ethnicity, Hispanic, Africa	In the 2024-2025 school year, the Black, Hispanic, and Combined Ethnicity student groups did not meet the interim target, but all showed in increase in performance from the previous year.	Challenge	☐
Career Standards Benchmark	All Student Group	In the 2024-25 school year, Ritter's All Student Group exceeded the performance standard, with 100% of of students meeting the career standards benchmark.	Strength	☐
Career Standards Benchmark	Hispanic, Economically Disadvantag	In the 2024-25 school year, Ritter's Hispanic, Economically Disadvantaged and Combined Ethnicity student groups exceeded the performance standard and demonstrated an increase from the previous year, with 100% of of students meeting the career standards benchmark.	Strength	☐
Career Standards Benchmark		There are no challenge statements in our data in this domain at this time.	Challenge	☐

Local Assessment Data

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

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

Topic	Data Source	Data Statement	Strength or Challenge	Priority
English Language Arts	Dibels	In 2024-25 school year, Kindergarten shows a significant spike in proficiency by the End of Year, reaching approximately 45%.	Strength	☐
English Language Arts	STAR reading for 2024-25 School ye	The overall school proficiency fluctuates throughout the year, starting around 34% (BOY), peaking slightly above 40% (MOY1), dipping near 30% (MOY2), and ending around 36% (EOY)	Challenge	☐
English Language Arts	STAR Reading Benchmarks	According to STAR Reading Benchmark 4, 38.6% of all students scored Proficient or Advanced, an increase from 27.8% at the beginning of the year.	Strength	☐
English Language Arts	PSSA	Over the course of 3 years, the 2025 Fifth Grade Cohort decreased proficiency from 39% in grade 3 (19 students) to 24% in grade 4 (12 stduents) to 22% in grade 5 (11 students).	Challenge	☐
Mathmatics	STAR Math Benchmarks	The 2025-26 end of year Math Star Benchmark revealed significant growth in first grade, with 43% of students in proficient or advanced category, an increase from 28% at the beginnng of the year.	Strength	☐
Mathmatics	STAR Math Benchmarks	The 2025-26 end of year Math Star Benchmark revealed significant loss of learning in fourth grade, with13% of students in proficient or advanced category, a decrease from 25% at the beginnng of the year.	Challenge	☑
Science	CDT	There are no strengths or challenges in our data at this time.		☐

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, Ritter's All Student Group exceeded the performance standard, with 100% of of students meeting the career standards benchmark.	Strength	☐
Attendance	Ritter Attendance	In the 2023-24 school year, Ritter's percentage of students not chronically absent increased to 76.6%, however approximately 25% of Ritter students are missing at least 10% of the instructional time.	Challenge	☑
Suspensions	PowerSchool Incidents/Observations	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 9 Level 3 incidents and 1 Level 4 incident.	Strength	☐
Incidents	PowerSchool Incidents/Observations	In the 2025-2026 school year, two months yielded the greatest number of incidents, October (94) and March (91), while the average is 52/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**	**Operational**	A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4	**EP04: Identify and address individual student learning needs**	**Emerging**	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5	**EP05: Provide frequent, timely, and systematic feedback and support on instructional practices**	**Emerging**	Instructional leaders conduct routine classroom observations as part of the educator effectiveness system. There is some evidence of timely feedback focused on strengthening educators' instructional practices.
Empower Leadership	6	**EP06: Foster a culture of high expectations for success for all students, educators, families, and community members**	**Emerging**	Strategies to ensure a culture of high expectations for student success are evident in some, but not all, aspects of the school community.
	7	**EP07: Collectively shape the vision for continuous improvement of teaching and learning**	**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**	**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**	**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**	**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**	**Operational**	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	**EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA**	**Operational**	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results.
essional	16	**EP16: Identify professional learning needs through analysis of a variety of data**	**Operational**	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).

Foster Quality Profe Learning	17	**EP17: Use multiple professional learning designs to support the learning needs of staff**	**Emerging**	Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs.
	18	**EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning**	**Emerging**	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.

Challenges

DIRECTIONS: Identify two-three essential practices related to your Final Why Statements on the Root Cause Analysis tab (they should not be rated Exemplary), which will be used to develop your priority statements in the GO: Analyzing (Strengths and Challenges0 section of the FRCPP. Copy and paste the EP from columns C&D into the cells below.

Challenge EP 1:	**EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based**
Challenge EP 2:	**EP06: Foster a culture of high expectations for success for all students, educators, families, and community members**
Challenge EP 3:	**EP13: Implement a multi-tiered system of supports for academics and behavior**

Strengths

DIRECTIONS: Identify and analyze two essential practices rated Operational or Exemplary, that you consider strengths of your school [they will be checked off in the GO: Summary of Strengths and Challenges section of the FRCPP as your prioritized strength statements]. Next, add a discussion statement for each statement regarding "how these strengths can be leveraged in your efforts to improve the prioritized challenges"? What do we do well that we can leverage to improve our root causes? What do we do well that we can leverage to improve our root causes? These statements will be copied in the GO: Analyzing (Strengths and Challenges) section of the FRCPP.

Strength Statement 1:	**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**	**Discussion Statement:**	**We will leverage our established collaborative data analysis process (EP03) to systematically review common formative assessments and diagnostic data, enabling grade-level teams to immediately identify academic learning gaps and adjust daily Tier 1 explicit instruction and small-group interventions before performance declines further.**
Strength Statement 2:	**EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.**	**Discussion Statement:**	**We will leverage our strong, schoolwide PBIS framework (EP12) to build predictable classroom environments and minimize behavioral disruptions, thereby maximizing instructional time and ensuring students are emotionally and behaviorally ready to engage with rigorous grade-level content.**

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 prioritize supporting professional learning on deep instructional design and curricular alignment, THEN teachers will engage in collaborative planning that prioritizes core resources to design high quality instruction for all students AND students will be able to engage with the content and demonstrate growth and mastery.	ELA and Math
Priority #2	IF we develop a Tier I climate approach that will address building relationships among staff and students, THEN teachers will have expectations and resources to develop a schoolwide and class culture that supports a welcoming learning environment, AND students will want to be successful in their school and class communities through positive behaviors.	Attendance, Climate

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 prioritize supporting professional learning on deep instructional design and curricular alignment, THEN teachers will engage in collaborative planning that prioritizes core resources to design high quality instruction for all students AND students will be able to engage with the content and demonstrate growth and mastery.
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Tier 1 Explicit Instruction: Teachers will implement standards-aligned, Tier I instruction using the techniques, strategies, content and lesson structures outlined in the high-quality resources available for all students. Instruction will be grounded in formative assessment, small group instruction, and the belief that all students CAN and WILL access and master grade level content.
District-wide Expectation Focus Area:	Modeling, use of academic language (ELA - Option 1; Math - Option 3)
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
"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", "EP05: Provide frequent, timely, and systematic feedback and support on instructional practices", EP10: Continuously monitor implementation of the school improvement plan and adjust as needed, EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports., "EP 01: Align curriculum, assessments, and instruction to the PA Standards", "EP06: Foster a culture of high expectations for success for all students, educators, families, and community members", EP16: Identify professional learning needs through analysis of a variety of data, EP17: Use multiple professional learning designs to support the learning needs of staff	Policies and structures support regular collaborative instructional planning between general and special educators, related service providers and paraprofessionals. School leaders hold educators accountable for planning, teaching, and assessing in ways that promote student learning. School leaders and educators engage in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades).

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.	9/2026	6/1/2027	Principal, Reading Specialist	Protected time on master schedule, Dedicated meeting space, co-planning protocol template, shared digital workspace, benchmark/formative assessment data	N

	Continuous Team Cycles: Engage in weekly collaborative planning and monthly data cycles to identify instructional responses.	9/1/2026	5/1/2027	Principal, Reading Specialist, Intervention Specialist, Special Ed Facilitator, ELD Facilitator	Weekly 45 minutes of collaborative planning built into master schedule, Meeting roles and protocols, Action plan templates, Common assessment, student work samples, data dashboards	Y
	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	5/1/2027	Principal, Assistant Principal, Reading Specialist, Intervention Specialist	Dedicated professional learning time, handouts & strategy cards, explicit instruction Look-for document,	Y
	Prior to launching a new unit, grade-level teams engage in a "unit unpack" session to identify the priority standards, core resource-aligned tasks, potential student misconceptions, and the end-of-unit mastery criteria, yielding Unit Unpacking Templates with annotated end-of-unit assessments.	8/1/2026	6/1/2027	Principal, Assistant Principal, Reading Specialist, Intervention Specialist	Facilitator support; end-of-unit summative assessments; district standards framework; Unit unpacking template including: standards and rigr level, mastery critiera, core tasks and text selections, anticipated barriers, prerequisite skills needing tier 1 scaffolding; shared unit planning folder	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.	9/1/2026	12/1/2026	Principal, Assistant Principal, Reading Specialist, Intervention Specialist	A defined 15-minute weekly routine for Instructional Coaches or Administrators to review a sampling of co-planned templates to offer actionable coaching feedback; protocol launch professional learning session to train teachers on utilizing tool; grade-level pacing guides	N
	Principal, Assistant Principal conduct a minimum of 5 (10–15 min) classroom walkthroughs weekly ocusing exclusively on the Tier 1 Explicit Instruction Look-Fors, and providing 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.	8/1/2026	6/1/2026	Principal, Assistant Principal	Consistent feedback template; PA-etep for digital data collection, weekly leadership alignment briefing, monthly faculty meeting presentation of aggregate data and success celebrations	N
	Incorporate Instructional Rounds and School Quality Reviews to improve teaching and learning systematically. Engage teachers, school leaders, and district leaders to improve instruction.	10/1/2026	3/1/2027	Principal, Assistant Principal, Teachers on Instructional Leadership Team	Instructional Rounds template, classroom practice look-fors, identified problem of practice, professional learning to support Instructional Leadership Team	N
	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.	8/1/2026	6/1/2027	Principal, Assistant Principal	Protected weekly meeting time, DataWise Meeting Roles defined, Datawise 8 step framework, ILT Meeting norms, Data Dashboard, Classroom student work artifacts	N

Launching & Baseline: 90 Day Plan	Provide extended learning oppportunities for students, including: Kiwanis Kids Club, Gardening Club, PSSA Tutoring, Readers Theater, Girls Scouts, Band/Chorus.	9/1/2026	5/1/2027	Principal, Assistant Principal	Club Advisors/Program Leads, Master Schedule for Facility usage, standardized parent consent forms, student attendance and safety rosters, academic supplies, enrichment supplies, arts resources, Family Communication Hub (ParentSquare).	N
	Design and implement a structured schedule for flexible, data-driven instruction in Math and ELA across intermediate grade levels. Grade-level teams will analyze formative assessment data bi-weekly to cluster students based on specific, high-priority skill needs. To maximize Tier 1 access and provide targeted, intensive skill intervention, Special Education (Learning Support) and English Language Development (ELD) teachers will be intentionally co-scheduled into general education classrooms during designated small-group blocks. This clustering model ensures that students receiving specialized support or language acquisition instruction access grade-level standards alongside their peers, while benefitting from reduced student-to-teacher ratios and scaffolded, small-group instruction.	8/1/2026	6/1/2027	Principal, Reading Specialist, Intervention Specialist, Special Ed Facilitator, ELD Facilitator	Master Schedule to ensure: Dedicated daily windows where Special Education (Learning Support) teachers, ELD teachers, and Reading/Math Specialists are co-assigned to specific general education homerooms during Tier 1 rotations; protected co-planning time between General Education teachers, Special Education teachers, and ELD specialists to align scaffolds and review small-group rosters; Classrooms equipped with physical space and whiteboards for 2–3 teachers to lead quiet small groups simultaneously without acoustic overlap; Core HQIM small-group differentiation materials; Bi-weekly Common Formative Assessments (CFAs) to review for grouping by skill deficit, not general ability.	Y
Monitoring & Adjusting: 90 Day Plan						
Deepening & Evaluating: 90 Day Plan						

EV						

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

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

Strategy 2

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

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

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

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

Priority Statement (copy and paste from previous tab):	IF we develop a Tier I climate approach that will address building relationships among staff and students, THEN teachers will have expectations and resources to develop a schoolwide and class culture that supports a welcoming learning environment, AND students will want to be successful in their school and class communities through positive behaviors.
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Implement a tiered approach to behavior and wellness incuding restorative approaches to promote positive interactions & repair relationships.
District-wide Expectation Focus Area:	School staff are knowledgeble regarding the school specific PBIS system, and - School staff implement classroom PBIS with consistency and fidelity
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", "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. , EP14: Implement evidence-based strategies to engage families to support learning, EP13: Implement a multi-tiered system of supports for academics and behavior, "EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community"	Educators include high expectations and academic rigor for all students in their instructional planning. Stakeholders collaboratively develop, publicize, and model codes of conduct that support positive and sustained school climate. There is a documented system for rewarding positive student behavior. • There is a documented system for responding to behavioral violations. School resources and staff are strategically aligned and matched to students needs based on screening and progress monitoring data. The school provides numerous formal and informal opportunities for families to interact with the school in meaningful ways.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Provide explicit instruction in the expectations of our Ritter Promise PBIS to build a cohesive class culture across settings. The Ritter School Climate Team (Rocky's Leaders) composed of administrators, grade level teachers, a special educator, and members of the student support services staff lead development, implementation and evaluation of the SWPBIS through leadership of sub-committees.	8/1/2026	6/1/2027	Principal, Assistant Principal, School counselor, Behavior Interventionist, School Social Worker		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.	1/1/2027	1/1/2027			N

Launching & Baseline: 90 Day Plan	Implement monthly attendance awards and incentives as a component of PBIS.	10/1/2026	6/1/2027	Principal, Assistant Principal, Outreach Worker, School Counselor, Social Worker		N
	Create a welcoming and safe envionment for all by rolling out branding and visuals for the Ritter Promise PBIS expectations and scheduling schoolwide reward celebrations	9/1/2026	6/1/2027	Principal, Assistant Principal, Outreach Worker, School Counselor, Social Worker		N
	Coordinate and deliver learning opportunities for families such as workshops, seminars and information sessions to foster their involvement in the development of overall student wellness and growth.	9/1/2026	6/1/2027	Principal, Assistant Principal, Outreach Worker, School Counselor, Social Worker		N
	Maintain Ritter Parent-Teacher Group (PTG) that will meet monthly to: plan and fund family engagement events, plan fundraising, evaluate proposals for funding of enrichment opportunities	8/1/2026	6/1/2027	Principal		N
	Maintain Ritter Shool Governance Council (SGC) that will meet quarterly to review data and develop improvement plans at Ritter for the 2026-27 SY.	9/1/2026	5/1/2027	Principal		N
	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	6/1/2027	Principal, Assistant Principal		N
	Implement a Weekly Family Folder for administrative and critical communications to ensure families know when/where to look for important documents.	8/1/2026	6/1/2026	Principal		N
	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 at the start of the school-year.	8/10/0206	8/16/2026	Principal		N
Monitoring & Adjusting: 90 Day Plan						
Deepening & Evaluating: 90 Day Plan						

Monitoring/Evaluation (Identify the people, methods, and the frequency) **Example:** The steering committee will meet monthly to review the implementation tracker and determine what steps have been implemented, what challenges need to be addressed, and what action steps will be implemented in the upcoming month.

Professional Development Plans

In your action plans, you identified Professional Development action steps (by marking "this is a PD step"). In this section of your plan, you will develop details and activities for professional learning for those action steps.
DIRECTIONS:
Professional Development activity name: List the strategies or content to be supported by the professional learning.
Action Step: What action step is the professional development activity part of?
Audience: List the stakeholder group(s) who will engage in the professional learning.
Topics to be Included: List the content on which the professional development will focus to build capacity for participants to implement the evidence-based strategy.
Evidence of Learning: Identify the tangible ways that participants will be expected to demonstrate their learning in their daily practice.
Lead Person/position: List the person or organization that will provide the professional learning.
Anticipated Timeframe: Identify the start and end dates for each professional learning activity.
Types of Activities: List the types of activities that will be offered for this professional development step.
Frequency of Activities: How often will the activities occur?
Observation and Practice Framework: Which Observation and Practice Framework components does this professional development activity align with? If a selection in the Observation and Practice Framework does not apply to your LEA, then leave the option in the default position of Choose a Observation and Practice Framework.
State Required Trainings: Is this activity providing development which count towards one of the State required trainings listed in the drop-down list. If a selection in the State Required Trainings does not apply, then leave the option in the default position of Select State Required Training Option.
Language and Literacy Acquisition for All Students (ACT 48)
Offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings (ACT 48)
Trauma Informed Training (ACT 18)

PD Plan #1	
Professional Development Activity Name (Strategy(ies) Name)	Strengthening Tier 1 Instruction
Audience	Teachers and instructional paraprofessionals
Topics to be Included	Explicit instruction, gradual release of responsibility model; grade level standards, scaffolding, use of HQIM, use of academic vocabulary, small group instruction, writing instruction, data review
Evidence of Learning	Rolling agendas, Walkthroughs, Data Meetings, Lesson Plans
Lead Person/Position	Principal, Assistant Principal, Reading Specialist, Intervention Specialist, Instructional Leadership Team, Facilitators, Office of Learning and Teaching
Anticipated Start	August 2026
Anticipated Completion	June 2027
Learning Format: Type of Activities	In-service
Frequency	Monthly Professional Learning and Weekly PLCs and Conference attendance
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #2	
Professional Development Activity Name (Strategy(ies) Name)	Strengthening Climate and Culture
Audience	All faculty and staff
Topics to be Included	Casel framework, PBIS, Family engagement, Evidence-based attendance strategies, Trauma-informed classroom
Evidence of Learning	Decrease in referrals, decreased suspensions, decrease in chronic attendance, walkthroughs, Climate Survey, Famliy Sign-in Sheets
Lead Person/Position	Attendance Team, Behavior Interventionist, counselor, social worker, Parent Liaison
Anticipated Start	August 2026
Anticipated Completion	June 2027
Learning Format: Type of Activities	In-service
Frequency	Monthly
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #3	
Professional Development Activity Name (Strategy(ies) Name)	
Audience	
Topics to be Included	
Evidence of Learning	
Lead Person/Position	
Anticipated Start	
Anticipated Completion	
Learning Format: Type of Activities	
Frequency	
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 will be able to discuss the plan and what their involvement is in success. B) The entire staff will have an opportunity to provide input on the prioritized needs and strategies prior to budget submission. Their feedback will be reviewed and the plan amended if needed. C) Quarterly updates will be provided 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) School Governance Council about their School Improvement Plan, strategies implemented, when updates will be given, and opportunities to participate in the process. B) Ritter will actively engage participants to identify needs to the school, suggested strategies, and prioritization of the needs. C) Ritter will report to participants the finalized budget, discussing prioritized needs and strategies contained within the plan. D) Ritter will provide Quarterly Updates to all stakeholders. SGC meetings are an encouraged venue for these updates. E) Ritter 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) Ritter will actively engage participants to identify needs to the school, suggested strategies, and prioritization of the needs. C) All 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 Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (K-2)	Proficiency	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 Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (K-2)	Growth	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 Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (3-5)	Proficiency	At least **23%** 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 Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (3-5)	Growth	We will achieve a PVAAS Growth Score of at least 80 (or at least 1 standard deviation above average)	100% of students will participate in the 26-27 Q1 Star Reading assessment in order to determine a baseline proficiency (State Measured Proficient/Advanced) for the 26-27 school year.	There will be a median SGP of 65 on the Star Reading assessment measured from the 26-27 baseline to 26-27 Q2 administration.	There is no Q3 assessment administered.	There will be a median SGP of 65 on the Star Reading assessment measured from the 26-27 baseline to 26-27 Q4 administration.
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Math (K)	Proficiency	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 Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Math (K)	Growth	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 Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Math (1-5)	Proficiency	At least **21%** 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 Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Math (1-5)	Growth	We will achieve a PVAAS Growth Score of at least 80 (or at least 1 standard deviation above average)	100% of students will participate in the 26-27 Q1 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?				

				Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	EL Growth (K-12)		At least **64.5**% of students will meet their growth targets on the 26-27 ACCESS assessment.	100% of eligible students will participate in the 26-27 Q1 Ellevation assessment in order to obtain baseline scores for the 26-27 school year.	At least 60% of eligible students will demonstrate growth of at least 0.3 from baseline Ellevation score	There is no Q3 assessment administered.	At least 60% of eligible students will demonstrate growth of at least 0.3 from baseline Ellevation score
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
OAL:	endance		At least **84.96**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least **90.96**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least **88.96**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least **86.96**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least **84.96**% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.

G	Atte		Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Incidents (K-12)		There will be no more than **479.88** incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to **112.77** at the end of 26-27 Q1.	The total number of incidents is less than or equal to **225.54** at the end of 26-27 Q2.	The total number of incidents is less than or equal to **338.31** at the end of 26-27 Q3.	The total number of incidents is less than or equal to **446.28** at the end of 26-27 Q4.
			Actual Performance				
			Met Target?				