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	Union Terrace Elementary School
Principal Name	Freya de Conde
Executive Director of Instructional Leadership	Jennifer Bryant
ESSA Federal Designation	Non-Designated

Planning Team

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

Team Member Title	Team Member Name	Organization
Principal	Freya de Conde	Union Terrace
Assistant Principal	Becky Schanely	Union Terrace
Reading Specialist	Lisa Weiss	Union Terrace
Intervention Specialist	Nicole Razar	Union Terrace
School-based Special Education Leader	Rachel Power	Union Terrace
School-based EL Teacher Leader	Michelle Hinkle	Union Terrace
School Counselor	Emily Blumetti	Union Terrace
School Social Worker	Amanda Vasey	Union Terrace
Parent	Sandra Williams	Union Terrace
Community Member or Business Partner	Manny Marin	Emmanuel Assembly of God
District Level Leader	Jennifer Bryant	ASD
Superintendent (Chief School Administrator)	Dr. Carol D. Birks	Superintendent/CEO

School Vision Statement

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

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

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

Data Review

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

Future Ready PA Index Data (Dashboard Linked)

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

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

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

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

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

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

Topic	Students	Data Statement	Strength or Challenge	Priority
Proficient or Advanced in English Language Arts/Literature	All Student Group	All student group decreased from 25.6% to 21.6% (23-24 to 24-25)	Challenge	☑
Proficient or Advanced in English Language Arts/Literature	English Learners	English Learner subgroup decreased from 16.9% to 6.9% (23-24 to 24-25)	Challenge	☐
Proficient or Advanced in English Language Arts/Literature		Reflecting a schoolwide downward trend from 23-24 to 24-25, ELA proficiency decreases were recorded across all reportable subgroups: White (40.9%, down 9.1), Two or More Races (22.2%, down 12.6), Economically Disadvantaged (21.7%, down 3.8), Black (20.0%, down 3.7), Combined Ethnicity (19.7%, down 2.8), Hispanic (19.4%, down 1.8), Students with Disabilities (7.1%, down 2.5), and English Learners (6.9%, down 10.0).	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	Students with Disabilities	Students with DIsabilities subgroup decreased from 9.6% to 7.1% (23-24 to 24-25)	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	All Student Group	All student group increased from 20.9% to 26.4% (23-24 to 24-25)	Strength	☐
Proficient of Advanced in Mathematics/Algebra		Reflecting a schoolwide upward trend from 23-24 to 24-25, Math proficiency changes were recorded across all reportable subgroups: White (40.9%, down 13.3), Two or More Races (33.3%, up 16.6), Black (30.0%, up 1.1), Economically Disadvantaged (26.4%, up 5.7), Combined Ethnicity (24.6%, up 7.2), Hispanic (22.7%, up 7.1), English Learners (17.5%, up 8.5), and Students with Disabilities (8.9%, up 1.2).	Strength	☐
Proficient of Advanced in Mathematics/Algebra	White	White subgroup decreased from 54.2% to 40.9% (23-24 to 24-25).	Challenge	☐
Proficient of Advanced in Mathematics/Algebra	English Learners	English Learner subgroup increased from 9% to 17.5% (23-24 to 24-25)	Strength	☐
Proficient of Advanced in Mathematics/Algebra	Students with Disabilities	Students with Disabilities subgroup increased from 7.7% to 8.9% (23-24 to 24-25)	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	All student group increased from 66 to 76 (23-24 to 24-25)	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature		Reflecting a schoolwide upward trend from 23-24 to 24-25, ELA growth changes were recorded across all reportable subgroups: Hispanic (77.0, up 3.0), Combined Ethnicity (77.0, up 7.0), Economically Disadvantaged (76.0, up 8.0), Students with Disabilities (75.0, up 7.0), and English Learners (72.0, down 16.0).		☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	English Learners	English Learners subgroup decreased from 88 to 72 (23-24 to 24-25)	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Students with Disabilities	Students with Disabilities subgroup increased from 68 to 75 (23-24 to 24-25)	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	All Student Group	All student group increased from 72 to 81 (23-24 to 24-25)	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic	Reflecting a schoolwide upward trend from 23-24 to 24-25, Math growth changes were recorded across all reportable subgroups: Economically Disadvantaged (84.0, up 11.0), Combined Ethnicity (82.0, up 7.0), Hispanic (79.0, up 4.0), Students with Disabilities (78.0, down 14.0), and English Learners (76.0, down 3.0)		☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	English Learners	English Learners subgroup decreased from 79 to 76 (23-24 to 24-25)	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Students with Disabilities	Students with Disabilities subgroup decreased from 92 to 78 (23-24 to 24-25)	Challenge	☑
English Language Growth and Attainment	All Student Group	All student group met English Language Growth and Attainment Goal (66.1%) and exceeded the statewide average of 32.4%.	Strength	☐
English Language Growth and Attainment	All Student Group	All student group decreased English Language Growth and Attainment from 23-24 to 24-25 by).8%	Challenge	☑

English Language Growth and Attainment	English Learners	English Learner subgroup decreased English Language Growth and Attainment from 23-24 to 24-25 by).8%		☐
English Language Growth and Attainment	Combined Ethnicity	Combined Ethnicity subgroup decreased from 70.8% to 65.7% (23-24 to 24-25)		☐
English Language Growth and Attainment	Economically Disadvantaged	Economically Disadvantaged subgroup decreased from 69.9% to 66.1% (23-24 to 24-25)		☐
English Language Growth and Attainment	Hispanic	Hispanic subgroup decreased from 74.1% to 65.7% (23-24 to 24-25)		☐
Regular Attendance	All Student Group	All Student Group Did Not Meet Performance Standard; 70.7% not chronically absent.	Challenge	☐
Regular Attendance	All Student Group	All student group increased from 68.6% to 70.7% (23-24 to 24-25)	Strength	☐
Regular Attendance	White	Reflecting a schoolwide upward trend from 23-24 to 24-25, Regular Attendance growth changes were recorded across all reportable subgroups: Black (69.1%, down 2.0) Economically Disadvantaged (65.8%, up 4%), Combined Ethnicity (67.9, up 1%), Hispanic (67.9%, up 3%), Students with Disabilities (59.1,% up 6%), English Learners (77.5%, up 1%), White (78.6, up 1%), and 2 or more races (65.6, up 3%)		☐
Regular Attendance	African America/Blac	Black subgroup decreased from 69.1% to 67.1% (23-24 to 24-25)	Challenge	☐
Career Standards Benchmark	All Student Group	All student group increased from 96.7% to 99.2% (23-24 to 24-25)	Strength	☐
Career Standards Benchmark	Combined Ethnicity	Combined Ethnicity increased from 96.5% to 99.1% (23-24 to 24-25)		☐
Career Standards Benchmark	Economically Disadvantaged	Economically Disadvantaged increased from 97.3% to 98.9% (23-24 to 24-25)	Strength	☐
Career Standards Benchmark	Hispanic	Hispanic subgroup increased from 96.6% to 98.9% (23-24 to 24-25)	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 percentage of students scoring proficient/advanced increased from Fall 2025 benchmark 31.9% (145/455) to Spring 2026 benchmark 34.4% (171/497).	Strength	☐
English Language Arts	STAR Early Literacy	The total number of 1st-grade students requiring the foundational Early Literacy assessment decreased from Fall 2025 (105 students) to Spring 2026 (81 students) as they successfully acquired early decoding skills.	Strength	☐
English Language Arts	DIBELS	The percentage of early literacy students scoring at or above benchmark on the DIBELS Composite assessment increased from BOY 3% (approx. 1 student) to EOY 58% (18 students).	Strength	☐
English Language Arts	STAR	The percentage of 2nd-grade students scoring proficient/advanced steadily and significantly decreased from Fall 2025 39.1% (45/115) to Winter 1 41.9% (52/124), down to Winter 2 28.9% (35/121), and ending at a low of 21.7% (43/135) by Spring 2026, representing a total net decline of 17.4%.	Challenge	☐
Mathmatics	STAR	The overall percentage of students (Grades 1–5) scoring proficient/advanced increased from Fall 2025 benchmark 19.7% (110/559) to a peak of 26.4% (146/553) at Winter 1, before experiencing a mid-year drop to 22.3% (129/578) at Winter 2, and finishing the year with a net growth of +2.9% at Spring 2026 22.6% (125/554).	Strength	☐
Mathmatics	STAR	4th grade Steady and continuous decrease from Fall 2025 22.9% (25/109) to Winter 1 23.2% (26/112), dropping to Winter 2 18.9% (21/111), and hitting a low of 16.2% (18/111) by Spring 2026, representing a total net decline of 6.7%.	Challenge	☐
Mathmatics	STAR	1st Grade: Increased from 20.4% (22/102) proficient in the Fall to 32.0% (32/99) proficient in the Spring (a net increase of +11.6%).	Strength	☐
Science	CDT	The percrent of students on track increased from 22.4% (BM1) to 25.7% (BM 3)..	Strength	☐
Science	CDT	The percent of students on track decreased from 33.7% (24-25) to 25.7% (25-26).	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 Langage Arts, Mathematics, and Science, other data sources should be reviewed to further gain an even deeper understanding of your school's needs in areas that are related to core academics. List the specific data source examined, such as Smart Futures, PowerSchool, or a school level tracker, and document your steering committee's comments and notable observations for each data source. Once again, ensure that you are reviewing data trends at both school-level, grade-level and student subgroup levels when available.

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

Topic	Data Source	Data Statement	Strength or Challenge	Priority
Career Readiness		All but one fifth grader submitted the career benchmark artifacts.	Strength	☐
Attendance	Average Daily Attendance	The 2025-2026 Average Daily Attendance was recorded at 92.66%	Strength	☐
Attendance	Regular Attendance	At least 77.92% of students attended school regularly, at least 90% of days or more, through 25-26 school year.	Strength	☐
Suspensions		The total number of suspensions equaled 5 during the 25-26 school year.	Challenge	☐
Incidents	PowerSchool	The total number of recorded incidents (level 2-4 infractions) equaled 0. There were 3 level 1 infractions recorded.	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**	**Emerging**	Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5	**EP05: Provide frequent, timely, and systematic feedback and support on instructional practices**	**Emerging**	Instructional leaders conduct routine classroom observations as part of the educator effectiveness system. There is some evidence of timely feedback focused on strengthening educators' instructional practices.
Empower Leadership	6	**EP06: Foster a culture of high expectations for success for all students, educators, families, and community members**	**Emerging**	Strategies to ensure a culture of high expectations for student success are evident in some, but not all, aspects of the school community.
	7	**EP07: Collectively shape the vision for continuous improvement of teaching and learning**	**Emerging**	The school has a defined theory of action or vision along with established goals and interim benchmarks, but a sense of ownership for the success of all students lies primarily with school leaders and some staff.
	8	**EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school**	**Emerging**	School leaders articulate the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff in shared decision-making or problem-solving.
	9	**EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community**	**Emerging**	The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. School leaders allocate personnel, resources, and programs considering some but not all student needs.
	10	**EP10: Continuously monitor implementation of the school improvement plan and adjust as needed**	**Emerging**	School leaders occasionally monitor the goals and strategies of the school improvement plan.
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**	**Not Yet Evident**	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.
	12	**EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.**	**Emerging**	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. There is limited evidence of implementation 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**	**Emerging**	Strategies to engage families are evident, but implementation is inconsistent.
	15	**EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA**	**Emerging**	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
essional	16	**EP16: Identify professional learning needs through analysis of a variety of data**	**Emerging**	Professional learning needs are identified using limited sources of data.

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

Challenges

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

Challenge EP 1:	**EP05: Provide frequent, timely, and systematic feedback and support on instructional practices**
Challenge EP 2:	**EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based**
Challenge EP 3:	**EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.**

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:	**EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.**	**Discussion Statement:**	While the system can be improved, there have been the use of PAW tickets, which has been used to reward positive behavior and "catch students being good." Additionally, the ROAR (responsibility, on task, accountable, respectful) framework is already in place, allowing us to align our rewards to a behavior matrix supporting these characteristics.
Strength Statement 2:	**EP03: School teams use a collaborative process to analyze a variety of assessment *data* (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices**	**Discussion Statement:**	Teams are functioning well and can identify data points to inform instruction. Where we struggle is the use of a consistent data protocol so that we are all moving towards the same direction. We also have a system for Child Study that collects data and implements interventions, however there is opportunity for more teacher involvement during those meetings.

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

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

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

Priority	Priority Statement (SY26-27)	District Aligned Focus Areas (ex: ELA, Math, Attendance, Grad Rate, etc.)
Priority #1	If we establish a functioning Instructional Leadership Team with consistent instructional expectations and data review cycles containing structures for collaborative, data-driven reflection, then the ILT will build the capacity to analyze evidence together and determine the school's instructional focus for strengthening Tier 1 practice in ELA and Math, and teachers will engage in that process with growing ownership, laying the foundation for more consistent instruction and improved student outcomes across all learner groups.	ELA, Math, and ELD
Priority #2	If we develop a school-wide PBIS framework and systematic attendance and discipline monitoring system, then teachers and leaders will consistently implement Tier 1 behavior supports, respond proactively to attendance and discipline data, and maintain high expectations for student engagement and belonging, and students will demonstrate improved attendance, fewer disciplinary incidents and suspensions, and stronger school culture scores reflective of a safe, supportive, and inclusive learning environment.	Climate/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 Dstrict-wide expectations from the linked June ELLA Resources in cell B3, then identify the District-wide Expectation most closely aligned with your priority statement in cell C3 and the District-wide Focus in cell C4. Ex: Districtwide expectation - Explicit Instruction' Focus: We Do: Formative Assessment. DO NOT WRITE ANYTHING IN LINES 5 or 6- this will be entered by the Office of Performance Mangement and Accountability.

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

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

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

Priority Statement (copy and paste from previous tab):	If we establish a functioning Instructional Leadership Team with consistent instructional expectations and data review cycles containing structures for collaborative, data-driven reflection, then the ILT will build the capacity to analyze evidence together and determine the school's instructional focus for strengthening Tier 1 practice in ELA and Math, and teachers will engage in that process with growing ownership, laying the foundation for more consistent instruction and improved student outcomes across all learner groups.
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Explicit Instruction
District-wide Expectation Focus Area:	Gradual Release-- Scaffolding and Differentiation
Evidence-based Strategy (PA Evidence Resource Center):	
Evidence Resource Center Tier:	

Related Essential Practices (check all that apply)	Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices
"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", "EP06: Foster a culture of high expectations for success for all students, educators, families, and community members"	A systematic and documented process is used to collaboratively review the school's curriculum for alignment to state standards, district curriculum, and student needs. There is evidence of ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research-based practices. Policies and structures allow educators both individual and collaborative time weekly to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff. School leaders and educators develop and regularly communicate high expectations and goals for student and school outcomes, emphasizing all staff members' roles and accountabilities.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Identify and invite ILT members (grade-band/content representation). Co-draft an ILT charter: purpose, roles, decision-making process, meeting cadence.	8/17/2026	9/12/2026	Principal	ILT template	N
	Hold ILT launch meeting: establish team norms, finalize charter, set full-year meeting calendar.	8/31/2026	9/11/2026	Principal + ILT	Norms protocol, meeting calendar template	Y

	Principal/data lead compile baseline data sources (prior-year assessment data, attendance, any existing observation notes, student work samples) into a shared folder for team review.	8/24/2026	9/14/2026	Principal / Data Lead	Shared drive, data collection template	N
	Train ILT on a collaborative data-analysis protocol (e.g., Data-Driven Dialogue). Apply it to baseline achievement/assessment data; team records noticings and wonderings only — no conclusions yet.	9/14/2026	10/17/2026	Principal / ILT Facilitator	Protocol guide, baseline data sets	Y
	Establish the administrative walkthrough schedule and tool. Q1 walkthroughs will look specifically for classroom environment and alignment to PBIS/behavior framework.	8/24/2026	9/14/2026	Principal / Assistant Principal	Low-inference walkthrough note-catcher	N
	Apply the same data analysis protocol to classroom-level evidence during ILT (student work samples, any existing walkthrough notes, and JIT student data) to surface patterns in current instructional practice across classrooms.	10/20/2026	10/31/2026	ILT	Protocol guide, walkthrough notes, student work samples	Y
	ILT synthesizes noticings from both cycles, looks for recurring patterns/root causes, and drafts 2–3 possible instructional focus areas with supporting evidence for each.	11/3/2026	11/14/2026	ILT	Synthesis template	N
	ILT weighs the 2–3 draft focus areas against the evidence and selects one school-wide instructional focus area. Drafts a one-page, evidence-based rationale for staff.	11/17/2026	11/21/2026	ILT	One-page rationale template	N
	ILT presents its data story and proposed instructional focus to full staff at a staff meeting; gathers staff feedback and questions before finalizing.	12/1/2026	12/5/2026	ILT + Principal	Staff presentation, feedback form	Y
	During collaborative planning, unpack the PSSA TDA scoring guidelines and the Math General Description of Scoring Guidelines.	8/24/2026	10/2/2026	Principal +ILT		Y
	Align weekly HQIM assessments to match the rigor and language of PSSA eligible content and collaborate with teachers to determine a weekly cadence for PSSA exposure during JIT.	8/17/2026	12/5/2026	ILT		
	Deploy consistent, school-wide frameworks for responding to constructed items (e.g., using RACES for TDAs or CUBES for math) paired with paragraph frames and sentence starters, specifically targeting English learners.	8/17/2026	8/24/2026	Principal/AP		N
	Launch Instructional Rounds with ILT members.	9/1/2026	10/30/2026	Principal/AP/ILT		N
	ILT co-develops a one-page vision of structured guided practice ('We Do') and accountable academic discourse,	12/8/2026	12/19/2026	ILT	PA Evidence Resource look-fors, discourse-structure reference sheets	Y
	Staff PD on structured guided practice and academic discourse co-facilitated by ILT members.	1/5/2027	1/16/2027	ILT + Principal	ILT vision doc, talk-stem cards, RACES/CUBES rehearsal protocol	Y
	Administrators shift from classroom readiness lookfor tool to an instructionally aligned formal look-for tool: evidence of structured student-to-student discourse during guided practice (talk stems in use, discussion protocol, oral rehearsal), not just teacher modeling presence.	1/20/2027	1/31/2027	Principal / Assistant Principal	Formal walkthrough look-for tool	N
	Roll out school-wide vocabulary routines, sentence frames, and structured discourse opportunities. Ensure English learners have regular, scaffolded opportunities to use language to inform, narrate, explain, and argue.					
	Complete Instructional Rounds with full staff.	12/8/2026	1/31/2027	Principal/AP/ILT		N

	ILT reviews walkthrough and Instructional Rounds trends and re-applies its data protocol to check progress against the Q1 baseline. Team recommends adjustments and sets the Q3 focus.	2/16/2027	2/27/2027	ILT	Q1 baseline data, admin/peer walkthrough data, protocol guide	N
	Introduce bi-weekly, independent practice sessions for TDAs and math constructed responses to build the physical and mental stamina required for the spring PSSA testing window.	2/1/2027	4/17/2027	Classroom Teachers / ILT	RACES/CUBES student templates, timed-practice protocol	N
	ILT-led staff PD bringing the full structured guided practice toolkit to all staff, using exemplars and lessons learned from Q2's admin/peer walkthroughs about what worked in which contexts.	3/2/2027	3/13/2027	ILT + Principal	Q2 exemplars, discourse-structure reference sheets	Y
	Introduce a structured peer feedback routine (students give each other feedback on constructed responses using a simple rubric) as another discourse structure, alongside continued oral RACES/CUBES rehearsal — reinforcing that the focus is the broader practice of accountable talk, not a single tool.	3/30/2027	4/3/2027	ILT / Classroom Teachers	Peer feedback rubric, protocol guide	N
	ILT and admin jointly review building-wide walkthrough/coaching data and student TDA/CR practice results for the first time at full scale. Identify which discourse structures show the strongest evidence of impact, celebrate early wins, name persistent gaps.	4/20/2027	5/1/2027	ILT + Principal	Walkthrough/coaching data, student practice results, protocol guide	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.

ILT Level: The ILT will meet weekly to review its own progress — data-reflection cycles (Q1), then guided-practice/discourse-toolkit look-fors (Q2), then building-wide adoption and student TDA/CR practice data (Q3) — using a standing agenda item of 'what did we notice, what does it tell us, what's next.'

Admin Walkthrough Level: Administrators conduct walkthroughs starting in Q1 (classroom environment), shifting to weekly with a formal look-for tool in Q2 (structured student discourse during guided practice), and weekly paired with individual coaching conversations in Q3.

Principal/Steering Committee Level: The principal will meet quarterls with the SIP steering committee to review whether ILT and walkthrough milestones were completed on schedule, and to troubleshoot delays before they cascade into the next 90-day block.

Staff Level: Staff receive a brief update at each staff meeting on where the ILT is in its process. From Q2 onward this becomes participation (discourse-toolkit PD, peer visits, coaching feedback), so the practice is adopted through a visible, trusted process.

Year-End: The Q3 close-out hands data and recommendations to the ILT and staff for Year 2 planning, including which discourse structures to formalize school-wide and whether admin walkthroughs move to a formal rating tool, so momentum carries into next year.

Strategy 2

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

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

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

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

Priority Statement (copy and paste from previous tab):	If we develop a school-wide PBIS framework and systematic attendance and discipline monitoring system, then teachers and leaders will consistently implement Tier 1 behavior supports, respond proactively to attendance and discipline data, and maintain high expectations for student engagement and belonging, and students will demonstrate improved attendance, fewer disciplinary incidents and suspensions, and stronger school culture scores reflective of a safe, supportive, and inclusive learning environment.
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Restorative Practices
District-wide Expectation Focus Area:	Tier 1 Monitoring, PBIS, Restorative Practices
Evidence-based Strategy (PA Evidence Resource Center):	
Evidence Resource Center Tier:	

Related Essential Practices (check all that apply)	Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices
"EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based", "EP06: Foster a culture of high expectations for success for all students, educators, families, and community members", "EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically", EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. , EP13: Implement a multi-tiered system of supports for academics and behavior	Teacher teams regularly evaluate the impact of classroom instruction on student learning, and on addressing educational disparities across student groups. School leaders and educators develop and regularly communicate high expectations and goals for student and school outcomes, emphasizing all staff members' roles and accountabilities. The school intentionally creates opportunities for students to build positive relationships with peers. Five or fewer positively stated schoolwide behavioral expectations are clearly posted throughout the school. Discipline referral data are used to make decisions about design, implementation, and evaluation of schoolwide behavioral supports. Behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms. The school systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?

	Identify and invite a Climate & Culture Team (admin, counselor, behavior/interventionist staff, grade-band representation). Co-draft a team charter: purpose, roles, decision-making process, meeting cadence.	8/17/2026	9/12/2026	Principal/AP	Team charter template	N
	Hold C&C team launch meeting: establish norms, finalize charter, set full-year meeting calendar.	8/31/2026	9/11/2026	Principal + Climate & Culture Team	Norms protocol, meeting calendar template	Y
	Compile baseline attendance data (daily/chronic absenteeism rates), discipline data (office referrals, suspensions by type/location/time), and any prior climate survey data into a shared tracker.	8/24/2026	9/14/2026	Principal / Data Lead	Shared drive, attendance/discipline data tracker template	N
	Host a family engagement night for attendance.	9/14/2026	10/17/2026	CIS Coordinator/Parent Liaison	Agenda, Attendance Works Info	N
	Establish the administrative walkthrough schedule and tool. Q1 walkthroughs will look specifically for classroom environment and alignment to PBIS/behavior framework.	8/24/2026	9/14/2026	Principal / Assistant Principal	Low-inference walkthrough note-catcher	N
	Team applies a collaborative data protocol to baseline attendance and discipline data: identify patterns by grade level, time of day, location, and offense/absence type to target Tier 1 supports where they matter most.	10/6/2026	10/17/2026	Principal / Team Facilitator	Protocol guide, baseline attendance/discipline data	Y
	Team drafts a school-wide behavior expectations matrix (3–5 core expectations defined by setting: classroom, calm down space, hallway, cafeteria, arrival/dismissal, restroom) grounded in Q1 data patterns.	8/17/2026	9/12/2026	Climate & Culture Team	PBIS expectations matrix template	N
	Team defines common language for minor vs. major behaviors, a clear referral flowchart, and the core Tier 1 supports/acknowledgment system staff will use consistently.	8/17/2026	9/12/2026	Climate & Culture Team	Minor/major behavior definitions, referral flowchart template	N
	Team establishes clear attendance monitoring thresholds (e.g., at-risk vs. chronic absenteeism definitions) and a simple bi weekly review process for flagging students early.	8/17/2026	9/12/2026	Principal / Attendance Lead	Attendance threshold guide, bi-weekly review template	N
	Team presents the expectations matrix, common language, referral process, and attendance monitoring system to full staff; gathers feedback before building-wide launch.	8/24/2026	9/14/2026	Climate & Culture Team + Principal	Staff presentation, feedback form	Y
	Launch the school-wide acknowledgment/reinforcement system (e.g., tickets, points, recognition) building-wide, with clear, simple criteria all staff use consistently.	9/28/2026	10/9/2026	Climate & Culture Team	Acknowledgment system materials/tracker	N
	All staff deliver direct-instruction lessons teaching the expectations matrix to students in every setting (classroom, hallway, cafeteria, arrival/dismissal), using a shared lesson template.	9/7/2026	9/30/2026	Classroom Teachers / Climate & Culture Team	Expectations matrix, direct-teach lesson template	Y
	Hold the first Top Tiger/awards ceremony to celebrate student behaviors and achievement under the new acknowledgment system, reinforcing the expectations matrix building-wide.	10/28/2026	11/6/2026		Ceremony plan, recognition materials	N
	Team conducts a comprehensive review of first-semester data: attendance trends, discipline referral trends by location/grade/time, and acknowledgment-system usage/equity across classrooms and grade levels.	12/1/2026	12/12/2026	Climate & Culture Team	Attendance/discipline/acknowledgment data, protocol guide	N
	Based on the data review, team refines the expectations matrix, common language/referral flowchart, and acknowledgment-system criteria to close gaps identified in Q1 data (e.g., inconsistent use in a specific setting or grade band).	1/5/2027	1/16/2027	Climate & Culture Team	Revised matrix/flowchart/criteria, staff communication	N

	Brief staff refresher communicating any refinements from data review (not a new initiative) — what's changing in the matrix, referral process, or acknowledgment criteria and why, grounded in the data.	2/2/2027	2/13/2027	Climate & Culture Team + Principal	Refresher slides/handout	N
	Hold the second Top Tiger/awards ceremony to celebrate mid-year growth in student behavior and attendance.	1/21/2027	1/29/2027	Climate & Culture Team	Ceremony plan, recognition materials	N
	Team begins a standing biweekly review of attendance and discipline data against the Q1 thresholds to flag students who may need more than Tier 1 support, without yet building a formal Tier 2 system.	2/2/2027	2/13/2027	Climate & Culture Team	Attendance/discipline tracker, threshold guide	N
	Team reviews a full year-to-date of attendance, discipline, and acknowledgment-system data at building-wide scale. Identify which settings/grade levels show the strongest and weakest implementation after refinement.	3/2/2027	3/13/2027	Climate & Culture Team	Full-year data, protocol guide	N
	Host a family-facing event or campaign reinforcing attendance and the expectations matrix (e.g., an attendance recognition event), building on the fall family engagement night.	4/13/2027	4/24/2027	Principal / Climate & Culture Team	Event plan, family communication materials	N
	Hold a year-end celebration recognizing student growth in behavior, attendance, and engagement over the full year.	5/14/2027	5/14/2027	Climate & Culture Team	Ceremony plan, recognition materials	N
	Share Year 1 growth story with full staff (from no consistent systems to a functioning Climate & Culture Team, embedded admin walkthroughs, and building-wide Tier 1 PBIS); gather staff input for Year 2; formally close the Year 1 cycle.	5/18/2027	5/29/2027	Principal + Climate & Culture Team	Year 1 summary presentation, staff feedback survey	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.

"Climate & Culture Team Level: The team will meet biweekly to review its own progress — infrastructure-building (Q1), Tier 1 launch and early warning data (Q2), then building-wide data and Tier 2 identification (Q3) — using a standing agenda item of attendance/discipline data trends and implementation consistency.

Admin Walkthrough Level: Administrators conduct walkthroughs on a standing weekly cadence starting in Q1 (culture and climate), shifting to weekly review in Q2 (consistent use of expectations/referral process), and weekly paired with individual coaching conversations in Q3.

Principal/Steering Committee Level: The principal will meet quarterly with the SIP steering committee to review whether team and walkthrough milestones were completed on schedule, and to troubleshoot delays before they cascade into the next 90-day block.

Staff Level: Staff receive a brief update at each staff meeting on attendance/discipline data trends and any refinements to the expectations matrix or acknowledgment system, so the system feels transparent and data-driven rather than reactive.

Year-End: The Q3 close-out hands data and recommendations to the team and staff for Year 2 planning, including whether to formalize Tier 2 supports, so momentum carries into next year."

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)	Instructional/Academic Professional Learning-- Explicit Instruction; Strengthening Tier 1 Instruction
Audience	teachers and instructional paraprofessionals
Topics to be Included	Small group instruction; flexible instruction; gradual release; tier 1 instruction; formative instruction; academic vocabulary; use of HQIM; scaffolding; grade level standards; student work analysis; data review;
Evidence of Learning	rolling agenda; data protocol; lesson plans; walkthrough data; observations; data meetings; reflections;
Lead Person/Position	Principal, AP, ILT, Reading Specialist, Intervention Specialist, facilitators
Anticipated Start	8/1/2026
Anticipated Completion	06/2027
Learning Format: Type of Activities	In Service/Workshop
Frequency	monthly professional learning and weekly PLC meetings
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #2	
Professional Development Activity Name (Strategy(ies) Name)	Culture and Climate Professional Learning - Strengthening C&C Tier 1 Systems
Audience	all staff
Topics to be Included	CASEL framework; PBIS; evidence based attendance strategies; family engagement;
Evidence of Learning	reduction of referrals; reduction of suspensions; decrease chronic attendance; increase ADA ; walkthrough/observations; climate survey; parent/family sign in sheets
Lead Person/Position	Attendance Team; Behavior Specialist; Homeschool visitor; social worker; counselor; Parent Liaison; Admin
Anticipated Start	8/1/2026
Anticipated Completion	06/2027
Learning Format: Type of Activities	In Service/Workshop
Frequency	monthly
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

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

Communications Plan for School Improvement

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

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

Goals and Targets

DIRECTIONS: Please review the guidance provided HERE and identify your target numbers to embed within the provided goal statements to reflect your school's historical data and your goals for the 26-27 school year, in alignment to achieve the 2030 District Strategic Goals. ***CALCULATE YOUR SCHOOL GOALS HERE**

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (K-2)	Proficiency	At least 45% of students will perform At/Above benchmark on the 26-27 Q4 ELA Star CBM assessment.	100% of students will participate in the 26-27 Q1 ELA Star CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 30% of students will perform At/Above benchmark on the 26-27 Q2 ELA Star CBM assessment.	There is no Q3 assessment administered.	At least 45% of students will perform At/Above benchmark on the 26-27 Q4 ELA Star CBM assessment.
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (K-2)	Growth	At least 50% of students will be identified as "Moving Up" on the 26-27 Q4 ELA Star CBM assessment.	100% of students will participate in the 26-27 Q1 ELA Star CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 25% of students will be identified as "Moving Up" on the 26-27 Q2 ELA Star CBM assessment.	There is no Q3 assessment administered.	At least 50% of students will be identified as "Moving Up" on the 26-27 Q4 ELA Star CBM assessment.
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (3-5)	Proficiency	At least 27.6% of students will perform at Proficient or Advanced on the Spring 2027 ELA PSSA.	100% of students will participate in the 26-27 Q1 Star Reading assessment in order to determine a baseline proficiency (State Measured Proficient/Advanced) for the 26-27 school year.	There will be at least a 4% increase of students performing Proficient/Advanced from the baseline assessment on the 26-27 Q2 Star Reading Assessment.	There is no Q3 assessment administered.	There will be at least a 13% increase of students performing Proficient/Advanced from the baseline assessment on the 26-27 Q4 Star Reading Assessment.
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (3-5)	Growth	We will achieve a PVAAS Growth Score of at least 80 (or at least 1 standard deviation above average)	100% of students will participate in the 26-27 Q1 Star Reading assessment in order to determine a baseline proficiency (State Measured Proficient/Advanced) for the 26-27 school year.	There will be a median SGP of 65 on the Star Reading assessment measured from the 26-27 baseline to 26-27 Q2 administration.	There is no Q3 assessment administered.	There will be a median SGP of 65 on the Star Reading assessment measured from the 26-27 baseline to 26-27 Q4 administration.
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Math (K)	Proficiency	At least 45% of kindergarten students will perform At/Above benchmark on the 26-27 Q4 Star MathCBM assessment.	100% of kindergarten students will participate in the 26-27 Q1 Star Math CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 30% of kindergarten students will perform At/Above benchmark on the 26-27 Q2 Math Star CBM assessment.	There is no Q3 assessment administered.	At least 45% of kindergarten students will perform At/Above benchmark on the 26-27 Q4 Math Star CBM assessment.
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Math (K)	Growth	At least 50% of kindergarten students will be identified as "Moving Up" on the 26-27 Q4 Star Math CBM assessment.	100% of kindergarten students will participate in the 26-27 Q1 Star Math CBM Assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 25% of kindergarten students will be identified as "Moving Up" on the 26-27 Q2 Star Math CBM assessment.	There is no Q3 assessment administered.	At least 50% of kindergarten students will be identified as "Moving Up" on the 26-27 Q4 Star Math CBM assessment.
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Math (1-5)	Proficiency	At least 32.4% of students will perform at Proficient or Advanced on the Spring 2027 Math PSSA.	100% of students will participate in the 26-27 Q1 I-ready diagnostic assessment in order to determine a baseline proficiency (on grade level) for the 26-27 school year.	There will be a 7% increase in the percent of students performing on grade level on the 26-27 Q2 I-ready diagnostic assessment from the 26-27 Q1 baseline.	There is no Q3 assessment administered.	There will be a 21% increase in the percent of students performing on grade level on the 26-27 Q4 I-ready diagnostic assessment from the 26-27 Q1 baseline.
			Actual Performance				
			Met Target?				

			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	Math (1-5)	Growth	We will achieve a PVAAS Growth Score of at least 80 (or at least 1 standard deviation above average)	100% of students will participate in the 26-27 Q1 I-ready diagnostic assessment in order to determine a baseline to set stretch goals for the 26-27 school year.	At least 12.5% of students are meeting their stretch goals on the 26-27 Q2 I-ready diagnostic assessment.	There is no Q3 assessment administered.	At least 25% of students are meeting their stretch goals on the 26-27 Q4 I-ready diagnostic assessment.
			Actual Performance				
			Met Target?				

				Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	EL Growth (K-12)		At least 70.6% 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:	endance		At least 76% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 82% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least 80% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least 78% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 76% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.

G	Atte						
			Actual Performance				
			Met Target?				

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