

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	Luis A. Ramos Elementary
Principal Name	Telsa Sparks
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	Telsa Sparks	Ramos
Assistant Principal	Juliet Saba	Ramos
Reading Specialist	Lynda Hassick	Ramos
Interventionist	Danielle Day	Ramos
School-based Special Education Leader	John Boteros	Ramos
School-based EL Teacher Leader	Paula Lapp	Ramos
School Counselor	Laura Zaharakis	Ramos
Parent	Mylea Biggiani	Allentown Community
Community Member or Business Partner	Matt Trust	Families First
District Level Leader	Tiffany Polek	Allentown School District
Superintendent (Chief School Administrator)	Dr. Carol D. Birks	Superintendent/CEO
Teacher	Lena Felix	Ramos
Teacher	Amy Fatzinger	Ramos
Teacher	Tracy Krapf	Ramos

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?

Luis A. Ramos Elementary School envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering our school community.

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

Data Review

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

Future Ready PA Index Data (Dashboard Linked)

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

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

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

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

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

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

Topic	Students	Data Statement	Strength or Challenge	Priority
Proficient or Advanced in English Language Arts/Literature	All Student Group	The Luis A. Ramos Elementary School All Students group experienced a significant 11.8 percentage point decrease in English Language Arts (ELA) proficiency, as measured by the Pennsylvania State Assessment (PSSA), dropping from 30.0% proficient or advanced in the 2023–2024 school year down to 18.2% in the 2024–2025 school year. This decline left the group 31.7 percentage points below the current Pennsylvania statewide ELA average benchmark of 49.9%. Furthermore, due to this multi-year trend line, the All Student group officially failed to meet its state interim improvement target/goals for the 2024–2025 cycle.	Challenge	☒
Proficient or Advanced in English Language Arts/Literature	Students with Disabilities, African American	Our student subgroups have shown a widespread downward trend in proficiency, as measured by the PA Future Ready Index English Language Arts/Literature metric. Reflecting the school-wide All Student Group decline to 18.2%, six distinct student subgroups are trending downward together. Within this shared negative trajectory, our mid-performing declining tier consists of the Hispanic subgroup at 17.0% and the Economically Disadvantaged subgroup at 17.2%; our lower-performing declining tier includes the Combined Ethnicity subgroup at 16.7%, the English Learner subgroup at 15.9%, and the Black subgroup at 14.8%; and our lowest-performing tier is the Students with Disabilities subgroup, which stands severely suppressed at 5.3%.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	English Learners	Our English Learner (EL) subgroup experienced a significant achievement drop on the ELA PSSA between the 2023–2024 and 2024–2025 school years, with the percentage of proficient or advanced students decreasing by 7.3 percentage points from 23.2% down to 15.9%. While this academic proficiency score lags behind the school's current All Students ELA baseline of 18.2%, it stands in sharp contrast to separate state growth metrics showing that 56.9% of these same English Learners met or exceeded their standalone English Language Growth and Attainment interim targets (outpacing the state standard of 32.4%).	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	All Student Group	While the Luis A. Ramos Elementary School All Students group demonstrated a minor upward trajectory of 1.1 percentage points in Mathematics proficiency on the PSSA, rising from 22.9% proficient or advanced in 2023–2024 up to 24.0% in 2024–2025, overall achievement remains heavily suppressed. This performance level sits 17.7 percentage points below the current Pennsylvania statewide math average benchmark of 41.7%. Consequently, despite the nominal year-over-year percentage gain, the All Student group fell short of its state interim improvement target/goals for this evaluation window.	Challenge	☒
Proficient of Advanced in Mathematics/Algebra	Students with Disabilities	Our Students with Disabilities subgroup demonstrated flat, suppressed academic achievement on the Mathematics PSSA from the 2023–2024 school year to the 2024–2025 school year, experiencing a minor decline of 0.9 percentage points as their proficient or advanced rate slipped from 14.1% down to 13.2%. This subgroup heavily underperforms the schoolwide All Students math baseline of 24.0% and trails the current Pennsylvania statewide math average benchmark of 41.7% by 28.5 percentage points, highlighting a persistent gap in core math curriculum accessibility.	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	Hispanic, Combined Ethnicity, African American	Although our school-wide All Student Group currently demonstrates a 24.0% proficiency rate, a comprehensive trend analysis via the PA Future Ready Index Mathematics/Algebra 1 metric highlights a notable strength, as five distinct student subgroups are trending positively upward together. Within this shared upward trajectory, our highest-performing climbing tier consists of the Hispanic subgroup at 23.9% and the Combined Ethnicity subgroup at 23.1%; our mid-performing climbing tier includes the Black subgroup at 22.2%; and our lower-performing climbing tier consists of the 2 or More Races subgroup at 17.4%.	Strength	☐

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	Our All Students group demonstrated a significant positive trajectory in fifth-grade literacy growth. Moving from the 2023 cycle, where fifth-grade progress merely "Meets" the standard for demonstrating student growth, the school accelerated during the 2024 cycle to earn an "Above" state standard growth color indicator.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Hispanic, Combined Ethnicity, Economically Disadvantaged	Our student subgroups have shown a widespread downward trend in proficiency, as measured by the PA Future Ready Index English Language Arts/Literature PVAAS metric. Reflecting the school-wide All Student Group decline to 52.0, three distinct student subgroups are trending downward together. Within this shared negative trajectory, our higher-performing declining tier consists of the Hispanic subgroup at 62.0, while our lower-performing declining tier includes the Combined Ethnicity subgroup at 51.0 and the Economically Disadvantaged subgroup at 50.0	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Students with Disabilities	Our Students with Disabilities subgroup experienced a minor 2.0 point decrease in academic growth progress for English Language Arts, as measured by the official Meeting Annual Academic Growth Expectations PVAAS ELA metric on the PA Future Ready Index, dipping from a score of 73.0 in the 2023-2024 school year down to 71.0 in the 2024-2025 school year. Despite this nominal single-year retreat, the current progress trajectory remains stable, effectively holding onto the substantial 11.0 point acceleration achieved when the subgroup rebounded from its low 2022-2023 baseline growth score of 62.0.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	All Student Group	Our All Students group has established a highly reliable, multi-year foundation of steady academic progress in fifth-grade mathematics. In the 2022–2023 state assessment cycle, the fifth-grade cohort attained a PVAAS growth index score of -0.4, which successfully positioned them within the Green ("Meets State Standard for Student Growth") performance tier. This reliable pattern of instruction was effectively sustained through the 2023–2024 cycle, where the cohort recorded a steady growth index score of -0.2, firmly maintaining their Green ("Meets State Standard") color indicator. This multi-year baseline confirms that the fifth-grade math instructional model provides dependable, predictable growth that consistently fulfills state academic progress standards.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	English Learners, Students with Disabilities	Although our school-wide All Student Group has declined to 56.0, a comprehensive trend analysis via the PA Future Ready Index Mathematics/Algebra 1 metric highlights a notable area of strength, as two high-performing student subgroups are trending positively upward together. Within this shared positive trajectory, our leading tier consists of the English Learner subgroup at 82.0 (meeting or exceeding the growth target), followed closely by the Students with Disabilities subgroup at 77.0 (meeting the interim improvement target).	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic, Combined Ethnicity, Economically Disadvantaged	As measured by the PA Future Ready Index Mathematics/Algebra 1 metric. Reflecting the school-wide All Student Group decline to 56.0, three distinct student subgroups are trending downward together. Within this shared negative trajectory, our higher-performing declining tier consists of the Hispanic subgroup at 65.0, our mid-performing declining tier includes the Combined Ethnicity subgroup at 60.0, and our lower-performing declining tier consists of the Economically Disadvantaged subgroup at 53.0.	Challenge	☐
English Language Growth and Attainment	All Student Group	Our school-wide All Student Group has demonstrated significant academic momentum, as measured by the PA Future Ready Index English Language Growth and Attainment metric. The group achieved a 56.9% growth and attainment rate, successfully meeting the state's interim improvement target (green status) and outperforming the statewide average of 32.4% by a substantial 24.5 percentage points.	Strength	☐
Regular Attendance	All Student Group	Our school-wide All Student Group has shown significant post-pandemic recovery in regular attendance, as measured by the PA Future Ready Index. After a historical performance low of 55.4% during the 2021-22 school year, a multi-year improvement trend has driven regular attendance up by 13.4 percentage points to achieve an end-of-year execution rate of 68.8% in 2023-24.	Strength	☐
Regular Attendance	Students with Disabilities	Our Students with Disabilities Subgroup has shown a severe lag in regular attendance recovery, as measured by the PA Future Ready Index. Although this group increased from its historical low of 50.8% in 2021-22 to 63.4% in 2023-24, they represent our lowest-performing school demographic and have failed to match the rapid trajectory of other groups like our English Learners (78.5%). Furthermore, this subgroup remains 19.4 percentage points lower than their pre-pandemic baseline of 82.8% in 2018-19, creating a widening academic access gap.	Challenge	☐
Regular Attendance	African America/Black, Hispanic, Combined Ethnicity, Economically Disadvantaged	Although our school-wide All Student Group currently stands at a 68.8% regular attendance rate, a comprehensive trend analysis via the PA Future Ready Index highlights a building-wide strength, with seven distinct student subgroups demonstrating active upward progress. This positive momentum is led by our White subgroup at 80.0% and English Learner subgroup at 78.5%, followed closely by our 2 or More Races (74.0%), Black (73.4%), Combined Ethnicity (68.4%), and Economically Disadvantaged (67.3%) subgroups, while our historically lowest-performing Hispanic (67.1%) and Students with Disabilities (63.4%) subgroups also maintain verified upward growth trajectories.	Strength	☐
Career Standards Benchmark	All Student Group	Our school-wide All Student Group has demonstrated exceptional performance, as measured by the PA Future Ready Index Career Standards Benchmark metric. The group achieved a maximum possible completion rate of 100.0% while simultaneously meeting the state's required progress targets and earning a verified upward trend indicator for the current reporting period.	Strength	☐
Career Standards Benchmark	Hispanic, Economically Disadvantaged, English Learners, Students with Disabilities	Reflecting a flawless school-wide All Student Group performance rate of 100.0%, five distinct student subgroups are trending positively upward together at that exact ceiling baseline. Specifically, our Hispanic, Economically Disadvantaged, English Learner, Students with Disabilities, and Combined Ethnicity subgroups each achieved a perfect 100.0% completion rate while simultaneously meeting or exceeding their required state progress targets.	Strength	☐

Local Assessment Data

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

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

Topic	Data Source	Data Statement	Strength or Challenge	Priority
English Language Arts	STAR	Our 1st Grade and 2nd Grade Student Subgroups have shown strong quarter-over-quarter progress on STAR Reading from Quarter 3 to Quarter 4, driven by two upper-tier 1st-grade cohorts maintaining strong growth at a 66 Median SGP (achieving 63% and 71% proficiency), alongside a notable 2nd-grade cohort accelerating its growth index from a 65 to a 68 Median SGP.	Strength	☐
English Language Arts	Dibels	Our Kindergarten All Student Group demonstrated strong foundational literacy development at the school-wide level, as measured by the DIBELS Composite Score from MOY to EOY, reducing the percentage of students scoring in the highest-risk 'Well Below Benchmark' tier from 64% down to 43%, while simultaneously increasing top-tier 'Above Benchmark' proficiency from 4% to 8%.	Strength	☐
English Language Arts	DIBELS	Our Kindergarten All Student Group has shown a significant lack of benchmark progress in foundational subcategories, as measured by DIBELS 8th Edition, from Middle of Year (MOY) to End of Year (EOY). While skills like Letter Names successfully increased proficiency from 39% to 51% and Letter Sounds grew from 19% to 32%, Phonemic Awareness (PSF) demonstrated severe stagnation, with students scoring at the highest risk tier ('Well Below Benchmark') only improving slightly from 87% down to 73%, meaning nearly three-quarters of all students finished the year failing to meet the benchmark target in this specific category.	Challenge	☒
English Language Arts	Writing Protocol	Our All Students group is experiencing a critical, multi-grade developmental barrier regarding handwriting mechanics and multi-sentence structural organization, as uncovered by diagnostic writing protocol trends. Across Grades 1 and 2, teachers identified severe deficits in letter formation and ongoing letter reversals, indicating a sharp disconnect when students attempt to translate complex verbal dictations into physical text. This fine-motor and structural deficit directly compounds in Grades 3 and 4, where student writing heavily deteriorates into extended run-on sentences lacking terminal punctuation when shifting from single sentences to multi-sentence paragraphs, forcing an immediate instructional reliance on teacher-facing scaffolds and explicit modeling.	Challenge	☒
Mathematics	STAR	Our All Student Group has shown a 14.80% increase in proficiency, as measured by the STAR Math Benchmark Assessment, from Quarter 1 (28.90%) to Quarter 4 (43.70%) during the 2025-26 school year, exceeding our final Q4 target value of 37.90%.	Strength	☐
Mathematics	STAR	17/24 (71%) total teachers saw an increase in either their Median SGP, their Proficiency percentage, or both.	Strength	☐
Mathematics	STAR	Our 5th Grade Student Subgroup demonstrated strong growth acceleration on STAR Math from Quarter 3 to Quarter 4, with three out of four monitoring cohorts sustaining a "Higher Growth" classification and significantly boosting their growth indices to reach 71, 74, and 79 Median SGPs respectively, while simultaneously increasing proficiency across two tracking cohorts from 19% to 33% and 24% to 32%.	Strength	☐
Mathematics	STAR	Our 1st Grade Student Subgroup demonstrated a widespread challenge in math foundational progress, as measured by STAR Math in Quarter 4. All five monitoring cohorts within this grade level trended downward together into the "Lower Growth, Lower Achievement" band. Within this shared negative trajectory, the highest-performing tracking cohort only reached 33% proficiency (36 SGP), while the lowest-performing tier dropped to severe levels of 5% proficiency (36 SGP) and 11% proficiency (16 SGP).	Challenge	☐
Science	CDT	Our school-wide All Student Group has shown a stagnant trend in benchmark proficiency in Science, as measured by the Science Benchmark Assessment (CDT) across the 2025-26 school year. According to the performance level data, the number of proficient students ('Green' level) briefly grew from 5 students in Benchmark Period 1 to 8 students in Benchmark Period 2, but dropped back to 5 students by Benchmark Period 3. Concurrently, the number of students requiring intensive support ('Red' level) remained critically flat and elevated, shifting slightly from 37 students at the beginning of the year to 38 students at the end of the year.	Challenge	☐
Science	CDT	Our school-wide All Student Group demonstrated positive academic growth in specific core disciplines, as measured by the Science Benchmark Assessment Diagnostic Categories. Across the testing cycle from Benchmark Period 1 to Benchmark Period 3, Biological Sciences emerged as our fastest-growing strand, increasing its average diagnostic scale score sequentially from 687 to 689, and concluding at 711. Similarly, Earth & Space Sciences showed a strong upward trajectory, growing from an initial score of 678 to 682, and finishing at 696.	Strength	☐
Science	CDT	Our school-wide All Student Group faces a critical academic challenge in specific foundation strands, as measured by the Science Benchmark Assessment Diagnostic Categories. While biological and earth sciences grew, the All Category Average declined over time from 676 in Benchmark Period 1 down to 670 by Benchmark Period 3. This drop was heavily influenced by The Nature of Science strand, which represents our lowest-performing operational domain; despite a minor mid-year increase, it concluded at a highly suppressed average scale score of 663, keeping it firmly rooted within the intensive support zone.	Challenge	☐

Related Academics Data

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

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

Topic	Data Source	Data Statement	Strength or Challenge	Priority
Career Readiness	ASD 5th Grade Tracking Sheet	For the current local reporting period, 99.0% of 5th-grade students (103 out of 104) successfully met the PA Future Ready Career Standards Benchmark by completing and documenting the required career readiness artifacts. This high rate of completion demonstrates sustained strength in school-wide career exploration programming and ensures that nearly the entire 5th-grade cohort has fulfilled state evidence submission requirements prior to transitioning to middle school.	Strength	☐
Attendance	PowerSchool	Local attendance data indicates positive growth in persistent attendance, with the percentage of students attending school regularly increasing from 70% at the close of the previous year to 76% by the end of the current school year. This 6 percentage point increase reflects the positive impact of school-wide attendance initiatives and demonstrates continued momentum toward restoring regular attendance rates toward pre-pandemic levels.	Strength	☐
Suspensions	PowerSchool	During the current school year, the school recorded a total of 5 Out-of-School Suspension (OSS) incidents. Keeping OSS instances to a single-digit total indicates that severe exclusionary discipline was utilized as a last resort, allowing the vast majority of student behavioral concerns to be addressed through in-school interventions and restorative practices.	Strength	☐
Incidents	PA Climate Survey / Ramos SEL Survey	Our school-wide Ramos Student body is experiencing a notable decline in daily engagement and enjoyment, as measured by the climate survey's core student interest indicators. The student score tracking active boredom in school worsened from 2.53 in the 2024-25 academic year to a critical 2.37 in 2025-26. This downward trend in school-day enjoyment is further compounded by a sharp 0.19-point drop in student perception of classroom security and excitement (falling from 3.48 to 3.29), signaling an urgent need to address declining engagement and restore a positive, stimulating learning environment.	Challenge	☒
Incidents	PA Climate Survey / Ramos SEL Survey	Our Ramos Staff and Student populations demonstrated powerful relational resilience, as measured by classroom-level dedication and support metrics. Staff baseline scores for genuinely caring about their students rose from an exceptional 3.67 to a remarkable 3.86, while student perception that "my teachers help me do better" held strong at a highly positive 3.38. This stands as the school's premier environmental asset, proving that classroom-level teacher empathy remains an unshakeable anchor even amidst broader institutional challenges.	Strength	☐
Incidents	PowerSchool	Cumulative office discipline referrals showed a steady upward progression throughout the school year across both Level 2 and Level 3 categories. Level 2 cumulative referrals began at 1 in Q1, rose to 2 in Q2 and 4 in Q3, and reached a total of 9 by the end of Q4. Similarly, Level 3 cumulative referrals escalated from 0 in Q1 to 2 in Q2, 4 in Q3, and ended the year at a total of 8. In total, the school documented 17 cumulative higher-level referrals (9 Level 2 and 8 Level 3) across the four quarters, reflecting an increase in behavioral documentation as the academic year progressed.	Strength	☐

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	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	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	Emerging	School leaders articulate the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff in shared decision-making or problem-solving.
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Provide Student-Centered Support Systems	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
	14	EP14: Implement evidence-based strategies to engage families to support learning	Emerging	Strategies to engage families are evident, but implementation is inconsistent.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Emerging	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
Professional Learning	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).

Foster Quality Professional Learning	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Emerging	Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs.
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.
Challenges				
DIRECTIONS: Identify two-three essential practices related to your Final Why Statements on the Root Cause Analysis tab (they should not be rated Exemplary), which will be used to develop your priority statements in the GO: Analyzing (Strengths and Challenges) section of the FRCPP. Copy and paste the EP from columns C&D into the cells below.				
Challenge EP 1:		Identify and address individual student learning needs.		
Challenge EP 2:		Build leadership capacity and empower staff in development and successful implementation of initiatives that better serve students, staff, and the school.		
Challenge EP 3:		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:		Align curriculum, assessments, and instruction to the PA Standards	Discussion Statement:	We can leverage our strong, standard-aligned curriculum and annual review framework to anchor our MTSS (EP13) and individual student interventions (EP04). Because our core instructional materials are already rigorously aligned, teams can more easily identify where gaps exist for individual students without questioning the validity of the underlying curriculum.
Strength Statement 2:		Use systematic, collaborative planning to ensure instruction is coordinated, aligned, and evidence-based	Discussion Statement:	Our established, structured collaborative planning time provides the perfect operational vehicle to address our leadership capacity and data usage challenges. We can utilize these already-existing team structures to distribute leadership roles (EP08) and deliberately practice protocols for identifying and addressing individual student learning needs (EP04).

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 audit and redesign our Tier 1 core instructional schedules and professional development to focus on explicit, daily, and differentiated foundational routines (specifically targeting auditory phonemic segmenting and conceptual math processing), then classroom teachers will consistently implement high quality instructional materials, AND student proficiency in foundational early literacy skills and conceptual mathematics will increase across all tier cohorts.	-Explicit Modeling & Structured Literacy -Explicitly teach foundational skills and vocabulary -Model reading and writing processes through think-alouds
Priority #2	If we establish an integrated Multi-Tiered System of Supports (MTSS) that aligns attendance recovery pathways with a culturally responsive, high-engagement school climate framework, then educators and student-support teams will proactively design stimulating classroom environments and deliver targeted, individualized attendance interventions for vulnerable subgroups, AND students will increase their sense of belonging and connection to the school community.	- Implement evidence-based MTSS for attendance with tiered supports and tracking - Implement a tiered approach to behavior utilizing Positive Behavior Intervention and Support (PBIS).

Strategy 1

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

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

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

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

Priority Statement (copy and paste from previous tab):

If we audit and redesign our Tier 1 core instructional schedules and professional development to focus on explicit, daily, and differentiated foundational routines (specifically targeting auditory phonemic segmenting and conceptual math processing), then classroom teachers will implement Tier 1 instruction with intentionality, AND student proficiency in foundational early literacy skills and conceptual mathematics will increase across all tier cohorts.

Aligned District-wide Expectation

(Root Cause Crosswalk, June ELLA Resources):

- ✓ Implement Explicit Instruction daily across all content areas.
- ✓ Implement High-Quality Instructional Materials (HQIM) with integrity
- ✓ Ensure Structured Literacy practices are embedded in instruction

District-wide Expectation Focus Area:

- Explicit Modeling & Structured Literacy
- Explicitly teach foundational skills and vocabulary
- Model reading and writing processes through think-alouds

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
EP17: Use multiple professional learning designs to support the learning needs of staff, EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning, "EP06: Foster a culture of high expectations for success for all students, educators, families, and community members"		Regardless of culture, ability, life experience, socioeconomic status, or primary language, each student is expected to master grade-level expectations. Data are collected linking the effectiveness of professional learning to the improvement of teacher practices. Professional learning opportunities include a demonstration of gains in educator skills/knowledge (e.g., submission of sample lesson plans, observation of practice).

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Launching & Baseline: 90 Day Plan	Revise the Problem of Practice: Ensure it explicitly reflects the new focus on auditory phonemic segmenting and conceptual math processing.	9/1/26	9/15/2026	Sparks, Principal		N
	Develop the Instructional Feedback Tool: Design a highly specific, 10-minute walkthrough checklist ("Look-Fors") aligned with the new routines.	9/15/2026	10/1/2026	Sparks, Principal		N
	Develop the Q1 Professional Learning Plan: Map out the exact sequence, materials, and facilitators for the upcoming PD. Include plan for instructional paraprofessionals.	8/1/2026	8/22/2026	Sparks, Principal		N
	Collect Baseline Data: Run initial school-based observation rounds using your new feedback tool to document "Day 1" classroom realities.	10/1/2026	10/28/2026	Sparks, Principal		N
	Deliver Foundational PD: Run Heggerty Routines training for core teachers to establish consistent, daily phonemic segmenting practice.	8/22/2026	10/29/2026	Sparks, Principal	Heggerty PD	Y
	Launch DataWise Cycle (Writing): Begin the Plan/Do phase of the DataWise Continuous Improvement Cycle, focusing on writing.	10/1/2026	10/29/2026	Sparks, Principal		N
Monitoring: 90 Day	Deliver SRSD PD: Train teachers on Self-Regulated Strategy Development (SRSD) to provide the structural framework for the writing cycle.	11/5/2026	6/1/2027	Sparks, Principal	SRSD Training	Y
	Monitor Implementation: Provide focused, non-evaluative instructional feedback using the tool developed in Phase 1.	11/5/2026	6/1/2027	Sparks, Principal		N
	Review Data with ILT: Gather the Instructional Leadership Team to analyze early walkthrough data and student work.	11/15/2026	12/4/2026	Sparks, Principal		N

Monitoring & Adjust Plan	Complete Q1 Data Review: Look at benchmark and formative assessment indicators to see if early-literacy and math indicators are shifting.	11/15/2026	12/4/2026	Sparks, Principal		N
Deepening & Evaluating: 90 Day Plan	Complete Q2 Data Review: Evaluate mid-year growth across all tier cohorts to identify classrooms or student groups needing additional support.	1/22/2027	2/11/2027	Sparks, Principal		N
	DataWise Writing (Study/Act): Study the impact of the SRSD writing interventions and take formal actions to scale what is working or course-correct what isn't.	1/22/2027	2/26/2027	Sparks, Principal		N
	Plan Ahead: Develop the Q3 Professional Learning Plan based on the real-time needs highlighted in your Q1 and Q2 data reviews.	12/5/2026	1/4/2027	Sparks, Principal		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.						
Instructional Leadership Team (ILT): Collects weekly walkthrough data and meets monthly to review instructional implementation, analyze Tier 1 benchmark trends, and plan professional learning.						

Strategy 2

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

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

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

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

Priority Statement (copy and paste from previous tab):	If we establish an integrated Multi-Tiered System of Supports (MTSS) that aligns attendance recovery pathways with a culturally responsive, high-engagement school climate framework, then educators and student-support teams will proactively design stimulating classroom environments and deliver targeted, individualized attendance interventions for vulnerable subgroups, AND students will increase their sense of belonging and connection to the school community.
Aligned District-wide Expectation (Root Cause Crosswalk, June ELLA Resources):	Promote overall wellbeing and prevent issues before they start.
District-wide Expectation Focus Area:	- Implement evidence-based MTSS for attendance with tiered supports and tracking - Implement a tiered approach to behavior utilizing Positive Behavior Intervention and
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
"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, "EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA"	The school intentionally creates opportunities for students to build positive relationships with peers. The school uses multiple evidence-based methods of collecting data, such as surveys, observational methods responding to behavioral violations, and behavior reports, that recognize the range of factors that shape school climate (e.g., social norms, school connectedness, sense of safety, discipline, learning/teaching, leadership, absence rates and mobility), shares the results regularly with the school community, and monitors student/staff feedback on school culture for disparities across groups. Policies, mission, and vision statements that promote social, emotional, ethical, and civic, as well as intellectual, skills and dispositions are developed and institutionalized. There are clear procedures for reporting and responding to safety concerns.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
Launching & Baseline: 90 Day Plan	PBIS Tracking System: Build and deploy a centralized data tracking system to monitor positive behavior interventions and student recognition.	8/1/2026	8/17/2026	Juliet Saba, Assistant Principal		N
	Family Engagement Tracking: Create a data system to log parent participation, workshop attendance, and outreach metrics across the school.	8/1/2026	8/20/2026	Telsa Sparks, Principal		N
	PowerSchool Extracurricular Rosters: Set up official rosters in PowerSchool to track student enrollment and attendance in clubs and sports.	8/24/2026	9/16/2026	Telsa Sparks, Principal		N
	Kindergarten Structured Play Framework: Design and distribute a structured play framework to give Kindergarten teachers a clear, developmental roadmap for recess and purposeful play blocks.	6/1/2026	8/17/2026	Telsa Sparks, Principal		N
	Progressive Discipline & Documentation Training: Deliver mandatory PD on clear, equitable progressive discipline steps and accurate record-keeping.	8/1/2026	8/17/2026	Juliet Saba, Assistant Principal		Y
	PBIS Implementation Training: Train staff on school-wide positive behavior expectations, reward systems, and classroom implementation.	8/1/2026	8/17/2026	Juliet Saba, Assistant Principal		Y
	School & Classroom Health PD: Conduct professional learning focused on student physical and mental well-being and care, classroom wellness routines, and referral pathways.	8/1/2026	8/17/2026	Juliet Saba, Assistant Principal		Y
	Media Lead Recruitment: Identify and confirm interested staff members to advise student media teams (e.g., student news, video feeds, podcasts, or digital publications).	8/1/2026	9/1/2026	Telsa Sparks, Principal		N
	Multi-Channel Communication Systems: Establish scalable templates and protocols for consistent home-school communication—keeping formats flexible (e.g., video broadcasts, digital bulletins) based on student media leadership and audience preference.	8/1/2026	9/15/2026	Telsa Sparks, Principal		N
	SGC Parent Team Initiative: Roll out school-wide communications announcing the Parent Team Initiative developed in collaboration with the School Governance Council (SGC).	8/1/2026	9/15/2026	Telsa Sparks, Principal		N
	Extracurricular Promotion: Publish and distribute a comprehensive guide to extracurricular activities and athletic options to students and families.	8/1/2026	9/15/2026	Telsa Sparks, Principal		N
	Community & University Outreach: Draft and distribute a "Ways to Engage" interest email to local businesses, colleges, and universities to build community partnerships.	8/1/2026	9/30/2026	Telsa Sparks, Principal		N
Long-Range Planning	Long-Range Planning: Begin collaborative strategy sessions with the SGC to brainstorm family engagement priorities for the 2027–2028 school year.	9/15/2026	11/1/2026	Telsa Sparks, Principal		N

Monitoring & Adjusting: 90 Day	DataWise Cycle (School Health): Initiate the DataWise Continuous Improvement Cycle, analyzing attendance, level 1 infractions, healthroom visits, and social-emotional wellness data to identify trends and adjust support systems.	10/29/2026	11/15/2026	Juliet Saba, Asst Principal		N
	PBIS & Discipline Data Reviews: Review mid-year discipline logs and PBIS recognition data to ensure equitable implementation across grade levels.	1/22/2027	2/1/2027	Juliet Saba, Asst Principal		N
	Communication Channel Check: Evaluate student and family engagement rates across various communication mediums (e.g., video views vs. text updates) to lean into what resonates best.	10/29/2026	11/15/2026	Telsa Sparks, Principal		N
	SGC Implementation Update: Present early progress and metrics on the Family Engagement implementation plan to the School Governance Council.	11/1/2026	12/18/2026	Telsa Sparks, Principal		N
	Parent Team Initiative Rollout: Officially launch meetings and activities for the SGC's Parent Team Initiative, getting families actively involved in school projects.	10/15/2026	12/18/2026	Telsa Sparks, Principal		N
Deepening & Evaluating: 90 Day Plan	Parent Team Review: Hold dedicated evaluation sessions with the Parent Team Initiative leadership to review successes, address challenges, and gather feedback on family sentiment.	1/22/2027	4/6/2027	Telsa Sparks, Principal		N
	Community Partner Impact Check: Review the level of involvement from colleges and community partners who responded to the initial outreach, setting expectations for the next school year.	1/22/2027	4/6/2027	Telsa Sparks, Principal		N
	2027–2028 Family Engagement Plan: Finalize the collaborative SGC roadmap for family engagement, incorporating lessons learned from this year's implementation and DataWise cycles.	4/7/2027	6/9/2027	Telsa Sparks, Principal		N
	Sustainability & Scale: Use end-of-year data from your PBIS, health, and extracurricular tracking systems to make informed scheduling, staffing, and budget adjustments for the next cycle.	4/7/2027	6/9/2027	Telsa Sparks, Principal		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.						
Attendance Team: Monitors daily PowerSchool logs and meets bi-weekly to review absenteeism trends, address barriers, and coordinate targeted family outreach. SEL Team: Tracks PBIS and climate metrics weekly and meets monthly to evaluate behavioral/wellness data, review support systems, and refine school-wide climate strategies.						

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)	Strengthen Tier I instruction
Audience	Teachers / Paraprofessionals
Topics to be Included	Explicit Instruction, Heggerty, SRSD, Small group instruction, flexible instruction, gradual release of responsibility, tier 1 instruction, formative assessments, academic vocabulary, use of HQIM, scaffolding strategies, student work analysis, and data review
Evidence of Learning	Rolling Agenda, data protocols, lesson plans, walkthrough data, observations, data meeting minutes/agendas
Lead Person/Position	Telsa Sparks, Principal
Anticipated Start	08/17/2026
Anticipated Completion	06/08/2027
Learning Format: Type of Activities	In Service, Faculty Meetings, Professional Learning Morning Workshops
Frequency	Monthly team meetings, weekly ILT meetings, Bi-monthly Faculty Meetings, Quarterly In Service
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 staff
Topics to be Included	School/Classroom Health, Progressive Discipline, PBIS plan, Evidence-based Attendance Strategies
Evidence of Learning	Reduction in incidents, decrease in percent deemed chronically absent, walkthroughs, climate survey (school and district)
Lead Person/Position	Telsa Sparks, Principal, and Juliet Saba, Assistant Principal
Anticipated Start	08/17/2026
Anticipated Completion	06/08/2027
Learning Format: Type of Activities	In Service, Faculty Meetings, Professional Learning Morning Workshops, Attendance Meetings
Frequency	Monthly team meetings, weekly ILT meetings, Bi-monthly Faculty Meetings, Quarterly In Service, Bi-weekly Attendance Meetings
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

DIRECTIONS: Review the suggested language below and ensure that it makes sense for your school. You may modify the language, but you may not modify the audiences.

Communications Plan for School Improvement

Guidance: The success of a plan is how you communicate it to your staff, community, parents and students. Develop steps to communicate components of your plan to your various levels of stakeholders.

Audience	Communication Strategies	Purpose of Message	Anticipated Timeline
Teachers and Staff	Staff will be communicated with via email updates, all staff PDs, and common planning time.	A) The staff will be informed of the goals, strategies, and monitoring plan within the School Improvement Plan. They should be able to discuss the plan and what their involvement is in success. B) The entire staff must have an opportunity to provide input on the prioritized needs and strategies prior to budget submission. Their feedback should be reviewed and the plan amended if needed. C) Schools can provide quarterly updates via an email, common planning, all staff PD, etc.	A) Orientation Meeting B) Budget Meeting C) Quarterly Updates
Parents and Family Members	Parents and Family Members will be communicated with via meetings and social media.	A) Schools will inform attendees about their School Improvement Plan, strategies implemented, when updates will be given, and opportunities to participate in the process. B) Schools will actively engage participants to identify needs to the school, suggested strategies, and prioritization of the needs. C) Schools will report to participants the finalized budget, discussing prioritized needs and strategies contained within the plan. D) Schools will provide Quarterly Updates to all stakeholders. SGC meetings are an encouraged venue for these updates. E) Schools will hold a Public Review Meeting, in addition to the posting of the plans on the District website, prior to submission of the plan every year. The school will publicize that the plan is posted to the website.	A) Fall Title I Meeting B) Winter Title I Meeting C) Spring Title I Meeting D) SGC Meetings E) Public Review Meeting
Community Members	Community Members will be communicated with via meetings and social media.	A) SGC Meetings are an encouraged venue to provide opportunities for the community to voice the needs of the school, learn Quarterly Updates of progress, and offer feedback. B) Schools will actively engage participants to identify needs to the school, suggested strategies, and prioritization of the needs. C) Schools will hold a Public Review Meeting prior to submission of the plan every year.	A) SGC Meetings B) Winter Title I Meeting C) Public Review Meeting
Students (secondary schools)	Students will be communicated with via meetings.	A) SGC Meetings are an encouraged venue to provide opportunities for the community to voice the needs of the school, learn Quarterly Updates of progress, and offer feedback.	A) SGC Meetings B) Town Halls

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:			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:	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:	ELA (3-5)	Proficiency	At least 24.2% 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	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	At least 45% of kindergarten students will perform At/Above benchmark 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 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	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	At least 30% 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	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)		At least 61.4% 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:	andance		At least 82% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 88% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least 86% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least 84% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 82% 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 16 incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 4 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 8 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 12 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 16 at the end of 26-27 Q4.
			Actual Performance				
			Met Target?				