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	Lehigh Parkway
Principal Name	Connor Hughes
Executive Director of Instructional Leadership	Tiffany Polek
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	Connor Hughes	Lehigh Parkway
Assistant Principal	Paul Spence	Lehigh Parkway
Reading Specialist	Suzie Bichovsky	Lehigh Parkway
Intervention Specialist	Jessica Oswald	Lehigh Parkway
School-based Special Education Leader	Patti Bower	Allentown School District
School-based EL Teacher Leader	Jason McCully	Lehigh Parkway
School-based Climate Leader	Tomeco Nash-Dais	Lehigh Parkway
School Counselor	Olivia Resnick	Lehigh Parkway
Parent	Julie Velazquez	Parent
Community Member or Business Partner	Jon Hammel	Allentown Fire Department
District Level Leader	Tiffany Polek	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?

Lehigh Parkway 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	Our all student group has shown a 1% increase in proficiency, as measured by the ELA PSSA, from Spring 2024 (47.9%) to Spring 2025 (48.6%).	Challenge	☑
Proficient or Advanced in English Language Arts/Literature	Economically Disadvantaged	Our student subgroup (Econimically Disadvantaged) has shown a .5% decrease in proficiency, as measured by the ELA PSSA from Spring 2024 (46.2%) to Spring 2025 (45.7%).	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Hispanic	Our student subgroup (Hispanic) has shown a 4% increase in proficiency, as measured by the ELA PSSA from Spring 2024 (40%) to Spring 2025 (44%).	Strength	☐
Proficient or Advanced in English Language Arts/Literature	Combined Ethnicity	Our student subgroup (English Learner) has shown a .3% increase in proficiency, as measured by the ELA PSSA from Spring 2024 (48.2%) to Spring 2025 (48.5%).	Strength	☐
Proficient or Advanced in English Language Arts/Literature	English Learners	Our student subgroup (English Learner) has shown a 1.4% decrease in proficiency, as measured by the ELA PSSA from Spring 2024 (36.4%) to Spring 2025 (35%).		☐
Proficient of Advanced in Mathematics/Algebra	All Student Group	Our all student group has shown an 11% increade in proficiency, as measured by the Math PSSA, from Spring 2024 (41%) to Spring 2025 (52%).	Strength	☐
Proficient of Advanced in Mathematics/Algebra	Economically Disadvantaged	Our student subgroup (Econimically Disadvantaged) has shown a 15% increase in proficiency, as measured by the Math PSSA from Spring 2024 (39%) to Spring 2025 (54%).	Strength	☐
Proficient of Advanced in Mathematics/Algebra	Hispanic	Our student subgroup (Hispanic) has shown a 7.1% increase in proficiency, as measured by the Math PSSA from Spring 2024 (38.8%) to Spring 2025 (45.9%).	Strength	☐
Proficient of Advanced in Mathematics/Algebra	English Learners	Our student subgroup (English Learner) has shown a 16.4% decrease in proficiency, as measured by the Math PSSA from Spring 2024 (36.4%) to Spring 2025 (20%).	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	Combined Ethnicity	Our student subgroup (Combined Ethnicity) has shown a 10.6% increase in proficiency, as measured by the Math PSSA from Spring 2024 (40.9%) to Spring 2025 (51.4%).	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	Our all student group has shown an 14% increase in proficiency, as measured by PVAAS, from Spring 2024 (86%) to Spring 2025 (100%).	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Hispanic	Our student subgroup (Hispanic) has shown an 16% increase in proficiency, as measured by PVAAS, from Spring 2024 (84%) to Spring 2025 (100%).	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Economically Disadvantaged	Our student subgroup (Economically Disadvantaged) has shown an 19% increase in proficiency, as measured by PVAAS, from Spring 2024 (81%) to Spring 2025 (100%).	Strength	☑
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Combined Ethnicity	Our student subgroup (Combined Ethnicity) has shown an 12% increase in proficiency, as measured by PVAAS, from Spring 2024 (88%) to Spring 2025 (100%).	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	All Student Group	Our all student group has shown an 21% increase in proficiency, as measured by PVAAS, from Spring 2024 (79%) to Spring 2025 (100%).	Strength	☑
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic	Our student subgroup (Hispanic) has shown an 13% increase in proficiency, as measured by PVAAS, from Spring 2024 (87%) to Spring 2025 (100%).	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Economically Disadvantaged	Our student subgroup (Economically Disadvantaged) has shown an 19% increase in proficiency, as measured by PVAAS, from Spring 2024 (74%) to Spring 2025 (93%).	Strength	☐

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Combined Ethnicity	Our student subgroup (Combined Ethnicity) has shown an 20% increase in proficiency, as measured by PVAAS, from Spring 2024 (80%) to Spring 2025 (100%).	Strength	☑
English Language Growth and Attainment	All Student Group	Our all student group has shown an 15.5% increase in proficiency, as measured by the WIDA, from Spring 2024 (50%) to Spring 2025 (65.5%).	Strength	☐
English Language Growth and Attainment	Hispanic	Our student subgroup (Hispanic) has shown a 17.7% increase in proficiency, as measured by the WIDA, from Spring 2024 (47.8%) to Spring 2025 (65.5%).	Strength	☐
English Language Growth and Attainment	English Learners	Our student subgroup (English Learner) has shown a 15.5% increase in proficiency, as measured by the Math WIDA, from Spring 2024 (50%) to Spring 2025 (65.5%).	Strength	☐
English Language Growth and Attainment	Combined Ethnicity	Our student subgroup (Combined Ethnicity) has shown a 17.7% increase in proficiency, as measured by theWIDA, from Spring 2024 (47.8%) to Spring 2025 (65.5%).	Strength	☐
Regular Attendance	All Student Group	Our all student group percent persistent attendance increased from 83.8% in 2023-2024 to 86.5% in 2024-2025 according to PA Future Ready .	Strength	☐
Regular Attendance	Students with Disabilities, African An	Our student subgroups Students with Disabilities (72.7 to 94.3), African American/ Black (821. to 91.1), Hispanic (82.2 to 83.2), Econimcally Disadvantaged (81.0 to 84.3) and Combined Ethnicity (82.9 to 85.4) percent persistent attendance all increased from 2023-2024 to 2024-2025 according to PA Future Ready .	Strength	☐
Regular Attendance	English Learners	Our student group (English Learner) percent persistent attendance decreased from 81.8% in 2023-2024 to 78.7% in 2024-2025 according to PA Future Ready .	Challenge	☐
Career Standards Benchmark	All Student Group	Our all student group was completion rate was 100% for Career Standards Benchmark according to PA Future Ready.	Strength	☑
Career Standards Benchmark	Hispanic, Economically Disadvantag	There are no challenges in our Career Standards Benchmark Data at this time.		☐

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	Our students have show a 47% increase in proficiency as measured by DIBELS from BOY (17%) to EOY(64%).	Strength	☐
English Language Arts	STAR	Our 5th Grade students have shown a 8% decrease in proficiency as measured by ELA STAR from BM 1 (50%) to BM 4 (42%)	Challenge	☐
English Language Arts	STAR	Our 2nd-5th Grade students have shown a 12.75 increase in proficiency from BM 1 (40.5%) to BM 2 (53.25%)	Strength	☐
Mathmatics	STAR	Our 4th Grade student group has shown an increase in proficiency from 55.6% in Fall 2025 to 75.6% in Spring 2026, as masured by the STAR Assessment.	Strength	☐
Mathmatics	STAR	Our 3rd Grade (51.2 to 48) and 5th Grade (78.6 to 69.7) have shown a decrease in proficiency, as measured by the STAR Assessment from Fall 2025 to Spring 2026.	Challenge	☑
Mathmatics	STAR	Our whole school student group has shown an increase in proficiency from 47.8% in Fall 2025 to 54.9% in Spring 2026, as masured by the STAR Assessment.	Strength	☑
Science	CDT	Our students grew from 42.5 at BM 1 to 70.3% at BM 3 for Percent On-track according to CDT Science during the 2025-2026 school year..	Strength	☑
Science	CDT	There are no challenges in our CDT Science 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	Smart Futures	Our 5th grade students have a 100% artifact compliance rate on Smart Futures	Strength	☑
Career Readiness	Smart Futures	There are no challenges in our Smart Futures at this time.		☐
Attendance	Abre	Our all student group had a chronic absenteeism rate of 12.86% during the 2025-2026 school year.	Strength	☑
Attendance	Abre	Our Special Education student subgroup had a chronic absenteeism rate of 20.83% during the 2025-2026 school year.	Challenge	☑
Incidents	Power School, Sapphire	We had 138 total incidents in 25-26 compared to 133 total incidents in 24-25 school year according to our student information system.	Strength	☐
Incidents	Power School, Sapphire	We had 178 total incidents in 25-26 compared to 145 total incidents in 24-25 school year according to our student information system.	Challenge	☑

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

PA Essential Practices Self Evaluation

		Essential Practices	Rating	Definition of Rating
Focus on Continuous Improvement of Instruction	1	**EP 01: Align curriculum, assessments, and instruction to the PA Standards**	**Operational**	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	**EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based**	**Operational**	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is 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**	**Exemplary**	A multi-disciplinary team of educators use a systematic, collaborative process to analyze assessment results within and across grade levels. Programs and instruction are consistently adjusted based on the analysis.
	4	**EP04: Identify and address individual student learning needs**	**Operational**	Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.
	5	**EP05: Provide frequent, timely, and systematic feedback and support on instructional practices**	**Operational**	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Empower Leadership	6	**EP06: Foster a culture of high expectations for success for all students, educators, families, and community members**	**Operational**	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7	**EP07: Collectively shape the vision for continuous improvement of teaching and learning**	**Operational**	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8	**EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school**	**Operational**	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9	**EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community**	**Operational**	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	10	**EP10: Continuously monitor implementation of the school improvement plan and adjust as needed**	**Operational**	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Provide Student-Centered Support Systems	11	**EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically**	**Exemplary**	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; (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students; and (4) Meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice.
	12	**EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.**	**Operational**	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	**EP13: Implement a multi-tiered system of supports for academics and behavior**	**Operational**	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
	14	**EP14: Implement evidence-based strategies to engage families to support learning**	**Exemplary**	Strategies to engage families are evident across the school community. Stakeholders are continuously engaged in assessing the needs of students and families, evaluating implementation and outcomes of family engagement strategies, and adjusting family engagement strategies as needed.
	15	**EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA**	**Exemplary**	The school consistently engages in strategies, policies, and procedures 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. School personnel and community partners assess the effectiveness of their relationships on a regular basis to continuously improve opportunities and supports.
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**	**Operational**	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.
	18	**EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning**	**Exemplary**	Professional learning includes extensive follow-up with descriptive feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively.

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:	**Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based**
Challenge EP 2:	**Provide frequent, timely, and systematic feedback and support on instructional practices**
Challenge EP 3:	**Use multiple professional learning designs to support the learning needs of staff**

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:	**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:**	Through collaborative data review with an alligned focus on imprioving student outcomes, we can focus on improving out tier instruction and implementing best practices to support all of our learners. We can leverage the foundation of collaborative data review to allign our instruction sp that it is coordinated and evidence based. We can identify individual student needs and use data to diferentiate for our students.
Strength Statement 2:	**Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically**	**Discussion Statement:**	When all members feel welcomed, supported, and safe, we can focus on identifying individual learning needs and supports and provide them in the classroom setting. We can focus on improving academic, social emotional, and behavioral student outcomes.

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 collaborative planning, professional learning, and instructional feedback are intentionally focused on helping teachers analyze student learning evidence, identify student needs, and plan differentiated Tier 1 instruction, THEN, teachers will consistently analyze student learning, implement responsive instructional strategies, and maintain grade-level expectations for all learners AND students will demonstrate improved achievement and growth in ELA and Mathematics and increased Enligh Language Attainment.	Math, ELA, English Language Attainment
Priority #2	IF schools are intentionally focused on creating predictable, culturally responsive, safe and welcoming learning environments, identifying barriers to student engagement and attendance, and plan proactive, supportive Tier I social-emotional and academic interventions, THEN teachers will consistently cultivate inclusive, high-trust classrooms, implement responsive attendance-intervention strategies, and maintain high behavioral and academic expectations for all learners, and students will experience a safer, more supportive school climate, demonstrate increased daily attendance, and show improved achievement and growth across all academic areas.	Attendance and SEL

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 collaborative planning, professional learning, and instructional feedback are intentionally focused on helping teachers analyze student learning evidence, identify student needs, and plan differentiated Tier 1 instruction, then, teachers will consistently analyze student learning, implement responsive instructional strategies, and maintain grade-level expectations for all learners and students will demonstrate improved achievement and growth in ELA and Mathematics and increased Enligh Language Attainment.
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Explicit Instruction
District-wide Expectation Focus Area:	I Do, We Do
Evidence-based Strategy (PA Evidence Resource Center):	
Evidence Resource Center Tier:	

Related Essential Practices (check all that apply)	Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices
"EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices", EP04: Identify and address individual student learning needs, "EP05: Provide frequent, timely, and systematic feedback and support on instructional practices"	EP03: -Educators continually monitor and adjust instruction and content based on multiple checks for understanding. -Processes and protocols guide and facilitate stakeholders' collection, analysis, review and use of student assessment data. EP04: - Educators provide multiple options for students to demonstrate what they know and can do related to standards-aligned goals and learning targets. - Educators provide students with regular and timely descriptive feedback to help them improve their performance. EP05: - School leaders engage in ongoing (weekly and daily) observations and formal and informal visits in classrooms, followed by the timely provision of constructive feedback to educators.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Effectively deliver structured literacy instruction in pre-kindergarten through grade five.	8/24/2026	6/10/2027	Teachers	Curriculum Materials	Y
	Implement Core ELA Curriculum with Fidelity	8/24/2026	6/10/2027	Teachers	Curriculum Materials	Y
	Implement Heggerty in K, 1, and 2	8/24/2026	6/10/2027	K,1,2 Teachers	Curriculum Materials	Y
	Small Group Instruction	8/24/2026	6/10/2027	Teachers	Curriculum Materials	N

Launching & Baseline: 90 Day Plan	Provide students in grades K-5 with a solid foundation of arithmetic operations (addition, subtraction, multiplication, division) with whole numbers, fractions, and decimals. This includes fluency and understanding of the order of operations.	8/24/2026	6/10/2027	Teachers	Curriculum Materials	Y
	Implement Core Math Curriculum with Fidelity	8/24/2026	6/10/2027	Teachers	Curriculum Materials	Y
	Building administration walkthroughs weekly	8/24/2026	6/10/2027	Principal, Assistant Principal	PA ETEP	N
	Observations	8/24/2026	6/10/2027	Principal, Assistant Principal	PA ETEP	N
	Instructional Rounds	8/24/2026	6/10/2027	Principal, Assistant Principal	POP, Instructional Round resources	
	Complete Quarter 2 Data Review	8/24/2026	6/10/2027	Principal, Assistant Principal	Student, classroom, and grade level data	
Monitoring & Adjusting: 90 Day Plan	Professional Learning Sessions developed through Walkthrough and Observation Data	8/24/2026	6/10/2027	Principal, Assistant Principal	PA ETEP	N
	Complete Quarter 3 Data Review	1/22/2026	4/6/2026	Principal, Assistant Principal	Student, classroom, and grade level data	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 ILT will review the data and implementation tracker monthly to determine strengths, challenges, and what action steps need to be added to support.

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 schools are intentionally focused on creating predictable, culturally responsive, safe and welcoming learning environments, identifying barriers to student engagement and attendance, and plan proactive, supportive Tier I social-emotional and academic interventions, then teachers will consistently cultivate inclusive, high-trust classrooms, implement responsive attendance-intervention strategies, and maintain high behavioral and academic expectations for all learners, and students will experience a safer, more supportive school climate, demonstrate increased daily attendance, and show improved achievement and growth across all academic areas.
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Implementation of Tiered Attendance Monitoring and Intervention Process
District-wide Expectation Focus Area:	Attendance
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", EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports., EP14: Implement evidence-based strategies to engage families to support learning	EP06: -High expectations for learning and growth of all students are reflected in clear, measurable goals. EP12: - There is a documented system for rewarding positive student behavior. EP 14: - 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	-	Materials / Resources Needed	PD Step?
& Baseline: 90 Day Plan	Conduct Monthly Attendance Meetings throughout the year includinrg School Leader, HSV, Counselor, Secretary	8/24/2026	6/10/2027	Principal, AP, Attendance Secretary, Counselor, Social Worker	Power School Data	N
	Daily Monitoring of Student Attendance to identify consecutive absences and absence trends	8/24/2026	6/10/2027	Attendance Secretary	Power School Data	N
	Daily phone calls to absent students' family from attendance secretary	8/24/2026	6/10/2027	Attendance Secretary	Power School Data	N
	Proactive positive communication regarding attendance	8/24/2026	6/10/2027	All staff	Power School Data	Y

Launching	Host family and community engagement events once every other month to increase overall climate and engagement	8/24/2026	6/10/2027	Principal, AP, Attendance Secretary, SGC	Family Engagment Resources, Literacy and Math items for events	N
	SGC Meetings quarterly	8/24/2026	6/10/2027	SGC	Agendas	N
	Family school organization meetings monthly	8/24/2026	6/10/2027	Principal, AP	Agendas	N

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

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

The ILT will review the data and implementation tracker monthly to determine strengths, challenges, and what action steps need to be added to support.

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 Paraprofessional
Topics to be Included	Strengthen Tier I instruction, Grade Level Standards, Gradual Release of Responsibility, Use of High Quality Instructional materials, Scaffolding, Small Group Instruction, Student Work Analysis, Data Review
Evidence of Learning	Meeting Agendas, Walkthroughs, Observations, Data Meetings, Lesson Plans
Lead Person/Position	Principal, Assistant Principal, Reading Specialist, Interventionist Specialist, ILT, Facilitators, Office of Learning and Teaching
Anticipated Start	8/1/26
Anticipated Completion	June 2027
Learning Format: Type of Activities	Inservice Workshop
Frequency	Monthly Professional Development and Bi-Weekly team meetings
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	MTSS, PBIS, Restorative Practice, Evidence based attendance strategies
Evidence of Learning	Reduction of Referrals/behaviors, Increase in daily attendance, Decrease in chronic absenteeism, Decrease in suspensions, Qalkthroughs, Climate Survey Data, Family Engagement sign in sheets
Lead Person/Position	Principal, Assistant Principal, Counselors, Attendance Team, Behavior Specialist, Social Worker, Parent Liaison, Home School Visitor
Anticipated Start	8/1/26
Anticipated Completion	June 2027
Learning Format: Type of Activities	Inservice Workshop
Frequency	Monthly PD
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 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 54.6% 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 61.1% 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 70% 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 93.42% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 99.42% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least 97.42% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least 95.42% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 93.42% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.

G	Atte						
			Actual Performance				
			Met Target?				

GOAL:	Incidents (K-12)		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			There will be no more than 37.2 incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 8.742 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 17.484 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 26.226 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 34.596 at the end of 26-27 Q4.
			Actual Performance				
			Met Target?				