Profile and Plan Essentials

School		AUN/Branch
Liberty-Curtin El Sch		110183602
Address 1		
PO Box 329		
Address 2		
City	**State**	**Zip Code**
Blanchard	PA	16826
Chief School Administrator		**Chief School Administrator Email**
Dr Francis Redmon		fredmon@kcsd.k12.pa.us
Principal Name		
Brett Umbenhouer		
Principal Email		
bumbenhouer@kcsd.k12.pa.us		
Principal Phone Number		**Principal Extension**
570-893-4900		2502
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Megan Hull		mhull@kcsd.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brett Umbenhouer	Principal	Liberty-Curtin Elementary	bumbenhouer@kcsd.k12.pa.us
Dr. Francis Redmon	Chief School Administrator	Keystone Central School District	fredmon@kcsd.k12.pa.us
Megan Hull	District Level Leaders	Keystone Central School District	mhull@kcsd.k12.pa.us
Elizabeth Barnhart	District Level Leaders	Keystone Central School District	ebarnhart@kcsd.k12.pa.
Suzanne Rainey	Teacher	Liberty-Curtin Elementary	srainey@kcsd.k12.pa.us
Prella Smith	Teacher	Liberty-Curtin Elementary	psmith@kcsd.k12.pa.us
Jolene Confer	Teacher	Liberty-Curtin Elementary	jconfer@kcsd.k12.pa.us
Jamie Phillips	Parent	Liberty-Curtin Parent	jphillips818@yahoo.com
Amber Brungard	Education Specialist	Liberty-Curtin Elementary	abrungard3@kcsd.k12.pa.us
Kathy Shope	Community Member	Community Member	
Polly Donahay	Board Member	School Board Member	pdonahay@kcsd.k12.pa.us
Amy Heverly	Education Specialist	Liberty-Curtin Elementary	aheverly@kcsd.k12.pa.us

Vision for Learning

Vision for Learning

Preparing citizens for the challenges and opportunities of the future. We are committed to developing lifelong learners who are adaptable, resilient, productive, and of high moral character. We believe that each child deserves:1. Equitable Access to Rigorous Curriculum and Effective Instruction; 2. To Become Critical Thinking and Solution-Focused Learners; 3. A Safe, Healthy, and Inclusive Culture; 4. High Expectations and Support for All; 5. Engaged and Empowered Community and Families; 6. Policies and Procedures that Promote Learning and Leadership; 7. High Expectations/High Support; Customer Service.

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	**False** 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
*All Student Group Meets the Standard Demonstrating Growth in Mathematics (Future Ready PA Index) [2023-2024 data]	*LC 72.0 Academic Growth Score Math
*All Student Group Achievement in Math increased from the previous year (Future Ready PA Index) [2023-2024 data]	*LC 51.7 Academic Achievement Score Math (45.3 previous year)

Challenges

Indicator	Comments/Notable Observations
*ELA All student group did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2023-2024 data]	*LC scored 38.3% Adv/Prof vs. Statewide average 53.9%
*Math All student group did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2023-2024 data]	*LC scored 51.7% Adv/Prof vs. Statewide average 40.2%

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

Strengths

Indicator *Percent Proficient or Advanced in Mathematics [2023-2024 data] **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** *All student group showed 51.7% Prof/Adv; White showed 55.4%; Economically Disadvantaged shows 40.7% - all trending up compared to previous year.
Indicator *Percent Proficient or Advanced in ELA [2023-2024 data] **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** *All student group showed 38.3% Prof/Adv; White showed shows 41.1% - trending up compared to previous year.

Challenges

Indicator *Percent Proficient or Advanced in ELA/Literature (Future Ready Index) [2023-2024 data] **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** *All student group had 38.3% of students score Prof/Adv; White group had 41.1% of students score Prof/Adv; Economically Disadvantaged Group scored 32.4% Prof/Adv - all did not meet the goal.
Indicator *Percent Proficient or Advanced in Math (Future Ready Index) [2023-2024 data] **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** *All student group had 51.7% of students score Prof/Adv; White group had 55.4% of students score Prof/Adv; Economically Disadvantaged Group scored 40.5% Prof/Adv - all did not meet the goal.

Indicator ESSA Student Subgroups	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 Group Meets the Standard Demonstrating Growth in Mathematics (Future Ready PA Index) [2023-2024 data]
*All Student Group Achievement in Math increased from the previous year (Future Ready PA Index) [2023-2024 data]
*All student group showed 51.7% Prof/Adv; White showed 55.4%; Economically Disadvantaged shows 40.7% - all trending up compared to previous year.
*All student group showed 38.3% Prof/Adv; White showed shows 41.1% - trending up compared to previous year.
*Attendance - All student groups meets performance standard for regular attendance. - (Future Ready PA Index) [2023-2024 data]

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 All student group did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index)
*Math All student group did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2023-2024 data]

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience ELA	*Spring 2025 data for ELA Composite Scores for grades K-2
MAP Data ELA	*Spring 2025 data Projected Growth Report for ELA and Mathematics for grades 3 and 4

English Language Arts Summary

Strengths

66% of 4th grade students met their projected growth on NWEA MAPs for ELA by the end of the 2024-2025 school. The goal was at least 60% of the students would meet the projected growth.
87% of kindergarten students met benchmark status for Reading composite score on Acadience by the end of the 2024-2025 school year; the goal was at least 60% of students.

Challenges

*59% of 3rd grade students met their projected growth on NWEA MAPs for ELA. The goal was at least 60% of the students would meet the projected growth.
*58% of 2nd grade students met benchmark status for Reading composite score on Acadience by the end of the 2024-2025 school year; the goal was at least 60% of students.

Mathematics

Data	Comments/Notable Observations
Acadience Math	*Spring 2025 data for Math Composite Scores for grades K-2
MAP Data Math	*Spring 2025 data Grade Breakdown .csv file for Mathematics for grades 3-4

Mathematics Summary

Strengths

92% of 4th grade students met their projected growth on NWEA MAPs for Math. The goal was at least 60% of the students would meet the projected growth.
81% of 3rd grade students met their projected growth on NWEA MAPs for Math. The goal was at least 60% of the students would meet the projected growth.

Challenges

*35% of 2nd grade students met benchmark status for Math composite score on Acadience by the end of the 2024-2025 school year; the goal was at least 60% of students.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
*We do not have a data source to track Science.	Our Science, Technology, and Engineering Education is imbedded in our ELA curriculum. CKLA (Core Knowledge Language Arts)

Science, Technology, and Engineering Education Summary

Strengths

80% of 4th grade all Student Group Meets the Interim Goal/Improvement Target in Science and Biology. (Future Ready PA Index) [2023-2024 data]

Challenges

Our greatest challenge is that we do not have a data source to progress monitor Science progress.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of the students submitted their Career Readiness indicators.	Our plan has been successful in this area.

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 the students submitted their Career Readiness indicators.
Attendance - All student groups meets performance standard for regular attendance. - (Future Ready PA Index)

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 PBIS
Creating a communication plan to foster family engagement using clear, transparent and convenient communication tools is key to improving student behavior and academic success.
Although we've started to implement a multi-tiered system of supports for academics and behavior, we need to refine the process and utilize PLCs with data teams to analyze the data and monitor the student progress of children in all 3 tiers of instruction throughout the entire school year.

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
PSSA Math and ELA	Economically Disadvantaged student group scores are lower in ELA and math than All student or White student groups.

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.

Economically disadvantaged group of students are trending up in math measures.

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.

Economically Disadvantaged Group in ELA scored lower than all student group or white subgroup.
Economically Disadvantaged Group in Mathematics scored lower than all student group or white subgroup.

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

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	Operational
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	Operational

Summary

Strengths

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

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Implement a multi-tiered system of supports for academics and behavior and social-emotional health.

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. Creating a communication plan to foster family engagement using clear, transparent and convenient communication tools is key to improving student behavior and academic success.
Identify and address individual student learning needs.

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 group showed 51.7% Prof/Adv; White showed 55.4%; Economically Disadvantaged shows 40.7% - all trending up compared to previous year.	False
*All Student Group Meets the Standard Demonstrating Growth in Mathematics (Future Ready PA Index) [2023-2024 data]	True
66% of 4th grade students met their projected growth on NWEA MAPs for ELA by the end of the 2024-2025 school. The goal was at least 60% of the students would meet the projected growth.	True
87% of kindergarten students met benchmark status for Reading composite score on Acadience by the end of the 2024-2025 school year; the goal was at least 60% of students.	True
*All Student Group Achievement in Math increased from the previous year (Future Ready PA Index) [2023-2024 data]	False
Economically disadvantaged group of students are trending up in math measures.	False
*All student group showed 38.3% Prof/Adv; White showed shows 41.1% - trending up compared to previous year.	False
*Attendance - All student groups meets performance standard for regular attendance. - (Future Ready PA Index) [2023-2024 data]	False
	False
Attendance - All student groups meets performance standard for regular attendance. - (Future Ready PA Index)	False
92% of 4th grade students met their projected growth on NWEA MAPs for Math. The goal was at least 60% of the students would meet the projected growth.	True
100% of the students submitted their Career Readiness indicators.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Implement a multi-tiered system of supports for academics and behavior and social-emotional health.	False
81% of 3rd grade students met their projected growth on NWEA MAPs for Math. The goal was at least 60% of the students would meet the projected growth.	False
80% of 4th grade all Student Group Meets the Interim Goal/Improvement Target in Science and Biology. (Future Ready PA Index) [2023-2024 data]	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 All student group did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index)	True

*Math All student group did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2023-2024 data]	True
*35% of 2nd grade students met benchmark status for Math composite score on Acadience by the end of the 2024-2025 school year; the goal was at least 60% of students.	True
Continue to implement PBIS	True
*59% of 3rd grade students met their projected growth on NWEA MAPs for ELA. The goal was at least 60% of the students would meet the projected growth.	False
*58% of 2nd grade students met benchmark status for Reading composite score on Acadience by the end of the 2024-2025 school year; the goal was at least 60% of students.	False
Creating a communication plan to foster family engagement using clear, transparent and convenient communication tools is key to improving student behavior and academic success.	False
	False
Although we've started to implement a multi-tiered system of supports for academics and behavior, we need to refine the process and utilize PLCs with data teams to analyze the data and monitor the student progress of children in all 3 tiers of instruction throughout the entire school year.	False
Our greatest challenge is that we do not have a data source to progress monitor Science progress.	False
Economically Disadvantaged Group in ELA scored lower than all student group or white subgroup.	False
Identify and address individual student learning needs.	False
Economically Disadvantaged Group in Mathematics scored lower than all student group or white subgroup.	False
Implement evidence-based strategies to engage families to support learning. Creating a communication plan to foster family engagement using clear, transparent and convenient communication tools is key to improving student behavior and academic success.	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
*ELA All student group did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index)	Utilizing the Science of Reading and targeted, timely interventions will lead to an increase in student success.	True
*Math All student group did not meet the interim goal/ improvement target for PRO/ADV (Future Ready PA Index) [2023-2024 data]	Strengthening Tier 1 instruction in Mathematics by implementing evidence-based practices and move into Tier 2 and 3 intervention sessions.	True
Continue to implement PBIS		False
*35% of 2nd grade students met benchmark status for Math composite score on Acadience by the end of the 2024-2025 school year; the goal was at least 60% of students.	Strengthening Tier 1 instruction in Mathematics by implementing evidence-based practices and move into Tier 2 and 3 intervention sessions.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
66% of 4th grade students met their projected growth on NWEA MAPs for ELA by the end of the 2024-2025 school. The goal was at least 60% of the students would meet the projected growth.	
87% of kindergarten students met benchmark status for Reading composite score on Acadience by the end of the 2024-2025 school year; the goal was at least 60% of students.	Utilizing the Science of Reading and targeted, timely interventions will lead to an increase in student success.
*All Student Group Meets the Standard Demonstrating Growth in Mathematics (Future Ready PA Index) [2023-2024 data]	
92% of 4th grade students met their projected growth on NWEA MAPs for Math. The goal was at least 60% of the students would meet the projected growth.	Strengthening Tier 1 instruction in Mathematics by implementing evidence-based practices and move into Tier 2 and 3 intervention sessions.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Utilizing the Science of Reading and targeted, timely interventions will lead to an increase in student success.
	Strengthening Tier 1 instruction in Mathematics by implementing evidence-based practices and move into Tier 2 and 3 intervention sessions.

Goal Setting

Priority: Utilizing the Science of Reading and targeted, timely interventions will lead to an increase in student success.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The average RIT growth of at least 60% of 2025-2026 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2025-2026 school year as measured in the NWEA MAP student growth summary report aggregate by school in the area of ELA.			
Measurable Goal Nickname (35 Character Max)			
3rd Grade ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish Baseline by end of October 2025.	at least 30% of students are on track to meet the benchmark	at least 45% of students are on track to meet the benchmark	at least 60% of 2025-2026 3rd grade students will meet or exceed grade-level norms projected growth

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 60% of the 2025-2026 Kindergarten students will have a Student Growth Percentile at or above 50 according to the Spring 2025 Acadience Report in the area of ELA			
Measurable Goal Nickname (35 Character Max)			
Kindergarten ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish Baseline by end of October 2025.	at least 30% of students are on track to meet the benchmark	at least 45% of students are on track to meet the benchmark	at least 60% of 2025-2026 Kindergarten students will meet or exceed grade-level norms projected growth

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
The average RIT growth of at least 60% of 2025-2026 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2025-2026 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math.			
Measurable Goal Nickname (35 Character Max)			
3rd Grade Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish Baseline by end of October 2025.	at least 30% of students are on track to meet the benchmark.	at least 45% of students are on track to meet the benchmark.	at least 60% of 2025-2026 3rd grade students will meet or exceed grade-level norms projected growth.

Priority: Strengthening Tier 1 instruction in Mathematics by implementing evidence-based practices and move into Tier 2 and 3 intervention sessions.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)

At least 60% of the 2025-2026 Kindergarten Students will have a Student growth percentile at or above 50 according to the Spring 2025 Acadience Growth Norms Report in the area of Math.			
Measurable Goal Nickname (35 Character Max)			
Kindergarten Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish Baseline by end of October 2025.	at least 30% of students are on track to meet the benchmark.	at least 45% of students are on track to meet the benchmark.	At least 60% of the 2025-2026 Kindergarten Students will have a Student growth percentile at or above 50.

Action Plan

Measurable Goals

3rd Grade ELA	Kindergarten ELA
3rd Grade Math	Kindergarten Math

Action Plan For: MTSS ELA

Measurable Goals:

- The average RIT growth of at least 60% of 2025-2026 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2025-2026 school year as measured in the NWEA MAP student growth summary report aggregate by school in the area of ELA.
- At least 60% of the 2025-2026 Kindergarten students will have a Student Growth Percentile at or above 50 according to the Spring 2025 Acadience Report in the area of ELA

Action Step		**Anticipated Start/Completion Date**	
Continue implementation Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading.		2025-08-26	2026-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal; Amy Heverly, Instructional Coach; Interventionists	ECRI, 95% group, Kilpatrick, Rave-O (Title I grant covers 157,658,64 to provide for the salary and benefits of the 2 interventionists for the building) Total Salary and Benefits $157,658.64	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.	weekly PLCs, data team meetings every 6 weeks, tier determination meetings every 6 weeks

Action Plan For: MTSS Math

Measurable Goals:

- At least 60% of the 2025-2026 Kindergarten Students will have a Student growth percentile at or above 50 according to the Spring 2025 Acadience Growth Norms Report in the area of Math.
- The average RIT growth of at least 60% of 2025-2026 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2025-2026 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math.

Action Step		**Anticipated Start/Completion Date**	
Continue Implementation of a Tier 1 Evidence- Based curriculum - Bridges Mathematics; add Tier 2 and 3 interventions based on data		2025-08-26	2026-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal; Amy Heverly, Instructional Coach; Interventionists	Bridges intervention materials; (Title I grant covers 157,658,64 to provide for the salary and benefits of the 2	Yes	

	interventionists for the building) Total Salary and Benefits $157,658,64		

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.	weekly PLCs, data team meetings every 6 weeks, tier determination meetings every 6 weeks

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	• MTSS ELA • MTSS Math	Two Title I Interventionists salaries and benefits total: $153,000.00	153,000	
Total Expenditures				153

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS ELA	Continue implementation Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading.
MTSS Math	Continue Implementation of a Tier 1 Evidence- Based curriculum - Bridges Mathematics; add Tier 2 and 3 interventions based on data

Continue implementation of CKLA

Action Step		
• Continue implementation Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading.		
Audience		
Teachers		
Topics to be Included		
CKLA		
Evidence of Learning		
Student progress on program unit assessments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Director of Curriculum, Instructional Coaches, Interventionists	2025-06-06	2026-06-09

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Implementation of Bridges 3rd Edition

Action Step		
• Continue Implementation of a Tier 1 Evidence- Based curriculum - Bridges Mathematics; add Tier 2 and 3 interventions based on data		
Audience		
Teachers		
Topics to be Included		
Bridges 3rd Edition		
Evidence of Learning		
Student progress on program unit assessments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**

Director of Curriculum, Instructional Coaches, Interventionists	2025-06-06	2026-06-09

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Two times per year
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
• doc03974320250630145330.pdf

Chief School Administrator	Date
Francis Redmon	2025-06-30
Building Principal Signature	**Date**
Brett Umbenhouer	2025-05-29
School Improvement Facilitator Signature	**Date**
Megan Hull	2025-06-29