

**Saltsburg El Sch**

Schoolwide Title 1 School Plan | 2023 - 2024

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Saltsburg Elementary School		128321103
<b>Address 1</b>		
199 Trojan Ln		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Saltsburg	Pennsylvania	15681-8960
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Phil Martell		martell.p@rvsdpa.org
<b>Principal Name</b>		
Tracy Richards		
<b>Principal Email</b>		
richards.t@rvsdpa.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
7246393556		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tracy Richards	Principal	Saltsburg Elementary School	richards.t@rvsdpa.org
Phil Martell	Superintendent	River Valley SD	martell.p@rvsdpa.org
Regina Geesey	District Level Leaders	River Valley SD	geesey.r@rvsdpa.org
Julie Obney	Teacher	Saltsburg Elementary School	obney.j@rvsdpa.org
Heather Reo	Teacher	Saltsburg Elementary School	reo.h@rvsdpa.org
Barb Stramaski	Community Member	Evergreen After School Club	vqw314@yahoo.com
Lacey Czerniec	Paraprofessional	River Valley SD	czerniec.l@rvsdpa.org
Kristin Stine	Parent	Parent	stinekristin@rocketmail.com
Kathy Monko	District Level Leaders	River Valley SD	monko.k@rvsdpa.org
Lisa Jackson	Teacher	Saltsburg Elementary	jackson.l@rvsdpa.org
Lori Baker	Teacher	Saltsburg Elementary	baker.l@rvsdpa.org
Brooke Chimino	Parent	Parent	bechimino@yahoo.com
Henry Wang	Parent	Parent	
Dawn Antoline Wang	Parent	Parent	

## **Vision for Learning**

### **Vision for Learning**

Saltsburg Elementary School is a student-centered and supportive learning community that will prepare and inspire lifelong learners. We will maintain high expectations for all students in order to prepare them for the future by providing knowledge and skills to achieve academic excellence and personal growth. Our goal is to nurture and empower our students to ensure they have a clear sense of who they are and that they will be college and career-ready.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

## Review of the School Level Performance

### Review of Grade Level(s) and Individual Student Group(s)

#### Strengths

<b>Indicator</b> Reading Achievement <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> We had a very low percentage of students scoring in the below basic range.
<b>Indicator</b> Math Achievement <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> A very high number of students scored in the advanced range.
<b>Indicator</b> College & Career Measures <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> 100% of our students were in compliance with meeting the benchmark standards.
<b>Indicator</b> ELA, Math & Science Achievement & Growth <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> In all three testing areas (Math, ELA & Science), students in the economically disadvantaged subgroup met or exceeded the interim target for achievement & growth. In math, the number practically doubled for both achievement and growth.

#### Challenges

<b>Indicator</b>	<b>Comments/Notable Observations</b>
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<b>ELA Achievement ESSA Student Subgroups</b>	We slightly decreased the number of students who scored advanced or proficient on the PSSA. Our scores decreased from 69% to 66.7%.
<b>Indicator ELA Growth ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> There was a considerable decline in our growth scores for ELA. We did not meet the growth standards.

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Reading Achievement
Math Achievement

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ELA growth - we need to focus on growing our student's ELA scores
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## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience Reading	At least 50% of students in each grade level are scoring in the above benchmark category. In grades K-3, this drives the need for additional testing to determine interventions and student groupings.
COACH benchmark	Assessment given to students in grades 3-5 to determine skill deficits in the anchors and eligible content.
NWEA	Assessment used for measuring achievement and growth in K-12 ELA. The data helps to inform instructional strategies.

### English Language Arts Summary

#### Strengths

Data is used to group students into skill-based groups to provide the appropriate interventions
The number of students scoring in the below-basic range on ELA PSSA assessment has decreased
Quality, evidence-based interventions are being provided to struggling readers
Implementation of technology programs which are individualized to each student.

#### Challenges

Increasing staff knowledge to align with the science of reading, particularly in the area of phonological awareness.
Increasing the number of students scoring in the advanced/proficient range for the ELA PSSA
Constant re-training of faculty and staff in order to provide consistent, quality interventions
This was the first full year of implementation of the NWEA. We need to be able to interpret the results more accurately.

### Mathematics

Data	Comments/Notable Observations
Acadience Math	In grades K-5, this drives the need for additional testing to determine interventions and student groupings.
Coach benchmarks	Assessment given to students in grades 3-5 to determine skill deficits in the anchors and eligible content.
NWEA	Assessment used for measuring achievement and growth in K-12 math. The data helps to inform instructional strategies.

## Mathematics Summary

### Strengths

The number of students scoring advanced/proficient in the math PSSA assessment
Differentiation time at the beginning of the math block to meet student needs
Addition of math fluency program, as well as quality math interventions

### Challenges

Increasing computation scores for all students
Finding time to implement math interventions for those students who also struggle in reading
This was the first full year of implementation of the NWEA. We need to be able to interpret the results more accurately.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
COACH benchmark	Assessment given to students in grade 4 to determine skill deficits in the anchors and eligible content.
CBA - Science Dimensions	Assessments given to monitor student's performance in relation to what is being taught in the classroom.

## Science, Technology, and Engineering Education Summary

### Strengths

PSSA assessment scores have been outstanding with approximately 90% or higher meeting the target
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### Challenges

New science standards will be approved soon and we will have to begin to make the transition to the NGSS philosophy.
Finding time to incorporate more science content in cross-curricular activities

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Cruising - 100% of students met Career Readiness Benchmarks	Career Cruising houses the majority of our artifacts. The guidance counselor is instrumental in assisting with facilitation of these activities.

### 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.

All students met the Career Readiness benchmark.
A new career readiness program is set to be implemented this fall.

## 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.

It is difficult to find time in the master schedule to implement new initiatives.
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We need to have a solid plan for supporting students who are experiencing behavioral or traumatic experiences.
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## 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

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

Data	Comments/Notable Observations
The Future Ready Index indicates that economically disadvantaged students met the target for ELA growth, but did not meet the target for achievement.	The economically disadvantaged students in grade 5 are not performing as expected. This was an area that was focused upon during the last school year.
The Future Ready Index indicates that economically disadvantaged students met the target for math achievement and growth.	Math scores indicate that this subgroup of students are meeting the expecting achievement and growth trajectory.

### 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.

We have very few subgroups listed in our Future Ready PA Index. The only areas we have identified are white and economically disadvantaged.
Math achievement and growth data showed an increase for economically disadvantaged students.
ELA achievement and growth data showed an increase for economically disadvantaged students.

### 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 did not meet the interim target for ELA achievement for economically disadvantaged students.

## 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	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
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	Exemplary
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
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	Operational
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?

Continue with data meeting which focus on student learning, student progress and academic achievement.
We have a variety of evidence-based interventions for reading and math.
Individual students needs are identified and the appropriate interventions are implemented.
The school community maintains a culture of high student expectations, provides a positive school environment and is centered around the science of learning.

### 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?

Although we currently do not have a solid, evidence-based, school-wide approach to behavior, we are implementing various strategies to assist in this area. In the 2023-24 school year, we will begin planning schoolwide PBIS.
A review of the impact of professional learning on staff practices and student learning is not systematic and it is not formally monitored/evaluated.
We need to build in more effective tools for teachers to evaluate their professional learning.

## 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
Reading Achievement	True
Math Achievement	False
Data is used to group students into skill-based groups to provide the appropriate interventions	True
The number of students scoring in the below-basic range on ELA PSSA assessment has decreased	False
Quality, evidence-based interventions are being provided to struggling readers	True
Implementation of technology programs which are individualized to each student.	False
A new career readiness program is set to be implemented this fall.	False
The school community maintains a culture of high student expectations, provides a positive school environment and is centered around the science of learning.	False
The number of students scoring advanced/proficient in the math PSSA assessment	False
Differentiation time at the beginning of the math block to meet student needs	False
PSSA assessment scores have been outstanding with approximately 90% or higher meeting the target	False
All students met the Career Readiness benchmark.	True
We have very few subgroups listed in our Future Ready PA Index. The only areas we have identified are white and economically disadvantaged.	False
Continue with data meeting which focus on student learning, student progress and academic achievement.	True
We have a variety of evidence-based interventions for reading and math.	False
Individual students needs are identified and the appropriate interventions are implemented.	False
Math achievement and growth data showed an increase for economically disadvantaged students.	False
Addition of math fluency program, as well as quality math interventions	False
ELA achievement and growth data showed an increase for economically disadvantaged 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
ELA growth - we need to focus on growing our student's ELA scores	True
Increasing staff knowledge to align with the science of reading, particularly in the area of phonological awareness.	True
Increasing the number of students scoring in the advanced/proficient range for the ELA PSSA	False
Increasing computation scores for all students	False
Finding time to implement math interventions for those students who also struggle in reading	False
This was the first full year of implementation of the NWEA. We need to be able to interpret the results more accurately.	False
Finding time to incorporate more science content in cross-curricular activities	False
It is difficult to find time in the master schedule to implement new initiatives.	False
Although we currently do not have a solid, evidence-based, school-wide approach to behavior, we are implementing various strategies to assist in this area. In the 2023-24 school year, we will begin planning schoolwide PBIS.	False
A review of the impact of professional learning on staff practices and student learning is not systematic and it is not formally monitored/evaluated.	False
Constant re-training of faculty and staff in order to provide consistent, quality interventions	False
We did not meet the interim target for ELA achievement for economically disadvantaged students.	False
This was the first full year of implementation of the NWEA. We need to be able to interpret the results more accurately.	False
New science standards will be approved soon and we will have to begin to make the transition to the NGSS philosophy.	False
We need to build in more effective tools for teachers to evaluate their professional learning.	False
We need to have a solid plan for supporting students who are experiencing behavioral or traumatic experiences.	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.

It is imperative to continue to implement grade-level meetings. Also, we need to continue progress monitoring for those students receiving interventions. Teachers also need to be trained on how to implement programs with fidelity, as well as be given constructive feedback from

administrators. The formation of the literacy team should assist the school in creating and implementing fidelity checks for the reading program. We need more specific diagnostic tools, particularly in math.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA growth - we need to focus on growing our student's ELA scores	Only grades 4 & 5 are included for growth. We will need to focus on these grades.	True
Increasing staff knowledge to align with the science of reading, particularly in the area of phonological awareness.	As the science of reading evolves, we need to match our practices to the research. Our instructional practices are developing in this area, but we need to provide consistent, systematic instruction which aligns to the science of reading.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Data is used to group students into skill-based groups to provide the appropriate interventions	The 5th grade ELA classes need to be monitored more closely with a focus on the curriculum-based assessments and text-dependent writing activities.
Quality, evidence-based interventions are being provided to struggling readers	Few students scoring below benchmark on state assessments.
Reading Achievement	Above the state average for PSSA tests in all grades.
All students met the Career Readiness benchmark.	100% compliance in this category.
Continue with data meeting which focus on student learning, student progress and academic achievement.	Once fidelity checklists are implemented, we can match student growth to quality of intervention instruction.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	During core ELA instruction, small group time will be incorporated. The focus will be on skill development, through a differentiated approach.
	K-2 classrooms will incorporate routines into ELA instruction in order to explicitly teach the deficit skills. Small group instruction should be differentiated and focus on direct, systematic instruction.



## Goal Setting

**Priority: During core ELA instruction, small group time will be incorporated. The focus will be on skill development, through a differentiated approach.**

<b>Outcome Category</b>			
English Language Growth and Attainment			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 60% of elementary students will meet grade level growth from BOY baseline to EOY ELA data as evidenced by the RIT score from NWEA assessments using school growth norms for new students and projected growth norms for returning students. The elementary faculty and staff will systematically collect, analyze and apply reliable data for the purpose of making decisions to drive effective planning, implementation, delivery and intervention of instruction in order to meet this goal.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
NWEA - ELA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline data	No benchmark testing	At least 55% of students will meet the standard.	At least 60% of students will meeting growth goals.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Grade level teachers will implement new ELA curriculum with fidelity. In the workshop time of core instruction, they will design specific and targeted instruction based upon student skill deficits.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Open Court - WS			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
PD regarding routines and implementation of program.	PD on facilitation of SG workshop time.	Admin observation of SG practices via walk-throughs.	Full implementation of the Open Court curriculum.

**Priority: K-2 classrooms will incorporate routines into ELA instruction in order to explicitly teach the deficit skills. Small group instruction should be differentiated and focus on direct, systematic instruction.**

<b>Outcome Category</b>
Essential Practices 1: Focus on Continuous Improvement of Instruction

<b>Measurable Goal Statement (Smart Goal)</b>			
Walkthrough observations will occur in every K-2 classroom during Open Court routine instruction. Because we are only beginning the program, this will take place at least 2 times a year in order to maintain fidelity.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
EC K-2 Routine Walkthroughs			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Introduce routines for Open Court.	Complete 1/3 of the walk-through observations.	Have 2/3 of observations complete.	100% of walk-through observations complete.

<b>Outcome Category</b>			
Social emotional learning			
<b>Measurable Goal Statement (Smart Goal)</b>			
Teachers will begin to implement programming to support students experiencing trauma and to focus on schoolwide behavioral supports.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PBIS/TSS			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Train core team to acquire an understanding of the rationale and foundational concepts Schoolwide Positive Behavior Support (SW-PBIS)	Team will analyze data to support implementation of PBIS.	Begin action planning for 24-25 school year, including incentives and matrix.	Have an operational plan regarding PBIS for the upcoming school year.

## Action Plan

### Measurable Goals

NWEA - ELA	Open Court - WS
EC K-2 Routine Walkthroughs	PBIS/TSS

### Action Plan For: Literacy Coach to support Open Court implementation

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>At least 60% of elementary students will meet grade level growth from BOY baseline to EOY ELA data as evidenced by the RIT score from NWEA assessments using school growth norms for new students and projected growth norms for returning students. The elementary faculty and staff will systematically collect, analyze and apply reliable data for the purpose of making decisions to drive effective planning, implementation, delivery and intervention of instruction in order to meet this goal.</li> <li>Walkthrough observations will occur in every K-2 classroom during Open Court routine instruction. Because we are only beginning the program, this will take place at least 2 times a year in order to maintain fidelity.</li> <li>Grade level teachers will implement new ELA curriculum with fidelity. In the workshop time of core instruction, they will design specific and targeted instruction based upon student skill deficits.</li> </ul>
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Action Step		Anticipated Start/Completion Date	
Professional development by literacy coach during in-service days and morning meeting times		2023-08-22	2024-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Julie Obney	Sign-in sheets for PD time, New Open Court materials, time for meeting with faculty \$125,485 - teacher and para salary & benefits	Yes	
Action Step		Anticipated Start/Completion Date	
Literacy coach will meet with principals to provide consistent expectations for the district elementary schools.		2023-08-22	2024-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Julie Obney, Tracy Richards, Brian Higginbotham	Meeting Agenda, Open Court materials, meeting time - \$125,485 - teacher and para salary & benefits	No	
Action Step		Anticipated Start/Completion Date	
ELA walk-throughs by literacy coach and principal		2023-10-01	2024-05-29

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Tracy Richards, Julie Obney	Walk-through forms \$95,381 - title teacher salary & benefits	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Documentation of implemented strategies and results on student achievement	Weekly - Principal will review teacher lesson plans Quarterly - informal classroom observations by principal and literacy coach Monthly - Morning PD sessions with literacy coach Monthly - progress monitoring of students to ensure interventions are appropriate and effective

## 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.

<b>E-grant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>Literacy Coach to support Open Court implementation</li></ul>	Title I salaries - 3 FTEs	\$95,170
Instruction	<ul style="list-style-type: none"><li>Literacy Coach to support Open Court implementation</li></ul>	Title I benefits - 3 FTEs	\$39,764
Instruction	<ul style="list-style-type: none"><li>Literacy Coach to support Open Court implementation</li></ul>	Professional/technical	\$3431
Other Expenditures	<ul style="list-style-type: none"><li>Literacy Coach to support Open Court implementation</li></ul>	Supplies	\$484
Total Expenditures			0

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Literacy Coach to support Open Court implementation	Professional development by literacy coach during in-service days and morning meeting times

### Morning PD to support Open Court Implementation

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional development by literacy coach during in-service days and morning meeting times</li> </ul>		
<b>Audience</b>		
All K-2 teachers, 3-5 ELA teachers, principal		
<b>Topics to be Included</b>		
Open Court Implementation, ELA routines, ELA assessment,		
<b>Evidence of Learning</b>		
PD summary sheets, OC presentations, OC Canvas page		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Julie Obney/Literacy Coach	2023-08-22	2024-05-29

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

### Morning PD to support Open Court Implementation

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional development by literacy coach during in-service days and morning meeting times</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		

<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Tracy Richards	2024-02-02
<b>School Improvement Facilitator Signature</b>	<b>Date</b>