

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	Mosser Elementary School
Principal Name	Deanna Maguire
Executive Director of Instructional Leadership	Jen Bryant
ESSA Federal Designation	Non-Designated

Planning Team

Guidance: All schools must include in their Planning Team: Chief School Administrator (Superintendent), principal, other school leaders, staff members, at least one parent, at least one community partner, and at least one student (if secondary level). Schools may want to utilize [this resource](#) to help develop a Planning Team.

Team Member Title	Team Member Name	Organization
Principal	Deanna Maguire	Allentown School Dist.
Assistant Principal	Nicholas Rolland	Allentown School Dist.
Reading Specialist	Erin Amberman	Allentown School Dist.
Intervention Specialist	Amy Asbath	Allentown School Dist.
School-based Special Education Leader	Lauren Wynne	Allentown School Dist.
School-based EL Teacher Leader	Maddie Brader	Allentown School Dist.
School Counselor/ Cimate Lead	Melissa Boandl	Allentown School Dist.
Parent	Yaritza Rivera	Parent
Community Member or Business Partner	Phil Parise	CIS Eastern PA
District Level Leader	Jen Bryant	Allentown School Dist.
Superintendent (Chief School Administrator)	Dr. Carol D. Birks	Superintendent/CEO
Teacher/Principal Intern	Aimee Santiago	Allentown School Dist.
Add additional roles as needed	Bob Lovett	

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?

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

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

Data Review

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

Future Ready PA Index Data (Dashboard Linked)

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

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

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

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

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

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

Topic	Students	Data Statement	Strength or Challenge	Priority
Proficient or Advanced in English Language Arts/Literature	All Student Group	Over the last three years, the ELA PSSA indicator has decreased from 27.7% to 16.9%.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Economically Disadvantaged	Although our student subgroups Students with disabilities (9.4% to 12.3%) and English Learners (12.2% to 17.0) have not met the interim goal/improvement target, they have all shown an increase on the ELA PSSA from Spring 2023 to Spring 2025.	Strength	☐
Proficient or Advanced in English Language Arts/Literature	Hispanic	Our student subgroups (Black 9.1%), Hispanic (24.6% to 18.6%), Economically Disadvantaged (25.0% to 15.8%), Combined Ethnicities (23.1% to 17.7) have all shown a decrease in proficiency, as measured by the ELA PSSA from Spring 2024 to Spring 2025.	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	All Student Group	Over the past 3 years the PSSA math indicator has increased from 17% to 23.1%.	Strength	☐
Proficient of Advanced in Mathematics/Algebra	English Learners	Although our student subgroups Black (18.2%), Hispanic (17.4% to 22.6%), Economically Disadvantaged (17.0 to 23.5%), English Learners (9.3% to 27.7%) Students with disabilities (12.1% to 24.7%) and Combined Ethnicities (16.9% to 22.5) have not met the interim goal/improvement target, they have all shown an increase on the Math PSSA from Spring 2024 to Spring 2025.	Strength	☐
Proficient of Advanced in Mathematics/Algebra	Students with Disabilities	Although our student subgroups Black (18.2%), Hispanic (17.4% to 22.6%), Economically Disadvantaged (17.0 to 23.5%), English Learners (9.3% to 27.7%) Students with disabilities (12.1% to 24.7%) and Combined Ethnicities (16.9% to 22.5) have not shown growth they continue to score far below interim goal/improvement target.	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	Over the last three years, this indicator has decreased from 82 to 76 from 2023-2025	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	English Learners	Our student subgroups Hispanic (59 to 77), Economically Disadvantaged (60 to 77), English Learners (78) and Combined Ethnicities (61 to 77) exceeded the statewide growth standard of 70	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Students with Disabilities	Our student subgroup Students with Disabilities (68 to 66) did not meet the statewide growth standard of 70	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	All Student Group	Compared to the state growth of 74.9, Mosser had a growth score of 88.0	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Combined Ethnicity	Our student subgroups Hispanic (100 to 90), Economically Disadvantaged (100 to 91), English Learners (100 to 96), Students with Disabilities (96 to 75) and Combined Ethnicities (61 to 77) exceeded the statewide growth standard of 70	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic	Our student subgroups Hispanic (100 to 90), Economically Disadvantaged (100 to 91), English Learners (100 to 96), Students with Disabilities (96 to 75) and Combined Ethnicities (61 to 77) decreased their growth scores from Spring 24 to Spring 25	Challenge	☐
English Language Growth and Attainment	All Student Group	Over the last three years, this indicator has increased from 39.1% to 55.4%.	Strength	☐
English Language Growth and Attainment	Hispanic	Our student subgroups Hispanic (59.3% to 53.6%), Economically Disadvantaged (56.7% to 53.2%), English Learner (57.4% to 55.4%), Combined Ethnicity (58.3% to 54.2%) has shown decrease in proficiency, as measured by the ELA PSSA, from Spring 2024 to Spring 2025.	Challenge	☐
English Language Growth and Attainment	Economically Disadvantaged	Our student subgroups Hispanic (38.1% to 53.6%), Economically Disadvantaged (38.1% to 53.2%), English Learner (39.1% to 55.4%), Combined Ethnicity (38.6% to 54.2%) has shown an increase in proficiency, as measured by the ELA PSSA, from Spring 2023 to Spring 2025.	Strength	☐
Regular Attendance	All Student Group	Compared to the state average of 79.6% not chronically absent, our school is 64.9% not chronically absent		☐
Regular Attendance	English Learners	Compared to the state average of 79.6% not chronically absent, our school EL group is 71.6% not chronically absent		☐
Regular Attendance	Students with Disabilities	Compared to the state average of 79.6% not chronically absent, our school IEP group is 60.7% not chronically absent		☐

Career Standards Benchmark	All Student Group	Compared to the state average of 91.5% on career benchmark, our school is 98.6% on career benchmarks.	Strength	☐
Career Standards Benchmark	English Learners	Although our English language learner (95%) achieved the career standards benchmark in 24-25 school year, they are the only student subgroup that has not met the state performance standard	Challenge	☐
Career Standards Benchmark	Economically Disadvantaged	Compared to the state average of 91.5% on career standards benchmark in the 24-25 school year, our hispanic (98.1%), economically disadvantaged (100%) and combined ethnicity (98.3%) all exceeded the statewide average and made a year over year increase in performance.	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	From beginning of the year to end of student proficiency on STAR increased from 24.14% to 36.55%.	Strength	☐
English Language Arts	STAR			☐
English Language Arts	Dibels	In Reading, 27% of kindergarten students demonstrated proficiency, which is a 16% increase from beginning of year.	Strength	☐
English Language Arts	Lexia	On Lexia students increased from 7% on grade level at the beginning of the year to 51% on grade level by May 2026.	Strength	☐
Mathematics	STAR	From beginning of the year to end of student proficiency on STAR increased from 23% to 28%.	Strength	☐
Mathematics	STAR	In grade 4 BOY proficiency decreased from 24% to 21%	Challenge	☐
Science	CDT	The average total scale score on CDT increased from the BOY to MOY from 664.92 to 682.04	Strength	☐
Science	CDT	The average total scale score on CDT decreased from the MOY to MEOY from 682.04 to 677.54	Challenge	☐

Related Academics Data

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

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

Topic	Data Source	Data Statement	Strength or Challenge	Priority
Career Readiness	Career Readiness	100% of students completed career artifacts	Strength	☐
Attendance	PowerSchool	In the 25-26 school year we reduced chronic absenteeism from 34% in 2024-2025 to 29% in 2025-2026	Strength	☒
Attendance	PowerSchool	In the 25-26 school year we increased daily attendance from 90.9% in 2024-2025 to 92.3% in 2025-2026	Strength	☐
Attendance	PowerSchool	In the 25-26 school year chronic absenteeism increased from quarter (22.8%) to quarter 3 (31.5%)	Challenge	☐
Attendance	PowerSchool	In the 25-26 chronic absenteeism continues to be a challenge with nearly 1/3 of the student body chronically absent	Challenge	☐
Suspensions	PowerSchool	One student was suspended in the 2025-2026 school year	Strength	☐
Incidents	PowerSchool/Sapphire	Mosser reduced referrals from 881 in the 24/25 school year to 221 in the 25/26 school year.	Strength	☐

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

PA Essential Practices Self Evaluation				
Essential Practices			Rating	Definition of Rating
Focus on Continuous Improvement of Instruction	1	EP 01: Align curriculum, assessments, and instruction to the PA Standards	Operational	Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational	The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Emerging	Educators occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Emerging	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary	Instructional leaders conduct weekly or daily classroom visits – in each classroom – focused on strengthening educators' instructional practices and provide actionable feedback on the quality of instruction to individual educators. These data inform the provision of targeted and individualized supports.
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	Emerging	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
	14	EP14: Implement evidence-based strategies to engage families to support learning	Operational	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Emerging	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
essional	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).

Foster Quality Professional Learning	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.

Challenges

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

Challenge EP 1:	Implement a multi-tiered system of supports for academics and behavior
Challenge EP 2:	Identify and address student learning needs
Challenge EP 3:	

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:	Instructional leaders conduct weekly or daily classroom visits in every classroom, focusing directly on strengthening instructional practices. Leaders provide highly actionable, timely feedback on the quality of instruction to individual educators, and this ongoing observational data is systematically used to design and provide targeted, individualized professional supports.	Discussion Statement:	We will leverage our exemplary system of frequent instructional feedback to accelerate the implementation of EP13 (MTSS) and EP04 (Addressing student learning needs). During daily and weekly walkthroughs, school leaders will explicitly look for and provide feedback on Tier 1 differentiation and the delivery of targeted academic interventions. By focusing our rapid feedback loops specifically on how teachers scaffold grade-level content and respond to student data in real time, we can ensure that classroom-level interventions are high-quality, responsive, and implemented with fidelity.
Strength Statement 2:	The master schedule includes dedicated, protected time for systematic collaboration among general education, special education, and English as a Second Language (ESL) educators. The use of this collaborative planning time is highly structured, and its direct impact on teaching and learning is consistently monitored by school leadership.	Discussion Statement:	We will leverage our established, structured collaborative planning blocks to directly address our challenges in EP04 (Addressing student learning needs) and EP13 (MTSS). We will adjust our weekly planning protocols to require multi-disciplinary teams (general education, special education, and ESL specialists) to co-plan specific Tier 1 accommodations and Tier 2/3 interventions during this protected time. Rather than planning in isolation, teachers will utilize this structured collaborative space to analyze student diagnostic data, group students fluidly, and design evidence-based instruction that meets the academic and language needs of every student.

DIRECTIONS: In the GO section of the FRCPP, you will enter your Priority Statements on the Analyzing (Strengths and Challenges) page, in the Analyzing Priority Challenges Section.

Priority Statements Development Worksheet (save copy in your SIP folder)

Review your finalized root causes and ask: What broader instructional, organizational, or engagement challenge appears across multiple root causes? A cross-cutting problem of practice should capture the broader challenge reflected across multiple root causes. It should not simply restate a root cause, identify a category, or describe a strategy. Once no more than three cross-cutting problems of practices are identified, write a priority statement to restate the primary root cause as an actionable statement. Your priority statements should answer the question of what practice, structure, or system do we need to change to better support educators, students, parents/guardians, or our community? **The formula should be " If we (System that needs to be addressed)>Then (shift in adult practice)>AND (student outcome)"**

Priority	Priority Statement (SY26-27)	District Aligned Focus Areas (ex: ELA, Math, Attendance, Grad Rate, etc.)
Priority #1	IF the Instructional Leadership Team prioritizes developing a professional learning cadence that focuses on student data analysis and consistent feedback loops, THEN teachers will be able to identify students' needs and develop high quality Tier 1 instruction that provides scaffolding and differentiated opportunities, based on student data, AND students will be able to engage in grade level content and find success because they are being met where they are and make accelerated growth.	ELA, Math, EL Growth and Attainment
Priority #2	IF we establish a consistent, integrated infrastructure for a Multi-Tiered System of Supports (MTSS), THEN school staff will consistently implement proactive, evidence-based classroom behavior and attendance interventions and early response processes, AND student attendance, behavior incidents, and suspensions will decrease, creating a more positive, safe, and engaged learning environment.	Discipline, Attendance

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):

IF the Instructional Leadership Team prioritizes developing a professional learning cadence that focuses on student data analysis and consistent feedback loops, THEN teachers will be able to identify students' needs and develop high quality Tier 1 instruction that provides scaffolding and differentiated opportunities, based on student data, AND students will be able to engage in grade level content and find success because they are being met where they are and make accelerated growth.

Aligned District-wide Expectation

(Root Cause Crosswalk; June ELLA Resources):

Tier 1 Explicit Instruction

District-wide Expectation Focus Area:

Accelerating Learning Through High-Quality Tier 1 Instruction

Evidence-based Strategy

(PA Evidence Resource Center):

Evidence Resource Center Tier:

Relevant Implementation Lookfors

(Anticipated Outputs)

Link to Essential Practices

Related Essential Practices (check all that apply)

EP04: Identify and address individual student learning needs, "EP05: Provide frequent, timely, and systematic feedback and support on instructional practices"

An effective process to identify and provide extensive support to students having trouble meeting standards is in place.

Educators exhibit instructional flexibility and responsiveness that allows for timely adjustments based on student needs.

School Leaders engage in ongoing (weekly and daily) observations and formal and informal visits in classrooms, followed by the timely provision of constructive feedback to educators.

School leaders recognize and encourage implementation of instructional practices that best motivate and increase student achievement.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Establish schoolwide expectations for the use of daily checks for understanding and monitor implementation through walkthroughs, feedback cycles, and PLC discussions.	8/17/2026	10/30/2026	Principal, Asst. Principal, Reading Specialist, Intervention Specialist	CFU look-for tool, walkthrough forms, PLC agendas	N

Launching & Baseline: 90 Day Plan	Train teachers on real-time progress monitoring strategies (e.g., clipboard cruising) during August pre-service days (8/17–8/21), followed by bi-weekly PLC follow-up reviews to share tracking artifacts.	8/17/2026	11/1/2026	Reading Specialist and Intervention Specialist	Clipboards, tracking templates, exemplars	Y
	Instructional Leadership Team will facilitate weekly PLCs focused on analyzing student work and assessment data.	8/17/2026	10/30/2026	Principal, Asst. Principal, ILT	Student work protocols, STAR/i-Ready reports	N
	Implement a consistent quarterly data analysis protocol across grade levels and departments	8/17/2026	10/30/2026	Principal, Asst. Principal, ILT	Data protocol template, assessment reports	N
	Conduct regular classroom walkthroughs at least 5 times per week and instructional rounds to monitor implementation.	8/17/2026	10/30/2026	Principal, Asst. Principal	Walkthrough tool, feedback templates	N
	Develop and facilitate a year-long professional learning plan focused on evidence-based literacy and writing instruction.	7/1/2026	5/1/2027	Principal, Reading Specialist	Benchmark resources, writing exemplars, PD materials	Y
	Provide monthly 60-minute professional learning sessions on mathematical best practices, paired with bi-weekly, 1-on-1 coaching cycles for targeted grade levels.	8/17/2026	5/1/2027	Director of Math, Principal	enVision resources, math discourse protocols	Y
	Create and protect collaborative planning structures that allow reading specialists, instructional coaches, and teachers to co-plan instruction.	8/17/2026	5/1/2027	Principal	Master schedule, common planning time	N
	Provide professional learning on WIDA standards, language objectives, and evidence-based scaffolding strategies for English learners.	8/17/2026	6/1/2027	ESL Teacher (s), Principal, Reading Specialist	WIDA Can Do Descriptors; WIDA standards handouts; exemplar language objectives; scaffold strategy toolkit (sentence stems, visuals, graphic organizers); PD slides; video exemplars of instruction	Y
	Collaboratively review student language proficiency and achievement data to identify instructional needs and establish supports for English learners.	8/17/2026	10/30/2026	ESL Teacher (s), Principal, Assistant Principal, ILT	WIDA ACCESS reports; STAR/i-Ready/benchmark data reports; data meeting protocols; EL student profile sheets; grouping templates;	N
	Conduct baseline classroom walkthroughs focused on the implementation of differentiation and language supports for English learners.	8/17/2026	10/30/2026	Principal, Assistant Principal, ESL Teacher(s)	Walkthrough tool/rubric (EL + Tier 1 focus); observation checklist (language objectives, scaffolds, discourse); note-taking forms; look-for document shared with staff	N
	Design and implement a collaborative data-informed Parent-Teacher Conference framework for Fall (November) and Spring (March), where teachers present STAR/i-Ready progress data and collaboratively set 1–2 personalized Tier 1 learning goals with families.	9/1/2026	4/1/2027	Principal, Classroom Teachers, ESL Teachers, Reading Specialist	data binders, translated goal-setting templates, action plan templates for parents to take home.	N
	Develop and distribute a "Bridge to Home" Reading Toolkit during the first marking period, and host quarterly 30-minute virtual or in-person "Strategy Spotlights" where teachers model and teach parents how to use classroom-aligned reading strategies (such as decoding cues, graphic organizers, and questioning stems) during at-home reading.	9/1/2026	5/1/2027	Reading Specialist, Classroom Teachers	Reading Strategy Toolkits (bookmark guides, question stem rings, translated into home languages), recorded 5-minute video modeling strategies.	N

Monitoring & Adjusting: 90 Day Plan	Utilize PLC meetings to monitor implementation of instructional responses and assess the effectiveness of interventions and enrichment opportunities.	11/2/2026	1/15/2027	Principal, Assistant Principal, ILT, Reading Specialist, Intervention Specialist	PLC agendas, intervention tracking forms, student data reports, enrichment participation logs	Y
	Conduct focused instructional rounds to identify trends in implementation and provide differentiated support to grade-level teams.	11/2/2026	1/15/2027	Principal, Assistant Principal, ILT	Instructional rounds protocol, observation tools, trend-analysis templates, feedback forms	N
	Facilitate quarterly literacy walkthroughs and PLC discussions focused on the implementation of identified high-leverage literacy and writing strategies.	11/2/2026	1/15/2027	Principal, Reading Specialist, Assistant Principal	Literacy look-for tool, walkthrough forms, Benchmark Advanced resources, writing exemplars, PLC protocols	N
	Conduct classroom observations and coaching cycles focused on mathematical discourse, providing written feedback via email/portal within 24 hours and face-to-face debriefs within 48 hours of each visit.	11/2/2026	1/15/2027	Director of Math, Principal, Assistant Principal	Observation rubric, math discourse protocols, coaching cycle templates, enVision resources	Y
	Monitor collaborative planning meetings to ensure instructional decisions are informed by student data and aligned to grade-level standards.	11/2/2026	1/15/2027	Principal, Assistant Principal, Reading Specialist	Planning templates, grade-level standards documents, student data reports, meeting agendas	
	Provide professional learning on WIDA standards, language objectives, and evidence-based scaffolding strategies for English learners.	8/17/2026	6/1/2027	ESL Teacher (s), Principal, Reading Specialist	WIDA Can Do Descriptors; WIDA standards handouts; exemplar language objectives; scaffold strategy toolkit (sentence stems, visuals, graphic organizers); PD slides; video exemplars of instruction	Y
	Collaboratively review student language proficiency and achievement data to identify instructional needs and establish supports for English learners.	8/17/2026	10/30/2026	ESL Teacher (s), Principal, Assistant Principal, ILT	WIDA ACCESS reports; STAR/i-Ready/benchmark data reports; data meeting protocols; EL student profile sheets; grouping templates;	Y
	Conduct baseline classroom walkthroughs focused on the implementation of differentiation and language supports for English learners.	8/17/2026	10/30/2026	Principal, Assistant Principal, ESL Teacher(s)	Walkthrough tool/rubric (EL + Tier 1 focus); observation checklist (language objectives, scaffolds, discourse); note-taking forms; look-for document shared with staff	N
	Facilitate end-of-year PLC data reviews to evaluate student growth, identify successful practices, and develop recommendations for the following school year.	1/19/2027	3/31/2027	Principal, Assistant Principal, ILT	STAR reports, i-Ready reports, PLC reflection protocol, schoolwide data dashboards	N
	Use walkthrough and instructional rounds data to evaluate schoolwide implementation trends and inform planning for the upcoming school year.	1/19/2027	3/31/2027	Principal, Assistant Principal, ILT	Walkthrough data summaries, instructional rounds reports, implementation fidelity checklists, planning templates	N

Deepening & Evaluating: 90 Day Plan	Analyze student literacy and writing data to evaluate the impact of instructional strategies and adjust professional learning priorities as needed.	1/19/2027	3/31/2027	Principal, Assistant Principal, ILT	Benchmark assessment data, STAR Reading reports, writing rubrics, professional learning evaluation tools	N
	Facilitate teacher reflection and data-analysis sessions to determine the effectiveness of implemented mathematical practices and identify next steps for continuous improvement.	1/19/2027	3/31/2027	Principal, Assistant Principal, ILT	Math assessment data, teacher reflection protocols, enVision reports, PLC discussion guides	N
	Evaluate the effectiveness of collaborative planning structures through teacher feedback, meeting artifacts, and student achievement data, making adjustments for sustainability.	1/19/27	3/31/27	Principal, Assistant Principal, ILT	Teacher surveys, meeting agendas/minutes, student achievement reports, planning structure evaluation rubric	N
	Review walkthrough, coaching, and lesson plan data to assess implementation fidelity of Tier 1 supports for English learners.	1/19/2027	3/31/2027	Principal, Assistant Principal, ESL Teacher(s), ILT	Walkthrough trend reports; coaching logs; lesson plan review checklists; fidelity rubric; implementation dashboard	N
	Analyze WIDA, benchmark, and classroom assessment data to determine progress toward English learner achievement goals.	2/1/2027	5/1/2027	ESL Teacher (s), Principal, ILT	Data dashboard; WIDA ACCESS scores; benchmark assessment reports; progress monitoring graphs; goal tracking sheets	N
	Share outcomes and next steps with staff to support continuous improvement of Tier 1 instruction for English learners.	4/1/2027	6/1/2027	Principal, ESL Teacher(s), ILT	Staff presentation slides; one-page data summary; school improvement report; celebration of success visuals; action plan handout	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.						

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):	IF we establish a consistent, integrated infrastructure for a Multi-Tiered System of Supports (MTSS), THEN school staff will consistently implement proactive, evidence-based classroom behavior and attendance interventions and early response processes, AND student attendance, behavior incidents, and suspensions will decrease, creating a more positive, safe, and engaged learning environment.
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	MTSS
District-wide Expectation Focus Area:	Systems and Interventions
Evidence-based Strategy (PA Evidence Resource Center):	Implement a Multi-Tiered System of Supports (MTSS) for Academics and
Evidence Resource Center Tier:	
Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices	
Related Essential Practices (check all that apply)	

EP13: Implement a multi-tiered system of supports for academics and behavior

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
Planning & Baseline: 90 Day Plan	Establish, communicate, and monitor schoolwide Tier 1 attendance and climate supports.	8/1/2026	5/1/2027	Principal, attendance team	Attendance incentives, PBIS materials	N
	Lead a multidisciplinary attendance team that meets regularly to review attendance data.	8/1/2026	5/1/2027	Principal, attendance team	PowerSchool attendance reports	N
	Train and support the school-based attendance team in the implementation of the ASD Attendance Intervention Manual.	Sept 2026	11/1/2026	Principal, attendance team	ASD Attendance Manual	Y
	Conduct monthly reviews of attendance data with grade-level teams.	8/17/2026	10/30/2026	Asst. Principal, Grade Level Teams	Attendance dashboards	N
	Partner with families and community organizations to reduce barriers to attendance and strengthen home-school connections.	9/1/2026	5/31/2026	Attendance Team, School Counselor, Community Schools Coordinator	Family contact logs, community resource directory, ParentSquare, family engagement materials	N

Launch	Implement and teach schoolwide behavioral expectations and routines across all settings.	8/17/2026	10/30/2026	Principal, Asst. Principal, CARE Team	PBIS Matrix, SEL lessons, signage	N
	Establish and implement schoolwide system for recognizing positive attendance, behavior, and student engagement.	8/1/2026	6/18/2026	Attendance Team, SWPBIS Committee	Incentives, Class Bank, recognition materials	Y
Monitoring & Adjusting: 90 Day Plan	Monitor implementation of attendance and climate initiatives through walkthroughs, student and family feedback, and data review.	11/2/2026	1/15/2027	Principal, Asst. Principal	Survey tools, attendance/behavior reports	N
	Monitor the implementation and effectiveness of attendance interventions and adjust supports based on student response and attendance data.	11/1/2026	5/31/2026	Attendance Team, CARE Team	Attendance intervention tracker, student attendance profiles, intervention logs, attendance reports	N
	Facilitate problem-solving meetings with grade-level teams to address persistent attendance concerns and monitor intervention effectiveness.	11/2/2026	1/15/2027	Asst. Principal, Grade Level Teams	Student attendance data, intervention plans, meeting protocols, attendance monitoring forms	N
	Expand outreach efforts and coordinate targeted supports with families and community partners for students identified as chronically absent or at risk.	11/1/2026	5/31/2026	Attendance Team	Home visit documentation, referral forms, community partner contacts, family support plans	N
	Review attendance, behavior, and climate data monthly to identify trends and determine targeted Tier 2 supports for students.	11/1/2026	5/31/2026	Attendance Team, CARE Team	PowerSchool, SWIS, attendance dashboards	N
	Conduct classroom and common-area walkthroughs to monitor implementation of schoolwide behavior expectations and positive climate practices.	11/1/2026	5/31/2027	Attendance Team, SWPBIS Committee	Walkthrough tool	N
	Evaluate attendance and climate outcomes, recognizing successes and revising supports based on attendance trends and stakeholder feedback.	2/1/2027	5/31/2027	Principal, Attendance Team, CARE Team	Attendance reports, climate survey results, stakeholder feedback summaries	N
	Conduct a comprehensive review of attendance intervention outcomes to determine effectiveness and inform planning for the following school year.	1/19/2027	3/31/2027	Attendance Team, Assistant Principal	Intervention logs, attendance dashboards, attendance team meeting notes	
Deepening & Evaluating: 90 Day Plan	Analyze annual attendance trends and intervention outcomes with grade-level teams to identify successful practices and areas for improvement.	1/19/2027	3/31/2027	Assistant Principal, Grade-Level Teams, Attendance Team	Year-end attendance reports, intervention summaries, grade-level data protocols	
	Use attendance, behavior, and stakeholder feedback data to evaluate implementation fidelity and develop recommendations for continuous improvement.	2/1/2027	5/31/2027	Principal, CARE Team, SWPBIS Committee	Fidelity checklists, survey results, walkthrough data, behavior reports	
	Evaluate family engagement and community partnership efforts, identifying successful supports and establishing plans for continued collaboration.	2/1/2027	5/31/2027	Attendance Team, Community Schools Coordinator, School Counselor	Family participation data, community partnership logs, family surveys	
	Analyze attendance, behavior, and climate survey data to evaluate the effectiveness of Tier 1 and Tier 2 supports.	2/1/2027	5/31/2027	Attendance Team, CARE Team		
	Analyze attendance, behavior, and climate survey data to evaluate the effectiveness of Tier 1 and Tier 2 supports.	2/1/2027	5/31/2027	Attendance Team, CARE Team	Attendance, discipline, and survey reports	
	Recognize students, staff, and classrooms demonstrating improved attendance, positive behavior, and school engagement.	2/1/2027	5/31/2027	Attendance Team, SWPBIS Committee	Recognition materials	

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

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

Professional Development Plans

In your action plans, you identified Professional Development action steps (by marking "this is a PD step"). In this section of your plan, you will develop details and activities for professional learning for those action steps.

DIRECTIONS:

Professional Development activity name: List the strategies or content to be supported by the professional learning.

Action Step: What action step is the professional development activity part of?

Audience: List the stakeholder group(s) who will engage in the professional learning.

Topics to be Included: List the content on which the professional development will focus to build capacity for participants to implement the evidence-based strategy.

Evidence of Learning: Identify the tangible ways that participants will be expected to demonstrate their learning in their daily practice.

Lead Person/position: List the person or organization that will provide the professional learning.

Anticipated Timeframe: Identify the start and end dates for each professional learning activity.

Types of Activities: List the types of activities that will be offered for this professional development step.

Frequency of Activities: How often will the activities occur?

Observation and Practice Framework: Which Observation and Practice Framework components does this professional development activity align with? If a selection in the Observation and Practice Framework does not apply to your LEA, then leave the option in the default position of Choose a Observation and Practice Framework.

State Required Trainings: Is this activity providing development which count towards one of the State required trainings listed in the drop-down list. If a selection in the State Required Trainings does not apply, then leave the option in the default position of Select State Required Training Option.

Language and Literacy Acquisition for All Students (ACT 48)

Offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings (ACT 48)

Trauma Informed Training (ACT 18)

PD Plan #1

Professional Development Activity Name (Strategy(ies) Name)	Data-Driven Tier 1 Instruction: Real-Time Formative Assessment & CFU Systems
Audience	All General Education Teachers, Special Education Teachers, English Learner (EL) Specialists, and Academic Coaches. Designing high-leverage daily Checks for Understanding (CFUs) tied directly to lesson objectives.
Topics to be Included	* "Clipboard Cruising" and visual student tracking systems for real-time monitoring. * In-the-moment instructional pivoting based on immediate CFU data. * Tangible Product: Up-to-date physical or digital clipboard tracking sheets used during guided/independent practice.
Evidence of Learning	* Daily Practice: Daily written or interactive CFUs visible in classroom observations; 100% of lesson plans containing explicit CFU checkpoints.
Lead Person/Position	Reading Specialist, Intervention Specialist, Principal, and Assistant Principal.
Anticipated Start	8/17/2026
Anticipated Completion	11/1/2026
Learning Format: Type of Activities	Interactive workshops during pre-service days, PLC collaborative planning sessions, and job-embedded, non-evaluative peer observation rounds.
Frequency	Initial 2-hour pre-service training block, followed by bi-weekly 45-minute PLC follow-ups and feedback loops.
Observation and Practice Framework (optional)	* Domain 1b: Demonstrating Knowledge of Students * Domain 3d: Using Assessment in Instruction
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #2

Professional Development Activity Name (Strategy(ies) Name)	* Provide professional learning on WIDA standards, language objectives, and evidence-based scaffolding strategies for English learners.
Audience	K-12 General Education Teachers, Reading Specialists, and ESL Specialists.
Topics to be Included	* Unpacking WIDA Can-Do Descriptors to understand student language proficiency levels. * Writing and measuring dual-focused objectives (Content Objectives + Language Objectives) for every core lesson. * Implementing high-yield scaffolds (graphic organizers, sentence frames, sensory supports) without lowering cognitive demand. * Tangible Product: Standardized lesson plans displaying explicit, aligned content and language objectives.
Evidence of Learning	* Daily Practice: Observed use of language scaffolds during Tier 1 direct instruction and student-to-student discourse.
Lead Person/Position	ESL Teacher(s), Reading Specialist, and Intermediate Unit ESL Consultants.
Anticipated Start	8/17/2026
Anticipated Completion	6/1/2027 (Year-long professional learning cycle)
Learning Format: Type of Activities	Standard-aligned interactive seminars, structured lesson plan reviews, and co-planning lab classrooms with ESL specialists.
Frequency	Bi monthly 30-minute workshops during district professional learning days, paired with monthly job-embedded co-planning sessions during collaborative time. * Domain 1b: Demonstrating Knowledge of Students
Observation and Practice Framework (optional)	* Domain 3e: Demonstrating Flexibility and Responsiveness
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #3

Professional Development Activity Name (Strategy(ies) Name)	Provide monthly 60-minute professional learning sessions on mathematical best practices, paired with bi-weekly, 1-on-1 coaching cycles for targeted grade levels.
Audience	General Education Teachers (specifically targeting identified priority grade levels), Special Education Teachers, and Math Interventionists.
Topics to be Included	* Facilitating rigorous, student-led mathematical discourse and number talks. * Embedding the 8 Standards for Mathematical Practice into daily Tier 1 enVision instruction. * Utilizing data-driven formative tasks to identify student misconceptions in real time. * Designing Tier 1 scaffolds that maintain high cognitive demand during independent problem-solving.
Evidence of Learning	* Tangible Product: 100% of core math lesson plans showing explicit planning for math discourse questions and student grouping protocols. * Daily Practice: Walkthrough data demonstrating an increase in student-to-student mathematical talk; documented participation and goal-attainment in bi-weekly 1-on-1 coaching logs.
Lead Person/Position	Director of Mathematics, Principal, and Assistant Principal.
Anticipated Start	8/17/2026
Anticipated Completion	5/1/2027
Learning Format: Type of Activities	Monthly whole-group interactive workshops, job-embedded 1-on-1 coaching cycles (including model lessons, co-teaching, and video reflections), and grade-level math data dives.
Frequency	Monthly 60-minute schoolwide/grade-band professional learning sessions, paired with bi-weekly, 45-minute 1-on-1 coaching cycles for targeted grade-level teachers.

Observation and Practice Framework (optional)	* Domain 1a: Demonstrating Knowledge of Content and Pedagogy
Meets the Requirements of State Required Trainings: (optional)	* Domain 3b: Using Questioning and Discussion Techniques
PD Plan #4	
Professional Development Activity Name (Strategy(ies) Name)	Develop and facilitate a year-long professional learning plan focused on evidence-based literacy and writing instruction.
Audience	All K-5 General Education Teachers, Reading Specialists, Special Education Teachers, and English Learner (EL) Specialists.
Topics to be Included	* Aligning daily instruction with the Science of Reading (explicit phonics, advanced phonemic awareness, vocabulary development, and text comprehension). * Implementing high-leverage writing strategies using Benchmark Advanced resources. * Utilizing explicit writing rubrics and protocols to provide actionable student feedback. * Scaffolding reading complex grade-level texts to support diverse learners in Tier 1 settings.
Evidence of Learning	* Tangible Product: Consistent use of cross-curricular writing rubrics and student writing portfolios; 100% of literacy lesson plans reflecting explicit vocabulary and text-dependent questioning strategies.
Lead Person/Position	* Daily Practice: Daily implementation of evidence-based literacy routines; growth in student writing samples during monthly PLC student-work analyses.
Anticipated Start	Principal, Reading Specialist, and Interventionist, Asst. Principal.
Anticipated Completion	7/1/2026
Learning Format: Type of Activities	Summer planning institutes, full-day district professional learning workshops, job-embedded coaching, and monthly structured PLC data and student work analysis protocols.
Frequency	Monthly 60-minute professional development modules throughout the academic year, supported by weekly PLC collaborative planning loops.
Observation and Practice Framework (optional)	* Domain 1a: Demonstrating Knowledge of Content and Pedagogy
Meets the Requirements of State Required Trainings: (optional)	* Domain 3c: Engaging Students in Learning
PD Plan #5	
Professional Development Activity Name (Strategy(ies) Name)	Train and support the school-based attendance team in the implementation of the ASD Attendance Intervention Manual.
Audience	School-based Attendance Team members (including Principal, Assistant Principal, School Counselor, Social Worker, Home-School Visitor, and Attendance Secretary).
Topics to be Included	* Multi-tiered systems of support (MTSS) for attendance tracking and early warning indicators. * Standardized protocols and workflows outlined in the ASD Attendance Intervention Manual. * Root-cause analysis for chronic absenteeism (e.g., school avoidance, economic barriers, transportation). * Facilitating empathetic, trauma-informed School Attendance Improvement Conferences (SAICs) with families. * Legally compliant documentation of School Attendance Improvement Plans (SAIPs).
Evidence of Learning	* Tangible Product: Standardized tracking dashboards, complete and compliant Student Attendance Improvement Plans (SAIPs), and meeting minutes from problem-solving sessions.
Lead Person/Position	* Daily Practice: Daily monitoring of high-risk student attendance; weekly deployment of Tier 2/3 interventions; execution of parent outreach protocols exactly as detailed in the manual.
Anticipated Start	Principal, School Counselor and Home-School Visitor.
Anticipated Completion	9/1/2026
Learning Format: Type of Activities	11/1/2026 (With ongoing implementation monitoring through 6/1/2027)
Frequency	Intensive pre-service technical training, case-study review sessions, role-playing for family attendance conferences, and monthly multi-disciplinary data reviews.
Observation and Practice Framework (optional)	Initial 1.5-hour intensive launch training in September, followed by monthly 45-minute booster sessions and data-review feedback loops during regular attendance team meetings.
Meets the Requirements of State Required Trainings: (optional)	* Domain 4b: Maintaining Accurate Records
	* Domain 4c: Communicating with Families
PD Plan #6	
Professional Development Activity Name (Strategy(ies) Name)	PBIS Foundations: Schoolwide Systems for Positive Attendance, Behavior, and Engagement
Audience	All School Staff (including Administration, General/Special Education Teachers, Specialists, Support Staff, and Paraprofessionals).
Topics to be Included	* Defining schoolwide behavior expectations and matrices for positive recognition. * Effective distribution and pacing of positive reinforcement (e.g., token economies, certificates, praise ratios). * Restructuring tracking data to celebrate proactive growth in attendance and engagement rather than just punishing deficits. * Cultivating a trauma-informed, asset-based school culture that motivates student ownership of behavior. * Defining schoolwide behavior expectations and matrices for positive recognition. * Effective distribution and pacing of positive reinforcement (e.g., token economies, certificates, praise ratios). * Restructuring tracking data to celebrate proactive growth in attendance and engagement rather than just punishing deficits. * Cultivating a trauma-informed, asset-based school culture that motivates student ownership of behavior.
Evidence of Learning	
Lead Person/Position	
Anticipated Start	
Anticipated Completion	
Learning Format: Type of Activities	
Frequency	
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

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

Communications Plan for School Improvement

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

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

Goals and Targets

DIRECTIONS: Please review the guidance provided [HERE](#) and identify your target numbers to embed within the provided goal statements to reflect your school's historical data and your goals for the 26-27 school year, in alignment to achieve the 2030 District Strategic Goals. *****CALCULATE YOUR SCHOOL GOALS HERE***** (the calculator will help you determine the red Xs)

GOAL:	ELA (K-2)	Proficiency	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 45% of students will perform At/Above benchmark on the 26-27 Q4 ELA Star CBM assessment.	100% of students will participate in the 26-27 Q1 ELA Star CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 30% of students will perform At/Above benchmark on the 26-27 Q2 ELA Star CBM assessment.	There is no Q3 assessment administered.	At least 45% of students will perform At/Above benchmark on the 26-27 Q4 ELA Star CBM assessment.
			Actual Performance Met Target?				
GOAL:	ELA (K-2)	Growth	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 50% of students will be identified as "Moving Up" on the 26-27 Q4 ELA Star CBM assessment.	100% of students will participate in the 26-27 Q1 ELA Star CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 25% of students will be identified as "Moving Up" on the 26-27 Q2 ELA Star CBM assessment.	There is no Q3 assessment administered.	At least 50% of students will be identified as "Moving Up" on the 26-27 Q4 ELA Star CBM assessment.
			Actual Performance Met Target?				
GOAL:	ELA (3-5)	Proficiency	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 22.9% of students will perform at Proficient or Advanced on the Spring 2027 ELA PSSA.	100% of students will participate in the 26-27 Q1 Star Reading assessment in order to determine a baseline proficiency (State Measured Proficient/Advanced) for the 26-27 school year.	There will be at least a 4% increase of students performing Proficient/Advanced from the baseline assessment on the 26-27 Q2 Star Reading Assessment.	There is no Q3 assessment administered.	There will be at least a 13% increase of students performing Proficient/Advanced from the baseline assessment on the 26-27 Q4 Star Reading Assessment.
			Actual Performance Met Target?				
GOAL:	ELA (3-5)	Growth	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			We will achieve a PVAAS Growth Score of at least 80 (or at least 1 standard deviation above average)	100% of students will participate in the 26-27 Q1 Star Reading assessment in order to determine a baseline proficiency (State Measured Proficient/Advanced) for the 26-27 school year.	There will be a median SGP of 65 on the Star Reading assessment measured from the 26-27 baseline to 26-27 Q2 administration.	There is no Q3 assessment administered.	There will be a median SGP of 65 on the Star Reading assessment measured from the 26-27 baseline to 26-27 Q4 administration.
			Actual Performance Met Target?				
GOAL:	Math (K)	Proficiency	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 45% of kindergarten students will perform At/Above benchmark on the 26-27 Q4 Star MathCBM assessment.	100% of kindergarten students will participate in the 26-27 Q1 Star Math CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 30% of kindergarten students will perform At/Above benchmark on the 26-27 Q2 Math Star CBM assessment.	There is no Q3 assessment administered.	At least 45% of kindergarten students will perform At/Above benchmark on the 26-27 Q4 Math Star CBM assessment.
			Actual Performance Met Target?				
GOAL:	Math (K)	Growth	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 50% of kindergarten students will be identified as "Moving Up" on the 26-27 Q4 Star Math CBM assessment.	100% of kindergarten students will participate in the 26-27 Q1 Star Math CBM Assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 25% of kindergarten students will be identified as "Moving Up" on the 26-27 Q2 Star Math CBM assessment.	There is no Q3 assessment administered.	At least 50% of kindergarten students will be identified as "Moving Up" on the 26-27 Q4 Star Math CBM assessment.
			Actual Performance Met Target?				
GOAL:	Math (1-5)	Proficiency	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 29.1% of students will perform at Proficient or Advanced on the Spring 2027 Math PSSA.	100% of students will participate in the 26-27 Q1 I-ready diagnostic assessment in order to determine a baseline proficiency (on grade level) for the 26-27 school year.	There will be a 7% increase in the percent of students performing on grade level on the 26-27 Q2 I-ready diagnostic assessment from the 26-27 Q1 baseline.	There is no Q3 assessment administered.	There will be a 21% increase in the percent of students performing on grade level on the 26-27 Q4 I-ready diagnostic assessment from the 26-27 Q1 baseline.
			Actual Performance Met Target?				
GOAL:	Math (1-5)	Growth	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			We will achieve a PVAAS Growth Score of at least 80 (or at least 1 standard deviation above average)	100% of students will participate in the 26-27 Q1 I-ready diagnostic assessment in order to determine a baseline to set stretch goals for the 26-27 school year.	At least 12.5% of students are meeting their stretch goals on the 26-27 Q2 I-ready diagnostic assessment.	There is no Q3 assessment administered.	At least 25% of students are meeting their stretch goals on the 26-27 Q4 I-ready diagnostic assessment.
			Actual Performance Met Target?				
GOAL:	EL Growth (K-12)		Q1 Target	Q2 Target	Q3 Target	Q4 Target	
			At least 55.4% 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 Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target

GOAL:	Attendance	At least 76.56% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 82.56% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least 80.56% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least 78.56% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 76.56% 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)	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
		There will be no more than 206 incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 52 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 104 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 156 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 206 at the end of 26-27 Q4.
		Actual Performance				
		Met Target?				