

Profile and Plan Essentials

School		AUN/Branch
Calypso El Sch		120481002
Address 1		
1021 Calypso Ave		
Address 2		
City	State	Zip Code
Bethlehem	PA	18018
Chief School Administrator		Chief School Administrator Email
Dr Renato M Lajara		rlajara@basdschools.org
Principal Name		
Jennifer Cierech		
Principal Email		
jcierech@basdschools.org		
Principal Phone Number		Principal Extension
6106910152		62900
School Improvement Facilitator Name		School Improvement Facilitator Email
Nicole Bouhana		nbouhana@basdschools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Cierech	Principal	Calypso	jcierech@basdschools.org
Michele Stine	Teacher	Calypso	mstine@basdschools.org
Kelly Pierce	Parent	Calypso	kpiercern@outlook.com
Kimberly Harper	District Level Leaders	Bethlehem Area School District	kharper@basdschools.org
Katrina Miller	Community Member	Community member	katrinammiller@gmail.com
Holly Mongi	Community Member	Community member	hmongi@gmail.com
Nicole Bouhana	District Level Leaders	Bethlehem Area School District	nbouhana@basdschools.org
Dr. Maureen Leeson	District Level Leaders	Bethlehem Area School District	mleeson@basdschools.org
Dr. Renato Lajara	Chief School Administrator	Bethlehem Area School District	rlejara@basdschools.org
Lora Alvarez	Paraprofessional	Bethlehem Area School District	lalvarez@basdschools.org
Miriam Siddiqui	Education Specialist	Calypso	msiddiqui@basdschools.org

Vision for Learning

Vision for Learning

At Calypso Elementary, we are committed to creating a safe, joyful, and high-achieving learning community where every child is valued, challenged, and supported. Through strong partnerships with families, open communication, and a focus on the whole child, we inspire academic excellence, personal growth, and a lifelong love of learning while leading with pride and integrity.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Our all-student group remained the same in ELA as 24-25, at 53.3%, higher than the 49.8% statewide average.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantage Increased in ELA from 37.5% in 23-24 to 39.5% in 24-25

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Our Hispanic subgroup from 34.4 in 23-24 to 31.4 in 24-25, which is a decrease in proficient or advanced in ELA.
White	Our white subgroup had a slight decrease in advanced/proficient from 70.6 in 23-24 to 70.2 percent in 24-25 in ELA.
Combined Ethnicity	Our combined ethnicity subgroup had a decrease from 23-24 (40.5%) to 24-25 (35.7 %) in ELA.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups demonstrated growth on the MATH PSSA from 23-24 (51.3%) to the 24-25 (58.9 %) school year.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Our Economically Disadvantaged group increased in Math from 33.3 in 23-24 to 42.1 in 24-25
Hispanic	Math proficiency increased from 23-24 (29 %) to 24-25 (42.9%) in our Hispanic Subgroup.
Combined Ethnicity	Combined Ethnicity subgroup increased in Math from 23-24 (31.7%) to 25-25 (40.5%)
White	Our white population in Math 24-25 (76.6) is similar to 23-25 (76.5)

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	Our combined ethnicity group (40.5) is slightly below the state average of 41.7% in Math.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

There was a decrease in all meeting annual academic growth expectations (PVASS) in ELA from 223-24 (70%) to 24-25 69%

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	No data set for this section.

Challenges

ESSA Student Subgroups	Indicator
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White	Our white subgroup decreased in meeting annual academic growth expectations (PVASS) in ELA from 2019 (70%) to 2024-25 (66%). Insufficient sample from 2020-2024.
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Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student subgroups increased from 23-24 (50%) to 24-25 (74%) in meeting annual academic growth expectations (PVASS) in Math.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	No data for this subgroup.

Challenges

ESSA Student Subgroups	Indicator
White	Our white subgroup decreased from 2019-20 (88%) to 24-25 (79%) in MATH. Insufficient data from 20-24.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All students slightly increased in attendance from 23-24 (88.3%) to 24-25 (88.5).

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	Attendance increased from 22-23 (85.7) to 24-25 (100%) for our African-American/Black subgroup.
Combined Ethnicity	Attendance increased from 22-23 (81.7%) to 24-25 (84.6%) .in our combined ethnicity subgroup
White	The attendance was stagnant for this group; however, it was well above the statewide average and performance standard.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Attendance slightly decreased in our hispanic subgroup from 22-23 (81.7%) to 24-25 (81.3%)
Economically Disadvantaged	Attendance remained the same 22-23 (82.2%) to 24-25 (82.2%) in our economically disadvantaged subgroup.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups increased in career readiness from 22-23 (91.4%) to 24-25 (100%)

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	100% of white students completed the career standards benchmark in 2024-25

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	No data for this subgroup.

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

Our all-student group for 24-25 is 53.3%, higher than the 49.8% statewide average.
Our Economically Disadvantaged group increased from 37.5 in 23-24 to 39.5 in 24-25
All student groups demonstrated growth on the MATH PSSA from 23-24 (51.3%) to the 24-25 (58.9 %) school year.
42.9% proficient/advanced; performance increased.Math proficiency (42.9%) slightly exceeds the state average.

Challenges

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

Our Hispanic subgroup from 34.4 in 22-23 to 31.4 in 24-25, which is a decrease in proficient or advanced in ELA.
Our white subgroup had a slight decrease in advanced/proficient fdrom 70.6 in 23-24 to 70.2 percent in 24-25
Our combined ethnicity subgroup had a decrease from 23-24 (40.5%) to 24-25 (35.7 %) in ELA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
As per the Acadience assessment, 95% of our kindergarten students were at or above grade level by June 2025	We continue to hold all kindergarten students to the usual standard of all kindergarteners being at or above grade level expectations.
As per the Acadience assessment, 83% of our first graders are accurate and fluent readers as they move on to 2nd grade.	The use of structured literacy methodologies and continuous training is paying dividends.
As per the Acadience assessment, 86% of our second graders are reading have no need for support as they head into third grade for the next school year.	The use of structured literacy methodologies is paying dividends.
As per the Acadience assessment, 83% of our Grade 5 students were at or above grade level by June 2025	The use of structured literacy methodologies and continuous training is paying dividends.
As per the Acadience assessment, 76% of our Grade 4 students were at or above grade level by June 2025	Grade 4 has the highest percentage of struggling readers.

English Language Arts Summary

Strengths

Our knowledge and implementation of structured literacy is showing in the gains in grades K-3 and grade 5.
We do a great job getting all kindergarteners reading at grade level. If we could achieve the same success in fourth grade, I'd be confident that we would be sending stronger readers to middle school. This is how our district measures reading success, so it's important that our school continue to work to meet our goals.

Challenges

We do a great job getting all kindergarteners reading at grade level. If we could achieve the same success in fourth grade, I'd be confident that we would be sending stronger readers to middle school. This is how our district measures reading success, so it's important that our school continue to work to meet our goals.

Mathematics

Data	Comments/Notable Observations
According to our IXL data, students at every grade level achieved the recommended 100 points of growth in the 24-25 SY.	All this growth is commendable and we need to continue the current curriculum and IXL recommendations of the district.

Mathematics Summary

Strengths

All grade level staff are ensuring that their students are using IXL for the expected 15 minutes daily and working on a minimum of two skills a week.
Teachers are implementing, with fidelity, the Reveal Math curriculum.

Challenges

While we are experiencing success in Math, there is a need for constant evaluation of best practices and reflection of student engagement.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All students participate in Science 20 minutes a day.	There needs to be more time dedicated to Science and a supportive curriculum.
The district participated in a Waiver for the Science PSSA data.	I do not have any PSSA data to report.

Science, Technology, and Engineering Education Summary

Strengths

All students participate in Digital Literacy weekly. Digital literacy is a class meant to prepare students for current trends and usage in technology and STEM.

Challenges

The district needs a strong Science curriculum in K-5. Something we don't have in place at the moment.

Related Academics

Career Readiness

Data	Comments/Notable Observations
All of our student groups are making progress (100%) and have averages above the state average of 91.5 %	The tracking method developed by the principal made a difference in ensuring students met this goal.
Leader in Me	100 students completed yearly portfolios for each grade level.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

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.

We engage our students in multiple career readiness opportunities.
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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.

We will continue to use the tracking method developed by the principal, as well as engage students in goal setting.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Districtwide ESL Reclassification Data	We had 2 students exit the ESL program last year and 4 this year. 50% of the Level 4 students were reclassified in 2025. 66% of Level 4 students were reclassified in 2025.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
29 percent of our students scored below typical progress, and 38 percent scored well below progress in our local reading assessment.	We need to focus on interventions and strong tier one supports.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	77 percent of Black/African American students are at or above grade level per their IXL scores

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.

Attendance rates have improved from the 23-24 SY to the 24-25 SY. This is due to the school counselor putting so much effort into making sure children get to school.

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.

We need to ensure that all primary grade levels are using our structured literacy approach with fidelity.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
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	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

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

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	Operational
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?

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Having curricula aligned to state standards is helping us achieve.
Our SAP system helps identify children in need of additional support, both academically and socially/emotionally
Leverage the power of our scheduled grade level meetings to ensure instruction is coordinated, aligned, and evidence-based.

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?

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Provide frequent, timely, and systematic feedback and support on instructional practices
We can further leverage our professional development to support the needs of teachers by engaging in 'unconferences' during our faculty meetings, where several staff members informally present to their peers on a topic in which they excel.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Use multiple professional learning designs to support the learning needs of staff

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
Our all-student group for 24-25 is 53.3%, higher than the 49.8% statewide average.	False
Our Economically Disadvantaged group increased from 37.5 in 23-24 to 39.5 in 24-25	False
Our all-student group for 24-25 is 53.3%, higher than the 49.8% statewide average.	False
42.9% proficient/advanced; performance increased.Math proficiency (42.9%) slightly exceeds the state average.	False
Math proficiency (42.1%) approximates the state average.	False
Our white population (76.6) is above the statewide average of 58.9.	False
Attendance increased from 22-23 (81.7%) to 24-25 (84.6%)	False
Attendance increased from 22-23 (85.7) to 24-25 (100%)	True
All student subgroups increased from 23-24 (50%) to 24-25 (74%) in meeting annual academic growth expectations (PVASS) in Math.	True
Attendance increased from 22-23 (85.7) to 24-25 (100%) for our African-American/Black subgroup.	False
Combined Ethnicity subgroup increased in Math from 23-24 (31.7%) to 25-25 (40.5%)	False
Math proficiency increased from 23-24 (29 %) to 24-25 (42.9%) in our Hispanic Subgroup.	False
Our Economically Disadvantaged group increased in Math from 33.3 in 23-24 to 42.1 in 24-25	False
Our white population in Math 24-25 (76.6) is similar to 23-25 (76.5)	False
Our knowledge and implementation of structured literacy is showing in the gains in grades K-3 and grade 5.	False
We do a great job getting all kindergarteners reading at grade level. If we could achieve the same success in fourth grade, I'd be confident that we would be sending stronger readers to middle school. This is how our district measures reading success, so it's important that our school continue to work to meet our goals.	True
All grade level staff are ensuring that their students are using IXL for the expected 15 minutes daily and working on a minimum of two skills a week.	False
All students participate in Digital Literacy weekly. Digital literacy is a class meant to prepare students for current trends and usage in technology and STEM.	False
We engage our students in multiple career readiness opportunities.	False
Attendance rates have improved from the 23-24 SY to the 24-25 SY. This is due to the school counselor putting so much effort into making sure children get to school.	True
Having curricula aligned to state standards is helping us achieve.	False
Our SAP system helps identify children in need of additional support, both academically and socially/emotionally	True
Leverage the power of our scheduled grade level meetings to ensure instruction is coordinated, aligned, and evidence-based.	False
All student groups demonstrated growth on the MATH PSSA from 23-24 (51.3%) to the 24-25 (58.9 %) school year.	False

All student groups demonstrated growth on the MATH PSSA from 23-24 (51.3%) to the 24-25 (58.9 %) school year.	False
All student groups increased in career readiness from 22-23 (91.4%) to 24-25 (100%)	False
Teachers are implementing, with fidelity, the Reveal Math curriculum.	False

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
Our Hispanic subgroup from 34.4 in 22-23 to 31.4 in 24-25, which is a decrease in proficient or advanced in ELA.	True
Our white subgroup had a slight decrease in advanced/proficient from 70.6 in 23-24 to 70.2 percent in 24-25	False
Our combined ethnicity subgroup had a decrease from 23-24 (40.5%) to 24-25 (35.7 %) in ELA.	True
Our white subgroup decreased from 2019-20 (88%) to 24-25 (79%) in MATH. Insufficient data from 20-24.	True
Our white subgroup decreased in meeting annual academic growth expectations (PVASS) in ELA from 2019 (70%) to 2024-25 (66%). Insufficient sample from 2020-2024.	False
Our white subgroup decreased in meeting annual academic growth expectations (PVASS) in ELA from 2019 (70%) to 2024-25 (66%). Insufficient sample from 2020-2024.	True
We do a great job getting all kindergarteners reading at grade level. If we could achieve the same success in fourth grade, I'd be confident that we would be sending stronger readers to middle school. This is how our district measures reading success, so it's important that our school continue to work to meet our goals.	False
While we are experiencing success in Math, there is a need for constant evaluation of best practices and reflection of student engagement.	False
The district needs a strong Science curriculum in K-5. Something we don't have in place at the moment.	True
We will continue to use the tracking method developed by the principal, as well as engage students in goal setting.	False
Our white subgroup had a slight decrease in advanced/proficient from 70.6 in 23-24 to 70.2 percent in 24-25 in ELA.	False
Our Hispanic subgroup from 34.4 in 22-23 to 31.4 in 24-25, which is a decrease in proficient or advanced in ELA.	False
Our white subgroup decreased from 2019-20 (88%) to 24-25 (79%) in MATH. Insufficient data from 20-24.	False
Our combined ethnicity group (40.5) is slightly below the state average of 41.7% in Math.	False
We need to ensure that all primary grade levels are using our structured literacy approach with fidelity.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
We can further leverage our professional development to support the needs of teachers by engaging in "unconferences" during our faculty meetings, where several staff members informally present to their peers on a topic in which they excel.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
Use multiple professional learning designs to support the learning needs of staff	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Our Hispanic subgroup from 34.4 in 22-23 to 31.4 in 24-25, which is a decrease in proficient or advanced in ELA.	Focus on our ESOL support and data while engaging families in their child's learning.	False
Our combined ethnicity subgroup had a decrease from 23-24 (40.5%) to 24-25 (35.7 %) in ELA.	Focus on strong tier 1 supports for all students. Analyze what grade levels are	True
The district needs a strong Science curriculum in K-5. Something we don't have in place at the moment.	Support teachers in expanding on the current curriculum by purchasing supplies for experiments. Conduct engagement surveys of students.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	Continue the district walkthrough protocols and provide timely feedback to teachers with suggestions for instructional improvement. Continue to shout out commendable teaching publicly during faculty meetings.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Create partnerships with local businesses and organizations. Build upon the capacity of our PTC. Work alongside the Foundation, United Way, community partners, and families to gain support for our most needy families, academically, with food or financial struggles, and socially-emotionally.	True
Our white subgroup decreased from 2019-20 (88%) to 24-25 (79%) in Math. Insufficient data from 20-24.	What Tier 1 core instruction adjustments or Tier 2 math intervention strategies are needed to stabilize core proficiency across all student populations?	False
Our white subgroup decreased in meeting annual academic growth expectations (PVASS) in ELA from 2019 (70%) to 2024-25 (66%). Insufficient sample from 2020-2024.	What core Tier 1 literacy practices (such as text complexity, analytical writing, or independent reading stamina) need reinforcement to ensure every student achieves at least one year of growth?	False
Use multiple professional learning designs to support the learning needs of staff	How are we assessing the varying expertise levels among staff—from novice teachers needing foundational core instruction support to veteran educators looking for advanced intervention techniques—so professional learning is targeted and meaningful?	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Attendance increased from 22-23 (85.7) to 24-25 (100%)	Our guidance counselor was instrumental in this gain. Continue to create systems that encourage attendance.
All student subgroups increased from 23-24 (50%) to 24-25 (74%) in meeting annual academic growth expectations (PVASS) in Math.	Continue to focus on strong instruction and IXL data. Teachers will continue to use the Reveal math curriculum with fidelity.
We do a great job getting all kindergarteners reading at grade level. If we could achieve the same success in fourth grade, I'd be confident that we would be sending stronger readers to middle school. This is how our district measures reading success, so it's important that our school continue to work to meet our goals.	We believe that teachers are facing behavior and attendance challenges that are impacting their ability to focus solely on instruction. We also believe that the school leadership needs to ensure that all teachers are using structured literacy methodologies.
Attendance rates have improved from the 23-24 SY to the 24-25 SY. This is due to the school counselor putting so much effort into making sure children get to school.	Our guidance counselor was instrumental in this gain. Continue to create systems that encourage attendance. Work alongside of families to work through attendance struggles.

Our SAP system helps identify children in need of additional support, both academically and socially/emotionally	Continue with the SAP process as well as the meaningful meetings that involve family.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	What specific instructional shifts in Tier 1 literacy (e.g., text complexity, explicit vocabulary instruction, student engagement strategies) are needed to ensure all students make at least one full year of academic growth?
	The administration with work alongside of the guidance counselor and PTC to improve community engagement.
	Professional development will focus on instructional feedback and research-based instructional practices that have the highest impact on student achievement.

Goal Setting

Priority: The administration with work alongside of the guidance counselor and PTC to improve community engagement.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
During the 26-27 the principal will work with the PTC and community organizations to increase support for our families and to provide learning experiences for our students. Create opportunities for our community businesses to work with the school and make their services more well-known to our families. Have 100 percent of our families engaged in their child's learning.			
Measurable Goal Nickname (35 Character Max)			
Community and family engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Create a community fair during the opening of schools where students and families can engage with our partners.	Provide an educational experience to our student body funded by the donation of a community partner or fundraising Have parents engaged in their child's progress and learning	Provide an educational experience to our student body funded by the donation of a community partner or fundraising Elicite feedback from our families and partners on engagement. Have parents engaged in their child's progress and leanring.	Provide an educational experience to our student body funded by the donation of a community partner or fundraising Elicite feedback from our families and partners on engagement. Have parents engaged in their child's progress and learning

Priority: All students will make 100 pts of growth in Math proficiency.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
All students will grow by at least 100 points in IXL.			
Measurable Goal Nickname (35 Character Max)			
Math Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will grow at least 25 points in IXL.	All students will grow at least 50 points in IXL.	All students will grow at least 75 points in IXL.	All students will grow at least 100 points in IXL.

Priority: Professional development will focus on instructional feedback and research-based instructional practices that have the highest impact on student achievement.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
By May 2026, 100% of K–5 instructional staff will participate in at least three distinct professional learning designs (e.g., job-embedded coaching cycles, PLC data protocols, and peer observations), resulting in at least 85% of participating teachers reporting on end-of-year surveys that the training directly improved their instructional practice in ELA and Math and other subjects taught..			
Measurable Goal Nickname (35 Character Max)			
Professional Development			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete initial needs assessment/survey to establish baseline teacher confidence in ELA and Math and other subject instruction. Establish PLC/Data schedules and data protocol frameworks. Metric: 100% of K–5 teachers enrolled in and attending active PLCs; baseline survey completed.	Launch coaching cycles, microteaching focused on targeted Tier 1 core instruction strategies in Math or ELA. Conduct mid-year progress check within PLCs using mid-term benchmark data. Metric: 50%+ of staff complete at least one peer observation round alongside ongoing PLCs.	All remaining teachers initiate their job-embedded coaching cycles,microteaching or peer observation opportunities. Conduct administrator walk-throughs using instructional rubrics to monitor classroom application. Metric: 75 percent have complete at least one peer observation round alongside ongoing PLCs.	Finalize all peer observation reflections, coaching cycles, and remaining PD design commitments. Administer the end-of-year Professional Learning Impact Survey. Metric: 100% of staff have completed peer observations, microteaching, and/or job-embedded coaching. 80%+ report direct improvement in classroom practice for ELA/Math on the final survey

Priority: What specific instructional shifts in Tier 1 literacy (e.g., text complexity, explicit vocabulary instruction, student engagement strategies) are needed to ensure all students make at least one full year of academic growth?

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
90 percent of students will be reading at grade level by the end of the 26-27 school year.			
Measurable Goal Nickname (35 Character Max)			
Reading on grade level			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
70 percent make typical or well-above typical progress. 90 percent of students who receive intensive interventions make above or well above typical progress,	80 percent make typical or well-above typical progress. 90 percent of students who receive intensive interventions make above or well above typical progress based on BOY data.	90 percent make typical or well-above typical progress. 90 percent of students who receive intensive interventions make above or well above typical progress, Based on MOY data.	90 percent make typical or well-above typical progress. 90 percent of students who receive intensive interventions make above or well above typical progress, Based on MOY data.

Action Plan

Measurable Goals

Community and family engagement	Math Growth
Professional Development	Reading on grade level

Action Plan For: District Literacy Coaching

Measurable Goals:
By May 2026, 100% of K–5 instructional staff will participate in at least three distinct professional learning designs (e.g., job-embedded coaching cycles, PLC data protocols, and peer observations), resulting in at least 85% of participating teachers reporting on end-of-year surveys that the training directly improved their instructional practice in ELA and Math and other subjects taught..

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide coaching to teachers on how to increase the amount of writing and collaboration opportunities within a Wonders lesson.		2026-08-24	2027-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Cierech/Principal	District Coaches / KTL Strategies	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increase in the number of students at grade level on the ORF portions of the ALO. Less students needing writing support and better PSSA scores.	District coaches, classroom teacher, principal, Reading specialist, Special Education Teacher, Principal BOY, MOY & EOY scores on ALO

Action Plan For: Student engagement strategies/visible learning

Measurable Goals:
By May 2026, 100% of K–5 instructional staff will participate in at least three distinct professional learning designs (e.g., job-embedded coaching cycles, PLC data protocols, and peer observations), resulting in at least 85% of participating teachers reporting on end-of-year surveys that the training directly improved their instructional practice in ELA and Math and other subjects taught..

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will take part in peer-to-peer classroom walks and collaboration. The principal will introduce the opportunity for microteaching and ask for volunteers for the first rotation.		2026-08-24	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Cierech/Principal	Walkthrough data form, swivel, peer-to-peer classroom visit schedule.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student engagement and visible learning, which will in turn lead to greater achievement on benchmark scores and state assessments.	Walkthrough tool, peer-to-peer coaching by classroom teachers. BOY, MOY & EOY scores on ALO, IXL, MRA data,

Action Plan For: Community and family engagement

Measurable Goals:
During the 26-27 the principal will work with the PTC and community organizations to increase support for our families and to provide learning experiences for our students. Create opportunities for our community businesses to work with the school and make their services more well-known to our families. Have 100 percent of our families engaged in their child's learning.

Action Step	Anticipated Start Date	Anticipated Completion Date
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Administration and staff work to create a partnership with families and community members to support our students' learning, achievement, and sense of belonging. Leader in Me action teams will work alongside PTC to create events that engage families and the community. Parents will also receive support in how to support their child's learning while at home.		2026-08-24	2027-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Cierech/principal	Community support, families and PTC, after-school educational activities/clubs	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
More engaged families in their child's learning and education. More opportunities and support for our students and families. Students involved in clubs/activities that are directly related to their academic achievement.	Principal, guidance counselor, PTC, quarterly, feedback and evidence of support through participation. Improved scores in academic classes.

Action Plan For: Complete 2 recommended skills weekly

Measurable Goals:
All students will grow by at least 100 points in IXL.

Action Step	Anticipated Start Date	Anticipated Completion Date
Students will complete 2 recommended IXL skills per week in their Math and WIN classes.	2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Jen Cierech and grade-level teachers	IXL programming	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All students would meet the yearly 100 pt growth.	Grade-level data meetings with the principal, grade-level teams, guidance counselors, and special ed will meet biweekly to assess data, provide feedback, and adapt supports where needed.

Action Plan For: Benchmarking

Measurable Goals:
- All students will grow by at least 100 points in IXL. 90 percent of students will be reading at grade level by the end of the 26-27 school year.

Action Step	Anticipated Start Date	Anticipated Completion Date
Using Acadience for ELA and iXL for Math, students will complete MOY. Data will be reviewed during data meetings, and appropriate interventions and support will be provided	2027-01-11	2027-02-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Jen Cierech	Acadience, iXL	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Using Acadience for ELA and iXL for Math, students will complete BOY reading assessments. Data will be reviewed during data meetings, and appropriate interventions and support will be provided	2026-08-24	2026-09-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Jen Cierech	Acadience, iXL	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Using Acadience for ELA and iXL for Math, students will complete EOY reading assessments. Data will be reviewed during data meetings, and appropriate interventions and support will be provided		2027-05-03	2027-05-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jen Cierech	Acadience, iXL	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will be able to read at grade level and make 100 points of growth in math	Grade-level data meetings with the principal, grade-level teams, guidance counselors, and special ed will meet biweekly to assess data, provide feedback, and adapt supports where needed.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	- District Literacy Coaching - Student engagement strategies/visible learning - Community and family engagement	Instruotional salary and benefits	\$269,040.00	
Other Expenditures	Community and family engagement	Family engagement opportunities	\$2,701.00	
Carryover Funds	- District Literacy Coaching - Student engagement strategies/visible learning - Community and family engagement	Carryover funds	\$1,037	
Total Expenditures				0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
District Literacy Coaching	Provide coaching to teachers on how to increase the amount of writing and collaboration opportunities within a Wonders lesson.
Student engagement strategies/visible learning	Teachers will take part in peer-to-peer classroom walks and collaboration. The principal will introduce the opportunity for microteaching and ask for volunteers for the first rotation.

Writing with Purpose: Making Every Wonders Lesson Interactive

Action Step		
- Provide coaching to teachers on how to increase the amount of writing and collaboration opportunities within a Wonders lesson. - Teachers will take part in peer-to-peer classroom walks and collaboration. The principal will introduce the opportunity for microteaching and ask for volunteers for the first rotation.		
Audience		
Calypso Staff		
Topics to be Included		
KTL strategies. Evidence-based reading strategies focused on reading and comprehension Incorporate meaningful writing into every Wonders lesson. Increase student-to-student academic discussion. Use collaborative structures that promote comprehension. Develop rigorous writing prompts aligned to lesson objectives.		
Evidence of Learning		
Increase in students' ability to write well-written writing samples and ultimately higher scores on local and state assessments.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jen Cierech/Principal	2026-08-24	2027-07-01

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Quarterly
Observation and Practice Framework Met in this Plan	
3c: Engaging Students in Learning 1f: Designing Student Assessments 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Jennifer Cierech	2026-06-29
School Improvement Facilitator Signature	Date
Nicole Bouhana	2026-08-13