

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	Washington Elementary School
Principal Name	Jeff Grillo
Executive Director of Instructional Leadership	Dr. Malika Savoy
ESSA Federal Designation	Non-Designated

Planning Team

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

Team Member Title	Team Member Name	Organization
Principal	Jeff Grillo	Washington Elementary
Assistant Principal	Wes Spence	Washington Elementary
Supervisor of Instruction	Lisa Brinker	Washington Elementary
Reading Specialist	Tanja Turchanik	Washington Elementary
Intervention Specialist	Robert Taggart	Washington Elementary
School-based Special Education Leader	Jillian Emert	Washington Elementary
School-based EL Teacher Leader	Tiffany McDivitt	Washington Elementary
School-based Climate Leader	Brooke Butler	Washington Elementary
School Counselor	Deanna Foley	Washington Elementary
School Social Worker	Najah Hendricks	Washington Elementary
Parent	Mildred Molina	Washington Elementary
Community Member or Business Partner	Lizbeth Espiritusanto Marte	Untied Way
District Level Leader	Dr. Malika Savoy	ASD
Superintendent (Chief School Administrator)	Dr. Carol D. Birks	ASD

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?

Washington 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	PSSA ELA proficiency for All Students decreased by 6.90 percentage points year-over-year, moving from 20.80% in the 2023-24 school year to 13.9% in the 2024-25 school year.	Challenge	☐
Proficient or Advanced in English Language Arts/Literature	English Learners, Combined Ethnicity	On the PSSA ELA assessment, the following subgroups did not meet statewide goal/interim target - Decrease in performance from the following year.	Challenge	☒
Proficient or Advanced in English Language Arts/Literature	Multi-Racial (not Hispanic)	PSSA ELA data demonstrates sustained relative performance in the 2 or More Races student group, which achieved an overall net growth of 1.0 percentage point over three years (from 24.0% in 2022-23 to 25.0% in 2024-25). Furthermore, in 2024-25, this subgroup outperformed the 'All Students' proficiency rate (13.9%) by 11.10 percentage points.	Strength	☐
Proficient or Advanced in Mathematics/Algebra	All Student Group	Over three years (2022-2023 to 2024-2025), overall student math proficiency grew from 16.10% to 19.3%, resulting in a net gain of 3.2 percentage points. This progress wasn't a straight line; scores dipped to 14.60% in 2023-2024 before bouncing back. While this improvement matches the state's upward trend (which rose from 38.30% to 41.7%), our students still trail the state average by a wide gap of 22.4 percentage points.	Challenge	☐
Proficient or Advanced in Mathematics/Algebra	English Learners, Combined Ethnicity	On the PSSA ELA assessment, the following subgroups did not meet statewide goal/interim target even though they showed increase in performance from the following year.	Challenge	☒
Proficient or Advanced in Mathematics/Algebra	Students with Disabilities	This is the only group in the entire dataset to show uninterrupted, year-over-year growth. They started at 12.50% in 2022-2023, climbed to 14.60% during the year everyone else dipped, and surged to 21.1% in 2024-2025.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	All Student Group	During the 2024-2025 school year, the overall student population met and exceeded the federal and state expectations for annual academic growth in English Language Arts/Literature. The cohort achieved a PVAAS Academic Growth Score of 73.0, surpassing the statewide growth standard of 70.0 by +3.0 points, while trailing the statewide average growth score (75.4) by a narrow margin of 2.4 points.	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	English Learners, Combined Ethnicity	Over the past two school years, annual academic growth in ELA demonstrated a building-wide positive recovery. Between 2023-24 and 2024-25, every reported student group improved its growth index and successfully surpassed the PA statewide annual growth target of 70.0%: All Students increased by 11.00 percentage points (62.0% to 73.0%), Economically Disadvantaged increased by 8.00 points (66.0% to 74.0%), Hispanic increased by 7.00 points (64.0% to 71.0%), and Combined Ethnicity increased by 12.00 points (59.0% to 71.0%).	Strength	☐
Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature	Economically Disadvantaged, Combined Ethnicity	Although All Students met the state growth threshold in 2024-25 (73.0%), annual academic growth in ELA remains substantially below the 100.0% baseline established in 2022-23. The 'All Students' growth index dropped 27.0 percentage points over two years, with parallel multi-year declines observed across key student groups: Economically Disadvantaged decreased from 100.0% to 74.0% (-26.0 points), Hispanic decreased from 100.0% to 71.0% (-29.0 points), and Combined Ethnicity decreased from 100.0% to 71.0% (-29.0 points).	Challenge	☐
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	All Student Group	During the 2024-2025 school year, the overall student population significantly exceeded federal and state benchmarks for annual academic growth in Mathematics, earning an extraordinary PVAAS Academic Growth Score of 88.0. This performance shattered the minimum statewide growth standard of 70.0 by +18.0 points and substantially outpaced the Statewide Average Growth Score of 74.9 by a margin of +13.1 points.	Strength	☐

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	English Learners	A significant disparity exists between academic growth and grade-level achievement for English Learners (EL). While EL students met or exceeded state growth benchmarks in 2024-25—achieving 91.0% growth in Math and 74.0% growth in ELA—their absolute ELA proficiency rate has declined to a critical low of 1.70% (down from 26.30% in 2022-23), indicating that current growth trajectories are insufficient to bridge the grade-level proficiency gap.	Challenge	☒
Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra	Hispanic, Economically Disadvantaged	In Math annual academic growth, all reported student groups surpassed the PA statewide growth threshold of 70.0% for the third consecutive reporting cycle. Furthermore, every group demonstrated a significant year-over-year growth recovery between 2023-24 and 2024-25: All Students increased by 13.00 percentage points (75.0% to 88.0%), Hispanic students increased by 14.00 points (76.0% to 90.0%), Economically Disadvantaged students increased by 16.00 points (74.0% to 90.0%), and Combined Ethnicity increased by 16.00 points (74.0% to 90.0%) The English Learner group achieved the highest growth score in the school at 91.0%	Strength	☐
English Language Growth and Attainment	All Student Group	In the 2024-2025 school year, 52.3% of our English Learners achieved their language growth targets. Although this technically missed the state's strict interim goal on the path to the 2033 target (70.3%), it represents a major success, outperforming the state average (32.4%) by nearly 20 percentage points.	Strength	☐
English Language Growth and Attainment	Hispanic, Economically Disadvantaged	In English Language Growth and Attainment, the Hispanic student group demonstrated high performance, achieving a growth/attainment rate of 53.5%—outperforming the building 'All Students' average (52.3%) by 1.20 percentage points. Furthermore, the Economically Disadvantaged student group maintained performance equity at 51.3%, performing within 1.00 percentage point of the overall building average.	Strength	☐
English Language Growth and Attainment	Students with Disabilities, African American	English Language Growth and Attainment for the Combined Ethnicity group has plateaued near 52.3%, trailing the highest-performing student group (Hispanic at 53.5%) by 1.20 percentage points and remaining below historical building benchmarks.	Challenge	☐
Regular Attendance	All Student Group	From the 2022-2023 to 2024-2025 school years, the overall student population demonstrated a massive, continuous recovery in regular attendance, surging by +27.5 percentage points from a historic low of 38.30% up to 65.8%. While this local upward trajectory significantly outpaced the state's growth pace (+5.7 percentage points), the district's final regular attendance rate still trails the Statewide Average (79.6%) by a wide achievement gap of -13.8 percentage points.	Challenge	☒
Regular Attendance	English Learners, Hispanic, Economically Disadvantaged	Data for Regular Attendance indicates strong engagement among English Learners (72.1%) and Hispanic students (66.9%), both of which surpassed the 'All Students' benchmark of 65.8%. Furthermore, the Combined Ethnicity (65.5%) and Economically Disadvantaged (65.4%) student groups demonstrated high performance equity, operating within 0.40 percentage points of the building average.	Strength	☐
Regular Attendance	Students with Disabilities, African American	In Regular Attendance, Students with Disabilities and Black students experience persistent, significant attendance challenges as the lowest-performing groups in the building. In 2023–24, only 51.6% of Students with Disabilities and 56.4% of Black students achieved regular attendance, trailing the 'All Students' building average (65.8%) by 14.20 and 9.40 percentage points, respectively.	Challenge	☐
Career Standards Benchmark	All Student Group	In the 2024-2025 school year, 100% of our students successfully met the Career Standards Benchmark. We fully cleared the state's performance target (98.0%) and outperformed the statewide average (91.5%) by 8.5 percentage points, representing a perfect compliance and operational success for our counseling and career readiness programs.	Strength	☐
Career Standards Benchmark	English Learners, Economically Disadvantaged	During the 2024–2025 school year, the English Learner, Economically Disadvantaged, Hispanic, and Combined Ethnicity student groups each achieved a perfect 100.0% on the Career Standards Benchmark. This flawless performance fully satisfied the federal designation of "Exceeds Performance Standard," matching the overall school average while surpassing the Statewide Average (91.5%) by 8.5 percentage points and exceeding the Statewide Performance Standard (98.0%) by 2.0 percentage points. These results demonstrate exceptional career readiness performance across multiple student groups.	Strength	☐
Career Standards Benchmark	Hispanic, Students with Disabilities	While reported student groups achieved 100.0% on the Career Standards Benchmark, data tracking is constrained by 'Insufficient Sample' designations for high-needs groups, including Students with Disabilities and Black students. The lack of reportable cohort data limits systemic monitoring of career artifact completion and readiness for these specific student populations.	Challenge	☐

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
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English Language Arts	Star	The percentage of students in grades 3-5 performing above proficiency level grew from 25% in the Fall to 34% in the Spring, supported by a solid school-wide Average Student Growth Percentile (SGP) of 53.	Strength	☐
English Language Arts	Star	The percentage of 4th-grade students achieving above proficiency level saw minimal improvement, increasing by only 2 percentage points from 24% in the Fall to 26% in the Spring.	Challenge	☐
Mathematics	Star	From Fall 2025 to Spring 2026, students in grades 3-5 demonstrated positive academic progress, increasing the overall percentage of students achieving above proficiency level from 14% to 21% and achieving a solid overall Student Growth Percentile (SGP) of 52.	Strength	☐
Mathematics	Star	While Grade 5 students demonstrated strong growth with an Average SGP of 56, they showed the lowest increase in proficiency, with the percentage of students scoring above the proficiency level rising by only 1% (from 14% in the Fall to 15% in the Spring).	Challenge	☐
Science	CDT	Cannot access CDT at this time. Revision TBD	Strength	☐
Science	CDT	Cannot access CDT at this time. Revision TBD	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	Smart Futures	Our 5th grade students have a 100% artifact compliance rate on Smart Futures	Strength	☐
Attendance	PowerSchool Attendance	Decreased chronic absenteeism from 38% to 31.8% and increased daily average attendance from 90.54% to 91.13%	Strength	☐
Suspensions	PowerSchool Incidents.	During the 2025–2026 school year, the school recorded a total of 20 disciplinary incidents that resulted in suspension	Challenge	☐
Incidents	PowerSchool Incidents.	During the 2025–2026 school year, the school recorded 265 total disciplinary incidents classified as Level 2 through Level 4 infractions.	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	Emerging	Time for collaboration between educators is scheduled, but limited to a few educators, grade levels, or subjects. Use of collaborative planning time is not structured or 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	Operational	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging	School leaders articulate the importance of building a sense of empowerment among staff, but only sporadically incorporates activities, tools, and protocols to develop empowerment among staff in shared decision-making or problem-solving.
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Provide Student-Centered Support Systems	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Emerging	The school community has a shared vision and plan for promoting, enhancing, and sustaining a positive school climate.
	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.
Professional Learning	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).

Foster Quality Professional Learning	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Emerging	Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs.
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational	Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.
Challenges				
DIRECTIONS: Identify two-three essential practices related to your Final Why Statements on the Root Cause Analysis tab (they should not be rated Exemplary), which will be used to develop your priority statements in the GO: Analyzing (Strengths and Challenges) section of the FRCPP. Copy and paste the EP from columns C&D into the cells below.				
Challenge EP 1:		Identify and address individual student learning needs.		
Challenge EP 2:		Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.		
Challenge EP 3:		Implement a multi-tiered system of supports for academics and behavior.		
Strengths				
DIRECTIONS: Identify and analyze two essential practices rated Operational or Exemplary, that you consider strengths of your school [they will be checked off in the GO: Summary of Strengths and Challenges section of the FRCPP as your prioritized strength statements]. Next, add a discussion statement for each statement regarding "how these strengths can be leveraged in your efforts to improve the prioritized challenges"? What do we do well that we can leverage to improve our root causes? What do we do well that we can leverage to improve our root causes? These statements will be copied in the GO: Analyzing (Strengths and Challenges) section of the FRCPP.				
Strength Statement 1:		Align curriculum, assessments, and instruction to the PA Standards	Discussion Statement:	We will leverage our strong, operational curriculum alignment and High-Quality Instructional Materials (HQIM) by embedding built-in Tier 1 differentiation pathways, Benchmark Express ELD tabs, and iReady/Lexia platform tools directly into daily core instruction.
Strength Statement 2:		Continuously monitor implementation of the school improvement	Discussion Statement:	We will leverage our operational monitoring systems and bi-weekly leadership review loops to rigorously track the execution of our Tier 1 interventions.

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

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

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

Priority	Priority Statement (SY26-27)	District Aligned Focus Areas (ex: ELA, Math, Attendance, Grad Rate, etc.)
Priority #1	If collaborative planning, professional learning, and instructional feedback are intentionally focused on helping teachers analyze student learning evidence, identify student needs, and plan differentiated Tier 1 instruction, then teachers will consistently analyze student learning, implement responsive instructional strategies, and maintain grade-level expectations for all learners using district-approved High-Quality Instructional Materials (HQIM) with fidelity, and students will demonstrate improved achievement and growth in ELA and Mathematics and increased English Language Attainment.	Math, ELA, English Language Attainment
Priority #2	If we transform our attendance outreach structures from universal, school-centric messaging into a targeted, collaborative family partnership framework, then our attendance team and outreach worker will proactively engage and co-design individualized, non-punitive attendance solutions alongside the parents of chronically absent student groups, and student chronic absenteeism will decrease, resulting in a significant increase in regular attendance rates particularly among our highest-risk student cohorts.	Regular Attendance
Priority #3	If we expand our Tier 1 PBIS framework to integrate a multi-tiered mental health infrastructure, then our administrators and student support teams will shift from reactive, punitive discipline to deploying Tier 2 targeted clinical interventions (such as trauma-informed de-escalation and coping skill groups) and Tier 3 intensive mental health case management; as a result, repeating instances of aggressive or disrespectful behavior will decrease, leading to a significant drop in out-of-school suspensions and a safer, more supportive school environment.	Climate and Culture

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/resources needed, and whether the step requires PD.

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

Priority Statement (copy and paste from previous tab):

If collaborative planning, professional learning, and instructional feedback are intentionally focused on helping teachers analyze student learning evidence, identify student needs, and plan differentiated Tier 1 instruction, then teachers will consistently analyze student learning, implement responsive instructional strategies, and maintain grade-level expectations for all learners using district-approved High-Quality Instructional Materials (HQIM) with fidelity, and students will demonstrate improved achievement and growth in ELA and Mathematics and increased English Language Attainment.

Aligned District-wide Expectation

(Root Cause Crosswalk; June ELLA Resources):

Implementation of standards-aligned literacy instruction that provides all students access to complex texts and grade-level tasks through explicit instruction, scaffolding, and formative assessment.

District-wide Expectation Focus Area:

Strengthening 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, "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", "EP05: Provide frequent, timely, and systematic feedback and support on instructional practices"

EP03:
-Educators continually monitor and adjust instruction and content based on multiple checks for understanding.
-Processes and protocols guide and facilitate stakeholders' collection, analysis, review and

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
e: 90 Day Plan	Audit and finalize building master schedules to protect dedicated literacy small-group blocks (K-2: 60 minutes, 3-5: 30 minutes).	July	August	Principal, AP, Reading Specialist	Master Schedule Templates, District Scheduling Mandates	N
	Launch building-level Explicit Instruction Book Study focusing on the Archer model during pre-service days to strengthen Tier 1 instruction.	August	September	Principal, Reading Specialist	Explicit Instruction text (Archer, 2010)	Y
	STAR Window #1 (Fall Baseline): Roster students and complete baseline adaptive placement diagnostics for Lexia Core5 and the Renaissance STAR Literacy/Reading Universal Screener.	September	October	Classroom Teachers, Reading Specialist, Interventionist	Lexia Core5 platform, Renaissance STAR portal, student devices	N
	Implement the district-mandated 4-step data protocol during weekly or 10-day PLC cycles to guide responsive micro-grouping and analyze fallback skills.	September	October	Classroom Teachers, Reading Specialist, Interventionist	Coaching Log Sheets, Unit 1 & 2 Benchmark Advanced materials	Y

Launching & Baseline	Instructional Round #1 (Fall): Conduct the first required building walkthrough block focusing on scheduling compliance, environmental setups for small groups, and evidence of explicit Tier 1 teacher modeling ("I Do" phase).	October	October	Principal, Reading Specialists, Invited Grade-Level Leads	Observation Protocols, Problem of Practice Guide (Rounds Template)	Y
	Implement Steps 1 through 4 of the Data Wise Protocol (Organize for Collaborative Work, Build Assessment Literacy, Create Data Overview, and Dig into Student Data) during PLCs to isolate learner-centered problems using Fall STAR and Lexia baseline data.	August	October	Instructional Leadership Team	Data Wise 8-Step Framework Templates, Fall STAR/Lexia Performance Dashboards, PLC Recording Binders	Y
Monitoring & Adjusting: 90 Day Plan	Deploy structured coaching cycles featuring modeled lessons, co-teaching, and feedback on explicit delivery routines within Tier 1 blocks.	November	December	Reading Specialists, Interventionists	Coaching Framework, Observation/Feedback logs	Y
	STAR Window #2 (Late Fall Progress Check): Administer STAR Window #2 to track early growth metrics, specifically monitoring students who started below grade level to evaluate initial small-group impact.	December	December	Classroom Teachers, Reading Specialist, Interventionist	Lexia Core5 platform, Renaissance STAR portal, student devices	N
	Implement Benchmark Advanced Unit Resources under the Intervention & Reteaching Resources tab to guarantee that core HQIM are used with fidelity for differentiation.	December	January	Classroom Teachers, Reading Specialists	Benchmark Grade 1 & 3 Unit Samples, Integrated ELD resources	Y
	Launch Title I-funded extended learning opportunities (before/after school tutoring) and family literacy workshops, aligned explicitly to reinforce Benchmark Advanced home strategies and Lexia Core5 tracking.	January	February	Family Engagement Coordinator, Interventionists, Principal	Workshop materials, Benchmark take-home texts, Translators	Y
	Instructional Round #2 (Winter): Conduct the second required instructional round focusing on student task engagement during small-group time and verifying the fidelity of aligned HQIM differentiation materials.	January	February	Principal, District Network Team, Peer Teachers	Walkthrough rubrics, Benchmark differentiation checklist	Y
	Execute Steps 5 and 6 of the Data Wise Protocol (Examine Instruction and Develop Action Plan) by auditing classroom instruction during small groups to match student data gaps with specific Benchmark Advanced Intervention/Reteaching curriculum tools.	November	January	Instructional Leadership Team	Data Wise 8-Step Framework Templates, Fall STAR/Lexia Performance Dashboards, PLC Recording Binders	Y
Deepening & Evaluating: 90 Day Plan	Complete STAR Window #3 and pull weekly Lexia reports to target prescribed Lexia Lessons in small groups.	February	February	Classroom Teachers, Reading Specialist, Interventionist	Lexia Core5 platform, Renaissance STAR portal, student devices	N
	Implement targeted oral language development routines (turn-and-talk, partner retell, sentence expansion) for Tier 1 EL support using HQIM curriculum frames.	March	April	Reading Specialists, ELD Facilitators	Benchmark Express/Advanced ELD Scaffolds	Y
	Instructional Round #3 (Spring): Conduct the third required instructional round focusing on the integration of student scaffolding and independent application ("You Do" phase), verifying that HQIM-aligned rigor isn't lowered.	March	March	Principal, Reading Specialists, Invited Grade-Level Leads	Observation Protocols, Problem of Practice Guide (Rounds Template)	Y
	Synthesize all walkthrough data, lesson plan reviews, and Instructional Rounds trends to calibrate upcoming professional development and vertical planning for next term.	April	April	Principal, AP, Reading Specialist	Compiled Rounds Data Maps, Feedback forms, Benchmark Walkthrough Protocols	N
	Execute Steps 7 and 8 of the Data Wise Protocol (Plan to Assess Progress and Act & Assess) by analyzing Winter STAR/Lexia metrics in PLCs to scale up successful Tier 1 differentiation and dynamically rebuild responsive student micro-groups.	February	April	Instructional Leadership Team	Data Wise 8-Step Framework Templates, Fall STAR/Lexia Performance Dashboards, PLC Recording Binders	

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

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

The Reading Specialists, Instructional Coaches, and Building Principal will meet bi-weekly with the Executive Director of Learning and Teaching to review elementary tracking metrics.

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 collaborative planning, professional learning, and instructional feedback are intentionally focused on helping teachers analyze student learning evidence, identify student needs, and plan differentiated Tier 1 instruction, then teachers will consistently analyze student learning, implement responsive instructional strategies, and maintain grade-level expectations for all learners using district-approved High-Quality Instructional Materials (HQIM) with fidelity, and students will demonstrate improved achievement and growth in ELA and Mathematics and increased English Language Attainment.					
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Implement standards-aligned, Tier 1 mathematics instruction using the techniques, strategies, content, and lesson structures outlined in high-quality resources. Instruction will be grounded in formative assessment, small-group structures, and the absolute belief that all students can access and master grade-level math content.					
District-wide Expectation Focus Area:	Strenthening Tier 1 Instruction					
Evidence-based Strategy (PA Evidence Resource Center):						
Evidence Resource Center Tier:						
Related Essential Practices (check all that apply)						
Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices						
"EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices", EP04: Identify and address individual student learning needs, "EP05: Provide frequent, timely, and systematic feedback and support on instructional practices"	EP03: -Educators continually monitor and adjust instruction and content based on multiple checks for understanding. -Processes and protocols guide and facilitate stakeholders' collection, analysis, review and					
Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
Baseline: 90 Day Plan	Identify and designate elementary Grade-Level Math Leads to participate in monthly professional learning and system-wide capacity building sessions with the Director of Math to prepare for deep standards unpacking.	August	September	Building Principal, Director of Mathematics	District Math Lead Framework, System-wide Meeting Rosters	N
	STAR Math Window #1 (Fall Baseline): Roster students and complete baseline adaptive placement diagnostics for the iReady Platform and the Renaissance STAR Math Universal Screener.	September	September	Classroom Teachers, Reading Specialist, Interventionist	iReady Dashboard, STAR Math Portal, Student Devices	N
	Launch Steps 1 through 4 of the Data Wise Protocol during weekly math PLCs to organize team structures, build assessment literacy, and analyze fall diagnostic baselines to isolate a school-wide math Learner-Centered Problem.	October	October	Insructional Leadership Team	Data Wise 8-Step Framework, Fall STAR/iReady Data Reports, PLC Recording Binders	Y

Launching & Building	Instructional Round #1 (Fall): Conduct the first required building-level instructional round focusing on math environment setups, student tool accessibility (manipulatives/visuals), and initial evidence of explicit teacher modeling during the "We Do" phase using core curriculum visual concepts.	October	October	Principal, Math Director, Peer Teachers	Math Walkthrough Rubrics, Instructional Rounds Observation Templates	Y
	Enroll and engage teachers in the Ongoing Assessment Project (OGAP) professional learning cohort series to master formative assessment routines and student work analysis protocols.	November	November	Director of Mathematics, Math Leads, Cohort Teachers	OGAP Training Modules, Student Math Artifacts/Work Samples	Y
Monitoring & Adjusting: 90 Day Plan	STAR Math Window #2 (Late Fall Progress Check): Administer STAR Math Window #2 to track intermediate core skill growth trajectories, focusing on students requiring prerequisite target scaffolds.	December	December	Classroom Teachers, Reading Specialist, Interventionist	iReady Dashboard, STAR Math Portal, Student Devices	N
	Embed real-time visual tracking during independent blocks to target specific student misconceptions, deploying flexible 5-minute math micro-groups for immediate reteaching during Tier 1 core time.	December	January	Core Math Teachers, Grade-Level Leads	Clipboard Trackers, Quick success-criteria rosters, Core math curriculum materials	N
	Execute Steps 5 and 6 of the Data Wise Protocol (Examine Instruction and Develop Action Plan) by using grade-level PLC sessions to analyze student work and explicitly align instructional responses with iReady platform instruction guides and core resources.	December	January	Instructional Leadership Team	Core Math Resources, iReady Teacher Toolbox, Data Wise Tools	Y
	Instructional Round #2 (Winter): Conduct the second required instructional round focusing on student discourse, math task rigor, and verifying the absolute fidelity of district-approved core mathematics instructional materials.	January	January	Principal, Assistant Principal, Peer Teachers	District Math Core Fidelity Checklists, Walkthrough Rubrics	Y
	STAR Math Window #3 (Winter Benchmark): Complete STAR Math Window #3 and pull mid-year iReady platform diagnostic progress summaries to measure operational system shifts.	February	February	Classroom Teachers, Reading Specialist, Interventionist	iReady Dashboard, STAR Math Portal, Student Devices	N
Deepening & Evaluating: 90 Day Plan	Execute Steps 7 and 8 of the Data Wise Protocol (Plan to Assess Progress and Act & Assess) by referencing Winter STAR Window #3 data against the school's active math plan to dynamically adjust Tier 1 micro-group parameters.	February	March	PLC Facilitators, Math Leads, Classroom Teachers	Data Wise "Act & Assess" Matrices, Winter Benchmark Records	N
	Launch Title I-funded extended math learning blocks (before/after school tutoring) and family STEM workshops, explicitly utilizing iReady platform tools and core resources to align home strategies with school-day routines.	March	April	Principal, Math Leads	Title I Workshop Kits, Core Curriculum take-home materials, Translators	Y
	Instructional Round #3 (Spring): Conduct the third required instructional round focusing on student independence during problem-solving, peer error analysis, and the maintaining of high grade-level math expectations.	April	April	Principal, Assistant Principal, Peer Teachers	District Math Core Fidelity Checklists, Walkthrough Rubrics	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.

Following each STAR Math window and Instructional Round, any grade-level cohort exhibiting stagnant growth loops or instructional drift from core materials will be placed on a 10-day support track, triggering targeted, collaborative classroom modeling and instructional planning loops led by the building's Math Leads and district coaches. Use of unvetted outside apps will be stopped to protect core block time.



Strategy 3

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

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

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

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

Priority Statement (copy and paste from previous tab):

If collaborative planning, professional learning, and instructional feedback are intentionally focused on helping teachers analyze student learning evidence, identify student needs, and plan differentiated Tier 1 instruction, then teachers will consistently analyze student learning, implement responsive instructional strategies, and maintain grade-level expectations for all learners using district-approved High-Quality Instructional Materials (HQIM) with fidelity, and students will demonstrate improved achievement and growth in ELA and Mathematics and increased English Language Attainment.

Aligned District-wide Expectation

(Root Cause Crosswalk; June ELLA Resources):

Intentionally embed language development opportunities within grade-level instruction across content areas, focusing on foundational academic vocabulary and structured talk at the Elementary level. EL teachers and grade/content teachers will systematically coordinate, collaborate, and share individual student language proficiency metrics to facilitate the effective implementation of scaffolds, leverage peer learning, and maintain an intentional, consistent focus on explicit instruction with real-time feedback loops.

District-wide Expectation Focus Area:

Strengthening 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)

"EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices", EP04: Identify and address individual student learning needs, "EP05: Provide frequent, timely, and systematic feedback and support on instructional practices"

EP03:
-Educators continually monitor and adjust instruction and content based on multiple checks for understanding.
-Processes and protocols guide and facilitate stakeholders' collection, analysis, review and

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
90 Day Plan	Distribute student language profiles, WIDA Can Do Descriptors, and Alternate WIDA Descriptors to all core Tier 1 teachers; align elementary master schedules to protect non-negotiable literacy small-group blocks (K-2: 60 min; 3-5: 30 min).	August	September	Principal, ELD Facilitator	WIDA Can Do Descriptors, Master Schedules, District Scheduling Guidelines	N
	Provide building-wide professional development to establish common oral language routines (turn-and-talk, choral response, partner retell, describe-and-explain routines, and sentence expansion) that classroom teachers and EL staff reinforce consistently.	August	September	LD Facilitators, Principal, Elementary ESL Teachers	District ELD Instructional Framework Guide	Y

Launching & Baseline: 90 Day Plan	Roster students and complete baseline adaptive placement diagnostics for Lexia Core5 and Renaissance STAR Reading (Window #1) to cross-reference reading metrics with active language proficiency levels.	September	September	Classroom Teachers, ESL Teachers, Reading Specialists, Assessment Coordinator	Lexia Core5, Renaissance STAR portal, Student devices, Elementary Standard Alignment Document	N
	Deploy Steps 1 through 4 of the Harvard Data Wise Framework during weekly PLCs to organize joint teams, build assessment literacy around WIDA levels, and isolate a school-wide linguistic Learner-Centered Problem using initial diagnostic data.	October	October	Instructional Leadership Team	Data Wise Framework Manuals, Fall STAR/Lexia Subgroup Reports, PLC recording binders	Y
	Conduct Instructional Round #1 (Fall): Focus systematically on small-group schedule compliance, environmental language print setups, and evidence of explicit teacher modeling of parallel Content and Language Objectives.	October	October	Principal, ELD Facilitators, Reading Specialists, Grade-Level Leads	District Walkthrough Rubric (EL Support Sections), Instructional Rounds Protocol Forms	Y
Monitoring & Adjusting: 90 Day Plan	Schedule and implement protected co-planning windows providing opportunities for EL staff/coaches to co-plan with content teachers every week or at least once in a 10-day cycle to design language-rich units and align scaffolds.	November	January	ELD Facilitators, Core Classroom Teachers, ESL Specialists	Co-Planning Log Calendars, Benchmark Express & Benchmark Advanced Teacher Blueprints	Y
	Administer STAR Reading Window #2 to monitor early Tier 1 literacy growth trajectories for English learners, matching growth data to vocabulary entry points and text accessibility needs.	December	December	Classroom Teachers, ESL Teachers, Reading Specialists, Assessment Coordinator	Lexia Core5, Renaissance STAR portal, Student devices, Elementary Standard Alignment Document	N
	Embed daily classroom processing scaffolds, specifically training teachers to provide structured "Think-Time" (3 to 5+ seconds) and visual sentence starters so ELs can participate in academic discourse to inform, narrate, explain, and argue.	December	January	Core Classroom Teachers	Sentence Stem Banks, Visual Sentence Starters	N
	Execute Steps 5 and 6 of the Data Wise Protocol (Examine Instruction and Develop Action Plan) during PLCs to audit lessons, ensuring that Benchmark Express and Benchmark Advanced core resources are deployed with absolute fidelity for light, moderate, and substantial support tiers.	January	January	Instructional Leadership Team	Data Wise Framework Manuals, Fall STAR/Lexia Subgroup Reports, PLC recording binders	Y
	Conduct Instructional Round #2 (Winter): Focus systematically on the quality of student interactive talk, peer learning structures, and verifying strict adherence to the fidelity of core HQIM curriculum materials.	January	January	Principal, ELD Facilitators, Reading Specialists, Grade-Level Leads	District Walkthrough Rubric (EL Support Sections), Instructional Rounds Protocol Forms	Y
	Launch Title I-funded family literacy workshops and extended learning opportunities, explicitly leveraging Benchmark Express home-reading frames and foundational vocabulary resources.	February	April	Family Engagement Coordinator, ELD Facilitators, Interventionists	Title I Workshop Kits, Core Curriculum take-home materials, Translators	Y
	Complete STAR Reading Window #3 (Winter Benchmark) and pull mid-year Lexia Core5 summaries; review the Lexia "Need Instruction" dashboard tab to deliver prescribed Lexia lessons to targeted EL subgroups during protected small-group blocks.	February	February	Classroom Teachers, ESL Teachers, Intervention Specialists	STAR Reading Portal, Lexia "Need Instruction" Dashboard, Student Devices	N

Following each STAR testing window and Instructional Round, any grade-level cohort showing stagnant growth loops, an absence of proficiency-aligned supports, or instructional drift from core materials will automatically trigger an intensive 10-day support track. This track initiates immediate, job-embedded professional learning where ELD facilitators will model, co-plan, and co-teach Tier 1 oral routines within those targeted core classrooms. Unvetted or unaligned supplemental materials will be flagged and removed from small-group rotations immediately.

Strategy 4

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

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

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

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

Priority Statement (copy and paste from previous tab):		If we transform our attendance outreach structures from universal, school-centric messaging into a targeted, collaborative family partnership framework, then our attendance team and outreach worker will proactively engage and co-design individualized, non-punitive attendance solutions alongside the parents of chronically absent student groups, and student chronic absenteeism will decrease, resulting in a significant increase in regular attendance rates particularly among our highest-risk student cohorts.				
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):		Establish a proactive, multi-tiered attendance improvement system that shifts from punitive, compliance-driven reactions to collaborative, tier-aligned family partnerships. Teams will leverage real-time data monitoring to design and coordinate early, individualized interventions alongside parents to dismantle barriers to regular school attendance.				
District-wide Expectation Focus Area:		Reducing Student Chronic Absenteeism & Transforming Family Outreach Systems				
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)				
EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports., "EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically"		The school systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends. The school uses structured, ongoing, systematic processes for communicating with and soliciting feedback from families.				
Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
Launching & Baseline: 90 Day Plan	Convene the Building Attendance Team to conduct a comprehensive root cause analysis using historical 2025–26 attendance dashboards and data tools to isolate baseline high-risk student cohorts.	August	September	Attendance Team, Principal, Assistant Principal	Attendance Dashboards, Historical District Data Tools, Worksheets	N
	Deliver professional learning to all school staff on Tier 1 attendance, positive school climate, and Restorative Practices (utilizing affective statements, restorative questions, and relationship-building class circles).	August	September	Assistant Principal, Attendance Team Leads	ASD Restorative Practices Resource Guide 26-27.pdf, Class Circle Frameworks	Y
	Launch monthly classroom and individual non-punitive attendance incentives alongside an updated recognition calendar; deploy Parent Liaisons and Outreach Workers to identify and onboard families lacking registration or access to PowerSchool and ParentSquare.	August	October	Attendance Team, Parent Liaison	PowerSchool Attendance Intervention Suite, ParentSquare access logs, Incentive Calendar materials	N

The Building Attendance Team (Principal, Assistant Principal, Counselor, Parent Liaison, Home Visitor, and Family Outreach Worker) will meet bi-weekly to review the attendance tracker and will examine student chronic absence metrics, cumulative state truancy records, logs of completed Truancy Elimination Plans (TEPs), intervention logs, family outreach worker group session notes, School Governance Council workshop artifacts, and administrative feedback summaries tracking classroom universal Tier 1 routines.

Strategy 5

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

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

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

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

Priority Statement (copy and paste from previous tab):	If we expand our Tier 1 PBIS framework to integrate a multi-tiered mental health infrastructure, then our administrators and student support teams will shift from reactive, punitive discipline to deploying Tier 2 targeted clinical interventions (such as trauma-informed de-escalation and coping skill groups) and Tier 3 intensive mental health case management; as a result, repeating instances of aggressive or disrespectful behavior will decrease, leading to a significant drop in out-of-school suspensions and a safer, more supportive school environment.
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Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Implement a tiered approach to behavior, wellness, and Positive Behavior Interventions and Supports (PBIS) alongside restorative approaches that promote positive interactions, repair relationships, and build strong student connections. Staff will possess a foundational understanding of adult regulation skills and the impact of trauma on learning to systematically model, teach, and reinforce social-emotional learning (SEL) competencies. Furthermore, classrooms will establish consistent routines that elevate student voice, utilize affective communication, and integrate structured frameworks for harm repair to ensure a safe, supportive, and inclusive school climate.
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District-wide Expectation Focus Area:	Strengthening Tier 1 Behavior Expectations, Restorative Systems, and Trauma-Inform
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Evidence-based Strategy (PA Evidence Resource Center):	
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Evidence Resource Center Tier:	
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Related Essential Practices (check all that apply)		Relevant Implementation Lookfors (Anticipated Outputs) Link to Essential Practices	
EP13: Implement a multi-tiered system of supports for academics and behavior, "EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically", EP16: Identify professional learning needs through analysis of a variety of data		Discipline procedures are aligned with the goals of supporting students in their learning and being respectful of all individuals; the goals are enhanced with authentic student-driven opportunities for reconciliation when appropriate. School leaders and educators make themselves	

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
Baseline: 90 Day Plan	Convene the school-based Climate Team to review historical 2025–26 discipline data and establish the school-specific PBIS matrix following the state implementation guides.	August	September	Principal, School Counselors, Behavior Specialists	"A Guiding Light" Manual, PBIS Organizing Supporting Adults To Implement PCBS_1.25.23.pdf, Historical Discipline Dashboards	N
	Deliver professional learning to all certified and support staff on the ASD Restorative Practices Resource Guide, focusing on the functional use of affective statements, restorative questioning protocols, and relationship-building classroom circles.	August	September	Assistant Principal, District Climate Coordinator, School Social Workers	ASD Restorative Practices Resource Guide 26-27.pdf, Workshop Session Frameworks	Y

Monitoring/Evaluation (Identify the people, methods, and the frequency) Example: The steering committee will meet monthly to review the implementation tracker and determine what steps have been implemented, what challenges need to be addressed, and what action steps will be implemented in the upcoming month.	
The Building Climate Team (Principal, Assistant Principal, District Climate Coordinator, Lead Social Worker, School Counselors, School Social Workers, and Behavior Specialists) will meet monthly to review the climate and behavioral intervention tracker.	

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)	Strengten Tier I Explicit Instruction
Audience	All teachers and instructional paraprofessionals
Topics to be Included	Gradual release/tier 1 Instruction/ use of HQIM, use of academic vocabulary/ grade level standards/ scaffolding/ small group instruction/ student work analysis in writing
Evidence of Learning	Rolling agendas, reflections, walk-through, data meetings, lesson plans
Lead Person/Position	Reading Specialist, Principal, AP, Interventionist, ILT Team, Office of Teaching and Learning
Anticipated Start	August 17, 2026
Anticipated Completion	June 7, 2027
Learning Format: Type of Activities	In-Services, conferences
Frequency	Monthly opportunities, weekly PLCs, conferences
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #2

Professional Development Activity Name (Strategy(ies) Name)	Strengthening Climate and Culture
Audience	All faculty and staff
Topics to be Included	SEL Program, PBIS, attendance, family engagement
Evidence of Learning	Reduction of referrals/behaviors, increase in daily attendance, decrease in chronic absenteeism, decrease in suspensions, walk-through data, climate survey, parent sign-in sheets
Lead Person/Position	Social worker, behavioral specialist, counselor, HSV, parent liaison
Anticipated Start	August 17, 2026
Anticipated Completion	June 7, 2027
Learning Format: Type of Activities	In-Services, conferences
Frequency	Monthly opportunities./conferences
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

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

Communications Plan for School Improvement

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

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

Goals and Targets

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

GOAL:	ELA (K-2)	Proficiency	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 45% of students will perform At/Above benchmark on the 26-27 Q4 ELA Star CBM assessment.	100% of students will participate in the 26-27 Q1 ELA Star CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 30% of students will perform At/Above benchmark on the 26-27 Q2 ELA Star CBM assessment.	There is no Q3 assessment administered.	At least 45% of students will perform At/Above benchmark on the 26-27 Q4 ELA Star CBM assessment.
			Actual Performance Met Target?				
GOAL:	ELA (K-2)	Growth	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 50% of students will be identified as "Moving Up" on the 26-27 Q4 ELA Star CBM assessment.	100% of students will participate in the 26-27 Q1 ELA Star CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 25% of students will be identified as "Moving Up" on the 26-27 Q2 ELA Star CBM assessment.	There is no Q3 assessment administered.	At least 50% of students will be identified as "Moving Up" on the 26-27 Q4 ELA Star CBM assessment.
			Actual Performance Met Target?				
GOAL:	ELA (3-5)	Proficiency	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 19.9% 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 25.3% 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 56.8% 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	At least 60% of eligible students will demonstrate growth of at least 0.3 from baseline Ellevation score	
			Actual Performance Met Target?				
GOAL:	Indance		Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 71.06% of students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 77.06% of students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least 75.06% of students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least 73.06% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 71.06% 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 265 incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 62 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 125 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 187 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 265 at the end of 26-27 Q4.
			Actual Performance				
			Met Target?				