

Profile and Plan Essentials

School		AUN/Branch
Thomas Jefferson El Sch		120481002
Address 1		
404 E North St		
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		
Elizabeth Ramsey		
Principal Email		
eramsey@basdschools.org		
Principal Phone Number		Principal Extension
610-691-1776		12900
School Improvement Facilitator Name		School Improvement Facilitator Email
Nicole Buohana		nbouhana@basdschools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Elizabeth Ramsey	Principal	Thomas Jefferson Elementary	eramsey@basdschools.org
Renato Lajara	Chief School Administrator	Bethlehem Area School District	rlajara@basdschools.org
Alicia Kline	Community Member	United Way	aliciak@unitedwayglv.org
Nicole Bouhana	District Level Leaders	Bethlehem Area School District	nbouhana@basdschools.org
Natalie Heller	Education Specialist	Bethlehem Area School District	nheller@basdschools.org
Maureen Leeson	District Level Leaders	Bethlehem Area School District	mleeson@basdschools.org
Ricky Amato	District Level Leaders	Bethlehem Area School District	ramato@basdschools.org
Kimberly Harper	District Level Leaders	Bethlehem Area School District	kharper@basdschools.org
Lindsay Lamon	Teacher	Bethlehem Area School District	llamon@basdschools.org
Crystal Wacker	Parent	Bethlehem Area School District	crystal@lehighvalleywithlove media.com

Vision for Learning

Vision for Learning

Our mission as a Thomas Jefferson Family is to provide a safe and empowering environment in which every student can embrace their fullest potential on their way to becoming lifelong learners and leaders in our dynamic world.

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

Overall ELA proficiency is 32.0%; a performance increase from the previous year. . The school's overall proficiency rates are significantly below the statewide averages and the 2033 statewide goals. However, ELA proficiency improved from the previous year across all measurable student groups, including the All Student Group (32.0%), Hispanic (35.2%), White (29.0%), Economically Disadvantaged (24.3%), and Combined Ethnicity (31.5%).

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Their overall proficiency rate in ELA showed an upward trend (increase) compared to the prior year.
Hispanic	Overall, their proficiency rate in ELA showed an upward trend (increase) compared to the prior year. Grade 3 Reading proficiency for Hispanic students was 43.5%—significantly higher than the overall school average of 34.8% and the Economically Disadvantaged group (29.0%).
White	Their overall proficiency rate in ELA showed an upward trend (increase) compared to the prior year.
Combined Ethnicity	Their overall proficiency rate in ELA showed an upward trend (increase) compared to the prior year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Only 24.3% are proficient or advanced in ELA (compared to 35.2% of Hispanic students and 32.0% overall). Only 1.4% scored at the "Advanced" level in ELA.
White	Only 29.0% of White students achieved proficiency or advanced status in ELA, which is lower than the school's overall average of 32.0%.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

Overall proficiency is 26.2% (vs. statewide average of 41.7% and 2033 goal of 71.8%), and only 5.7% reached "Advanced". While this is a performance increase from the previous year, Math proficiency is critically low across all groups and did not meet interim goals. Despite low overall numbers, there was an increase in performance from the previous year (indicated by the "?" arrows) across multiple student groups (Hispanic, White, Economically Disadvantaged, and Combined Ethnicity).

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	Their overall proficiency rate in Math showed an upward trend (increase) compared to the prior year. At 32.3% proficient/advanced, they performed slightly better in math compared to the overall school average.
Hispanic	Their overall proficiency rate in Math showed an upward trend (increase) compared to the prior year.
Economically Disadvantaged	Their overall proficiency rate in Math showed an upward trend (increase) compared to the prior year.
Combined Ethnicity	Their overall proficiency rate in Math showed an upward trend (increase) compared to the prior year.

Challenges

ESSA Student Subgroups	Indicator
------------------------	-----------

Hispanic	Only 25.9% achieved proficiency or advanced status on the state assessment for Mathematics.
Economically Disadvantaged	Only 22.9% are proficient or advanced 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

All Student Group met statewide standards for academic growth in ELA (Growth Score: 72.0, meeting the 70.0 standard).

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	This group demonstrated strong academic growth in ELA with a PVAAS growth score of 76.0, well above the statewide standard of 70.0.
Economically Disadvantaged	The Economically Disadvantaged group met the growth standard exactly at 70.0.
Combined Ethnicity	This group met the growth standard at 71.0.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	For many specific indicators (especially regarding Black, English Learner, and Student with Disabilities subgroups), data is suppressed due to Insufficient Sample sizes ("IS"), limiting direct subgroup analysis.
Students with Disabilities	For many specific indicators (especially regarding Black, English Learner, and Student with Disabilities subgroups), data is suppressed due to Insufficient Sample sizes ("IS"), limiting direct subgroup analysis.
English Learners	For many specific indicators (especially regarding Black, English Learner, and Student with Disabilities subgroups), data is suppressed due to Insufficient Sample sizes ("IS"), limiting direct subgroup analysis.

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

The All Student Group PVAAS academic growth score for Math is 59.0, significantly missing the statewide standard of 70.0. No evaluated student subgroup met the growth standard (Hispanic: 69.0, Economically Disadvantaged: 63.0, Combined Ethnicity: 63.0).

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	While this group did not meet the math growth standard, they scored 69.0 (just under the 70.0 benchmark).

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	They fell short of the math growth standard with a PVAAS score of 63.0.
Combined Ethnicity	They fell short of the math growth standard with a PVAAS score of 63.0.

English Language Growth and Attainment

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

Comments/Notable Observations

At 42.9%, the All Student Group did not meet the Interim Goal/Improvement Target.

False Strengths	False Challenges	True N/A
------------------------	-------------------------	-----------------

Strengths

ESSA Student Subgroups	Indicator
English Learners	The English Language Growth and Attainment rate was 42.9%, which significantly exceeds the statewide average of 32.4%.

Challenges

ESSA Student Subgroups	Indicator
English Learners	Despite beating the state average, the English Language Growth and Attainment rate of 42.9% still did not meet the school's interim goal or the long-term statewide 2033 goal of 70.3%. This was a decrease in performance from the previous year.

Regular Attendance

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

Comments/Notable Observations

The All Student Group boasts a 87.4% regular attendance rate, outperforming the statewide average of 79.6%. This is supported across almost all subgroups.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	They maintain a strong regular attendance rate of 86.3%, which exceeds the statewide average of 79.6%.
Hispanic	They maintained a high regular attendance rate of 87.9%, an increase from the previous year.
White	This group achieved a very high regular attendance rate of 91.7%, an increase from the previous year.
English Learners	This subgroup had the highest regular attendance in the school at 93.3%, an increase from the previous year.
Economically Disadvantaged	They maintained a high regular attendance rate of 86.3%, an increase from the previous year.
Combined Ethnicity	They maintained a high regular attendance rate of 85.4%, an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	While attendance is generally a strength, the Black subgroup has a noticeably lower regular attendance rate (76.3%) compared to the overall average (87.4%), representing a targeted area for family outreach and engagement.
Students with Disabilities	This group's regular attendance rate is 81.1%, a decrease from the previous year.

Career Standards Benchmark

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

Comments/Notable Observations

The school achieved a perfect 100% on the Career Standards Benchmark, exceeding the statewide average of 91.5% and the 2033 goal of 98.0%.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	A perfect 100.0% benchmark achievement was recorded for the All Student, Economically Disadvantaged, and Combined Ethnicity subgroups.
Combined Ethnicity	A perfect 100.0% benchmark achievement was recorded for the All Student, Economically Disadvantaged, and Combined Ethnicity subgroups.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	Not applicable as a perfect 100% benchmark achievement was recorded.

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
-----------------	------------------	-----------

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.

Their overall proficiency rate in ELA and Mathematics showed an upward trend (increase) compared to the prior year. Despite low overall numbers, there was an increase in performance from the previous year (indicated by the up arrows) across multiple student groups (Hispanic, White, Economically Disadvantaged, and Combined Ethnicity).

Challenges

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

The PVAAS academic growth score for Math is 59.0, significantly missing the statewide standard of 70.0. No evaluated student subgroup met the growth standard (Hispanic: 69.0, Economically Disadvantaged: 63.0, Combined Ethnicity: 63.0).

Overall ELA proficiency is 32.0%. The school's overall proficiency rates are significantly below the statewide averages and the 2033 statewide goals. However, ELA proficiency improved from the previous year across all measurable student groups, including the All Student Group (32.0%), Hispanic (35.2%), White (29.0%), Economically Disadvantaged (24.3%), and Combined Ethnicity (31.5%).

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2026 Acadience End of Year Reading Composite Score and Pathways of Progress--Grade K	52% of kindergarteners are well above benchmark; 20% are at benchmark; 24% are below benchmark; 4% are well below benchmark. 70% of students showed typical, above typical, or well-above typical growth on the Pathways of Progress.
2026 Acadience End of Year Reading Composite Score and Pathways of Progress--Grade 1	45% of first graders are well above benchmark; 18% are at benchmark; 15% are below benchmark; 21% are well below benchmark. 58% of students showed typical, above typical, or well-above typical growth on the Pathways of Progress.
2026 Acadience End of Year Reading Composite Score and Pathways of Progress--Grade 2	33% of second graders are well above benchmark; 22% are at benchmark; 17% are below benchmark; 28% are well below benchmark. 80% of students showed typical, above typical, or well-above typical growth on the Pathways of Progress.
2026 Acadience End of Year Reading Composite Score and Pathways of Progress--Grade 3	44% of third graders are well above benchmark; 28% are at benchmark; 0% are below benchmark; 28% are well below benchmark. 71% of students showed typical, above typical, or well-above typical growth on the Pathways of Progress.
2026 Acadience End of Year Reading Composite Score and Pathways of Progress--Grade 4	36% of fourth graders are well above benchmark; 23% are at benchmark; 9% are below benchmark; 32% are well below benchmark. 53% of students showed typical, above typical, or well-above typical growth on the Pathways of Progress.
2026 Acadience End of Year Reading Composite Score and Pathways of Progress--Grade 5	52% of fifth graders are well above benchmark; 22% are at benchmark; 15% are below benchmark; 11% are well below benchmark. 100% of students showed typical, above typical, or well-above typical growth on the Pathways of Progress.

English Language Arts Summary

Strengths

74% of our fifth-grade students were at or above benchmark on the Acadience end-of-year assessment, a 22% increase from the beginning of the year.
70% of kindergarten students showed typical, above typical, or well-above typical growth on the Pathways of Progress.
80% of second-grade students showed typical, above typical, or well-above typical growth on the Pathways of Progress.
100% of fifth-grade students showed typical, above typical, or well-above typical growth on the Pathways of Progress.

Challenges

On the EOY Acadience assessment, 37% of first graders are below benchmark. These students are at risk for attaining the RBG3 grade milestones.
On the EOY Acadience assessment, 45% of second graders are below benchmark. These students are at risk for attaining the RBG3 grade milestones.

Mathematics

Data	Comments/Notable Observations
2025-2026 IXL Diagnostic Data	68 percent of students in grades K-5 were on or above grade level in Math according to the EOY IXL diagnostic assessment.
2025-2026 IXL Diagnostic Data	32 percent of students in grades K-5 were below grade level on the EOY IXL diagnostic assessment (19 % below grade level, 12% percent of students far below grade level).
2025-2026 IXL Diagnostic Data	51% of students in grades K-5 grew 100+ points (equivalent to one year's growth) on the IXL assessment from BOY to EOY

Mathematics Summary

Strengths

100 percent of kindergarteners were at or above grade level on the EOY IXL diagnostic assessment.
94 percent of first graders were at or above grade level on the EOY IXL diagnostic assessment.
78 percent of second graders were at or above grade level on the EOY IXL diagnostic assessment, up from 50 percent at the BOY.

Challenges

Only 51 percent of students made at least 100 points of growth (equivalent to one year's growth) from the BOY to EOY on the IXL diagnostic assessment.
41% of fourth graders were at or above grade level on the EOY IXL diagnostic assessment, down from 45 percent at the BOY.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
100% of our students are issued a district Chromebook for instructional purposes.	Students use Chromebooks to access Wonders (reading) and Reveal (math) curricular resources, as well as supplemental applications.

Science, Technology, and Engineering Education Summary

Strengths

100% of our students are assigned Chromebooks for use at home and in school.
Integrated STEM content through Digital Literacy.

Challenges

We do not have data to support, but our newly revised STEM curricular offerings, including our Digital Literacy program have given our students, K-5, access to a wide range of STEM opportunities.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Spring 2026 Leader In Me Measurable Results Assessments	The overall LIM MRA score was 77-Satisfactory. K-5 students participated in workbook completion and discussion of the Leader In Me program, including the seven habits of highly effective people.

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.

K-5 students participated in workbook completion and discussion of the Leader In Me program including the seven habits of highly effective people.
Our Leader in Me curriculum is an embedded area of instruction in which our students will have opportunities to engage in career-related activities and learning.
On the LIM MRA, the Student-led Practices score was 79, up 3 % from the previous year. Student are empowered to play a more proactive role as they apply their knowledge and skills to accelerate and deepen their learning.

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.

On the LIM MRA, the Student Goals score was 77 (satisfactory), down from 80 in the prior year. This measures students' confidence in their ability to set and achieve goals.
--

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

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 school has a 87.4% regular attendance rate, outperforming the statewide average of 79.6%. This is supported across almost all subgroups.
Students' overall proficiency rate in ELA and Mathematics showed an upward trend (increase) compared to the prior year. Despite low overall numbers, there was an increase in performance from the previous year (indicated by the up arrows) across multiple student groups (Hispanic, White, Economically Disadvantaged, and Combined Ethnicity).
Students met statewide standards for academic growth in ELA (Growth Score: 72.0, meeting the 70.0 standard).

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.

Overall ELA proficiency is 32.0%. The school's overall proficiency rates are significantly below the statewide averages.
The PVAAS academic growth score for Math is 59.0, significantly missing the statewide standard of 70.0. No evaluated student subgroup met the growth standard (Hispanic: 69.0, Economically Disadvantaged: 63.0, Combined Ethnicity: 63.0).
Only 22.9% of students are proficient or advanced in Math.

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	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	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	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	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	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	Operational

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	Operational
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?

>

Ongoing professional learning in ELA and reading for K-3 teachers - includes professional learning in the LETRS series, data analysis and instructional planning, and job-embedded coaching with reading consultants.
Bi-weekly data analysis meetings and implement evidence-based strategies to engage families to support learning protocols for ongoing assessment of student learning and collaboration on instructional and learning needs of students.

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?

>

Implement evidence-based strategies to engage families to support learning and improve attendance.
--

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
Their overall proficiency rate in ELA and Mathematics showed an upward trend (increase) compared to the prior year. Despite low overall numbers, there was an increase in performance from the previous year (indicated by the up arrows) across multiple student groups (Hispanic, White, Economically Disadvantaged, and Combined Ethnicity).	False
The school boasts a 87.4% regular attendance rate, outperforming the statewide average of 79.6%. This is supported across almost all subgroups.	True
Students met statewide standards for academic growth in ELA (Growth Score: 72.0, meeting the 70.0 standard).	True
Grade 3 Reading proficiency for Hispanic students was 43.5%—significantly higher than the overall school average of 34.8% and the Economically Disadvantaged group (29.0%).	False
While this group did not meet the math growth standard, they scored 69.0 (just under the 70.0 benchmark).	False
The school achieved a perfect 100% on the Career Standards Benchmark, exceeding the statewide average of 91.5% and the 2033 goal of 98.0%.	False
74% of our fifth-grade students were at or above benchmark on the Acadience end-of-year assessment, a 22% increase from the beginning of the year.	True
70% of kindergarten students showed typical, above typical, or well-above typical growth on the Pathways of Progress.	False
100% of fifth-grade students showed typical, above typical, or well-above typical growth on the Pathways of Progress.	True
100 percent of kindergarteners were at or above grade level on the EOY IXL diagnostic assessment.	False
94 percent of first graders were at or above grade level on the EOY IXL diagnostic assessment.	False
78 percent of second graders were at or above grade level on the EOY IXL diagnostic assessment, up from 50 percent at the BOY.	True
100% of our students are assigned Chromebooks for use at home and in school.	False
Integrated STEM content through Digital Literacy.	False
K-5 students participated in workbook completion and discussion of the Leader In Me program including the seven habits of highly effective people.	False
Our Leader in Me curriculum is an embedded area of instruction in which our students will have opportunities to engage in career-related activities and learning.	False
On the LIM MRA, the Student-led Practices score was 79, up 3 % from the previous year. Student are empowered to play a more proactive role as they apply their knowledge and skills to accelerate and deepen their learning.	False
80% of second-grade students showed typical, above typical, or well-above typical growth on the Pathways of Progress.	False
The school has a 87.4% regular attendance rate, outperforming the statewide average of 79.6%. This is supported across almost all subgroups.	False
Students' overall proficiency rate in ELA and Mathematics showed an upward trend (increase) compared to the prior year. Despite low overall numbers, there was an increase in	False

performance from the previous year (indicated by the up arrows) across multiple student groups (Hispanic, White, Economically Disadvantaged, and Combined Ethnicity).	
Students met statewide standards for academic growth in ELA (Growth Score: 72.0, meeting the 70.0 standard).	False
Ongoing professional learning in ELA and reading for K-3 teachers - includes professional learning in the LETRS series, data analysis and instructional planning, and job-embedded coaching with reading consultants.	False
Bi-weekly data analysis meetings and implement evidence-based strategies to engage families to support learning protocols for ongoing assessment of student learning and collaboration on instructional and learning needs of students.	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
The PVAAS academic growth score for Math is 59.0, significantly missing the statewide standard of 70.0. No evaluated student subgroup met the growth standard (Hispanic: 69.0, Economically Disadvantaged: 63.0, Combined Ethnicity: 63.0).	True
Overall ELA proficiency is 32.0%. The school's overall proficiency rates are significantly below the statewide averages and the 2033 statewide goals. However, ELA proficiency improved from the previous year across all measurable student groups, including the All Student Group (32.0%), Hispanic (35.2%), White (29.0%), Economically Disadvantaged (24.3%), and Combined Ethnicity (31.5%).	True
Only 22.9% are proficient or advanced in Math.	False
While attendance is generally a strength, the Black subgroup has a noticeably lower regular attendance rate (76.3%) compared to the overall average (87.4%), representing a targeted area for family outreach and engagement.	True
On the EOY Acadience assessment, 37% of first graders are below benchmark. These students are at risk for attaining the RBG3 grade milestones.	False
On the EOY Acadience assessment, 45% of second graders are below benchmark. These students are at risk for attaining the RBG3 grade milestones.	True
We do not have data to support, but our newly revised STEM curricular offerings, including our Digital Literacy program have given our students, K-5, access to a wide range of STEM opportunities.	False
Only 51 percent of students made at least 100 points of growth (equivalent to one year's growth) from the BOY to EOY on the IXL diagnostic assessment.	True
41% of fourth graders were at or above grade level on the EOY IXL diagnostic assessment, down from 45 percent at the BOY.	False
On the LIM MRA, the Student Goals score was 77 (satisfactory), down from 80 in the prior year. This measures students' confidence in their ability to set and achieve goals.	False
Overall ELA proficiency is 32.0%. The school's overall proficiency rates are significantly below the statewide averages.	False
The PVAAS academic growth score for Math is 59.0, significantly missing the statewide standard of 70.0. No evaluated student subgroup met the growth standard (Hispanic: 69.0, Economically Disadvantaged: 63.0, Combined Ethnicity: 63.0).	False

Only 22.9% of students are proficient or advanced in Math.	False
Implement evidence-based strategies to engage families to support learning and improve attendance.	False

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.

The school's overall proficiency rates are significantly below the statewide averages. The overall proficiency rate in ELA and Mathematics showed an upward trend (increase) compared to the prior year. Despite low overall numbers, there was an increase in performance from the previous year (indicated by the up arrows) across multiple student groups (Hispanic, White, Economically Disadvantaged, and Combined Ethnicity). There is positive momentum with improving ELA proficiency, academic growth in reading, and high student attendance rates across almost all subgroups. However, in mathematics, both achievement and academic growth fell significantly short of statewide standards and school goals.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The PVAAS academic growth score for Math is 59.0, significantly missing the statewide standard of 70.0. No evaluated student subgroup met the growth standard (Hispanic: 69.0, Economically Disadvantaged: 63.0, Combined Ethnicity: 63.0).		False
Overall ELA proficiency is 32.0%. The school's overall proficiency rates are significantly below the statewide averages and the 2033 statewide goals. However, ELA proficiency improved from the previous year across all measurable student groups, including the All Student Group (32.0%), Hispanic (35.2%), White (29.0%), Economically Disadvantaged (24.3%), and Combined Ethnicity (31.5%).		False
While attendance is generally a strength, the Black subgroup has a noticeably lower regular attendance rate (76.3%) compared to the overall average (87.4%), representing a targeted area for family outreach and engagement.		False
On the EOY Acadience assessment, 45% of second graders are below benchmark. These students are at risk for attaining the RBG3 grade milestones.	We were able to grow students from 45% to 55% At or Above Benchmark on the Acadience assessment. Additionally, 80% of second graders had Pathways of Progress growth that were typical, above typical, or well-above typical. Through the use of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, we expect to see a continued increase in student performance next year.	True
Only 51 percent of students made at least 100 points of growth (equivalent to one year's growth) from the BOY to EOY on the IXL diagnostic assessment.	If students grow 100 points on the IXL Diagnostic Assessment, then they have grown the equivalent of one year's worth of growth in mathematics. This year, the percentage of students dropped 12 percentage points. Second grade showed the greatest increase in students hitting the grade-level benchmark and was the only grade from grades 1-5 that had over 50 percent of students show 100+ points of growth in one year. This grade also spent significantly more time on skill practice than other grades.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The school boasts a 87.4% regular attendance rate, outperforming the statewide average of 79.6%. This is supported across almost all subgroups.	Our school has established a highly positive foundation: our students are consistently showing up to school. We need to maximize this 'seat time' by implementing evidence-based instruction and targeted interventions.

Students met statewide standards for academic growth in ELA (Growth Score: 72.0, meeting the 70.0 standard).	We were able to exceed the growth standard for all student groups.
74% of our fifth-grade students were at or above benchmark on the Acadience end-of-year assessment, a 22% increase from the beginning of the year.	Through the delivery of strong core instruction, we were able to maintain and grow the number of students who hit the benchmark at the EOY.
100% of fifth-grade students showed typical, above typical, or well-above typical growth on the Pathways of Progress.	Through the delivery of strong core instruction, intervention, and supports, all students met or exceeded the expected growth in one year.
78 percent of second graders were at or above grade level on the EOY IXL diagnostic assessment, up from 50 percent at the BOY.	This grade spent significantly more time on skill practice than other grades and outpaced them in proficiency and growth.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If students in grade 3 meet the EOY grade-level literacy benchmark goals, then they will be more likely to reach RBG3 Literacy Milestones. Through the use of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, we expect to see an increase in student performance.
	If students in grades K-5 meet the EOY grade-level math benchmark goals, then they will be more likely to excel in grade-level math competencies. Through the use of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, we expect to see an increase in student performance.

Goal Setting

Priority: If students in grade 3 meet the EOY grade-level literacy benchmark goals, then they will be more likely to reach RBG3 Literacy Milestones. Through the use of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, we expect to see an increase in student performance.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
80% percent of the third-grade students' composite scores will be at or above benchmark on the EOY Acadience Reading Assessment in May 2027.			
Measurable Goal Nickname (35 Character Max)			
Reading Focus			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Based on the 2025-2026 EOY Data, 55 percent will be at or above benchmark (composite score) on BOY Acadience assessment.	68 percent will score at or above benchmark.	70 percent will score at or above benchmark (composite score) on MOY Acadience assessment	80 percent will score at or above benchmark (composite score) on the 2026-27 EOY Acadience assessment.

Priority: If students in grades K-5 meet the EOY grade-level math benchmark goals, then they will be more likely to excel in grade-level math competencies. Through the use of a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices, we expect to see an increase in student performance.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-27 school year, 80% of students will grow 100 points on the IXL Diagnostic Assessment, which is the equivalent of one year's worth of growth in mathematics.			
Measurable Goal Nickname (35 Character Max)			
Math Focus			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
80% percent of students will show 25 points of growth on the IXL assessment.	80% percent of students will show 50 points of growth on the IXL assessment.	80% percent of students will show 75 points of growth on the IXL assessment.	80% percent of students will show 100 points of growth on the IXL assessment in May 2027.

Action Plan

Measurable Goals

Reading Focus	Math Focus
---------------	------------

Action Plan For: Strong core literacy instruction and intervention

Measurable Goals:
80% percent of the third-grade students' composite scores will be at or above benchmark on the EOY Acadience Reading Assessment in May 2027.

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will continue teaching from the Wonders curriculum, using FLITE for intervention, and receive job-embedded coaching. Building resources will be maximized to support instruction K-5.		2026-08-24	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	ELA curriculum, FLITE, job-embedded coaching provided by the IU.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
MTSS model to support engagement. Teachers will meet regularly to discuss data and interventions.		2026-08-24	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Reading Specialist	The team will utilize a structured meeting framework alongside comprehensive benchmarking, progress monitoring, and skill inventory data to drive targeted student interventions.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Literacy programs for families to reinforce literacy skills taught in the classroom.		2026-10-01	2027-05-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist, Community School Coordinator	Federal Title I parent/family engagement funds (approx. \$1800) will be used to pay for the programs, staff to provide childcare, food to feed families in attendance, and to purchase necessary parent/family instructional materials that will be reviewed during the sessions/events.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
80% of third-grade students will be at or above grade level in reading.	BOY, MOY, EOY benchmarks; progress monitoring frequency based on need for support; Acadience Pathways of Progress

Action Plan For: Strong core math instruction and intervention

Measurable Goals:

- By the end of the 2026-27 school year, 80% of students will grow 100 points on the IXL Diagnostic Assessment, which is the equivalent of one year's worth of growth in mathematics.

Action Step		Anticipated Start Date	Anticipated Completion Date
Grade-level teams will meet weekly to review data, identify challenges, and ensure program implementation with fidelity.		2026-08-24	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Reveal curriculum, IXL Learning & Diagnostic Assessments	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will spend a minimum of 15 minutes per week on IXL Diagnostics, and 30 -50 minutes on IXL Skills Practice.		2026-08-24	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Classroom Teachers	IXL Learning & Diagnostic Assessment	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the 2026-27 school year, 80% of students will grow 100 points on the IXL Diagnostic Assessment, this is the equivalent of one year's worth of growth in mathematics.	Principal/ classroom teachers will monitor weekly

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	Strong core literacy instruction and intervention	Salary	116459	
Instruction	Strong core literacy instruction and intervention	Benefits	55512	
Total Expenditures				171971

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Strong core literacy instruction and intervention	Teachers will continue teaching from the Wonders curriculum, using FLITE for intervention, and receive job-embedded coaching. Building resources will be maximized to support instruction K-5.
Strong core math instruction and intervention	Grade-level teams will meet weekly to review data, identify challenges, and ensure program implementation with fidelity.

Data analysis and instructional decision-making

Action Step		
- Teachers will continue teaching from the Wonders curriculum, using FLITE for intervention, and receive job-embedded coaching. Building resources will be maximized to support instruction K-5. - Grade-level teams will meet weekly to review data, identify challenges, and ensure program implementation with fidelity.		
Audience		
classroom teachers and support staff (ESOL, learning support teachers, and reading specialists)		
Topics to be Included		
core curriculum, pacing guides, diagnostic assessment, academic integration		
Evidence of Learning		
Lesson plans, diagnostic assessments, and anecdotal notes		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2026-08-24	2027-06-07

Learning Format

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

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Renato Lajara	2026-08-07
Building Principal Signature	Date
Elizabeth Ramsey	2026-07-21
School Improvement Facilitator Signature	Date
Nicole Bouhana	2026-08-07