

Ironton Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Ironton Elementary School		121395103/2823
Address 1		
3929 Mauch Chunk Road		
Address 2		
City	State	Zip Code
Coplay	PA	18037
Chief School Administrator		Chief School Administrator Email
Dr. Mark Madson		madsonm@parklandsd.org
Principal Name		
Robert Holmes, Jr.		
Principal Email		
holmesr@parklandsd.org		
Principal Phone Number		Principal Extension
610-351-5810		
School Improvement Facilitator Name		School Improvement Facilitator Email
Adrienne Kashner		kashnera@parklandsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Robert Holmes, Jr.	Principal	Ironton Elementary School	holmesr@parklandsd.net
Tricia Kopchak	Data Analyst	Ironton Elementary School	kopchakt@parklandsd.net
Amanda Williams	Reading Specialist	Ironton Elementary School	williamsa@parklandsd.net
Carolyn Segata	School Counselor	Ironton Elementary School	segatac@parklandsd.net
Adrienne Kashner	Administrator/Coordinator of Title I	Parkland School District	kashnera@parklandsd.net
Melissa Cleaver	Community Member	Ironton Elementary School	cleaverm@parklandsd.net
Laura Schaffer	Teacher	Ironton Elementary School	schaffers@parklandsd.net
Jennifer Iobst	Parent	Ironton Elementary School	iobstj@parklandsd.net

Vision for Learning

Vision for Learning

Student success is a key component of Parkland's vision of educating the whole child through the Academics, Arts, and Athletics. In this day and age the driving factor of a successful school is how well it performs on PSSA tests and the growth data we receive from PVAAS. Although, we in the education realm understand there are certainly other measures to gauge success that are not reflected in a standardized test score or in student success summary reports. The key to success is to help our students learn to grow socially, emotionally, and academically throughout the school year.

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

Strengths

Indicator	Comments/Notable Observations
94.4% of 4th grade student population performed at a level of proficient or advanced on the Science PSSAs.	
79% of our student population performed at a level of proficient or advanced on the Math PSSAs. This exceeds the state average of 38.3%.	
74.9% of our student population performed at a level of proficient or advanced on the Math PSSAs. This exceeds the state average of 54.5%.	
All student groups exceeded the standards of growth in math and science (100%).	
All student groups exceeded the standards of growth in ELA (95%).	

Challenges

Indicator	Comments/Notable Observations
Maintaining 100% growth for students in math and science.	
Maintaining 95% growth for students in ELA.	

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

Strengths

Indicator 100% of economically disadvantaged population in 4th and 5th grade showed growth in math performance. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations
Indicator 94% of economically disadvantaged population in 4th and 5th grade showed growth in ELA performance. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations

Challenges

Indicator In ELA PSSA achievement for 3rd grade, at 71%, our school performed the third lowest across nine elementary buildings in the district. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations
Indicator In math PSSA achievement for 5th grade, at 67%, our school performed the lowest across nine elementary buildings in the district. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations

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.

All student groups exceeded the standards of growth in math and science (100%).
All student groups exceeded the standards of growth in ELA (95%).

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.

In ELA PSSA achievement for 3rd grade, at 71%, our school performed the third lowest across nine elementary buildings in the district.
In math PSSA achievement for 5th grade, at 67%, our school performed the lowest across nine elementary buildings in the district.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDTs	Middle of 2023-24 school year
Acadience Benchmark Assessments	compares BOY to EOY for the 2023-2024 school year

English Language Arts Summary

Strengths

At the beginning of the year, 53% of Kindergarten students performed at or above benchmark on Acadience assessments. At the end of year, 84% of students performed at or above benchmark on Acadience assessments.
From the beginning to the middle of the year, on 4th grade ELA CDTs, 21% of students showed growth.

Challenges

At the beginning of the year, 64% of 5th grade students performed at or above benchmark on Acadience assessments. At the end of year, 60% of students performed at or above benchmark on Acadience assessments.
At the beginning of the year, 72% of 2nd grade students performed at or above benchmark on Acadience assessments. At the end of year, 69% of students performed at or above benchmark on Acadience assessments.
At the beginning of the year, 68% of 3rd grade students performed at or above benchmark on Acadience assessments. At the end of year, 64% of students performed at or above benchmark on Acadience assessments.
From the beginning to the middle of the year, on 3rd grade ELA CDTs, only 12% of students showed growth.

Mathematics

Data	Comments/Notable Observations
Math in Focus Growth Measure	Growth from MOY to EOY in Kindergarten
CDTs	Middle of 2023-24 school year
Math in Focus Growth Measure	Growth from BOY to EOY in 1st and 2nd grade

Mathematics Summary

Strengths

In 4th grade, at the beginning of the year 13% of students scored proficient or advanced on math CDTs. At the middle of the year, 40% scored proficient or advanced on math CDTs.
In 5th grade, at the beginning of the year 28% of students scored proficient or advanced on math CDTs. At the middle of the year, 50% scored proficient or advanced on math CDTs.
In 1st grade, 94% of students performed on or above grade level on the end of year Math in Focus growth measure.

In Kindergarten, 91% of students performed on or above grade level on the end of year Math in Focus growth measure.

Challenges

Despite growth on MOY CDTs, 69% of 3rd grade students performed below grade level expectations (red scaled score).

In 2nd grade, approximately 16% of students performed below grade level on the end of year Math in Focus growth measure.

Despite growth on MOY CDTs, 50% of 5th grade students performed below grade level expectations (red scaled score).

Despite growth on MOY CDTs, 60% of 4th grade students performed below grade level expectations (red scaled score).

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
4th Grade PSSAs	2022-2023

Science, Technology, and Engineering Education Summary

Strengths

92% of 4th grade students scored Advanced or Proficient on Science PSSA

Challenges

Continue to increase our students that score Proficient to score Advanced on the Science PSSA

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	Students participate in completing Xello web based activity

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.

100% of Students in Grades K-5 met the career standards benchmark

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.

Continue to implement the program with fidelity

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready Index	In ELA, there is insufficient data listed.
Future Ready Index	In math, there is insufficient data listed.
Future Ready Index	In science, there is insufficient data listed.

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready Index	In ELA, our students with disability population decreased 12% in proficient and advanced.
Future Ready Index	In math, our students with disability population only increased 3% in proficient and advanced from last school year.
Future Ready Index	In science, there is insufficient data listed.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index	There was only a 2.9% increase in proficient and advanced students in our economically disadvantaged population from last school year. (ELA)
Future Ready Index	There was a 19% increase in proficient and advanced students in our economically disadvantaged population from last school year. (Math)
Future Ready Index	In science, there is insufficient data listed.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	In ELA, our white population decreased 2.1% in proficient and advanced.
White	In math, our white population decreased 6.3% in proficient and advanced.
White	In science, our white population increased 3.6% in proficient and advanced.
Hispanic	In ELA, our Hispanic population decreased 16.7% in proficient and advanced.
Hispanic	In math, our Hispanic population decreased 17.5% in proficient and advanced.
Hispanic	In science, there is insufficient data listed.

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.

In 1st grade, 94% of students performed on or above grade level on the end of year Math in Focus growth measure.
At the beginning of the year, 53% of Kindergarten students performed at or above benchmark on Acadience assessments. At the end of year, 84% of students performed at or above benchmark on Acadience assessments.
In Kindergarten, 91% of students performed on or above grade level on the end of year Math in Focus growth measure.

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.

From the beginning to the middle of the year, on 3rd grade ELA CDTs, only 12% of students showed growth.
Despite growth on MOY CDTs, 69% of 3rd grade students performed below grade level expectations (red scaled score).

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	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	Exemplary
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	Exemplary
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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Operational
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	Operational
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary

Summary

Strengths

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

Core Team consistently meets with grade level teachers on a biweekly basis to review and analyze academic and behavioral data for all students
Effective implementation of tiered academic intervention
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Monitor the impact of professional learning and its impact on student achievement to help guide future opportunities.
Improve our outreach for families in need

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
All student groups exceeded the standards of growth in math and science (100%).	True
All student groups exceeded the standards of growth in ELA (95%).	True
At the beginning of the year, 53% of Kindergarten students performed at or above benchmark on Acadience assessments. At the end of year, 84% of students performed at or above benchmark on Acadience assessments.	False
From the beginning to the middle of the year, on 4th grade ELA CDTs, 21% of students showed growth.	False
92% of 4th grade students scored Advanced or Proficient on Science PSSA	True
In 1st grade, 94% of students performed on or above grade level on the end of year Math in Focus growth measure.	True
100% of Students in Grades K-5 met the career standards benchmark	False
In 4th grade, at the beginning of the year 13% of students scored proficient or advanced on math CDTs. At the middle of the year, 40% scored proficient or advanced on math CDTs.	False
In 5th grade, at the beginning of the year 28% of students scored proficient or advanced on math CDTs. At the middle of the year, 50% scored proficient or advanced on math CDTs.	False
In 1st grade, 94% of students performed on or above grade level on the end of year Math in Focus growth measure.	False
At the beginning of the year, 53% of Kindergarten students performed at or above benchmark on Acadience assessments. At the end of year, 84% of students performed at or above benchmark on Acadience assessments.	False
Core Team consistently meets with grade level teachers on a biweekly basis to review and analyze academic and behavioral data for all students	True
In Kindergarten, 91% of students performed on or above grade level on the end of year Math in Focus growth measure.	True
Effective implementation of tiered academic intervention	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
In Kindergarten, 91% of students performed on or above grade level on the end of year Math in Focus growth measure.	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
----------	---------------------------------

In ELA PSSA achievement for 3rd grade, at 71%, our school performed the third lowest across nine elementary buildings in the district.	False
In math PSSA achievement for 5th grade, at 67%, our school performed the lowest across nine elementary buildings in the district.	False
At the beginning of the year, 64% of 5th grade students performed at or above benchmark on Acadience assessments. At the end of year, 60% of students performed at or above benchmark on Acadience assessments.	False
At the beginning of the year, 72% of 2nd grade students performed at or above benchmark on Acadience assessments. At the end of year, 69% of students performed at or above benchmark on Acadience assessments.	False
In 2nd grade, approximately 16% of students performed below grade level on the end of year Math in Focus growth measure.	False
Despite growth on MOY CDTs, 50% of 5th grade students performed below grade level expectations (red scaled score).	False
Despite growth on MOY CDTs, 60% of 4th grade students performed below grade level expectations (red scaled score).	False
At the beginning of the year, 68% of 3rd grade students performed at or above benchmark on Acadience assessments. At the end of year, 64% of students performed at or above benchmark on Acadience assessments.	True
Despite growth on MOY CDTs, 69% of 3rd grade students performed below grade level expectations (red scaled score).	True
Continue to implement the program with fidelity	False
From the beginning to the middle of the year, on 3rd grade ELA CDTs, only 12% of students showed growth.	False
From the beginning to the middle of the year, on 3rd grade ELA CDTs, only 12% of students showed growth.	True
Monitor the impact of professional learning and its impact on student achievement to help guide future opportunities.	False
Improve our outreach for families in need	False
Continue to increase our students that score Proficient to score Advanced on the Science PSSA	False
Despite growth on MOY CDTs, 69% of 3rd grade students performed below grade level expectations (red scaled score).	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Despite growth on MOY CDTs, 69% of 3rd grade students performed below grade level expectations (red scaled score).		True
At the beginning of the year, 68% of 3rd grade students performed at or above benchmark on Acadience assessments. At the end of year, 64% of students performed at or above benchmark on Acadience assessments.		True
From the beginning to the middle of the year, on 3rd grade ELA CDTs, only 12% of students showed growth.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
92% of 4th grade students scored Advanced or Proficient on Science PSSA	
All student groups exceeded the standards of growth in math and science (100%).	
All student groups exceeded the standards of growth in ELA (95%).	
Core Team consistently meets with grade level teachers on a biweekly basis to review and analyze academic and behavioral data for all students	We have a systematic approach to managing our organization.
Effective implementation of tiered academic intervention	We have a systematic approach to managing our organization.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Through discussions and meetings, core team members and classroom teachers can work collaboratively to increase student success.
In 1st grade, 94% of students performed on or above grade level on the end of year Math in Focus growth measure.	
In Kindergarten, 91% of students performed on or above grade level on the end of year Math in Focus growth measure.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	During the 2024-2025 school year, we will continue to implement math I/E blocks with math intervention.
	During the 2024-2025 school year, we will focus on improving the retell portion of the Acadience benchmark testing.
	During the 2024-2025 school year, we will continue to implement ELA I/E blocks with reading interventions.

Goal Setting

Priority: During the 2024-2025 school year, we will continue to implement math I/E blocks with math intervention.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Teachers will implement math I/E block with fidelity and data-driven decision making. They will take part in check-ins during grade level/team meetings.			
Measurable Goal Nickname (35 Character Max)			
Fidelity & Data Driven Decision Making in Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer BOY assessments in mathematics and determine students who need further support.	Ongoing progress monitoring; adjust math support as needed. Administer MOY assessments and determine students who need further support.	Ongoing progress monitoring; adjust math support as needed. Administer MOY assessments and determine students who need further support.	Administer EOY assessments in mathematics and determine effectiveness of instruction.

Priority: During the 2024-2025 school year, we will focus on improving the retell portion of the Acadience benchmark testing.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Teachers will improve quality of oral reading retell through direct and small group instruction.			
Measurable Goal Nickname (35 Character Max)			
Improving Retell Quality			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer BOY assessments in Acadience and determine students who need further support with retell.	Ongoing progress monitoring; adjust support as needed. Administer MOY assessments and determine students who need further support.	Ongoing progress monitoring; adjust support as needed. Administer MOY assessments and determine students who need further support.	Administer EOY assessments in Acadience and determine effectiveness of retell instruction.

Priority: During the 2024-2025 school year, we will continue to implement ELA I/E blocks with reading interventions.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Teachers will implement ELA I/E block with fidelity and data-driven decision making. They will take part in check-ins during grade level/team meetings.			
Measurable Goal Nickname (35 Character Max)			
ELA I/E Effectiveness			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer BOY assessments in	Ongoing progress monitoring; adjust support	Ongoing progress monitoring; adjust support	Administer EOY assessments

ELA and determine students who need further support.	as needed. Administer MOY assessments and determine students who need further support.	as needed. Administer MOY assessments and determine students who need further support.	in ELA and determine effectiveness of instruction.
--	--	--	--

Action Plan

Measurable Goals

Fidelity & Data Driven Decision Making in Math	Improving Retell Quality
ELA I/E Effectiveness	

Action Plan For: Data Driven Collaboration

Measurable Goals:
<ul style="list-style-type: none"> Teachers will implement math I/E block with fidelity and data-driven decision making. They will take part in check-ins during grade level/team meetings. Teachers will implement ELA I/E block with fidelity and data-driven decision making. They will take part in check-ins during grade level/team meetings. Teachers will improve quality of oral reading retell through direct and small group instruction.

Action Step		Anticipated Start/Completion Date	
1. Review prior year's/BOY data as a core team.		2024-08-20	2024-09-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Core Team	Assessment Data, Previous Year Data	Yes	
Action Step		Anticipated Start/Completion Date	
2. Determine students in urgent need of intervention		2024-08-20	2024-09-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Core Team, Classroom Teachers	Assessment data organized by student needs Federal funding will be utilized to provide additional push in/pull out support through Title aide services for small group reteaching of both ELA and Math. Additional math/ELA resources/intervention components will be purchased with title funds as needed to support student growth. Ironton receives \$TBD to spend on building needs with a majority of that total going to hiring Title aides who support the ELA and Math intervention programming, with an additional \$TBD utilized between the elementary buildings for intervention materials during the year for reading and math needs.	Yes	
Action Step		Anticipated Start/Completion Date	
3. Progress Monitor		2024-09-	2025-06-

		23	06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Data Specialist, Reading Specialist, Classroom Teachers, Title I Assistants	Math and ELA progress monitoring measures	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will show growth in the areas of math and ELA.	Classroom teachers, data specialist, reading specialist, and Title Support staff will analyze assessment results throughout the year (ex. benchmark data, standardized assessment results, formative assessment data)

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Data Driven Collaboration	Title I Assistant Salaries	107800
Total Expenditures			107800

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Driven Collaboration	1. Review prior year's/BOY data as a core team.
Data Driven Collaboration	2. Determine students in urgent need of intervention
Data Driven Collaboration	3. Progress Monitor

Data Analysis

Action Step		
<ul style="list-style-type: none"> 1. Review prior year's/BOY data as a core team. 2. Determine students in urgent need of intervention 3. Progress Monitor 		
Audience		
Principal, Reading Specialist, Data Specialist, Classroom Teachers		
Topics to be Included		
Identify areas of strengths and needs in mathematics and ELA		
Evidence of Learning		
Students who move through Tier process are appropriately selected based on data. Analysis and review of ongoing data results for math and ELA support students.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Rob Holmes/Principal	2024-08-20	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Robert Holmes, Jr.	2025-01-21
School Improvement Facilitator Signature	Date