

Profile and Plan Essentials

School		AUN/Branch
Fritz El Sch		113361703
Address 1		
2426 Old Philadelphia Pike		
City	State	Zip Code
Lancaster	PA	17602
Chief School Administrator		Chief School Administrator Email
Dr Daniel Hartman		daniel_hartman@conestogavalley.org
Principal Name		
Lena Cordero		
Principal Email		
lena_cordero@conestogavalley.org		
Principal Phone Number		Principal Extension
7175864789		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lena Maria Cordero	Principal	Fritz Elementary	lena_cordero@conestogavalley.org
Lawrence Bell	Other	Fritz Elementary	Lawrence_Bell@Conestogavalley.org
Jayne Soles	Education Specialist	Fritz Elementary	Jayne_Soles@Conestogavalley.org
Susan Brunk	Education Specialist	Fritz Elementary	Susan_Brunk@Conestogavalley.org
Ashley McDonough	Other	Fritz Elementary	Ashley_McDonough@conestogavalley.org
Courtney Costello	Education Specialist	Fritz Elementary	Courtney_Costello@conestogavalley.org
Judy	Education Specialist	Fritz Elementary	Judy_Avellan@conestogavalley.org
Emily Miller	Community Member	Fritz Elementary	Simplyemilyjo@gmail.com
Amber Wilkey	Parent	Fritz Elementary	wilkey.amber@gmail.com
Daniel Hartman	District Level Leaders	Conestoga Valley SD	daniel_hartman@conestogavalley.org
Jill Koser	District Level Leaders	Conestoga Valley SD	Jill_Koser@conestogavalley.org

Vision for Learning

Fritz Elementary Vision for Learning 2026-2027 At Fritz Elementary, we believe every learner deserves to be engaged in meaningful learning, connected through a strong sense of belonging, and empowered to grow. Our vision is to create a learning environment where students are known, valued, challenged, and supported through high-impact instruction, positive relationships, flexible learning experiences, and a strong Multi-Tiered System of Supports. As a learning community, we will intentionally PAUSE—reflecting on our practices, listening to student and stakeholder voices, analyzing data, and making purposeful decisions that move every learner forward. Through this process, we will continue to strengthen instructional practices, foster a positive school climate, and ensure every student receives the right support at the right time. Guided by our Fritz V.I.B.E. framework, we will lead with Vision for where we are going, Intent behind every decision, Balance in caring for ourselves and one another, and Energy that inspires our students each day. Together, we will Engage learners through rigorous and meaningful experiences, create a culture where everyone Belongs, and provide opportunities for all students and staff to Grow. At Fritz Elementary, we believe learning happens when we pause, connect, reflect, and grow—together.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

Comments/Notable Observations

Exceptional Academic Growth (PVAAS): The All Student Group achieved a growth score of 90.0, well exceeding both the statewide average (75.0) and standard (70.0). White students hit a maximum score of 100.0.

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Higher English Language Attainment: Outperforms statewide averages in English Language Growth and Attainment (37.5% vs. state average 32.4%)

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Proficiency Rate: 32.1% proficient or advanced (a decrease from the previous year)

Proficient or Advanced in Mathematics/Algebra

Comments/Notable Observations

Target Met: The All Student Group meets the interim goal/improvement target with 58.5% proficiency (well above the state average of 41.7%)

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	High Advanced Rate: Almost double the statewide average for Advanced performance (30.4% vs. state average 16.3%)

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	While 76.4% of White students are proficient, proficiency rates are markedly lower for Students with Disabilities (24.1%), Hispanic (34.6%), English Learners (35.3%), Black (40.7%), and Economically Disadvantaged (41.6%) students

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Comments/Notable Observations

Significantly Exceeds Statewide Standards: The All Student Group achieved a 90.0 Growth Score, far surpassing both the statewide growth standard (70.0) and the statewide average (75.0).

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	All Measured Subgroups Met Standards: All reported student groups—including Economically Disadvantaged (74.0), Students with Disabilities (72.0), and Hispanic students (70.0)—met or exceeded the state growth target of 70.0

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Downward Growth Trajectories: Growth scores for both Hispanic (70.0) and Economically Disadvantaged (74.0) students decreased compared to the prior year.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

Comments/Notable Observations

Exceeds Statewide Standards: The All Student Group achieved an 83.0 Growth Score, surpassing both the statewide growth standard (70.0) and statewide average (75.3).

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	Exceeds Statewide Standards: The All Student Group achieved an 83.0 Growth Score, surpassing both the statewide growth standard (70.0) and statewide average (75.3)

Challenges

ESSA Student Subgroups	Indicator
Hispanic	39-Point Growth Gap: A major growth disparity exists between White students (100.0) and Hispanic students (61.0)

English Language Growth and Attainment

Comments/Notable Observations

Outperforms Statewide Average: 38.2% of English Learners met growth/attainment targets, beating the Pennsylvania statewide average of 32.4%

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	Outperforms Statewide Average: 38.2% of English Learners met growth/attainment targets, beating the Pennsylvania statewide average of 32.4%

Challenges

ESSA Student Subgroups	Indicator
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English Learners	Far Below 2033 Goal: Performance (38.2%) remains significantly below the Pennsylvania 2033 target of 70.3%
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Regular Attendance

Comments/Notable Observations

Positive Upward Trends: Overall attendance rate is trending upward for the All Student Group, with notable gains in key subgroups: Economically Disadvantaged: 85.7% (upward trend) English Learners: 84.4% (upward trend) Students with Disabilities: 79.4% (upward trend).

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	Positive Upward Trends: Overall attendance rate is trending upward for the All Student Group, with notable gains in key subgroups: Economically Disadvantaged: 85.7% (upward trend) English Learners: 84.4% (upward trend) Students with Disabilities: 79.4% (upward trend)

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Declining Black Student Attendance: Attendance for Black students dropped to 78.6% (trending downward)

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Exceptional Academic Growth (PVAAS): The All Student Group achieved a growth score of 90.0, well exceeding both the statewide average (75.0) and standard (70.0). White students hit a maximum score of 100.0.
Target Met: The All Student Group meets the interim goal/improvement target with 58.5% proficiency (well above the state average of 41.7%)
Significantly Exceeds Statewide Standards: The All Student Group achieved a 90.0 Growth Score, far surpassing both the statewide growth standard (70.0) and the statewide average (75.0)
Positive Upward Trends: Overall attendance rate is trending upward for the All Student Group, with notable gains in key subgroups: Economically Disadvantaged: 85.7% (upward trend) English Learners: 84.4% (upward trend) Students with Disabilities: 79.4% (upward trend)

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

While 76.4% of White students are proficient, proficiency rates are markedly lower for Students with Disabilities (24.1%), Hispanic (34.6%), English Learners (35.3%), Black (40.7%), and Economically Disadvantaged (41.6%) students
Downward Growth Trajectories: Growth scores for both Hispanic (70.0) and Economically Disadvantaged (74.0) students decreased compared to the prior year.
39-Point Growth Gap: A major growth disparity exists between White students (100.0) and Hispanic students (61.0)
Far Below 2033 Goal: Performance (38.2%) remains significantly below the Pennsylvania 2033 target of 70.3%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
EOY 2026 DIBELS: 63% of K-5 students scored at or above benchmark.	This was higher than 2025 data (60%).
EOY 2026 DIBELS: First Grade had the highest percentage of students scoring at/above benchmark (77%).	First Grade was at 59% in 2025. This was an 18% increase this spring!

English Language Arts Summary

Strengths

May DIBELS 2026: Higher percentage of students scoring at/above benchmark K-5 than in 2025
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Challenges

May DIBELS 2026: Percentages of students at/above benchmark continues to decline as we move up the grades

Mathematics

Data	Comments/Notable Observations
May 2026 Acadience Math: 66% of students K-5 scored at/above benchmark.	Remained the same as 2025

Mathematics Summary

Strengths

Kindergarten - Highest math at/above benchmark (69%)
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Challenges

No change/very little change in math data from 2025 to 2026

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
No Science data collected	Firefly data not available in 2025-2026

Science, Technology, and Engineering Education Summary

Strengths

Curriculum aligned to STEELS standards
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Challenges

Need additional data sources in Science

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	100% met standard in 2025

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

100% attainment of career standards for all student groups
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Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

N/A

Equity Considerations

English Learners

Data	Comments/Notable Observations
Chronic Absenteeism of EL students is increasing over time	From 100% Not Chronically Absent in 2019 to 68.8% Not Chronically Absent in 2024
Lower achievement in math of historically underserved sub populations of students is lower compared to the “All Student Group”.	
Decreasing ELA Achievement over time.	

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The percentage of students scoring Advanced in Mathematics (30.4%) significantly exceeded the statewide average, and the school also surpassed the statewide average in Advanced performance in English Language Arts.
Maintaining a positive, welcoming school climate contributed to strong attendance, with 89.1% of students attending regularly—well above the statewide average.
Mathematics proficiency reached 58.5%, exceeding the statewide average
Fritz exceeded the statewide growth standard in both English Language Arts (Academic Growth Score: 90.0) and Mathematics (83.0), demonstrating that students made more than a year's worth of academic growth.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Close achievement gaps for historically underserved student groups, including Economically Disadvantaged (34.2% ELA; 41.6% Math), English Learners (17.6% ELA; 35.3% Math), and Students with Disabilities (18.6% ELA; 24.1% Math).
Increase regular attendance from 89.1% toward the statewide goal of 94.1%, reducing chronic absenteeism across all student groups.
Increase English Learner Growth and Attainment from 38.2% to meet future state interim improvement targets.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational

Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Implement an evidence-based system of schoolwide positive behavior interventions and supports *
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in

achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Foster a culture of high expectations for success for all students, educators, families, and community members
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Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Exceptional Academic Growth (PVAAS): The All Student Group achieved a growth score of 90.0, well exceeding both the statewide average (75.0) and standard (70.0). White students hit a maximum score of 100.0.	
Target Met: The All Student Group meets the interim goal/improvement target with 58.5% proficiency (well above the state average of 41.7%)	√
Significantly Exceeds Statewide Standards: The All Student Group achieved a 90.0 Growth Score, far surpassing both the statewide growth standard (70.0) and the statewide average (75.0)	
Positive Upward Trends: Overall attendance rate is trending upward for the All Student Group, with notable gains in key subgroups: Economically Disadvantaged: 85.7% (upward trend) English Learners: 84.4% (upward trend) Students with Disabilities: 79.4% (upward trend)	√
Exceeds Statewide Standards: The All Student Group achieved an 83.0 Growth Score, surpassing both the statewide growth standard (70.0) and statewide average (75.3)	
May DIBELS 2026: Higher percentage of students scoring at/above benchmark K-5 than in 2025	
Kindergarten - Highest math at/above benchmark (69%)	
Curriculum aligned to STEELS standards	
Outperforms Statewide Average: 38.2% of English Learners met growth/attainment targets, beating the Pennsylvania statewide average of 32.4%	
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	
100% attainment of career standards for all student groups	
The percentage of students scoring Advanced in Mathematics (30.4%) significantly exceeded the statewide average, and the school also surpassed the statewide average in Advanced performance in English Language Arts.	
Maintaining a positive, welcoming school climate contributed to strong attendance, with 89.1% of students attending regularly—well above the statewide average.	
Mathematics proficiency reached 58.5%, exceeding the statewide average	
Fritz exceeded the statewide growth standard in both English Language Arts (Academic Growth Score: 90.0) and Mathematics (83.0), demonstrating that students made more than a year's worth of academic growth.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
While 76.4% of White students are proficient, proficiency rates are markedly lower for Students with Disabilities (24.1%), Hispanic (34.6%), English Learners (35.3%), Black (40.7%), and Economically Disadvantaged (41.6%) students	
Downward Growth Trajectories: Growth scores for both Hispanic (70.0) and Economically Disadvantaged (74.0) students decreased compared to the prior year.	√
39-Point Growth Gap: A major growth disparity exists between White students (100.0) and Hispanic students (61.0)	
Far Below 2033 Goal: Performance (38.2%) remains significantly below the Pennsylvania 2033 target of 70.3%	
Declining Black Student Attendance: Attendance for Black students dropped to 78.6% (trending downward)	
May DIBELS 2026: Percentages of students at/above benchmark continues to decline as we move up the grades	
No change/very little change in math data from 2025 to 2026	
Need additional data sources in Science	
N/A	
Foster a culture of high expectations for success for all students, educators, families, and community members	√
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	√
Close achievement gaps for historically underserved student groups, including Economically Disadvantaged (34.2% ELA; 41.6% Math), English Learners (17.6% ELA; 35.3% Math), and Students with Disabilities (18.6% ELA; 24.1% Math).	√
Increase regular attendance from 89.1% toward the statewide goal of 94.1%, reducing chronic absenteeism across all student groups.	√
Increase English Learner Growth and Attainment from 38.2% to meet future state interim improvement targets.	√

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Foster a culture of high expectations for success for all students, educators, families, and community members	Rigorous & Engaging Learning Experiences: Increase student engagement through high-impact instruction.	√
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school		
Downward Growth Trajectories: Growth scores for both Hispanic (70.0) and Economically Disadvantaged (74.0) students decreased compared to the prior year.		
Close achievement gaps for historically underserved student groups, including Economically Disadvantaged (34.2% ELA; 41.6% Math), English Learners (17.6% ELA; 35.3% Math), and Students with Disabilities (18.6% ELA; 24.1% Math).		
Increase regular attendance from 89.1% toward the statewide goal of 94.1%, reducing chronic absenteeism across all student groups.	Positive School Climate: Strengthen through attendance, PBIS, and inclusive learning environments.	√
Increase English Learner Growth and Attainment from 38.2% to meet future state interim improvement targets.	MTSS: Strengthen MTSS through advanced tiers supports and flexible instruction to ensure every student receives the support they need.	√

Analyzing Strengths

Analyzing Strengths	Discussion Points
Target Met: The All Student Group meets the interim goal/improvement target with 58.5% proficiency (well above the state average of 41.7%)	
Positive Upward Trends: Overall attendance rate is trending upward for the All Student Group, with notable gains in key subgroups: Economically Disadvantaged: 85.7% (upward trend) English Learners: 84.4% (upward trend) Students with Disabilities: 79.4% (upward trend)	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Rigorous & Engaging Learning Experiences: Increase student engagement through high-impact instruction.
	Positive School Climate: Strengthen through attendance, PBIS, and inclusive learning environments.

	MTSS: Strengthen MTSS through advanced tiers supports and flexible instruction to ensure every student receives the support they need.
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Priority: Rigorous & Engaging Learning Experiences: Increase student engagement through high-impact instruction.

Measurable Goal Statement (Smart Goal)			
K-2 Literacy: By May 2027, Fritz Elementary will increase the percentage of K-2 students achieving Core Benchmark status on the DIBELS from 66% to 72% while reducing K-2 Intensive Support (At Risk) rates from 18% to 12%. (6% reduction by grade level)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
BOY Data - Collect baseline data and form groups for supports.	MOY Data: 69% of students in grades K-2 at/above benchmark.	Progress-monitor and make adjustments to supports.	K-2 Literacy: By May 2027, Fritz Elementary will increase the percentage of K-2 students achieving Core Benchmark status on the DIBELS from 66% to 72% while reducing K-2 Intensive Support (At Risk) rates from 18% to 12%. (6% reduction by grade level)

Measurable Goal Statement (Smart Goal)			
3-5 Literacy: By May 2027, Fritz Elementary will increase the percentage of 3-5 students achieving Core Benchmark status on the DIBELS from 59% to 65% while reducing 3-5 Intensive Support (At Risk) rates from 25% to 19%. (6% reduction by grade level) 3rd: 19% EOY 2026 4th: 20% EOY 2026 5th: 35% EOY 2026			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
BOY Data - Collect baseline data and form groups for supports.	MOY Data: 69% of students in grades K-2 at/above benchmark.	Progress-monitor and make adjustments to supports.	K-2 Literacy: By May 2027, Fritz Elementary will increase the percentage of K-2 students achieving Core Benchmark status on the DIBELS from 66% to 72% while reducing K-2 Intensive Support (At Risk) rates from 18% to 12%. (6% reduction by grade level)

Action Plan For: Student Engagement Instructional Strategies

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement high-leverage instructional strategies based on Schlechty's Levels of Engagement. (Classroom Walkthroughs in PA-EETP - BOY,MOY, EOY)		2026-08-19	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Lena Cordero	Dr. Kelly Galbraith - Director of Curriculum & Instruction PK-8 Instructional Strategies List (MTSS Tier 1 Google Site)	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
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Train staff on Top 10 High-Impact Instructional Strategies. (Inservice/Faculty Meetings/GLM/CVSD MTSS Dashboard - Instruction)		2026-09-01	2026-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Lena Cordero	District list of high-leverage strategy , Instructional Coaches	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct monthly Learning Walks focused on student engagement indicators. (BOY,MOY, EOY)		2026-10-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lena Cordero	Learning Walk Data, walkthrough data, spm focus	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize instructional coaching cycles with Jayme and Susan to support implementation.		2026-11-02	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Coach/Specialist Math Coach/Specialist	Dr. Kelly Galbraith, Director of Curriculum & Instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Share engagement data during Grade Level Meetings and Core Team meetings. (Weekly GLM meets on Wednesday. 1st Wednesday Admin, 2nd ELA, 3rd Math, 4th SEL/PBIS		2026-09-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Lena Cordero	Agendas Classroom Mosaic Learning Walk Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide quarterly family updates highlighting engagement strategies and student learning experiences.		2026-10-02	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Lena Cordero	Family Newsletter Classroom Mosaic Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Increase student voice opportunities through classroom goal setting and reflection. (Development of Principal Advisory Council)		2026-11-02	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Lena Cordero	Principal Advisory Council	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers implement research-based engagement strategies and increase student ownership of learning.	Fritz Schoolwide Planning Team will review progress toward action steps 3x per year.

Priority: Positive School Climate: Strengthen through attendance, PBIS, and inclusive learning environments.

Measurable Goal Statement (Smart Goal)			
CV Learning Walk Data: Behavior-Specific Praise indicators on the Learning Walk form will increase by 10% from Baseline data gathered in spring 2026.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2% increase from baseline in first Learning Walk	5% increase from baseline	8% increase from baseline	CV Learning Walk Data: Behavior-Specific Praise indicators on the Learning Walk form will increase by 10% from Baseline data gathered in spring 2026.

Measurable Goal Statement (Smart Goal)			
By May 2027, Fritz Elementary will increase the sense of belonging, engagement, and growth mindset among students and staff by establishing baseline perception data, implementing targeted improvement strategies, and increasing positive responses on student and staff climate surveys from beginning-of-year to end-of-year results.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline data for student and staff belonging, engagement, and growth mindset through climate surveys.	Demonstrate improvement in identified focus areas by increasing positive survey responses by 5% from baseline data.	Increase positive responses related to belonging, engagement, and growth by 10% from beginning-of-year baseline data.	Conduct student and staff focus groups to gather feedback on belonging, engagement, and growth throughout the 2026–2027 school year. Use feedback data to identify celebrations, areas for improvement, and priorities for the 2027–2028 school year.

Action Plan For: Positive School Climate: Strengthen School Climate Through Attendance, PBIS, and Inclusive Learning Environments

Action Step		Anticipated Start Date	Anticipated Completion Date
Continue implementation of PBIS Tier 1 systems and PBIS Rewards. (School store, Teacher PBIS Points (training), Assemblies)		2026-08-19	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lawrence Bell	PBIS Resources PBIS Tier 1 Team	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop monthly attendance review meetings with Mr. Bell, Leigh, and the MTSS team. (add Principal as needed)		2026-09-01	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lawrence Bell	Advanced Tiers TIPS Protocol SAIP Process	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify students at risk for chronic absenteeism and implement attendance intervention plans. (MTSS Process implementation)		2026-10-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lawrence Bell	Attendance Team Attendance Protocols and Procedures	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Increase family communication regarding attendance and school connectedness. (addition to monthly newsletter to families. Release dates already scheduled)		2026-10-23	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lawrence Bell	Family Newsletters	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct classroom walkthroughs focused on behavior-specific praise and proactive classroom management. (set up Trimester Schedule)		2026-08-03	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lawrence Bell	Classroom Mosaic Learning Walk Tool Schedule of Learning Walks within the district and building	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Celebrate attendance growth and positive behavior through monthly recognition programs. (Assemblies and morning announcements)		2026-09-04	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lawrence Bell	Assembly materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize student perception surveys to monitor belonging and connectedness. (Principal Advisory Committee)		2027-01-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lawrence Bell	Student Surveys Principal Advisory Committee	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff have a clear understanding of student needs, intervention systems, and next steps. Teachers utilize data-driven grouping and targeted instructional supports. Student progress is monitored and interventions are adjusted based on data. Increased collaboration and timely support for students needing additional interventions.	Fritz Schoolwide Planning Team will meet 3x per year to monitor progress toward action steps.

Priority: MTSS: Strengthen MTSS through advanced tiers supports and flexible instruction to ensure every student receives the support they need.

Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, the CVSD Advanced Tiers protocols and procedures will be fully implemented in ELA.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Data analysis and planning for launch of ELA WIN groups	Launch of ELA WIN groups using new CVSD protocols and procedures	Evaluation and revision of ELA WIN groups	By the end of the 2026-2027 school year, the CVSD Advanced Tiers protocols and procedures will be fully implemented in ELA.

Measurable Goal Statement (Smart Goal)			
All grade levels will implement consistent WIN (What I Need) instructional blocks.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish protocols, resource maps, and expectations for effectively utilizing WIN blocks.	Implement first round of ELA WIN with grade level teams.	Use progress-monitoring data to assess effectiveness of programming.	All grade levels will implement consistent WIN (What I Need) instructional blocks.

Action Plan For: MTSS: Strengthen MTSS and Flexible Instruction to Ensure Every Student Receives the Support They Need

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish clear MTSS meeting schedules and data-review protocols.		2026-08-03	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lena Cordero	Michelle Trasborg, Director of Academic Supports Reading/Math Specialist Instructional Support Teachers CVSD MTSS Handbook	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize Acadience, IXL, classroom assessments, and teacher input to identify students requiring intervention.		2026-08-31	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist Math Specialist Instructional Support Teacher	Acadience Data DIBELS Data Advanced Tiers Protocols	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement consistent WIN blocks at every grade level including intervention menus and progress-monitoring tools for ELA and Math.		2026-10-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lena Cordero	Instructional Support Teachers CV ELA WIN Resource Map CV ELA WIN Interventions/Protocols	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Train teachers on effective small-group instruction within Tier 1.		2026-08-17	2026-11-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Support Teacher Reading Specialist	District menu of resources and training schedule	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review intervention effectiveness every 6-8 weeks.		2026-10-02	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Support Teacher	ELA WIN Data PowerSchool Analytics & Insights	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Share MTSS progress with families during conferences and progress reporting cycles.		2026-11-23	2027-03-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Support Teacher	CVSD Elementary Progress Reports Family-Teacher Conference Agenda Data Reports	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
MTSS meeting documentation ? Acadience growth data ? IXL diagnostic growth ? Intervention progress monitoring ? WIN implementation walkthrough data ? Student achievement outcomes	Fritz Schoolwide Planning Team will meet 3x per year to evaluate progress toward action steps.

Expenditure Tables

Schoolwide Title 1 Funding Allocation

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	- Student Engagement Instructional Strategies - Positive School Climate: Strengthen School Climate Through Attendance, PBIS, and Inclusive Learning Environments - MTSS: Strengthen MTSS and Flexible Instruction to Ensure Every Student Receives the Support They Need	Salaries & Benefits: Reading and Math Specialist	294879.00

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Student Engagement Instructional Strategies	Train staff on Top 10 High-Impact Instructional Strategies. (Inservice/Faculty Meetings/GLM/CVSD MTSS Dashboard - Instruction)
MTSS: Strengthen MTSS and Flexible Instruction to Ensure Every Student Receives the Support They Need	Train teachers on effective small-group instruction within Tier 1.

High-Leverage Instructional Strategies for Student Engagement

Action Step		
Train staff on Top 10 High-Impact Instructional Strategies. (Inservice/Faculty Meetings/GLM/CVSD MTSS Dashboard - Instruction)		
Audience		
All Classroom, Expressive Arts, Special Education, and ESL Teachers		
Topics to be Included		
- District catalog of high-leverage instructional strategies for student engagement		
Evidence of Learning		
Learning Walk data for student engagement will show increase in strategies observed.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Lena Cordero	2026-10-12	2027-05-28

Learning Format

Type of Activities	Frequency
Learning walk	1 time per marking period
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

MTSS: Flexible Instruction

Action Step		
Train teachers on effective small-group instruction within Tier 1.		
Audience		
Classroom Teachers, ESL Teachers, Special Education Teachers		
Topics to be Included		
Designing small group instruction informed by student data		
Evidence of Learning		
Small group lesson plans and observed instructional activities in classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Reading Specialist Instructional Support Teachers	2026-08-17	2027-05-28

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Grade Level Team Meetings - Monthly Sessions
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	