

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	Sheridan Elementary School
Principal Name	Peter Shahda
Executive Director of Instructional Leadership	Dr. Malika Savoy
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	Peter Shahda	Allentown School District
Assistant Principal	Dyann Jansen	Allentown School District
Instructional Coach	Ricardo Luciano- Math	Allentown School District
Reading Specialist	Melissa Emberger	Allentown School District
Intervention Specialist	Kim Saeger	Allentown School District
School-based Special Education Leader	Jason Brakeman	Allentown School District
School-based EL Teacher Leader	Sue Wigfield	Allentown School District
School-based Climate Leader	Erica Simmons	Allentown School District
School Counselor	Erica Simmons	Allentown School District
Parent	Kristin Hiles	Parent
Community Member or Business Partner	Darian Colbert	Cohesion 2.0
District Level Leader	Dr. Malika Savoy	Allentown School District
Superintendent (Chief School Administrator)	Dr. Carol D. Birks	Allentown School District

School Vision Statement

What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.) How is your school's vision focused on advancing equity?

VISION: At Sheridan, we build community through leadership, growth, and achievement.

ASD's core value of Collaboration is defined as cultivating students, staff, families, and community engagement and recognizing that we get better together and that all of our strengths are needed. Sheridan's emphasis on building community directly operationalizes this — it signals that every student, regardless of background, has a role and a voice. Community-building is an equity act because it actively counters the isolation and marginalization that many students in diverse urban schools experience.

ASD defines Empowerment as equipping stakeholders to help students reach their full potential by providing them with the encouragement, resources, support, and opportunities they need to excel. Naming leadership in Sheridan's vision is a deliberate equity statement — it says that students here are not just recipients of education but agents within it. In a school serving historically underserved communities, positioning every child as a leader is a powerful affirmation of potential and self-determination.

ASD is committed to closing opportunity and learning gaps so that all students receive the support they need to excel now and in the future. Sheridan's pairing of growth and achievement reflects this dual commitment: growth acknowledges that students start at different places (a core equity principle), while achievement holds high expectations for all. This mirrors ASD's strategic goals of increasing literacy proficiency in grade 3, increasing graduation rates, and reducing chronic absenteeism — outcomes that disproportionately affect students from marginalized communities.

Sheridan's vision doesn't use the word "equity" explicitly, but it doesn't need to. By centering community, leadership, growth, and achievement together, it reflects the spirit of what ASD's framework calls for: a learning community that will never move forward unless it closes gaps for students. The vision is inclusive by design — it makes no assumptions about who belongs, who leads, or who can achieve. That universality is, at its core, an equity stance.

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	The All Student group demonstrated a decline in ELA proficiency on the PSSA, decreasing from 18.7% proficient or advanced in Spring 2024 to 12.7% in Spring 2025.	Challenge	☒
Proficient or Advanced in English Language Arts/Literature	All Student Group	The All Student group demonstrated a decline in ELA proficiency on the PSSA, decreasing from 18.7% proficient or advanced in Spring 2024 to 12.7% in Spring 2025.	Strength	☐
Proficient or Advanced in English Language Arts/Literature	African America/Blac	The Black student group demonstrated a decline in ELA proficiency on the PSSA, decreasing from 20.5% proficient or advanced in Spring 2024 to 17.9% in Spring 2025.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature			Strength	☐
Proficient or Advanced in English Language Arts/Literature	Hispanic	The Hispanic student group demonstrated a decline in ELA proficiency on the PSSA, decreasing from 18.4% proficient or advanced in Spring 2024 to 12.0% in Spring 2025.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature			Strength	☐
Proficient or Advanced in English Language Arts/Literature	White	The White student group demonstrated year-over-year improvement in ELA proficiency on the PSSA, increasing from 23.8% proficient or advanced in Spring 2024 to 25.0% in Spring 2025.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature			Strength	☐
Proficient or Advanced in English Language Arts/Literature	Economically Disadvantaged	The Economically Disadvantaged student group demonstrated a decline in ELA proficiency on the PSSA, decreasing from 18.2% proficient or advanced in Spring 2024 to 11.9% in Spring 2025.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature			Strength	☐
Proficient or Advanced in English Language Arts/Literature	English Learners	The English Learner student group demonstrated a decline in ELA proficiency on the PSSA, decreasing from 16.2% proficient or advanced in Spring 2024 to 11.1% in Spring 2025.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature			Strength	☐
Proficient or Advanced in English Language Arts/Literature	Students with Disabilities	The Student with Disabilities group demonstrated a decline in ELA proficiency on the PSSA, decreasing from 8.7% proficient or advanced in Spring 2024 to 7.5% in Spring 2025.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Students with Disabilities	The Student with Disabilities group demonstrated high performance by achieving 100.0% on the Career Standards Benchmark during the 2023-2024 school year.	Strength	☐
Proficient or Advanced in Mathematics/Algebra			Challenge	☐
Proficient or Advanced in Mathematics/Algebra	All Student Group	The All Student group demonstrated year-over-year improvement on the Math PSSA, increasing from 15.0% proficient or advanced in Spring 2024 to 18.2% in Spring 2025.	Strength	☐
Proficient or Advanced in Mathematics/Algebra	All Student Group	The All Student group demonstrated year-over-year improvement on the Math PSSA, increasing from 15.0% proficient or advanced in Spring 2024 to 18.2% in Spring 2025.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	African America/Blac	The Black student group demonstrated year-over-year improvement on the Math PSSA, increasing from 15.4% proficient or advanced in Spring 2024 to 17.9% in Spring 2025.	Strength	☐
Proficient or Advanced in Mathematics/Algebra			Challenge	☐
Proficient or Advanced in Mathematics/Algebra	Hispanic	The Hispanic student group demonstrated year-over-year improvement on the Math PSSA, increasing from 15.2% proficient or advanced in Spring 2024 to 19.0% in Spring 2025.	Strength	☐
Proficient or Advanced in Mathematics/Algebra	White	The White student group demonstrated low proficiency on the Math PSSA at 12.5% proficient or advanced in Spring 2025, remaining significantly below the statewide average of 41.7%.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	White	The White student group demonstrated year-over-year improvement on the Math PSSA, increasing from 9.5% proficient or advanced in Spring 2024 to 12.5% in Spring 2025.	Strength	☐
Proficient or Advanced in Mathematics/Algebra			Challenge	☐
Proficient or Advanced in Mathematics/Algebra	Economically Disadvantaged	The Economically Disadvantaged student group demonstrated year-over-year improvement on the Math PSSA, increasing from 14.5% proficient or advanced in Spring 2024 to 16.0% in Spring 2025.	Strength	☐
Proficient or Advanced in Mathematics/Algebra			Challenge	☐
Proficient or Advanced in Mathematics/Algebra	English Learners	The English Learner student group demonstrated year-over-year improvement on the Math PSSA, increasing from 10.3% proficient or advanced in Spring 2024 to 14.8% in Spring 2025.	Strength	☐
Proficient or Advanced in Mathematics/Algebra	Students with Disabilities	The Student with Disabilities group demonstrated a year-over-year decline in Math proficiency on the PSSA, decreasing from 10.9% proficient or advanced in Spring 2024 to 9.4% in Spring 2025.	Challenge	☐

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	The All Student group demonstrated a year-over-year decline in ELA academic growth on the PVAAS, decreasing from a growth score of 70.0 in the 2023-2024 school year to 50.0 in the 2024-2025 school year.	Challenge	☐		
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	The All Student group demonstrated performance meeting the statewide growth standard on the ELA PVAAS, achieving an academic growth score of 70.0 in the 2023-2024 school year.	Strength	☐		
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	African America/Blac	The Black student group went from reportable growth metrics in the 2023-2024 school year (74.0 in ELA and 50.0 in Math) to an insufficient sample size (IS) across all PVAAS categories in the 2024-2025 school year.	Challenge	☐		
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	African America/Blac	The Black student group demonstrated an increase in ELA academic growth on the PVAAS from the previous year, rising to an academic growth score of 74.0 in the 2023-2024 school year and exceeding the statewide standard of 70.0.	Strength	☐		
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic	The Hispanic student group demonstrated a year-over-year decline in Mathematics academic growth on the PVAAS, decreasing from a growth score of 75.0 in the 2023-2024 school year to 65.0 in the 2024-2025 school year.	Challenge	☒		
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic	The Hispanic student group demonstrated high academic growth on the Mathematics PVAAS, achieving a growth score of 75.0 in the 2023-2024 school year and exceeding the statewide standard of 70.0.	Strength	☐		
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Economically Disadvantaged	The Economically Disadvantaged student group demonstrated a year-over-year decline in Mathematics academic growth on the PVAAS, decreasing from a growth score of 66.0 in the 2023-2024 school year to 57.0 in the 2024-2025 school year.	Challenge	☐		
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	English Learners	The English Learner student group demonstrated a year-over-year decline in Mathematics academic growth on the PVAAS, decreasing from a growth score of 92.0 in the 2023-2024 school year to 69.0 in the 2024-2025 school year.	Challenge	☒		
English Language Growth and Attainment	English Learners	Despite showing growth, the English Learner student group failed to meet the interim goal/improvement target for English Language Growth and Attainment in the 2024-2025 school year.	Challenge	☐		
English Language Growth and Attainment	English Learners	The English Learner student group demonstrated year-over-year improvement in English Language Growth and Attainment, increasing from 44.7% in the 2023-2024 school year to 53.9% in the 2024-2025 school year, outperforming the statewide average of 32.4%.	Strength	☐		
Regular Attendance	All Student Group	The All Student group did not meet the performance standard for regular attendance, remaining below the statewide average of 79.6% and the statewide 2033 goal of 94.1% in the 2024-2025 report.	Challenge	☐		
Regular Attendance	All Student Group	The All Student group demonstrated year-over-year improvement in regular attendance, increasing from 58.7% in the 2023-2024 report to 64.8% in the 2024-2025 report.	Strength	☐		
Regular Attendance	African America/Blac	The Black student group demonstrated a year-over-year decline in regular attendance, decreasing from 68.1% in the 2023-2024 report to 60.0% in the 2024-2025 report.	Challenge	☐		
Regular Attendance	African America/Blac	The Black student group demonstrated high baseline performance in the 2023-2024 report, achieving a regular attendance rate of 68.1%.	Strength	☐		
Regular Attendance	Hispanic	The Hispanic student group's regular attendance rate of 65.6% in the 2024-2025 report remains below the long-term statewide 2033 goal of 94.1%.	Challenge	☐		
Regular Attendance	Hispanic	The Hispanic student group demonstrated year-over-year improvement in regular attendance, increasing from 58.0% in the 2023-2024 report to 65.6% in the 2024-2025 report.	Strength	☐		
Regular Attendance	White	The White student group's regular attendance rate of 77.1% in the 2024-2025 report remains below the statewide average of 79.6%.	Challenge	☐		
Regular Attendance	White	The White student group demonstrated year-over-year improvement in regular attendance, increasing from 61.1% in the 2023-2024 report to 77.1% in the 2024-2025 report.	Strength	☐		
Regular Attendance	Economically Disadvantaged	The Economically Disadvantaged student group's regular attendance rate of 64.4% in the 2024-2025 report remains below the statewide average of 79.6%.	Challenge	☐		
Regular Attendance	Economically Disadvantaged	The Economically Disadvantaged student group demonstrated year-over-year improvement in regular attendance, increasing from 56.2% in the 2023-2024 report to 64.4% in the 2024-2025 report.	Strength	☐		
Regular Attendance	Students with Disabilities	The Student with Disabilities group demonstrated a slight year-over-year decline in regular attendance, decreasing from 58.2% in the 2023-2024 report to 57.8% in the 2024-2025 report.	Challenge	☐		
Regular Attendance	Students with Disabilities	The Student with Disabilities group maintained a consistent baseline of regular attendance above 57% across both periods, recording 58.2% in the 2023-2024 report and 57.8% in the 2024-2025 report.	Strength	☐		
Career Standards Benchmark	All Student Group	The All Student group demonstrated a multi-year variance, recording a benchmark score of 97.5% in the 2023-2024 school year, which slightly trailed the long-term statewide 2033 goal of 98.0%.	Challenge	☐		
Career Standards Benchmark	All Student Group	The All Student group demonstrated year-over-year improvement on the Career Standards Benchmark, increasing from 97.5% in the 2023-2024 school year to 98.4% in the 2024-2025 school year, exceeding both the statewide average of 91.5% and the statewide 2033 goal of 98.0%.	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	The school as a whole (Grades 3-5) demonstrated a sequential decline in reading proficiency during the second half of the school year on the STAR assessment, decreasing from 25% proficient or advanced at Benchmark 2 to 23% at Benchmark 3 and finishing at 22% at Benchmark 4.	Challenge	☐
English Language Arts	STAR	The school as a whole (Grades 3-5) demonstrated an initial increase in reading proficiency on the STAR assessment, rising from 23% proficient or advanced at Benchmark 1 to 25% at Benchmark 2.	Strength	☐
English Language Arts	STAR	The Hispanic student group in Grade 5 experienced a continuous decline in reading proficiency across the school year on the STAR assessment, decreasing from 24% proficient or advanced at Benchmark 1 to 20% at Benchmark 2/3 and hitting a low of 14% at Benchmark 4.	Challenge	☐
English Language Arts	STAR	The Hispanic student group demonstrated minor, stable progress across testing windows on the STAR Reading assessment, increasing from 21.6% proficient or advanced at Benchmark 1 to 21.9% at Benchmark 2/3 and finishing at 22% at Benchmark 4.	Strength	☐

English Language Arts	STAR	The Black student group demonstrated a decline in reading proficiency during the final testing window on the STAR assessment, decreasing from 34.6% proficient or advanced at Benchmark 2 to 29.6% at Benchmark 4.	Challenge	☐		
English Language Arts	STAR	The Black student group demonstrated a notable increase in reading proficiency during the first half of the school year on the STAR assessment, rising from 27.3% proficient or advanced at Benchmark 1 to 34.6% at Benchmark 2.	Strength	☐		
English Language Arts	STAR	The Learning Support student group in Grade 5 demonstrated low performance on the STAR Reading assessment, maintaining 0% proficient or advanced across both Benchmark 1 and Benchmark 2 before rising slightly to 6% at Benchmark 3.	Challenge	☐		
English Language Arts	STAR	The Learning Support student group demonstrated consistent benchmark-over-benchmark growth on the STAR Reading assessment, increasing from 6% proficient or advanced at Benchmark 1 to 12.1% at Benchmark 2 and reaching 16.6% at Benchmark 3.	Strength	☐		
English Language Arts	STAR	The English Language Development student group in Grade 5 demonstrated a sharp decline in reading proficiency on the STAR assessment, decreasing from 15% proficient or advanced at Benchmark 1 to 6% at Benchmark 2 and remaining stagnant at 6% through Benchmark 4.	Challenge	☐		
English Language Arts	STAR	The English Language Development student group in Grade 3 demonstrated significant proficiency growth across the school year on the STAR Reading assessment, increasing from 10% proficient or advanced at Benchmark 1 to 13% at Benchmark 2 and reaching 21% at Benchmark 4.	Strength	☐		
Mathematics	STAR	The school as a whole (Grades 3-5) maintained a low overall proficiency ceiling throughout the year, leaving 75% of students below the proficient or advanced level by Benchmark 4.	Challenge	☐		
Mathematics	STAR	The school as a whole (Grades 3-5) demonstrated consistent, benchmark-over-benchmark improvement in mathematics proficiency on the STAR assessment, increasing from 17% proficient or advanced at Benchmark 1 to 20.2% at Benchmark 2, 22.8% at Benchmark 3, and reaching 25% at Benchmark 4.	Strength	☐		
Mathematics	STAR	The Hispanic student group in Grade 4 demonstrated stagnant proficiency growth during the second half of the school year on the STAR Math assessment, remaining flat at 17% proficient or advanced between Benchmark 2 and Benchmark 4.	Challenge	☐		
Mathematics	STAR	The Hispanic student group demonstrated steady overall improvement in mathematics proficiency across the benchmark periods, rising from 13.6% proficient or advanced at Benchmark 1 to 16.4% at Benchmark 2, and finishing at 23% at Benchmark 4.	Strength	☐		
Mathematics	STAR	The Black student group demonstrated a decline in mathematics proficiency during the final testing interval on the STAR assessment, decreasing from 33% proficient or advanced at Benchmark 2 to 29% at Benchmark 4, driven by a drop in Grade 3 proficiency from 40% to 22%.	Challenge	☐		
Mathematics	STAR	The Black student group demonstrated a substantial increase in mathematics proficiency during the first half of the school year on the STAR assessment, rising from 19.6% proficient or advanced at Benchmark 1 to 33% at Benchmark 2.	Strength	☐		
Mathematics	STAR	The Learning Support student group demonstrated an initial decline in mathematics proficiency on the STAR assessment, dropping from 4.3% proficient or advanced at Benchmark 1 to 2% at Benchmark 2, with Grade 4 and Grade 5 both starting the year at 0% proficiency.	Challenge	☐		
Mathematics	STAR	The Learning Support student group demonstrated an upward turnaround in mathematics proficiency by the end of the school year on the STAR assessment, expanding from a low of 2% proficient or advanced at Benchmark 2 to 8% at Benchmark 4.	Strength	☐		
Mathematics	STAR	The English Language Development student group in Grade 4 experienced a severe regression in mathematics proficiency on the STAR assessment, dropping from a peak of 27% proficient or advanced at Benchmark 2 down to 7% at Benchmark 4.	Challenge	☐		
Mathematics	STAR	The English Language Development student group demonstrated overall growth by the end of the school year on the STAR Math assessment, rising from 12.6% proficient or advanced at Benchmark 2 to 18% at Benchmark 4, highlighted by Grade 3 performance expanding from 15% to 29%.	Strength	☐		
Science				☐		
Science				☐		
Science				☐		
Science				☐		

Related Academics Data

In addition to reviewing data on the Future Ready PA Index and local formative data sources in the content areas of English 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				☐
Career Readiness				☐
Career Readiness				☐
Career Readiness				☐
Attendance		Analysis of the 2025-2026 attendance data reveals a steady, quarter-over-quarter decline in student attendance, dropping from 93.6% in Q1 to 91.9% in Q2, and down to 90.2% in Q3.	Challenge	☒
Attendance		A strength of the 2025-2026 school year is the substantial year-over-year increase in school-wide attendance, with every single quarter outperforming the previous year's total baseline of 89.6% (Q1: 93.6%, Q2: 91.9%, Q3: 90.2%).	Strength	☐
Attendance				☐
Attendance				☐
Suspensions		6 suspensions for the 2025-2026 school year.	Strength	☐
Suspensions				☐
Suspensions				☐
Suspensions				☐
Incidents		During Quarter 1, the school recorded 21 total behavioral incidents, heavily driven		☐
Incidents		In Quarter 2, total behavioral infractions decreased by 52.4% to 10 total incidents.		☐
Incidents		Quarter 3 saw a resurgence in behavioral tracking with 20 total incidents, matching		☐
Incidents		Quarter 4 behavior stabilized back down to 10 total incidents, consisting primarily of		☐

SEL		Outperforming the District Average: In the 2026 PA School Climate Survey, Sheridan Elementary School achieved a domain average score of 3.17. This score successfully exceeded the reported district average of 3.04 for that same period.	Strength	☐		
SEL		Perceived Teacher Care and Support: On the 2026 Student Support item-level breakdown, elementary students gave the statement "My teachers really care..." the highest individual score of 3.41. This positive perception is supported by high scores on related items, including "Teachers and other..." at 3.34 and "My teachers help me..." at 3.32.	Strength	☐		
SEL		Student Boredom and Engagement: On the 2026 Student Support item metrics, the item "I am bored in school" recorded the lowest overall score of 2.39. This lower score highlights student engagement as a primary area of concern for the building.	Challenge	☐		
SEL		Perceptions of Student Treatment and Feedback: Within the 2026 item-level data, the item "My teachers treat s..." registered a low score of 2.76. This challenge is further reflected in the item "My teachers give me..." which recorded a lower-tier score of 2.88.	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	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	Operational	Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Empower Leadership	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Operational	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Operational	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Provide Student-Centered Support Systems	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
	14	EP14: Implement evidence-based strategies to engage families to support learning	Operational	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Operational	The school implements strategies for partnering with local businesses, community organizations, and other agencies aligned to the needs of the school. The school plan explicitly outlines the role of community partners in helping to achieve specific results.
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	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.

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:	EP 17: Use multiple professional learning designs to support the learning needs of staff. Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs. The Final Why statements for ELA, Math, and English Language growth highlight that despite receiving dedicated professional development, teachers still struggle with station-based independence and rely too heavily on direct teacher management. Shifting from an "Emerging" rating to a diverse set of learning designs (like job-embedded coaching, modeling, and peer observations) is necessary to help staff systemically design autonomous student frameworks.
Challenge EP 2:	EP 13: Implement a multi-tiered system of supports for academics and behavior. Effective and efficient practices and processes have been implemented and refined. The
Challenge EP 3:	EP 04: Identify and address individual student learning needs. Structures, practices, and protocols guide educators use of individual student data to identify evidence-based

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:	EP 02: Use systematic, collaborative planning processes to ensure	Discussion Statement:	Sheridan has successfully established robust weekly collaborative planning protocols and cross-disciplinary data-tracking structures. We can leverage this strong operational routine to directly solve our Tier 1 instructional challenges in ELA and Math. Instead of using planning time solely for pacing and resource compliance, teams can utilize these existing sessions to explicitly co-plan, build, and audit autonomous student-led learning stations and student accountability protocols. This will strategically shift classrooms away from heavy manual teacher management toward self-sustaining student workflows.
Strength Statement 2:	EP 12: Implement an evidence-based system of schoolwide positive	Discussion Statement:	The school possesses an excellent operational foundation in Tier 1 schoolwide positive behavior frameworks, complete with an established PBIS matrix, operational calming corners, and strong student-perceived teacher care. We can leverage this high level of cultural buy-in and baseline compliance to fix our "static launch" behavioral model and attendance deficits. By utilizing our established PBIS reporting and reward channels, we can introduce automated, student-facing tracking tools (e.g., digital tokens or self-monitoring checklists). This will embed continuous behavioral reteaching directly into daily routines without expanding manual teacher bandwidth or over-relying on reactive staff intervention.

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	1. Instructional Framework Cross-Cutting Challenge (ELA, Math, EL Growth): IF we systemically redesign our Tier 1 core instructional frameworks during structured collaborative planning to embed explicit protocols, anchor charts, sentence stems, and self-monitoring tools for student autonomy during independent station-based learning; THEN teachers will shift their adult practice from high-volume direct behavioral redirection and manual compliance management to facilitating self-sustaining, highly-differentiated small groups; AND students (including English Learners and students with disabilities) will maximize their instructional growth and mastery by successfully engaging in rigorous, independent academic concepts without a reliance on constant adult intervention.	1. Instructional Framework Cross-Cutting Challenge (ELA, Math, EL Growth) The Broader Challenge: Core Tier 1 instructional frameworks across multiple disciplines rely too heavily on direct teacher management and direct redirection. The systemic design lacks embedded structures to foster student-led autonomy, self-regulation, and independent workflow during station rotation or small-group instruction. This results in instructional regression or stagnation when a second adult or specialist is not physically present to manually manage the room.
Priority #2	2. Organizational & Engagement Infrastructure Challenge (Attendance, PBIS & Incidents): IF we implement a streamlined, automated Tier 2 early-warning tracking system and build dedicated operational time into the master schedule to dynamically reteach behavioral matrix expectations; THEN school teams and educators will shift from a manual, reactive intervention posture to a proactive model that triggers immediate family communication and deploys real-time, student-led accountability tracking; AND the student body will experience a reduction in chronic absenteeism and a decrease in behavioral infractions by remaining continuously anchored in core PBIS expectations and personalized support structures.	2. Organizational & Engagement Infrastructure Challenge (Attendance, PBIS & Incidents) The Broader Challenge: Student support systems operate in a reactive, manual, and "static" posture rather than a dynamic, proactive one. Behavioral expectations are treated as a "static launch" model (taught intensively up front but lacking integrated schedule time to pause and reteach), while attendance monitoring over-relies on manual staff time and administrative outreach rather than automated early-warning tools and systemic, student-facing accountability protocols.
Priority #3	Professional Learning Designs & Subgroup Inclusion (Focus Areas: ELA, Math, EL, and Students with Disabilities Growth) IF we transform our professional learning infrastructure (EP 17) by utilizing structured collaborative planning time to deliver multiple job-embedded learning designs—specifically peer-led modeling, data-driven coaching cycles, and real-time instructional feedback loops focused on Universal Design for Learning (UDL) and language scaffolding; THEN general education, special education, and ESL educators will shift their adult practice from co-planning in isolation or relying on manual intervention staff to systemically co-constructing universally accessible, deeply scaffolded Tier 1 lessons; AND historically underserved student subgroups (specifically English Learners and Students with Disabilities) will experience a significant turnaround in state and local assessment proficiency and growth metrics due to having equitable, autonomous access to rigorous grade-level text and core concepts.	3. Professional Learning Delivery & Subgroup Support Challenge (Adult Capacity & Specialized Tiers) The Broader Challenge: Professional learning designs have relied too heavily on traditional, single-format instruction or toolkit distribution, which has not successfully translated into daily classroom execution. Because core Tier 1 frameworks are structurally built on the assumption that a second adult or specialist (ESL/Special Ed) will always be present to modify dense text or manage behaviors, teachers lack the job-embedded, modeled coaching required to independently implement multi-tiered language and learning scaffolds.

Strategy 1

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

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

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

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

Priority Statement (copy and paste from previous tab):

1. Instructional Framework Cross-Cutting Challenge (ELA, Math, EL Growth): IF we systemically redesign our Tier 1 core instructional frameworks during structured collaborative planning to embed explicit protocols, anchor charts, sentence stems, and self-monitoring tools for student autonomy during independent station-based learning; THEN teachers will shift their adult practice from high-volume direct behavioral redirection and manual compliance management to facilitating self-sustaining, highly-differentiated small groups; AND students (including English Learners and students with disabilities) will maximize their instructional growth and mastery by successfully engaging in rigorous, independent academic concepts without a reliance on constant adult intervention.

Aligned District-wide Expectation

(Root Cause Crosswalk; June ELLA Resources):

1. Instructional Framework Cross-Cutting Challenge (ELA, Math, EL Growth)
The Broader Challenge: Core Tier 1 instructional frameworks across multiple disciplines rely too heavily on direct teacher management and direct redirection. The systemic design lacks embedded structures to foster student-led autonomy, self-regulation, and independent workflow during station rotation or small-group instruction. This results in instructional regression or stagnation when a second adult or specialist is not physically present to manually manage the room.

District-wide Expectation Focus Area:

Evidence-based Strategy

(PA Evidence Resource Center):

Strategy 1: Systemic Frameworks for Independent Workflows

Evidence Resource Center Tier:

Tier 4: It perfectly satisfies Tier 4 criteria because it is built on high-quality research findings showing that explicit instruction of routines, visual time management, and self-regulation protocols directly correlate with increased academic endurance and decreased classroom disruptions.

Related Essential Practices (check all that apply)				Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices		
EP04: Identify and address individual student learning needs, EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. , EP13: Implement a multi-tiered system of supports for academics and behavior, "EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based"				Our Systemic Frameworks for Independent Workflows strategy functions at ESSA Tier 4 (Demonstrates a Rationale) and directly aligns with Pennsylvania's Essential Practices for Schools. By leveraging our cross-departmental vertical leadership team to draft station rotation SOPs, we are actively fostering collaborative leadership. Explicitly modeling these routines using visual tools allows us to implement evidence-based instructional strategies that maintain a safe, supportive, and predictable learning environment. Finally, by utilizing student-facing self-regulation rubrics to track independent stamina and tier interventions, we successfully use data to differentiate multi-tiered student support systems, ultimately maximizing uninterrupted instructional time to drive academic growth.		
Plan	Action Step	Anticipated	Anticipated	Lead Person/	Materials /	PD

Phase		Start Date	Completion Date	Position	Resources Needed	Step?
Launching & Baseline: 90 Day Plan	Strategy 1: Systemic Frameworks for Independent Workflows					
	Assemble an Instructional Leadership Team (ELA, Math, ELD, Special Ed) during structured collaborative planning to draft the Standard Operating Procedures (SOPs) for Station Rotations.	8/17/2026	10/28/2026	Literacy and Math Coach	Physical/Tangible: Large chart paper and markers for universal station anchor charts. Laminated prototypes of the student-facing "Station Stamina & Self-Regulation Rubrics" to be tested by the vertical team.	Y
	Create student-facing, kid-friendly self-regulation rubrics and standardized time-management protocols (e.g., visual timers, transition cues).	8/18/2026	10/29/2026	Literacy and Math Coach	Digital/Software: Shared document templates (Google Workspace or Microsoft 365) for collaborative SOP drafting.	Y
Monitoring & Adjusting: 90 Day Plan						
	Strategy 1: Systemic Frameworks for Independent Workflows				Physical/Tangible: Dual-sided, laminated student self-regulation desk-side rubrics. Visual countdown timers for every classroom (either heavy-duty physical timers or prominent display clocks).	N
	Teachers dedicate the first 10 minutes of Tier 1 blocks for two weeks to explicitly teach, model, and practice the Station Rotation SOPs with students.	10/31/2026	1/21/2027	Literacy and Math Coach	Digital/Software: Access to digital timers or interval transition sound bites on classroom interactive boards.	N
0 Day Plan	Introduce student-facing rubrics; students practice scoring their own stamina and self-regulation at the end of workstation rotations.	10/31/2026	1/21/2027	Literacy and Math Coach	Human Capital/Time: Teachers dedicating the first 10–15 minutes of Tier 1 core instruction to explicit routine modeling and behavioral practices.	N
	Strategy 1: Systemic Frameworks for Independent Workflows				Physical/Tangible: "Stamina Intervention" goal sheets for students who struggle with independent workflow.	N
		1/22/2027	4/6/2027			

Deepening & Evaluating: 9	Transition fully to student-led workflows. Students self-monitor their transitions using the established time-management protocols without teacher prompts.	1/22/2027	4/6/2027	Literacy and Math Coach	Digital/Software: A simple data-tracking sheet or dashboard (Google Sheets/Excel) for teachers to log student self-regulation trends and flag classrooms lagging in stamina.	Y
	Utilize student self-regulation rubric data to tier students who need targeted intervention on classroom stamina.	1/22/2027	4/6/2027	Literacy and Math Coach	Human Capital/Time: Child Study Team meeting time to review data on students who require Tier 2 self-regulation support.	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.						
Led by literacy and math coaches, the Instructional Leadership Team, classroom teachers, and student support teams will implement independent workflows using standardized operating procedures, student self-regulation rubrics, and data-tracking sheets during structured collaborative planning blocks, for the first 10 minutes of Tier 1 blocks over a two-week period, and at the end of each station rotation.						

Strategy 2

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

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

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

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

Priority Statement (copy and paste from previous tab):

1. Instructional Framework Cross-Cutting Challenge (ELA, Math, EL Growth): IF we systemically redesign our Tier 1 core instructional frameworks during structured collaborative planning to embed explicit protocols, anchor charts, sentence stems, and self-monitoring tools for student autonomy during independent station-based learning; THEN teachers will shift their adult practice from high-volume direct behavioral redirection and manual compliance management to facilitating self-sustaining, highly-differentiated small groups; AND students (including English Learners and students with disabilities) will maximize their instructional growth and mastery by successfully engaging in rigorous, independent academic concepts without a reliance on constant adult intervention.

Aligned District-wide Expectation

(Root Cause Crosswalk; June ELLA Resources):

1. Instructional Framework Cross-Cutting Challenge (ELA, Math, EL Growth)
The Broader Challenge: Core Tier 1 instructional frameworks across multiple disciplines rely too heavily on direct teacher management and direct redirection. The systemic design lacks embedded structures to foster student-led autonomy, self-regulation, and independent workflow during station rotation or small-group instruction. This results in instructional regression or stagnation when a second adult or specialist is not physically present to manually manage the room.

District-wide Expectation Focus Area:

Evidence-based Strategy

(PA Evidence Resource Center):

Strategy 2: Standardized ELD Resource Banks

Evidence Resource Center Tier:

Tier 4: Our Standardized ELD Resource Banks strategy functions at ESSA Tier 4 (De
Our strategy operates on a clear logic model: systematically providing embedded lang

Relevant Implementation Lookfors

(Anticipated Outputs)

[Link to Essential Practices](#)

Related Essential Practices (check all that apply)

EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports., "EP 01: Align curriculum, assessments, and instruction to the PA Standards", "EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based", "EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices", EP04: Identify and address individual

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Strategy 2: Standardized ELD Resource Banks					

Launching & Baseline: 90 Day Plan	Build out the framework for the centralized digital repository (e.g., OneDrive, Google Drive).	8/17/2026	10/28/2026	Administration Team and ELD Department	Physical/Tangible: Spreadsheet to document the upcoming units for Benchmark Advance (ELA) and enVision / Reveal (Math) to audit for vocabulary and conceptual shifts.	N
	Curate and categorize Sentence Stem Banks by academic function (e.g., Justifying an Answer in Math, Citing Text Evidence in ELA) specifically for the upcoming 30 days of curriculum modules.	8/17/2026	10/28/2026	Administration Team and ELD Department	Digital/Software: Creation of a centralized, school-wide digital repository (e.g., OneDrive or Google Drive folder) with clear sub-folders sorted by grade level and module.	N
	Source graphic organizers and visual vocabulary cards mapped directly to Tier 1 ELA and Math units.	8/17/2026	10/28/2026	Administration Team and ELD Department	Human Capital/Time: Content leads or ELD specialists dedicated to extracting and typing out the unit-specific sentence stems.	N
Monitoring & Adjusting: 90 Day Plan		10/28/2026			Physical/Tangible: Laminated sentence stem strips, tabletop pocket charts, color-coded station folders, and heavy cardstock for visual vocabulary cards. Lamination film and hook-and-loop fasteners (Velcro) for interactive matching stations.	
	Strategy 2: Standardized ELD Resource Banks		1/21/2027			N
	In collaborative planning, require teachers to explicitly embed selected sentence stems and graphic organizers directly into their weekly Tier 1 lesson plans.	10/31/2026	1/21/2027	Administration Team and ELD Department	Digital/Software: Digital graphic organizers uploaded directly to student devices via the district's Learning Management System (LMS) for independent station access.	N
	Ensure independent stations feature pre-cut/laminated visual vocabulary cards so English Learners (ELs) and students with disabilities (SWDs) can work without waiting for an adult.	10/31/2026	1/21/2027	Administration Team and ELD Department	Human Capital/Time: Weekly collaborative planning time for teachers to intentionally embed these specific ELD resources into their weekly Tier 1 lesson plans.	N
90 Day Plan	Strategy 2: Standardized ELD Resource Banks				Physical/Tangible: Advanced tier sentence frames printed and mounted at stations to challenge progressing EL students.	
		1/22/2027	4/6/2027			N

Deepening & Evaluating:	Expand the repository to include advanced linguistic functions (e.g., Counter-arguing, Synthesizing multiple inputs).	1/22/2027	4/6/2027	Administration Team and ELD Department	Digital/Software: Access to the district's assessment platforms to extract targeted EL subgroup mastery data.	N
	Assess EL growth metrics within regular module assessments to ensure that the embedded Tier 1 visual scaffolds are translating into independent mastery.	1/22/2027	4/6/2027	Administration Team and ELD Department	Human Capital/Time: ELD specialists and core teachers meeting to analyze the direct correlation between the Tier 1 visual scaffolds and independent assessment scores.	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.						
Led by the administration team and ELD department, content leads and core teachers will develop and embed centralized digital repositories, sentence stems, and visual vocabulary cards into Tier 1 instruction and independent stations on a weekly basis during collaborative planning and evaluate student growth metrics during regular module assessments.						

Strategy 3

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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.

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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):

1. Instructional Framework Cross-Cutting Challenge (ELA, Math, EL Growth): IF we systemically redesign our Tier 1 core instructional frameworks during structured collaborative planning to embed explicit protocols, anchor charts, sentence stems, and self-monitoring tools for student autonomy during independent station-based learning; THEN teachers will shift their adult practice from high-volume direct behavioral redirection and manual compliance management to facilitating self-sustaining, highly-differentiated small groups; AND students (including English Learners and students with disabilities) will maximize their instructional growth and mastery by successfully engaging in rigorous, independent academic concepts without a reliance on constant adult intervention.

Aligned District-wide Expectation

(Root Cause Crosswalk; June ELLA Resources):

1. Instructional Framework Cross-Cutting Challenge (ELA, Math, EL Growth)
The Broader Challenge: Core Tier 1 instructional frameworks across multiple disciplines rely too heavily on direct teacher management and direct redirection. The systemic design lacks embedded structures to foster student-led autonomy, self-regulation, and independent workflow during station rotation or small-group instruction. This results in instructional regression or stagnation when a second adult or specialist is not physically present to manually manage the room.

District-wide Expectation Focus Area:

Evidence-based Strategy

(PA Evidence Resource Center):

Strategy 3: Professional Development on "Design-Dependent" Classrooms

Evidence Resource Center Tier:

Tier 4: Our Professional Development on "Design-Dependent" Classrooms strategy f
Our strategy operates on a clear logic model: by shifting teacher practice from a comp

Relevant Implementation Lookfors

(Anticipated Outputs)

[Link to Essential Practices](#)

Related Essential Practices (check all that apply)

EP17: Use multiple professional learning designs to support the learning needs of staff, "EP05: Provide frequent, timely, and systematic feedback and support on instructional practices", EP10: Continuously monitor implementation of the school improvement plan and adjust as needed, EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.

We will produce a master "Compliance to Autonomy" launch PD slide deck, complete with explicit look-fors regarding the Gradual Release of Responsibility (GRR) model.

We will distribute a "Task-Chunking & Visual

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
Day Plan	Strategy 3: Professional Development on "Design-Dependent" Classrooms	8/17/2026	10/28/2026	Literacy and Math Coach	Physical/Tangible: Printed packets or digital handouts of the "Gradual Release of Responsibility" framework and classroom layout guides.	Y

Launching & Baseline: 90 Days	Deliver a launch PD session on shifting from "Compliance to Autonomy," focusing on the Gradual Release of Responsibility (GRR) model.	8/17/2026	10/28/2026	Literacy and Math Coach	Digital/Software: Presentation slide deck for the launch Professional Development (PD) session. A digitized Baseline Walkthrough Tool (e.g., Google Forms) configured to track adult behavioral redirections versus independent minutes.	Y
	Train teachers during collaborative planning on how to pre-teach vocabulary using visuals and how to "chunk" independent task directions so they require zero adult clarification.	8/17/2026	10/28/2026	Literacy and Math Coach	Human Capital/Time: A 60-to-90-minute building-wide PD time block (such as an Act 80 day, faculty meeting, or early dismissal slot).	Y
Monitoring & Adjusting: 90 Day Plan	Strategy 3: Professional Development on "Design-Dependent" Classrooms					
	Initiate Job-Embedded Instructional Coaching Circles and peer observations.	10/31/2026	1/21/2027	Literacy and Math Coach	Physical/Tangible: Self-checking materials for stations (e.g., "answer keys" hidden in privacy folders, scratch-off sticker labels for immediate feedback, or answer sheets placed upside down at the station).	Y
	Coaches track a specific metric during learning walks: The number of times a teacher breaks small-group instruction to give verbal behavior corrections to independent stations.	10/31/2026	1/21/2027	Literacy and Math Coach	Digital/Software: QR code generators used by teachers to link students to self-checking video keys or adaptive platforms like ALEKS (for secondary math).	Y
Evaluating: 90 Day Plan	Guide teachers in designing "self-checking" stations (e.g., answer keys hidden under folders, QR codes for self-validation) to eliminate question queues.	10/31/2026	1/21/2027	Literacy and Math Coach	Human Capital/Time: Instructional Coaches' schedules cleared for targeted observation blocks, along with brief coverage schedules to allow for peer-to-peer observations.	Y
	Strategy 3: Professional Development on "Design-Dependent" Classrooms				Physical/Tangible: Printed copies of the Data Wise 8-Step Framework protocols for data-review meetings.	
	Incorporate ASD's Cycle of Continuous Improvement (Data Wise framework). Review quarterly benchmark data alongside instructional walkthrough data.	1/22/2027	4/6/2027	Literacy and Math Coach	Digital/Software: School-wide walkthrough data compilation charts to present progress trends to staff.	Y

Deepening &	Conduct "Autonomy Audits" where school leaders observe classrooms specifically during times when a second adult or specialist drops out of the room, verifying that learning does not regress.	1/22/2027	4/6/2027	Literacy and Math Coach	Human Capital/Time: Leadership team meetings dedicated to conducting "Autonomy Audits" during school walkthroughs, alongside structured data-review sessions during PLC time.	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.						
Led by literacy and math coaches, school leaders and teachers will utilize launch training, job-embedded coaching circles, self-checking stations, and autonomy audits during an initial 60-to-90-minute professional development block, targeted instructional observation and collaborative planning periods, and quarterly data-review cycles.						

Strategy 4

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

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

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

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

Priority Statement (copy and paste from previous tab):

2. Organizational & Engagement Infrastructure Challenge (Attendance, PBIS & Incidents): IF we implement a streamlined, automated Tier 2 early-warning tracking system and build dedicated operational time into the master schedule to dynamically reteach behavioral matrix expectations; THEN school teams and educators will shift from a manual, reactive intervention posture to a proactive model that triggers immediate family communication and deploys real-time, student-led accountability tracking; AND the student body will experience a reduction in chronic absenteeism and a decrease in behavioral infractions by remaining continuously anchored in core PBIS expectations and personalized support structures.

Aligned District-wide Expectation

(Root Cause Crosswalk; June ELLA Resources):

2. Organizational & Engagement Infrastructure Challenge (Attendance, PBIS & Incidents)
The Broader Challenge: Student support systems operate in a reactive, manual, and "static" posture rather than a dynamic, proactive one. Behavioral expectations are treated as a "static launch" model (taught intensively up front but lacking integrated schedule time to pause and reteach), while attendance monitoring over-relies on manual staff time and administrative outreach rather than automated early-warning tools and systemic, student-facing accountability protocols.

District-wide Expectation Focus Area:

Evidence-based Strategy

(PA Evidence Resource Center):

Positive Behavioral Interventions and Supports (PBIS)

Evidence Resource Center Tier:

Tier 4: Our Automated Early-Warning System & Dynamic Tier 2 Support strategy fund
Our strategy operates on a clear logic model: by automating the detection of early wa

Relevant Implementation Lookfors
(Anticipated Outputs)

[Link to Essential Practices](#)

Related Essential Practices (check all that apply)

EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. , EP13: Implement a multi-tiered system of supports for academics and behavior, EP14: Implement evidence-based strategies to engage families to support learning, EP04: Identify and address individual student learning needs, EP10: Continuously monitor implementation of the school improvement plan and adjust as needed

When documenting our progress in our school improvement tracker, we will generate the following anticipated outputs to serve as our concrete evidence of implementation:1. Tangible Artifacts (Our Deliverables)We will finalize a standardized Tier 2 Matrix detailing the explicit

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
Day Plan	Automated Early-Warning System: Establish explicit criteria for Tier 2 triggers (e.g., reaching 10% chronic absence or acquiring 2 major behavioral infractions). Collaborate with district IT to build or turn on automated alert features within the district's Student Information System (SIS) or data dashboards.	8/17/2026	10/28/2026	admin/counselor/attendance secretary/HSV	Digital/Software: Administrative/backend access to the district's SIS (e.g., PowerSchool/Sapphire) and communication platforms (e.g., ParentSquare).	

Launching & Baseline: 90 Days	Master Schedule Adjustment: Identify and lock in a dedicated, recurring 20-to-30-minute "Operational Time" block within the existing master schedule (e.g., adjusting morning advisory or homeroom) explicitly for PBIS data-driven reteaching.	8/17/2026	10/28/2026	admin/teachers	Data Assets: Historical school-wide attendance and discipline data to calibrate realistic "Early Warning" thresholds.	
	Proactive Communication Setup: Draft standardized, multi-lingual family notification templates (SMS and email) that will auto-populate and send the moment a student triggers a Tier 2 threshold.	8/17/2026	10/28/2026	attendance team	Human Capital/Time: A 1-day scheduling summit with the building roster/scheduling committee to carve out and formalize the daily Operational Time block. We will purchase branding materials and school shirts to help build a community of learners	
Monitoring & Adjusting: 90 Day Plan	System Go-Live: Activate the automated weekly data sweeps. The moment a student hits a threshold, an automated alert routes to both the Grade Level Team and the family simultaneously.	10/31/2026	1/21/2027	attendance team	Physical/Tangible: Laminated "Student Accountability Passports" or desk-side goal charts for targeted students. Standardized, weekly PBIS mini-lesson scripts for teachers mapped to the school's behavioral matrix.	
	Dynamic Reteaching Execution: Instead of a "static launch" at the start of the year, teachers use the dedicated Operational Time to pivot instruction based on real-time weekly data (e.g., if cafeteria incidents spike, the entire school spends that week's block using a standardized mini-lesson to reteach cafeteria expectations).	10/31/2026	1/21/2027	admin/safety officers/counsel or	Digital/Software: Translated notification scripts uploaded into the auto-communication system to ensure equitable outreach to all Allentown families.	
	Student-Led Accountability Trackers: Introduce student-facing "Accountability Passports" or digital tracking logs. Tier 2 students physically or digitally track their own daily attendance and positive PBIS point totals, moving away from adults managing their compliance.	10/31/2026	1/21/2027	teachers	Human Capital/Time: 15 minutes during weekly Professional Learning Communities (PLCs) for grade-level teams to review automated Tier 2 alerts and assign specific students to the appropriate dynamic support structures.	
	Student-Led Conferences: Shift the operational block so that Tier 2 students are leading their own progress-monitoring check-ins with their advisors, using their personalized data trackers to advocate for what they need.	1/22/2027	4/6/2027	teachers	Physical/Tangible: Data reflection sheets and goal-setting templates for student-led check-ins. Recognition materials (e.g., PBIS incentives, certificates of growth) for students who successfully graduate out of Tier 2 tracking.	

Deepening & Evaluating	System Calibration: Audit the automated triggers. Are they catching the right students? Adjust the thresholds if the system is over-identifying or under-identifying students requiring Tier 2 support.	1/22/2027	4/6/2027	admin/attendance team	Digital/Software: Multi-month comparative data charts generated from the early-warning dashboard to visualize trends for staff presentation.	
	Data Wise Impact Review: Convene the school leadership team to review the 90-day trend. Compare baseline chronic absenteeism and behavioral infraction rates from Day 1 against Day 90 to evaluate system efficacy.	1/22/2027	4/6/2027	admin/safety team/attendance team	Human Capital/Time: A dedicated School Wide Positive Behavior Support (SWPBIS) team meeting block to run a formal "Cycle of Continuous Improvement" data review.	
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.						
Led by administrators, counselors, teachers, and attendance and safety teams, the school will implement automated early-warning alerts, dynamic PBIS mini-lessons, and student-led accountability trackers during a daily dedicated operational block, bi-weekly data sweeps and PLC reviews, and a 90-day system calibration and impact review cycle.						

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 Paras
Topics to be Included	Gradual release of responsibility, HQM use of academic vocabulary, ELD Scaffolding, Small group instruction, Student work analysis (writing calibration)
Evidence of Learning	rolling agenda, walkthroughs, data meetings, lesson plans
Lead Person/Position	Administrators, Reading and Math specialists, Intervention Specialists, Instructional Leadership Team, facilitators, Office of Learning and Teaching
Anticipated Start	August 2026
Anticipated Completion	June 2027
Learning Format: Type of Activities	In-services
Frequency	monthly professional development and bi-weekly PLCs
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/Culture
Audience	All Staff/Faculty
Topics to be Included	CASEL Framework, PBIS, Evidence based attendance strategies, Family Engement/Involvement
Evidence of Learning	Reduction of referrals, Increase in Average Daily Attendance and decrease in Chronic Attendance, Decrease in Suspensions, Walkthroughs, Climate Survey, parent/family sign-in sheets
Lead Person/Position	CIS coordinator, administrators, attendance team, school counselor, behavioral specialist, social worker, Home School Visitor, parent liaison
Anticipated Start	August 2026
Anticipated Completion	June 2027
Learning Format: Type of Activities	In-services
Frequency	monthly
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

Professional Development Activity Name (Strategy(ies) Name)	Strategy 1: Systemic Frameworks for Independent Workflows
Audience	Vertical Leadership Team (ELA, Math, ELD, Special Ed) initially; expanding to all Tier 1 Core Teachers and Student Support Teams
Topics to be Included	Drafting Standard Operating Procedures (SOPs) for Station Rotations.Designing kid-friendly self-regulation rubrics and universal anchor charts ("Looks Like/Sounds Like"). Explicit instruction, modeling, and routine practice techniques for Tier 1 instruction.
Evidence of Learning	Data-driven tiering for student stamina and self-regulation interventions. Completed, laminated SOP prototypes, rubrics, and anchor charts. Lesson plans documenting the 10-minute explicit routine-teaching blocks.
Lead Person/Position	Data dashboards logging student self-regulation trends and Tier 2 intervention lists.
Anticipated Start	Literacy and Math Coaches
Anticipated Completion	8/17/2026
Learning Format: Type of Activities	4/6/2027
Frequency	Collaborative working groups, structured workshops, vertical alignment planning, and data-analysis cycles.
Observation and Practice Framework (optional)	Weekly during Structured Collaborative Planning (SCP) blocks, with daily 10-minute classroom modeling applications during the two-week launch window.
Meets the Requirements of State Required Trainings: (optional)	Walkthrough tool focused on teacher-led modeling in Phase 2, shifting to student-led workflow compliance checklists in Phase 3

Professional Development Activity Name (Strategy(ies) Name)	Strategy 2: Standardized ELD Resource Banks—Scaffolding Tier 1 for Independent Mastery
Audience	Administration Team, ELD Department Specialists, Content Leads, and all Tier 1 Core ELA and Math Teachers.
Topics to be Included	Navigating and utilizing the centralized school-wide digital repository (OneDrive/Google Drive). "Selecting and intentionally embedding academic function sentence stems (e.g., Justifying an Answer, Citing Text Evidence) into weekly Tier 1 lesson plans. Setting up student-independent learning stations utilizing pre-cut, laminated visual vocabulary cards and graphic organizers for English Learners (ELs) and students with disabilities (SWDs). Scaffolding advanced linguistic functions (e.g., counter-arguing, synthesizing) and evaluating EL subgroup mastery trends within regular module assessments."
Evidence of Learning	Weekly lesson plans demonstrating explicit integration of selected sentence stems and digital graphic organizers. Classroom walkthrough data confirming functional, interactive independent vocabulary stations.
Lead Person/Position	Completed data-review protocols correlating Tier 1 visual scaffold usage with EL growth metrics on module assessments.
	Administration Team and ELD Department Leads

Anticipated Start	August 17, 2026
Anticipated Completion	April 6, 2027
Learning Format: Type of Activities	Collaborative resource-curation labs — Teachers work together to find, evaluate, and organize instructional materials (lessons, texts, videos, tools). Instead of everyone hunting for resources on their own, they pool their efforts and build a shared library of quality materials. Weekly curriculum-mapping workshops — Regular meetings where teachers plan and align their instruction — making sure what's being taught matches the standards, connects across grade levels, and is sequenced in a logical order throughout the year. "Weekly" signals this is ongoing, not a one-time event. Data-dive Professional Learning Communities (PLCs) — Small teacher teams that meet regularly to look closely at student performance data — assessment results, work samples, progress monitoring scores — and use what they find to adjust their teaching.
Frequency	Weekly during designated Collaborative Planning Time blocks, supplemented by quarterly subgroup data-analysis sessions.
Observation and Practice Framework (optional)	Implementation Walkthrough Rubric focused on two metrics:
Meets the Requirements of State Required Trainings: (optional)	The presence of targeted sentence stems in the daily lesson delivery.
	The independence level of EL students at learning stations (measured by a reduction in students waiting for adult prompts).
Professional Development Activity Name (Strategy(ies) Name)	Proactive Infrastructure—Automated Systems, Dynamic Reteaching, and Student Accountability
Audience	School Administrators, Counselors, Attendance Secretary/Team, Safety Team, Grade-Level Leaders, and Classroom Teachers/Advisors.
Topics to be Included	Calibrating Tier 2 automated early-warning triggers (e.g., 10% chronic absence, 2 major infractions) within the Student Information System (SIS). Maximizing the daily 20-to-30-minute "Operational Time" block for responsive, data-driven PBIS behavioral matrix reteaching. Managing automated, multi-lingual parent communication streams (email/SMS templates). Training teachers to facilitate student-led accountability tracking via "Accountability Passports" and progress-monitoring conferences. Conducting 90-day trend audits and system calibrations using the Data Wise 8-Step Framework. Master schedule confirming a locked-in, daily 20-to-30-minute "Operational Time" block. Active automated weekly data sweeps routing notifications to families and grade-level teams. Completed and regularly updated student-facing "Accountability Passports." PLC agendas and data-review logs documenting targeted Tier 2 interventions.
Evidence of Learning	A 90-day impact report showing comparative baseline vs. post-implementation chronic absence and behavioral infraction rates.
Lead Person/Position	School Administration, Counselors, Attendance Team, and SWPBIS Core Committee
Anticipated Start	August 17, 2026
Anticipated Completion	April 6, 2027
Learning Format: Type of Activities	grade-level PLC data reviews, and leadership continuous improvement cycles.
Frequency	Initial setup workshops in late summer/early fall, shifting to weekly 15-minute data-review checks during PLCs, daily implementation support during the Operational Block, and quarterly system calibration meetings.
Observation and Practice Framework (optional)	Walkthrough framework evaluating the execution of standardized weekly mini-lessons during the operational block, alongside "Autonomy Checks" tracking student accuracy during self-monitoring and student-led conferences.
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:			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (1-2)	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 (1-2)	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 18.7% 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 (1-5)	Proficiency	At least 24.2% 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 58.4% 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?				
GOAL:	Attendance		At least 77.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 83.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least 81.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least 79.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 77.1% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.
			Actual Performance Met Target?				
GOAL:	Incidents (K-12)		There will be no more than 435 incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 102 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 204 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 306 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 435 at the end of 26-27 Q4.
			Actual Performance Met Target?				