

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	Jackson Early Childhood Center
Principal Name	Tara Walter
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	Tara Walter	Allentown School District
Assistant Principal	Adrienne Fedor	Allentown School District
Reading Specialist	Doreen Gill	Allentown School District
Intervention Specialist	Bethany George	Allentown School District
School-based Special Education Leader	Hannah Posocco	Allentown School District
School-based EL Teacher Leader	Madeline Noriega	Allentown School District
School Counselor	Lauren Amann	Allentown School District
School Social Worker	Lorisamar Espinosa-Rivera	Allentown School District
Parent	Sarina Patterson	Parent
Community Member or Business Partner	Kim Rohrbach	Muhlenberg College
District Level Leader	Jennifer Bryant	Allentown School District
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?

Jackson Early Childhood Center 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.

Jackson Data Dashboard (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 at least one topic area. 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.

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	Data Sources	Students	Data Statement	Strength or Challenge	Priority
English Language Arts	DIBELS, PAA	All Student Group	The DIBELS composite score proficiency increased by 20% in all student groups from BOY to MOY, which is 10 percentage points higher than the previous year.	Strength	☐
English Language Arts	DIBELS, PAA	All Student Group	Out of 62 students that were well below proficiency at MOY, 13 improved to proficient or above at EOY. (21% of our students that were well below moved to proficiency by EOY) (Amplify)	Strength	☐
English Language Arts	DIBELS, PAA	All Student Group	Although Jackson's DIBELS composite score proficiency at 56% is higher than the 41% district average for kindergarten, the goal of 70% proficiency was not reached.	Challenge	☒
English Language Arts	DIBELS, PAA	All Student Group	The PSF subscore on DIBELS is 30% district-wide as compared to Jackson, which is 50%. (One of the 1st early literacy scores attained)	Strength	☐
English Language Arts	DIBELS, PAA				☐
Mathematics	USNS	All Student Group	Student Number Sense Proficiency increased from 46.4% to 71.6% from the BOY to EOY based on USNS Data	Strength	☐
Mathematics	USNS	All Student Group	Student Number Sense Proficiency increased from MOY to EOY by 1% from 70.8% to 71.6%. Our goal of 74% proficiency was missed by 2.4%	Challenge	☒
Mathematics	USNS				☐
English Language Growth and Attainment	WIDA ACCESS (LAS links)	All Student Group	25 of 26 students (96%) increased their overall LAS Links Scale Score from September to May.	Strength	☐
English Language Growth and Attainment	WIDA ACCESS (LAS links)		18 out of 24 students (75%) remain at Proficiency Level 1 despite overall scale score gains	Challenge	☒
English Language Growth and Attainment	WIDA ACCESS (LAS links)		17 of 24 students (71%) met or exceeded their expected growth target.	Strength	☐
Regular Attendance	Attendance (Abre)	All Student Group	The percentage of chronically absent students increased from 38.96% in the 24-25 school year to 40.74% for the 25-26 school year.	Challenge	☒
Regular Attendance	Attendance (Abre)	Students with Disabilities	The percentage of chronically absent special education students increased from 32% in the 24-25 school year to 66.67% for the 25-26 school year. (look at abre and compare - Kinder district - higher than the district this year -- 48%)	Challenge	☐
Regular Attendance	Attendance (PA Future Ready Index)	All Student Group	Although we have made steady increases in our All Student group from 2021-22 (34.5%) to 2022-23 (44.4%) to 2023-24 (55.7%), we have not met the Statewide Average for Regular Attendance (79.6%). (from abre- 2024-2025 61% 2025-26 59%)	Challenge	☐
	Attendance (PA Future Ready Index)	African America/Blac, Combined Eth	Each of our student subgroups achieved a year over year increase in the percentage of students attending school regularly (90% of days or more) from the 22-23 school year to the 23-24 school year. Our black students increased from 60% to 63%, Hispanic students increased from 41.5% to 54.9%, Economically Disadvantaged students increased from 43.3% to 53.8%, English Learner students increased from 46.2% to 64.3%, and our Combined Ethnicity students increased from 44.4% to 56%	Strength	☐
Regular Attendance	Attendance (PA Future Ready Index)	African America/Blac, Combined Eth	None of our student subgroups met the performance standard for Regular Attendance (94.1%) in the 23-24 school year. Only 63% of black students, 54.9% of Hispanic students, 53.8% of Economically Disadvantaged students, 64.3% of English Learner students, and 56% of Combined Ethnicity students attended regularly (90% of days or more) in the 23-24 school year.	Challenge	☐
Behavior	Incidents/Suspensions/Expulsions	All Student Group	A significant increase in level 1 incidents (+42 incidents) from 2024-25 to 2025-26.	Challenge	☐
Behavior	Incidents/Suspensions/Expulsions		A decrease in Level 2 incidents (-4 incidents) and zero Level 3 incidents as compared to 9 the previous year	Strength	☐
Behavior	Incidents/Suspensions/Expulsions		A significant increase in level 1 incidents (+42 incidents) from 2024-25 to 2025-26.		☐

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	Operational	Structures, practices, and protocols guide educators use of individual student data to identify evidence-based strategies and differentiate instruction to address students' academic needs, resulting in rigorous instruction that meets the needs of each student. Educators regularly collaborate to assess implementation and effectiveness of differentiation strategies.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	Operational	Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.
Empower Leadership	6	EP06: Foster a culture of high expectations for success for all students, educators, families, and community members	Operational	Strategies to ensure a culture of high expectations for success for all students are pervasive throughout the school community.
	7	EP07: Collectively shape the vision for continuous improvement of teaching and learning	Operational	The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.
	8	EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational	School leaders actively model behaviors that promote a sense of empowerment among staff to engage in shared decision-making and problem-solving and to build their leadership capacities.
	9	EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational	The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs.
	10	EP10: Continuously monitor implementation of the school improvement plan and adjust as needed	Operational	School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.
Provide Student-Centered Support Systems	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively- stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Operational	Effective and efficient practices and processes have been implemented and refined. There is fidelity of MTSS implementation as evidenced by improved outcomes.
	14	EP14: Implement evidence-based strategies to engage families to support learning	Operational	Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	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	16	EP16: Identify professional learning needs through analysis of a variety of data	Operational	Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).

Foster Quality Professional Learning	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Emerging	Some educators and support staff are engaged in professional learning that makes use of more than one learning design to address their identified needs.
	18	EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.
Challenges				
DIRECTIONS: Identify two-three essential practices related to your Final Why Statements on the Root Cause Analysis tab (they should not be rated Exemplary), which will be used to develop your priority statements in the GO: Analyzing (Strengths and Challenges) section of the FRCPP. Copy and paste the EP from columns C&D into the cells below.				
Challenge EP 1:		EP17: Use multiple professional learning designs to support the learning needs of staff		
Challenge EP 2:		EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning		
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:	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically		Discussion Statement:	The structure of our school, educating only Pre-K and K students, has provided a space for a positive school environment, however, we would like to continue to strengthen our systems and approaches to welcoming and supporting all members of our school community earlier and throughout the year, to support increased improvement in our students' outcomes, in the short time we have them.
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:	Our various data teams (instructional leadership team, schoolwide, and classroom teams) are working well, however, it is currently being led by administration. We would like to gradually release the ownership of data analysis need identification, and actionable steps to make improvement to the teachers, which will also inform professional learning opportunities.

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, professional learning, and instructional feedback are intentionally focused on helping teachers identify student needs and plan differentiated Tier I instructionTHEN teachers will consistently analyze student learning and implement responsive instructional strategies, with an intentional focus on high leverage EL strategies, AND students will demonstrate improved growth and achievement in academic areas.	ELA, Math, ELL
Priority #2	IF we prioritize refining our positive and welcoming culture for students and families, THEN staff will have the resources to cultivate a resilient school infrastructure and a welcoming, collaborative community where every family feels connected, AND we will empower students to thrive, increase daily attendance and positive behaviors to maximize engagement and success.	Regular Attendance, Suspensions & Incidents

Strategy 1

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

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

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

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

Priority Statement (copy and paste from previous tab):		IF collaborative, professional learning, and instructional feedback are intentionally focused on helping teachers identify student needs and plan differentiated Tier I instruction THEN teachers will consistently analyze student learning and implement responsive instructional strategies, with an intentional focus on high leverage EL strategies, AND students will demonstrate improved growth and achievement in academic areas.				
Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):		Explicit Instruction				
District-wide Expectation Focus Area:		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		
"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				- There will be a clear structure for schoolwide and classroom data teams that outlines processes for ongoing data use. - Educators continually monitor and adjust instruction and content based on multiple checks for understanding. - Professional learning is focused on building the capacity of staff and other stakeholders to use data for decision-making (e.g., use of data for classroom instructional planning and for monitoring of student learning progress and disparities). - Educators exhibit instructional flexibility and responsiveness that allows for timely adjustments based on student needs. - Educators provide students with regular and timely descriptive feedback to help them improve their performance. - Educators prepare and guide paraprofessionals to provide appropriate levels of support needed for individual students.		
Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
	Ensure appropriate staffing to support instructional improvement to include reading specialist, intervention specialist, ELD teacher, and teachers.	8/1/2026	8/30/2026	Tara Walter/Principal	Title 1 funding to support salaries	N
	Establish a schedule that allows for as many additional supports during small group instruction as possible.	8/1/2026	8/30/2026	Tara Walter/Principal ; ILT Team	Schedule, Jackson Data Dashboard	N
	Develop and communicate a consistent schoolwide Data Team protocol and meeting calendar.	8/1/2026	8/30/2026	Tara Walter/Principal /Adrienne Fedor/AP	Data Calendar	N
	Construct a schedule of professional learning to enable leaders and teachers to collaborate systematically to enhance learning and teaching through data-driven analysis and explicit instruction. Empower educators through cycles of continuous improvement to improve their knowledge, skills and practices around tier 1 high quality explicit instruction strategies that are inclusive for all learners.	8/1/2026	9/30/2026	Tara Walter/Principal	Data-Wise, materials	Y
	Train teachers on analyzing universal screening, diagnostic, and formative assessment data.	10/1/2026	10/31/2026	Tara Walter/Principal ; ILT Team	Calendar of professional learning dates	Y
	Organize and build an annual schedule for bi-weekly team meetings focused on building teacher capacity	8/1/2026	8/30/2026	Tara Walter/Principal	Team meeting schedule	N

Launching & Baseline: 90 Day Plan	Organize and conduct 2 Kindergarten Instructional Paraprofessional meetings/trainings for upcoming Intervention groups, training paraprofessionals on instructional roles.	9/30/2026	10/31/2026	Tara Walter/Principal ; Doreen Gill/ Reading Specialist; Bethany George/Intervention Specialist	Paraprofessional meeting/training calendar	Y
	Facilitate Professional learning with teachers with a focus around structured literacy and high quality instructional practices.	8/1/2026	10/31/2026	Tara Walter/Principal ; Adrienne Fedor/AP	Structured literacy resources, scope and sequence, EL scaffolding techniques	Y
	Conduct two rounds of walkthroughs focusing on Gradual Release of Responsibility and Explicit Instruction.	9/1/2026	10/31/2026	Tara Walter/Principal ; Adrienne Fedor/AP	Walkthrough tracker, look fors, feedback form	N
	Facilitate Tier 1 Instructional PD session with Jackson staff.	10/1/2026	10/31/2026	Tara Walter/Principal ; ILT Team	Benchmark data, Tier 1 differentiation guides, high leverage EL strategies	Y
	Form and establish Kindergarten Para homogeneous groups of students identified with the same areas of weakness.	10/12/2026	10/31/2026	Tara Walter/Principal ; ILT Team	Intervention kits, decodable readers & manipulatives, master schedule matrix	N
Monitoring & Adjusting: 90 Day Plan	Reading Specialist will continue to model exemplar ELA lessons for teachers and administrators	11/1/2026	1/31/2027	Tara Walter/Principal ; Doreen Gill/Reading Specialist	ELA HQIM (High-Quality Instructional Materials), explicit lesson plan models, student work samples	Y
	Facilitate bi-weekly team meetings focused on student work analysis and instructional adjustments.	11/1/2026	1/31/2027	Tara Walter/Principal ; ILT Team	Student work protocols (ATLAS), formative assessments, student work samples	Y
	Plan and Execute round 1 of School-Based Instructional Rounds with a focus on ELA instruction.	11/1/2026	11/30/2026	Tara Walter/Principal ; Adrienne Fedor/AP; Round Participants (ILT & Teachers)	Calendar/dates, observation protocol, look-fors checklist, observation notecatcher, debrief and pattern templates, coverage for round participants	N
	Provide professional learning on high-leverage EL instructional strategies and formative assessment.	11/1/2026	1/31/2027	Tara Walter/Principal ; Maddie Noriega/ELD	High-leverage EL strategies, formative assessment examples,	Y
	Facilitate grade level data conversations to identify trends and best practices.	11/1/2026	1/31/2027	Tara Walter/Principal ; ILT Team	Jackson Data Dashboard, Best-practice sharing templates, data conversation protocol sheets, benchmark and screener data reports	N
	Select, register, and send member(s) of admin team to specialized instructional leadership conference(s) and workshop(s) focused on EL leadership, Tier I instructional coaching, and differentiation	11/1/2026	1/31/2027	Tara Walter/Principal ; Adrienne Fedor/AP	Registration fees, travel expenses, admin coverage	Y
	Facilitate first data meeting for teachers individually.	11/1/2026	11/30/2026	Tara Walter/Principal ; ILT Team; Teachers	Jackson Data Dashboard, data meeting agenda & reflection sheets, coverage for teachers, teacher-specific class data, historical data	N
	Conduct instructional walkthroughs for each teacher at Jackson focusing on checks for understanding, differentiation, and EL strategies.	11/1/2026	1/31/2027	Tara Walter/Principal ; Adrienne Fedor/AP	Walkthrough tracker, feedback template, classroom schedule, instructional look-for document	N
	Identify trends in areas of concern through walkthrough data to have Reading Specialist coach teachers to improve the quality of instruction within the areas of concern.	12/1/2026	1/31/2027	Tara Walter/Principal ; Doreen Gill/ Reading Specialist	Goal-setting sheets, walkthrough data reports	N
	Facilitate second data meeting for teachers individually.	2/1/2027	2/28/2027	Tara Walter/Principal ; ILT Team; Teachers	Jackson Data Dashboard, data meeting agenda & reflection sheets, coverage for teachers, teacher-specific class data, historical data	N
	Execute SBIR Round 2 at Jackson - Focused on responsive teaching and student engagement.	1/15/2027	2/15/2027	Tara Walter/Principal ; Adrienne Fedor/AP; Round Participants (ILT & Teachers)	Calendar/dates, observation protocol, look-fors checklist, observation notecatcher, debrief and pattern templates, coverage for round participants	N

Deepening & Evaluating: 90 Day Plan	Differentiate professional learning based on teacher needs identified through observation data.	2/1/2027	4/30/2027	Tara Walter/Principal ; Doreen Gill/ Reading Specialist	Classroom/walkthrough data, teacher interest/needs surveys, logs, targeted strategy menus	Y
	Celebrate instructional successes and share effective practices.	4/1/2027	4/30/2027	Tara Walter/Principal ; ILT Team	Jackson Data Dashboard, debrief and pattern templates and results, walkthrough tracker (data and feedback results)	N
	Admin member(s) attend instructional leadership conference(s) and workshop(s) focused on EL leadership, Tier I instructional coaching, and differentiation	2/1/2027	4/30/2027	Tara Walter/Principal ; Adrienne Fedor/AP	Presentation handbooks, presentation templates	Y
	Facilitate third data meeting for teachers individually.	4/1/2027	4/30/2027	Tara Walter/Principal ; ILT Team; Teachers	Jackson Data Dashboard, data meeting agenda & reflection sheets, coverage for teachers, teacher-specific class data, historical data	N
	Execute SBIR Round 3 at Jackson - Focused on responsive teaching and student engagement.	4/1/2027	4/25/2027	Tara Walter/Principal ; Adrienne Fedor/AP; Round Participants (ILT & Teachers)	Calendar/dates, observation protocol, look-fors checklist, observation notecatcher, debrief and pattern templates, coverage for round participants	N
	Monitor and analyze individual student data quarterly through quarterly teaching meetings	4/1/2027	4/30/2027	Tara Walter/Principal ; ILT Team	Jackson Data Dashboard, debrief and pattern templates and results	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.						
School-based Instructional Rounds Schedule - 3 times/year - Walter meeting agendas - weekly - Walter, Team meeting agendas - twice a month - ILT team members Professional Learning Sign in Sheets - 3 times/year - Walter Parent Workshop sign in sheets/agendas - 3 times/year						ILT

Strategy 2

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

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 prioritize refining our positive and welcoming culture for students and families, THEN staff will have the resources to cultivate a resilient school infrastructure and a welcoming, collaborative community where every family feels connected, AND we will empower students to thrive, increase daily attendance and positive behaviors to maximize engagement and success.
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Aligned District-wide Expectation (Root Cause Crosswalk; June ELLA Resources):	Implement a tiered approach to behavior utilizing Positive Behavior Intervention and Support (PBIS).
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District-wide Expectation Focus Area:	Conscious Discipline
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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
"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.	- Adult-student, adult-adult, student-student and staff-family interactions are positive, caring, and respectful. - The school intentionally creates opportunities for students to build positive relationships with peers. - Leadership and staff are provided continuous professional development to develop and sustain practices related to national school climate standards. - Educators maximize instructional time through well-managed classroom routines. - Behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms. - Educators use evidence-based classroom management strategies with fidelity to support positive behavior for all students as well as to intervene with challenging behaviors.

Plan Phase	Action Step	Anticipated Start Date	Anticipated Completion	Lead Person/ Position	Materials / Resources Needed	PD Step?
an	Implement a synchronized, data-driven attendance campaign by revamping attendance team meeting agendas and tracking systems to streamline internal monitoring, while simultaneously deploying Jackson-specific data graphics, onboarding materials, and parent education workshops to proactively engage and educate families on the critical value of daily attendance.	7/1/2026	Continuous	Tara Walter/Principal & Attendance Team	Google Sheets, PowerSchool, meeting agendas, Jackson data graphics	N
	Establish a bi-monthly attendance team meeting cadence initiating with an annual kickoff to roll out the new tracking system and agenda to systematically identify students on track to being chronically absent and deliver ongoing, targeted interventions.	7/1/2026	9/1/2026	Tara Walter/Principal & Attendance Team	Google Sheets, PowerSchool, meeting agendas	N
	Launch schoolwide PBIS/behavior expectations with explicit instruction in all settings.	8/24/2026	9/1/2026	Tara Walter/Principal & ILT Team	PBIS behavior handbook, lesson plans, behavior expectation posters, signage, acknowledgement tickets (Hop Tickets)/reward system, student handbook	N
	Create a PBIS & Celebration Calendar: Bi-weekly matrix with focus themes alongside monthly celebrations incentives	8/1/2026	8/30/2026	Tara Walter/Principal & ILT Team	Calendar and matrix	N
	Provide beginning-of-year professional learning on positive school climate, relationship-building, restorative practices, conscious discipline, and classroom management.	8/20/2026	10/30/2026	Tara Walter/Principal & ILT Team	PD agendas, presentation slides, facilitator guides, restorative practices resources, classroom management toolkit, sign-in sheets	Y
	Implement daily morning meetings/advisory and relationship-building routines.	8/24/2026	10/30/2026	Tara Walter/Principal & Adrienne Fedor/AP	Morning meeting calendar, SEL lessons, discussion prompts, classroom circles/restorative questions	N

Launching & Baseline: 90 Day Plan	Conduct family welcome events, open house, and communication campaign.	8/20/2026	10/30/2026	Tara Walter/Principal & Adrienne Fedor/AP	Event materials, family surveys, monthly newsletters, translation services, website/social media, communication platform (ParentSquare)	N
	Develop consistent classroom expectations and routines across all classrooms.	8/1/2026	10/30/2026	Tara Walter/Principal & ILT Team	Classroom expectation templates, routine checklists, visual schedules	N
	Schedule monthly "Family Connection Nights" (include a focus on Kindergarten routines and home integration)	8/1/2026	8/30/2026	Tara Walter/Principal & ILT Team	Calendar, posts for ParentSquare, Kindergarten resources	N
	Tier 2/3 Intervention Progress Monitoring Dashboard: Set up bi-weekly check-in templates tracking Conscious Discipline interventions	8/1/2026	9/30/2026	Tara Walter/Principal & ILT Team	Google Sheets, check-in templates	N
	Create a Family Call/Contact Log for every classroom teacher to log family contacts (Minimum 2 positive contacts in first 20 days)	8/1/2026	9/30/2026	Tara Walter/Principal	Family Call/Contact Log	N
Monitoring & Adjusting: 90 Day Plan	Identify all students with ADA lower than 92% and provide tier 2 intervention attendance supports, assign caseworkers for each student with attendance concerns	11/1/2026	1/31/2027	Tara Walter/Principal & Attendance Team	PowerSchool, Data Dashboard	N
	Conduct Jackson climate surveys for teachers. Utilize survey results to enhance overall climate of Jackson.	11/1/2026	11/30/2026	Tara Walter/Principal & ILT Team	Climate Surveys	N
	Recognize and celebrate parents and families for great attendance	11/1/2026	1/31/2027	Tara Walter/Principal & ILT Team	PowerSchool, Data Dashboard	N
	Mentor parents with check-ins via ParentSquare, phone calls, and texting to support	10/1/2026	1/31/2027	Tara Walter/Principal & ILT Team	ParentSquare	N
	Send the administrative team/member of ILT to school culture and family engagement conferences focused on building resilient school infrastructure, attendance interventions, and multi-tiered systems of support (MTSS) for behavior.	11/1/2026	1/31/2027	Tara Walter/Principal & ILT Team	Registration and travel expenses, admin coverage	Y
	Conduct an instructional walkthrough on each Jackson teacher focused on classroom management and student engagement.	10/1/2026	10/31/2026	Tara Walter/Principal & Adrienne Fedor/AP	Walkthrough observation tool, /tracker, coaching templates/walkthrough forms, feedback forms, data dashboard	N
	Provide coaching support from the Reading Specialist for teachers needing additional support.	10/1/2026	1/31/2027	Tara Walter/Principal & ILT Team	Coaching protocols, observation tools, reflection forms, substitute coverage (if needed)	Y
	Expand family engagement through at least 3 workshops, student showcases, and/or parent feedback sessions.	11/1/2026	1/31/2027	Tara Walter/Principal & ILT Team	Workshop materials, presentation technology, surveys, child care (if available), refreshments	N
	Celebrate attendance, behavior, and classroom successes using schoolwide recognition systems.	11/1/2026	1/31/2027	Tara Walter/Principal & ILT Team	Certificates, incentives, bulletin boards, school announcements, monthly celebrations (parents invited)	N
	Review discipline and attendance data monthly to identify interventions.	11/1/2026	1/31/2027	Tara Walter/Principal & ILT Team	Data dashboards, intervention forms, meeting protocols, student support plans	N
Deepening & Evaluating: 90 Day Plan	Conduct Jackson climate survey (include parents and teachers) to gain a pulse of current school climate.	2/1/2027	3/1/2027	Tara Walter/Principal & ILT Team	Climate survey reports, attendance/behavior dashboards, improvement planning templates	N
	Use climate, attendance, and behavior data to refine schoolwide supports to maximize assistance for students in need.	3/1/2027	4/30/2027	Tara Walter/Principal & ILT Team	Climate survey reports, attendance/behavior dashboards, improvement planning templates	N
	Implement March Wellness Month for staff and students to improve Jackson climate for Jackson teachers, students and families.	3/1/2027	3/30/2027	Tara Walter/Principal & Guidance/Social Worker	Calendar for wellness activities for staff and students, videos for students, lesson plans	N
	Admin member(s) attend school culture and family engagement conferences focused on building resilient school infrastructure, attendance interventions, and multi-tiered systems of support (MTSS) for behavior.	2/1/2027	5/15/2027	Tara Walter/Principal & ILT Team	Presentation handbooks, presentation templates	Y
	Facilitate professional learning communities focused on sharing successful classroom management and engagement practices to improve instruction school-wide.	2/1/2027	6/10/2027	Tara Walter/Principal & ILT Team	PLC agendas, instructional protocols, exemplar videos, teacher reflection tools	Y
	Recognize and celebrate staff implementing high-quality culture practices.	2/1/2027	6/10/2027	Tara Walter/Principal & Adrienne Fedor/AP	Recognition certificates, staff newsletters, appreciation events, incentives	N
	Strengthen transition supports for students needing additional behavioral and attendance interventions.	2/1/2027	6/10/2027	Tara Walter/Principal & ILT Team	Individual intervention plans, mentor assignments, MTSS documentation, attendance contracts	N
	Continue Tier 2/3 Intervention Progress Monitoring bi-weekly using the check-in templates tracking Conscious Discipline interventions	2/1/2027	6/10/2027	Tara Walter/Principal & ILT Team	Data dashboards, intervention forms, meeting protocols, student support plans	N

Monitoring/Evaluation (Identify the people, methods, and the frequency)	
Example: The steering committee will meet monthly to review the implementation tracker and determine what steps have been implemented, what challenges need to be addressed, and what action steps will be implemented in the upcoming month.	
Attendance Team Meeting agendas - twice/month - Walter Student Attendance Tracker - twice/month Jackson climate survey results - twice/year - Walter meeting documentation - monthly - Walter	Mentor student

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 Paraprofessional
Topics to be Included	Small group instruction, flexible instruction, gradual release of responsibility, tier 1 instruction, formative assessments, academic vocabulary, use of HQIM, scaffolding strategies, student work analysis, and data review
Evidence of Learning	Rolling Agenda, data protocols, lesson plans, walkthrough data, observations, data meeting minutes/agendas
Lead Person/Position	Tara Walter/Principal, Adrienne Fedor/Assistant Principal, Doreen Gill/Reading Specialist, Bethany George/Intervention Specialist
Anticipated Start	8/1/2026
Anticipated Completion	06/01/2027
Learning Format: Type of Activities	In-service
Frequency	bi-weekly team meetings, monthly professional learning sessions
Observation and Practice Framework (optional)	
Meets the Requirements of State Required Trainings: (optional)	

PD Plan #2

Professional Development Activity Name (Strategy(ies) Name)	Strengthening Climate and Culture
Audience	All staff
Topics to be Included	Conscious Discipline framework, PBIS plan, Evidence-based Attendance Strategies
Evidence of Learning	Reduction in incidents, decrease in percent deemed chronically absent, walkthroughs, climate survey (school and district)
Lead Person/Position	Tara Walter/Principal, Adrienne Fedor/Assistant Principal, Lauren Amann/Guidance, Lori Espinosa/Social Worker
Anticipated Start	8/1/2026
Anticipated Completion	06/01/2027
Learning Format: Type of Activities	In-service
Frequency	weekly coffee and conversations, monthly SEL meetings, monthly faculty and professional learning sessions
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 Professional Learnings, 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 monthly professional learning sessions.	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 including informal student conversations regarding building wants. 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.	A) Fall Title I Meeting B) Winter Title I Meeting C) Spring Title I Meeting D) SGC Meetings
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.	A) SGC Meetings B) Fall, Winter, and Spring Title I Meetings

Goals and Targets

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

GOAL:			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
GOAL:	ELA (K-2)	Proficiency	At least 45% of kindergarten students will perform At/Above benchmark on the 26-27 Q4 ELA Star CBM assessment.	100% of kindergarten 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 kindergarten 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 kindergarten students will perform At/Above benchmark on the 26-27 Q4 ELA Star CBM assessment.
			Actual Performance Met Target?				
GOAL:	ELA (K-2)	Growth	At least 50% of kindergarten students will be identified as "Moving Up" on the 26-27 Q4 ELA Star CBM assessment.	100% of kindergarten 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 kindergarten 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 kindergarten students will be identified as "Moving Up" on the 26-27 Q4 ELA Star CBM assessment.
			Actual Performance Met Target?				
GOAL:	Math (K)	Proficiency	At least 45% of kindergarten students will perform At/Above benchmark on the 26-27 Q4 Star Math CBM assessment.	100% of kindergarten students will participate in the 26-27 Q1 Star Math CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 30% of kindergarten students will perform At/Above benchmark on the 26-27 Q2 Math Star CBM assessment.	There is no Q3 assessment administered.	At least 45% of kindergarten students will perform At/Above benchmark on the 26-27 Q4 Math Star CBM assessment.
			Actual Performance Met Target?				
GOAL:	Math (K)	Growth	At least 50% of kindergarten students will be identified as "Moving Up" on the 26-27 Q4 Star Math CBM assessment.	100% of kindergarten students will participate in the 26-27 Q1 Star Math CBM assessment in order to determine a baseline proficiency (At/Above benchmark) for the 26-27 school year.	At least 25% of kindergarten students will be identified as "Moving Up" on the 26-27 Q2 Star Math CBM assessment.	There is no Q3 assessment administered.	At least 50% of kindergarten students will be identified as "Moving Up" on the 26-27 Q4 Star Math CBM assessment.
			Actual Performance Met Target?				
GOAL:	EL Growth (Ruby & Jackson)		At least 43.3% of eligible kindergarten students will demonstrate growth of at least 0.6 on the 26-27 Q4 Ellevation assessment.	100% of eligible kindergarten 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 kindergarten students will demonstrate growth of at least 0.3 on the 26-27 Q2 Ellevation assessment from the 26-27 Q1 baseline score.	There is no Q3 assessment administered.	At least 60% of eligible kindergarten students will demonstrate growth of at least 0.3 on the 26-27 Q4 Ellevation assessment from the 26-27 Q1 baseline score.
			Actual Performance Met Target?				
GOAL:	Attendance		At least 62% of kindergarten students will attend school regularly, at least 90% of days or more, through 26-27 Q4.	At least 68% of kindergarten students will attend school regularly, at least 90% of days or more, through 26-27 Q1.	At least 66% of kindergarten students will attend school regularly, at least 90% of days or more, through 26-27 Q2.	At least 64% of students will attend school regularly, at least 90% of days or more, through 26-27 Q3.	At least 62% of kindergarten students will attend school regularly, at least 90% of days or more, through 26-27 Q4.
			Actual Performance Met Target?				
GOAL:	Incidents (K-12)		There will be no more than 51 incidents recorded in PowerSchool Incident Management through the 26-27 Q4.	The total number of incidents is less than or equal to 12 at the end of 26-27 Q1.	The total number of incidents is less than or equal to 24 at the end of 26-27 Q2.	The total number of incidents is less than or equal to 36 at the end of 26-27 Q3.	The total number of incidents is less than or equal to 48 at the end of 26-27 Q4.
			Actual Performance Met Target?				