

THE SCHOOL DISTRICT OF PHILADELPHIA
2025-2026
School-based Planning Tool

School Grade Span	00-08
ULCS Code	7470
Name of School	Bridesburg School
Learning Network	Network 9
Assistant Superintendent	Ariel Lajara
Principal Name	Mr. Donald Dipaulo

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Don DiPaulo	Bridesburg	ddipaulo@philasd.org
Assistant Principal	Sarah Reinbold	Bridesburg	sreinbold@philasd.org
Math Content Specialist/Teacher Leader	Beth Ann Fath	Bridesburg	berischow@philasd.org
Literacy Content Specialist/Teacher Leader	Beth Ann Fath	Bridesburg	berischow@philasd.org
Science Content Specialist/Teacher Leader	Mary Kate Sincavage	Bridesburg	msincavage@philasd.org
School-based Climate Leader	Dara Savage	Bridesburg	diledford@philasd.org
School-based EL Teacher Leader	Dara Savage	Bridesburg	diledford@philasd.org
School-based Special Education Leader	Caitlin Murphy	Bridesburg	cmccourt@philasd.org
School-based Attendance Designee	Jessica Moss	Bridesburg	jamoss@philasd.org
School Counselor	Jessica Moss	Bridesburg	jamoss@philasd.org
Parent	Melissa Sessions	Bridesburg Parent	melissasessions@gmail.com
Community Member or Business Partner	Jamie Serrano	Community Member	jamieserrano1015@gmail.com
Planning and Evidence-based Support (PESO) staff	Zoe Ehrenberg	PESO	zehrenberg@philasd.org
Superintendent (Chief School Administrator)	Dr. Tony Watlington	SDP	superintendant@philasd.org

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?

Our school is a welcoming community of learners that engages academically talented students. The school vision has been created over time. The principles are implemented through our instructional practices and our efforts to build a school climate that has high expectations. We feel that it is important to identify the needs of all students, especially those needs that may result in a decreased opportunity to succeed academically if they are not addressed. It is our goal to create a climate that gives students the opportunity to develop a positive outlook on their school experience. In addition, we believe that children learn by doing, using all modalities in a supportive environment where students feel free to take academic risks. We believe that through the use of cooperative learning, exploration, multiple exposures, and positive reinforcement, students will learn. The staff believes that our role is to be a positive support, a learning guide, a good role model, and a unified, consistent teaching team.

Priority Areas (Essential Practices)

Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.

Essential Practices		Rating	Definition of Rating
Instruction	1	EP01: Align curriculum, assessments, and instruction to the PA Standards	Operational Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.
	2	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational The schedule includes time for collaboration for general education, special education, and ESL educators. Use of collaborative planning time is structured and impact on teaching and learning is monitored.
	3	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices	Operational A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.
	4	EP04: Identify and address individual student learning needs	Emerging Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.
	5	EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	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.
Leadership Development	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.

Leaders	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	Emerging	School leaders occasionally monitor the goals and strategies of the school improvement plan.
Climate	11	EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically	Operational	The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; and (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students.
	12	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Operational	The schoolwide behavior plan includes: • 5 or fewer clearly defined, positively-stated expectations; • documented system for teaching behavioral expectations to students on an annual basis; • documented system for rewarding student behavior; • documented system for reporting behavioral violations; and • documented system for collecting, analyzing, and using discipline referral data. Most staff and students can clearly articulate the features of the schoolwide behavior plan.
	13	EP13: Implement a multi-tiered system of supports for academics and behavior	Emerging	The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.
Family & Community Engagement	14	EP14: Implement evidence-based strategies to engage families to support learning	Emerging	Strategies to engage families are evident, but implementation is inconsistent.
	15	EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA	Emerging	The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.
Professional Development	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).
	17	EP17: Use multiple professional learning designs to support the learning needs of staff	Operational	Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.

Profes	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.
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Selected Essential Practice

Academic Essential Practice #1 (Required)	EP04: Identify and address individual student learning needs
Climate Essential Practice #2 (Required)	EP13: Implement a multi-tiered system of supports for academics and behavior
Additional Practice #3 (Optional)	

Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy:		ELA Curriculum			
Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation			
<ul style="list-style-type: none"> - Instructional materials and assessments are aligned to the district's curriculum. - Lesson plans clearly reference grade-level standards aligned to district's curriculum and reflect high expectations for all students. - IEPs and ELD plans reflect alignment to grade-level standards and district curriculum. - Lessons aligned to the district's curriculum are delivered with fidelity to all students. - All instructional staff have access to the district's curricular materials and the training necessary to use curricular and data resources relating to the learning goals for the school. 		<ul style="list-style-type: none"> - Weekly, the ILT will review lesson plans. - Three times per year, students will be assessed using the Star assessments. - Quarterly, the principal will develop an informal observation schedule. - Annually, the principal will develop a formal observation schedule. 			
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials/Resources Needed	PD Step?
Align the school's schedule to expectations for ELA instructional minutes as stated in the Instructional Minutes K-12 document.	7/1/2025	8/25/2025	Principal, Roster Chair	SDP ELA Website , School Leader Toolkit for ELA Instruction	N
Create a PLC schedule that includes ELA for both self-contained and departmentalized teachers.	7/1/2025	8/25/2025	Principal, Roster Chair	PLC Toolkit	N
Identify all required ELA PL opportunities that focus on training teachers to implement core instructional resources for ELA and ensure teachers have the opportunity to participate.	7/1/2024	4/30/2026	Principal	PL Calendar	Y
Develop a plan for school-based PD time that focuses on improving teacher practice in continuing implementation of EL, with a specific focus on writing (especially accurately citing evidence to develop and support a claim) and creating more opportunities for student discourse during direct instruction.	7/1/2024	4/30/2026	Instructional Leadership Team	PL Calendar, Implementation Support Guidance	Y
Using the Implementation Support Guidance document, collect implementation data (e.g., classroom walkthroughs, observations, and coaching conversations) to identify trends and inform coaching and PL plans.	7/1/2025	6/12/2026	Instructional Leadership Team	Implementation Support Guidance	N
Plan and facilitate ongoing PLCs with a specific focus on student work analysis (especially writing pieces) in Q1, _____ in Q2, _____ in Q3, and _____ in Q4.	8/26/2024	6/12/2026	Instructional Leadership Team	ELA Instructional Guide, PLC Schedule	N
Develop and implement a system that uses a variety of data sources (K-2 Skills Block Benchmarks, Unit Assessments, Performance Tasks, Formative Assessments) to create groups for targeted small group instruction and to support Tier 1 instruction.	8/26/2024	6/12/2026	Instructional Leadership Team	K-2 Skills Block Benchmarks, Unit Assessments, Performance Tasks, Formative Assessments	N
Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles.	10/1/2025	6/12/2026	Instructional Leadership Team	OPL Instructional Coaching Handbook, Coaching Schedule, Coaching Logs	N

On a monthly basis, Instructional Leadership Team meets to review and reflect on observations/walkthroughs/PL supports, and makes adjustments to PLC's focus and school-based PD topics based on needs and progress towards identified priorities.	10/1/2025	6/12/2026	Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	N
Collaborate with Network and partner support and other coaching staff regularly to support implementation of ELA curriculum, with a specific focus on 1) delivering highly effective PLCs focused on student work analysis (including modeling an exemplar PLC) and 2) collecting data on student discourse.	10/1/2025	6/12/2026	Instructional Leadership Team	Observation Data, Student Data, PLC Agendas, PD Calendar	N

Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy:		School-Wide SEL			
Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation			
<ul style="list-style-type: none"> - Adult-student and student-student interactions are positive, caring, and respectful. - Stakeholders perceive the school as safe, positive, and equitable. OSCC supports positive, equitable learning environments in which all students can experience belonging, build strong relationships, and fully engage with academic and social-emotional learning. 		<ul style="list-style-type: none"> -Complete the Schoolwide SEL Implementation Rubric twice a year to consider the school's progress toward full-scale implementation -SEL-MTSS team meets bi-monthly to (1) review data relevant to SEL implementation, (2) support SEL through sourcing appropriate and necessary resources, (3) identify ways to enhance instructional support through SEL integration, (4) review whether communications are effective at engaging stakeholders in schoolwide SEL, and (5) take action that will aid in the completion of the action steps below. 			
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials/Resources Needed	PD Step?
Professional Learning					
School Leader attends district-organized Schoolwide SEL implementation overview (includes commitment to 3-5 year implementation plan; designating a culturally-responsive SEL-MTSS team; Community Meeting implementation; releasing SEL-MTSS team 3 half days per year for planning)	8/1/2025	8/25/2025	Principal	SDP SEL PD Calendar	Y
School leadership recruits school community members to form designate a culturally-responsive SEL-MTSS team and appoint an SEL Lead.	8/25/2025	9/5/2025	Principal	MTSS Tier I Teaming Guidelines	N
SEL/MTSS Team participates in Team Workshop 1 of 3: Foundation Building & Systems Analysis	8/25/2025	10/31/2025	SEL-MTSS team	SDP SEL PD Calendar	Y
SEL Lead attends foundational planning and problem-solving cohort meetings (6 throughout year)	9/1/2025	6/14/2026	SEL Lead	SEL Lead Resource Drive	Y
SEL/MTSS Team participates in Workshop 2 of 3: Data-Driven Decision Making & Implementation Science.	11/3/2025	2/27/2026	SEL-MTSS team	SDP SEL PD Calendar	Y
SEL/MTSS Team Participates Workshop 3 of 3: Sustainability Planning & Continuous Improvement Cycles.	3/2/2026	5/1/2026	SEL-MTSS team	SDP SEL PD Calendar	Y
Teaming					
SEL Team establishes clear operational roles with specific accountability measures and a meeting cadence with minimum bi-weekly sessions.	9/8/2025	9/26/2025	SEL-MTSS team	MTSS Tier I Teaming Guidelines ; Sample Tier I Programming Calendar - Working - '25-'26	N
SEL-MTSS team completes Baseline Assessment of SEL Indicators for the school using the SEL implementation rubric.	9/8/2025	9/29/2025	SEL-MTSS team	SW SEL Tool- SEL Implementation Rubric.docx	N
SEL Team develops a comprehensive data review framework with clear cycles, metrics, and decision-making protocols to drive continuous improvement.	10/10/2025	10/24/2025	SEL-MTSS team	MTSS Tier I Guidelines	N

SEL Team creates/refines a Shared SEL Vision and strategically displays it throughout the school to reinforce cultural commitment.	10/13/2025	12/19/2025	SEL-MTSS team	Shared Vision-setting Tool	N
Implementation - Data Cycles					
SEL Team facilitates Student Well-Being Survey (SWBS) Window 1 with comprehensive pre/post analysis with stakeholders (including students, staff, and families).	10/1/2025	11/1/2025	SEL-MTSS team	Looking at SWBS results - CM student-facing format	N
SEL Team and leadership hold strategic meeting 1 of 4: Establishing shared priorities and integration points with school-wide initiatives	10/24/2025	11/7/2025	SEL-MTSS team; Principal	SEL Lead & Leadership Meeting TEMPLATE: 25-26	N
SEL-MTSS team completes the Schoolwide SEL Implementation Rubric mid-year to track school's progress toward full-scale implementation.	12/1/2025	12/19/2015	SEL-MTSS team	SW SEL Tool- SEL Implementation Rubric.docx	N
SEL Team and leadership hold strategic meeting 2 of 4: Mid-point progress review and adaptive strategy development	12/1/2025	12/19/2025	SEL-MTSS team; Principal	SEL Lead & Leadership Meeting TE	N
SEL Team facilitates Student Well-Being Survey (SWBS) Window 2 with comprehensive pre/post analysis with stakeholders (including students, staff, and families).	2/1/2026	3/1/2026	SEL-MTSS team	Looking at SWBS results - CM student-facing format	N
SEL Team and leadership hold strategic meeting 3 of 4: Data-driven impact assessment and resource allocation planning	2/13/2026	2/20/2026	SEL-MTSS team; Principal	SEL Lead & Leadership Meeting TE	N
SEL Team and leadership hold strategic meeting 4 of 4: Year-end review and multi-year progression planning	4/1/2026	4/30/2026	SEL-MTSS team; Principal	SEL Lead & Leadership Meeting TE	N
SEL Team facilitates Student Well-Being Survey (SWBS) Window 3 with comprehensive pre/post analysis with stakeholders (including students, staff, and families).	5/1/2026	6/14/2026	SEL-MTSS team	Looking at SWBS results - CM student-facing format	N
SEL Pathway					
Teachers will implement daily Community Meetings (at least 90 minutes a week)	8/25/2025	6/12/2026	All staff	CM App	N
SEL Team completes pathway fit assessment to identify and prioritize evidence-based SEL strategies aligned with school context and student needs.	9/8/2025	9/30/2025	SEL-MTSS team		N
SEL Team creates two-way communication strategy to ensure authentic stakeholder engagement and responsive implementation.	11/1/2025	11/29/2025	SEL-MTSS team	SW SEL Tool- Two-Way Communication Strategy .docx	N
SEL Team develops specific, measurable, achievable, relevant, time-bound, inclusive, and equitable (SMARTIE) Pathway Goals with clear implementation benchmarks and success indicators.	5/1/2026	06/12/2026	SEL-MTSS team	SMARTIE Goals Worksheet	N

Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy:		Supporting Student Attendance			
Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation			
<ul style="list-style-type: none"> - The school systematically monitors attendance rates to identify trends. - The school routinely monitors tiered supports and interventions to ensure they are delivered with fidelity and provide feedback regarding effective implementation. 		<ul style="list-style-type: none"> - Problem solving team meetings are held regularly to review attendance data and identify celebrations and concerns, root causes of absenteeism, action steps for implementation, and the effectiveness of those action steps. - Relevant reports (EWI, CMT, SIS attendance reports) will be reviewed regularly to both identify students who need attendance support and to identify students who demonstrate improved attendance - SAIPs will be progress monitored at minimum every 30 days, not to exceed 90 days, to determine effectiveness of interventions on student's attendance 			
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials/Resources Needed	PD Step?
School Implementation of chosen Tier 1 Climate Strategy	8/25/2025	6/12/2026	Climate Lead	Refer to the strategy action steps	N
School Implementation of chosen Tier 1 Instructional Strategy	8/25/2025	6/12/2026	Instructional Lead	Refer to the strategy action steps	N
Identify the school's attendance designee(s) and attendance team, with clear roles and responsibilities delineated for both Tier 1 attendance efforts and the truancy process	7/1/2025	9/5/2025	Principal	School Based Attendance Designee(s)	N
Conduct a deep review of attendance policies and procedures with attendance team.	7/1/2025	9/5/2025	Principal	[FINAL] Processes and Procedures for Attendance	N
Communicate attendance policies and procedures to staff, students, and families.	8/18/2025	10/31/2025	Principal	Handbook, School Website	N
Attendance designee(s) attend Office of Attendance and Truancy professional development (i.e. Kickoff Training, SAIP Training, Monthly Attendance Designee Meetings etc.)	8/18/2025	6/12/2026	Attendance Designee(s)	PD/Training Information	Y
Communicate the importance of attendance to all stakeholders as it relates to student achievement through the following modes: Back to School Night presentations, Kinder Open House Presentations, Report Card Conferences, and regular phone calls home.	8/18/2025	6/12/2026	Attendance Team	Various	N
Establish a system to recognize high student attendance.	8/18/2025	6/12/2026	Attendance Team	SIS, Schoolnet	N
[Truancy] Review requirements, protocol, and tasks for the District's Response to Truancy. Identify person(s) responsible for tasks. Requirements, protocol, and tasks have been shared and reviewed with identified attendance designee(s) and other appropriate staff	8/18/2025	9/5/2025	Principal	[FINAL] Requirements, Protocol, and Tasks for Truancy	N
[Truancy] Identify students who reach 3 unexcused absences and generate and send Notice of Truancy to the parent/guardian within ten (10) school days of the student's third unexcused absence in compliance with state law.	8/25/2025	6/12/2026	Attendance Designee(s)	SIS Attendance Report	

[Truancy] Identify students who reach 6 unexcused absences and invite student and parents/guardian to attend a School Attendance Improvement Conference (SAIC).	8/25/2025	6/12/2026	Attendance Designee(s)	SIS Attendance Report	N
[Truancy] During scheduled SAIC, develop School Attendance Improvement Plan (SAIP) outlining interventions that will be implemented to target and remove barriers to attendance.	8/25/2025	6/12/2026	Attendance Designee(s)	SIS	N
Leadership team regularly reviews SIS with a focus on ensuring that teachers are making regular contact home to reinforce the importance of attendance and its impact on academic performance.	9/15/2025	6/12/2026	Principal	SIS	N
On a monthly basis, Tier 1 problem-solving team meetings/MTSS meetings are held to review student attendance data, conduct root cause analyses, and identify next steps to improve implementation and outcomes	10/1/2025	6/12/2026	MTSS/ Attendance Team	on Planning for Attendance Challenges, Qlik, Schoolnet, SIS	N
Establish a system to recognize improved student attendance for students at-risk of truancy	10/1/2025	6/12/2026	Attendance Team	SIS, Schoolnet	N
[Truancy] Progress monitor SAIP at minimum every 30 days, not to exceed 90 days to determine effectiveness of interventions identified in SAIP	10/17/2025	6/12/2026	Attendance Designee(s)	SIS	N
[Truancy] School team members to finalize (close) SAIP based on progress monitoring. Plans not to exceed 90 days.	10/17/2025	6/12/2026	Attendance Designee(s)	SIS	N
[Truancy] Referrals to truancy court are made, as needed, for students with at minimum 10 or more unexcused absences, after the implementation and progress monitoring and finalization of SAIP has occurred	10/17/2025	6/12/2026	Attendance Designee(s)	SIS, Truancy Referral Form	N

Comprehensive Plan: Strategies and Action Steps					
Evidence Based Strategy:		Instructional Leadership Team (ILT) Development			
Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation			
<ul style="list-style-type: none"> - A shared vision for the ILT's work is established - Goals for supporting instruction are developed - All members of the ILT have clear roles and responsibilities that they take ownership over 		<ul style="list-style-type: none"> - ILT meets on a regular basis and reviews student outcome data to determine whether their professional learning efforts are improving student outcomes - ILT reviews Philly School Experience Survey data to review teacher feedback around professional learning and instructional leadership 			
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials/Resources Needed	PD Step?
Determine members for an Instructional Leadership Team (ILT) with clear roles	7/1/2025	9/30/2025	Principal	Org Chart	N
Schedule regular (weekly or biweekly) ILT meetings and create a digital rolling	7/1/2025	9/30/2025	ILT	ILT Agenda	N
Norm around which data sources will be reviewed during biweekly ILT meetings. This might include observation data, curriculum measures, and/or Star progress monitoring data.	7/1/2025	9/30/2025	ILT	Goals, Data Analysis Plan, Star Data	N
With support from PESO, identify Focus Teachers and/or Focus Grades based on EOY data. Divide coaching caseloads across members of the ILT. Determine differentiated coaching cadence for each teacher based on capacity and EOY data.	7/1/2025	9/30/2025	ILT	Coaching Caseload, Star Data	N
Prior to ILT meeting, ILT members populate key data points into agenda (whether that is observation trends, curriculum measures trackers, Star progress monitoring data, or another data source).	9/30/2025	6/12/2026	ILT	ILT Agenda	N
ILT meets regularly (weekly or biweekly) to review data, identify trends, and action plan around upcoming PLC and individual teacher's coaching needs.	9/30/2025	6/12/2026	ILT	ILT Agenda, PLC Agenda, Coaching Logs	N
Divided among the members of the ILT, host one-on-one meetings with each teacher at the start of the school year. Review EOY data, set classroom goals, and identify areas where teachers need support.	9/30/2025	10/31/2025	ILT	Teacher Data Conference Template	N
At the start of the school year, norm around Math ISG ratings as an ILT. Visit 3-5 math classrooms as a team and debrief about what the appropriate ratings would be and why. Norm around what kind of actionable feedback would be given. Repeat this action step after Winter Break as a refresher for the ILT.	9/30/2025	2/1/2026	ILT	Math ISG	N

At the start of the school year, norm around ELA ISG ratings as an ILT. Visit 3-5 ELA classrooms as a team and debrief about what the appropriate ratings would be and why. Norm around what kind of actionable feedback would be given. Repeat this action step after Winter Break as a refresher for the ILT.	9/30/2025	2/1/2026	ILT	ELA ISG	N
Design and implement professional learning opportunities for school-based PD and Professional Learning Community (PLC) meetings weekly that are responsive to the needs made evident in quantitative and qualitative data.	7/1/2025	6/12/2026	ILT	PD Calendar, PLC Agendas	Y
In weekly PLC, create systems for teachers to explicitly state and document next steps for their teaching based on conversations and learning. Ensure system allows ILT members to easily access and review teacher-created next steps to embed into observations, coaching, and feedback.	9/30/2025	6/12/2026	ILT	Coaching Logs	N
Conduct regular observations of classrooms to ensure strong practices are in place and lesson plans are being followed with fidelity. Following each observation, provide actionable feedback to teachers.	10/1/2025	6/12/2025	ILT	Observation Calendar	N
Divided among the members of the ILT, host one-on-one meetings with each teacher after the Star Winter window. Review data, monitor progress towards meeting classroom goals, and identify areas where teachers need support.	01/05/2026	02/06/2026	ILT	Teacher Data Conference Template	N

GOAL:	Board Goal 1: Grades 3-8	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 46.02% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 49.02% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 49.02% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	No data: trimester assessment calendar	At least 46.02% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 2: Grade 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 55.18% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 58.18% students in grade 3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 58.18% students in grade 3 will score at or above grade-level on the District's within-year reading assessment in Q2	No data: trimester assessment calendar	At least 55.18% students in grade 3 will score at or above grade-level on the District's within-year reading assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 3: Grades 3-8	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 29.04% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 32.04% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 32.04% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	No data: trimester assessment calendar	At least 29.04% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Board Goal 3: Grade 3	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 49.94% of grade 3 students will score proficient/advanced on the Math PSSA	At least 52.94% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q1	At least 52.94% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q2	No data: trimester assessment calendar	At least 49.94% students in grade 3 will score at or above grade-level on the District's within-year math assessment in Q4
			Actual Performance				
			Met Target?				
GOAL:	Student Attendance	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 63.50% of all students will attend school 90% of days or more	At least 73.50% of all students will attend school 90% of days or more in Q1	At least 69.50% of all students will attend school 90% of days or more in Q2	At least 66.50% of all students will attend school 90% of days or more in Q3	At least 63.50% of all students will attend school 90% of days or more in Q4
			Actual Performance				
			Met Target?				
GOAL:	Suspensions	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
			At least 99.30% of students will have zero out-of-school suspensions	At least 100% of students will have zero out-of-school suspensions in Q1	At least 99.80% of students will have zero out-of-school suspensions in Q2	At least 99.50% of students will have zero out-of-school suspensions in Q3	At least 99.30% of students will have zero out-of-school suspensions in Q4
			Actual Performance				
			Met Target?				
			Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target

GOAL: Teacher Attendance	All Students	At least 80.00% of teachers will attend 90% or more work days	At least 90% of teachers will attend 90% or more work days in Q1.	At least 86% of teachers will attend 90% or more work day in Q2.	At least 83% of teachers will attend 90% or more work days in Q3.	At least 80% of teachers will attend 90% or more work days in Q4.
		Actual Performance				
		Met Target?				

GOAL: Dropouts	All Students	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Dropouts	All Students	0 students in grades 7th-8th will drop out of school.	No more than 0 students in grades 7th-8th will drop out of school in Q1.	No more than 0 students in grades 7th-8th will drop out of school in Q2.	No more than 0 students in grades 7th-8th will drop out of school in Q3.	No more than 0 students in grades 7th-8th will drop out of school in Q4.
		Actual Performance				
		Met Target?				