

Gerald G Huesken MS

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Gerald G Huesken MS		113361703
Address 1		
2114 Horseshoe Rd		
City	State	Zip Code
Lancaster	PA	17601
Chief School Administrator		Chief School Administrator Email
Dr Daniel Hartman		daniel_hartman@conestogavalley.org
Principal Name		
Dr. Rachel Metzinger		
Principal Email		
rachel_metzinger@conestogavalley.org		
Principal Phone Number		Principal Extension
(717)397-1294		2002

Steering Committee

Name	Position/Role	Building/Group/Organization
Rachel E Metzinger	Principal	Gerald Huesken Middle School
Elizabeth Graham	Other	Gerald Huesken Middle School
Eric Hollinger	Other	Gerald Huesken Middle School
Diana Rodriguez	Parent	Parent
Kesha Williams	Parent	Parent
Manuela Badea	Community Member	Thomas Jefferson University
Curits Catwood	Teacher	Gerald Huesken Middle School

Vision for Learning

Our Mission Empowering all students to pursue their goals, strive for personal excellence, and contribute to their communities through access to innovative and rigorous learning opportunities and unwavering support.

Our Vision Setting the standard for learning innovation to meet the needs of all students, our community, and global society.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

Comments/Notable Observations

All student groups' performance decreased from the previous year. 2 student groups (white students and students with Disabilities) increased performance from the previous year, although they did not meet the statewide goal or interim target. School trend over six years is consistent with the state trend

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Increased performance from the previous year, although they did not meet the statewide goal or interim target.
Multi-Racial (not Hispanic)	Increased performance from the previous year, although they did not meet the statewide goal or interim target.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Decrease in performance from the previous year, from 39.7% to 35.2%
English Learners	Decrease in performance from the previous year, from 34.8% to 25.3%

Proficient or Advanced in Mathematics/Algebra

Comments/Notable Observations

All student group performance increased from the previous year, although we did not meet the statewide goal or interim target. Increase in performance in 5 subgroups, although we did not meet the statewide goal or interim target.

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Increased performance from the previous year, from 7.2% to 14.8%

Challenges

ESSA Student Subgroups	Indicator
English Learners	A decrease in performance from the previous year by 21.2% to 15.2%
African-American/Black	A decrease in performance from the previous year by 22.1% to 16.9%
Hispanic	A decrease in performance from the previous year by 18.2% to 17.3%

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

Comments/Notable Observations

A decrease in performance from the previous year by 18.2% to 17.3%

Strengths

ESSA Student Subgroups	Indicator
Hispanic	All student group 75
Students with Disabilities	Future Ready Index: Students with disabilities demonstrated an increase in performance from the 2024 school year in ELA

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	Future Ready Index: Decrease in performance from the previous year

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

Comments/Notable Observations

PVAAS: Exceeded the growth standard in mathematics; made adequate growth

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Exceeded the growth standard in mathematics; made adequate growth
Students with Disabilities	Exceeded the growth standard in mathematics; made adequate growth

Challenges

ESSA Student Subgroups	Indicator
African-American/BIack	Met the target growth expectation but decreased from the previous year. Math across the grades is an ongoing area of concern.
Asian (not Hispanic)	Met the target growth expectation but decreased from the previous year. Math across the grades is an ongoing area of concern.

English Language Growth and Attainment

Comments/Notable Observations

All student groups did not meet the interim goal/improvement target

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Met the interim target and increased performance from the previous year

Challenges

ESSA Student Subgroups	Indicator
English Learners	Increased in performance but did not meet the target interim goal

Regular Attendance

Comments/Notable Observations

All student groups met the goal but had a decrease in performance from the previous year

Strengths

ESSA Student Subgroups	Indicator
White	Met or exceeded the interim target while increasing performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Did not meet the interim target and had a decrease in performance from the previous year.

Summary

Strengths

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

70% of all student groups are meeting the statewide Growth Standard
79% of students met annual academic growth
80% of students met or exceeded the statewide goal
All student group performance increased from the previous year, although we did not meet the statewide goal or interim target

Challenges

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

69% of 2 or more races met the annual academic growth expectations which is down from 72%
All student groups' performance decreased from the previous year. 2 student groups (white students and students with Disabilities) increased performance from the previous year, although they did not meet the statewide goal or interim target. School trend over six years is consistent with the state trend
Decrease in performance from the previous year, from 34.8% to 25.3%
2 student groups (white students and students with Disabilities) increased performance from the previous year, although they did not meet the statewide goal or interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
IXL ELA	IXL ELA - Students in the Below Level group increased from the start of the year to the end of the year.

English Language Arts Summary

Strengths

IXL ELA implementation across the grades, data used to determine adjustments for FLEX

Challenges

IXL ELA - Students in the Below Level group increased from the start of the year to the end of the year.
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Mathematics

Data	Comments/Notable Observations
IXL Math - % of Students in below level group increased from Winter to Spring	IXL Math - % of Students in below level group increased from Winter to Spring

Mathematics Summary

Strengths

IXL Math - Assessments used in core extension to map reteaching of skills

Challenges

IXL Math - % of Students in below level group increased from Winter to Spring

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
STEELS - No data available until Fall 2026	STEELS - No data available until Fall 2026

Science, Technology, and Engineering Education Summary

Strengths

Implementation of STEELS Standards with new curriculum
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Challenges

STEELS - No assessment data until Fall 2026

Related Academics

Career Readiness

Data	Comments/Notable Observations
All 8th grade students participated in Xello lessons as outlined	Career Readiness lessons completed in Xello

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 in 8th grade participated in Xello lessons as outlined by the district

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.

Would like to see more interdisciplinary career readiness opportunities

Equity Considerations

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
Growth and Achievement - The students in the economically disadvantaged subgroup scored lower than the All student group in 3/4 areas (growth and achievement for ELA and Math)	Continued focus on instructional design to engage all students

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.

Subgroup analysis is a standard component to our data review and MTSS team meetings

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.

Specific subgroups continue to score below the All student group in growth and achievement
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Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Operational
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?

Implement evidence-based strategies to engage families to support learning (Family engagement team)
Implement an evidence-based system of schoolwide positive behavior interventions and supports (PBIS Tier 1 Fidelity)
Collectively shape the vision for continuous improvement of teaching and learning (Values creation)

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?

Align curricular materials and lesson plans to the PA Standards (6th ELA, 6th FLEX, 6-8 Math, All - Pacing Guides)
Provide frequent, timely, and systematic feedback and support on instructional practices (Instructional Practices, Learning Walks + Admin Walkthroughs)
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior

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
70% of all student groups are meeting the statewide Growth Standard	
79% of students met annual academic growth	
80% of students met or exceeded the statewide goal	
All student group performance increased from the previous year, although we did not meet the statewide goal or interim target	
All student group performance increased from the previous year, although we did not meet the statewide goal or interim target	
Increased performance from the previous year from 7.2% to 14.8%	
All student groups' performance decreased from the previous year. 2 student groups (white students and students with Disabilities) increased performance from the previous year, although they did not meet the statewide goal or interim target. School trend over six years is consistent with the state trend	
PVAAS: Exceeded the growth standard in Mathematics	
Future Ready Index: ELs demonstrated an increase in performance from the 2023 school year in ELA.	
Future Ready Index: Students with disabilities demonstrated an increase in performance from the 2024 school year in ELA	
PVAAS: Exceeded the growth standard in mathematics; made adequate growth	
Exceeded the growth standard in mathematics; made adequate growth	
Exceeded the growth standard in mathematics; made adequate growth	
Met the interim target and increased performance from the previous year	
Implement evidence-based strategies to engage families to support learning (Family engagement team)	√
All student group met the goal but had a decrease in performance from the previous year	
Met or exceeded the interim target while increasing performance from the previous year.	
Implementation of STEELS Standards with new curriculum	
IXL ELA implementation across the grades, data used to determine adjustments for FLEX	
IXL Math - Assessments used in core extension to map reteaching of skills	
All students in 8th grade participated in Xello lessons as outlined by the district	
Subgroup analysis is a standard component to our data review and MTSS team meetings	
Implement an evidence-based system of schoolwide positive behavior interventions and supports (PBIS Tier 1 Fidelity)	√

Collectively shape the vision for continuous improvement of teaching and learning (Values creation)	√
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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
69% of 2 or more races met the annual academic growth expectations which is down from 72%	
All student groups' performance decreased from the previous year. 2 student groups (white students and students with Disabilities) increased performance from the previous year, although they did not meet the statewide goal or interim target. School trend over six years is consistent with the state trend	
2 student groups (white students and students with Disabilities) increased performance from the previous year, although they did not meet the statewide goal or interim target.	
Decrease in performance from the previous year, from 34.8% to 25.3%	
2 student groups (white students and students with Disabilities) increased performance from the previous year, although they did not meet the statewide goal or interim target.	
Decrease in performance from the previous year, from 34.8% to 25.3%	
A decrease in performance from the previous year by 21.2% to 15.2%	
A decrease in performance from the previous year by 21.2% to 15.2%	
A decrease in performance from the previous year by 18.2% to 17.3%	
Future Ready Index: Decrease in performance from the previous year	
Met the target growth expectation but decreased from the previous year. Math across the grades is an ongoing area of concern.	
Met the target growth expectation but decreased from the previous year. Math across the grades is an ongoing area of concern.	
All student groups did not meet the interim goal/improvement target	
Increased in performance but did not meet the target interim goal	
Align curricular materials and lesson plans to the PA Standards (6th ELA, 6th FLEX, 6-8 Math, All - Pacing Guides)	√
Did not meet the interim target and had a decrease in performance from the previous year.	
STEELS - No assessment data until Fall 2026	
IXL ELA - Students in the Below Level group increased from the start of the year to the end of the year.	
IXL Math - % of Students in below level group increased from Winter to Spring	
Would like to see more interdisciplinary career readiness opportunities	
Specific subgroups continue to score below the All student group in growth and achievement	

Provide frequent, timely, and systematic feedback and support on instructional practices (Instructional Practices, Learning Walks + Admin Walkthroughs)	√
Implement an evidence-based system of schoolwide positive behavior interventions and supports	√
Implement a multi-tiered system of supports for academics and behavior	√

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.

Core curriculum alignment and implementation - Starting with 6th Grade ELA and FLEX this year. Will continue building this infrastructure as we move through content and grade levels.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Align curricular materials and lesson plans to the PA Standards (6th ELA, 6th FLEX, 6-8 Math, All - Pacing Guides)	6th ELA Curriculum Redesign 6th Grade FLEX Period 6-8 Math - Fidelity to core resource All Grades/Content Areas - Pacing guides	√
Provide frequent, timely, and systematic feedback and support on instructional practices (Instructional Practices, Learning Walks + Admin Walkthroughs)	High-Leverage Instructional Strategies CVSD Learning Walks GHMS Admin Walkthroughs for Feedback	√
Implement an evidence-based system of schoolwide positive behavior interventions and supports	PBIS - Behavior Specific Praise	√
Implement a multi-tiered system of supports for academics and behavior	BLT Development 6th Grade FLEX - All components 6-8 Assessment Map (ELA, Math, Science)	√

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implement evidence-based strategies to engage families to support learning (Family engagement team)	Continue with emphasis on meaningful family engagement planning
Implement an evidence-based system of schoolwide positive behavior interventions and supports (PBIS Tier 1 Fidelity)	Tier 1 fidelity!
Collectively shape the vision for continuous improvement of teaching and learning (Values creation)	Created values with Work Wisdom in 25-26 Align values to district and school vision statements in 26-27

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	CV Instructional Model: Standards-Based Curriculum & Assessment uses a system of instruction, assessment, and academic reporting that is based on learners demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education (1f, 3d)
	CV Instructional Model: Student Engagement is prioritized through rich opportunities, promotion of teamwork, using engaging materials, and giving students time to reflect on their learning. (3c)
	CV Instructional Model: Positive Behavior Interventions & Supports (PBIS) includes methods used to identify and support desired behaviors to achieve a positive school climate (1a, 2d) and full utilization of the Advanced Tier process to ensure all students receive an equitable and positive learning environment.

	CVSD MTSS Statement: Multi-Tiered System of Supports (MTSS) is a comprehensive, proactive framework that integrates data and instruction to maximize student achievement and support students' academic, social, emotional, and behavioral needs from a strengths-based perspective.
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Goal Setting

Priority: CV Instructional Model: Standards-Based Curriculum & Assessment uses a system of instruction, assessment, and academic reporting that is based on learners demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education (1f, 3d)

Measurable Goal Statement (Smart Goal)			
Using the district-approved curriculum assessment tool in ELA (IXL), GHMS will implement the tool, collect baseline data, and increase the number of students who are proficient or advanced by 15% from baseline to the end of the year.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect baseline data on every student in grades 6-8.	Increase the percentage of students that are proficient or advanced from the baseline by 5%.	Increase the percentage of students that are proficient or advanced from target 2 quarterly goal by increasing 5%.	Increase the percentage of students that are proficient or advanced from target 3 quarterly goal by increasing 5%.

Measurable Goal Statement (Smart Goal)			
Using the district-approved math curriculum assessment tool (mClass), GHMS will implement the tool, collect baseline data, and increase the number of students who are proficient or advanced by 15% from baseline to the end of the year.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect baseline data on every student in grades 6-8.	Increase the percentage of students that are proficient or advanced from the baseline by 5%.	Increase the percentage of students that are proficient or advanced from target 2 quarterly goal by increasing 5%.	Increase the percentage of students that are proficient or advanced from target 3 quarterly goal by increasing 5%.

Action Plan For: Standards-Based Curriculum & Assessment

Action Step		Anticipated Start Date	Anticipated Completion Date
6th Grade ELA Curriculum Redesign: New course design for ELA and Literacy for Life to include additional opportunities for text-dependent analysis		2026-07-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Liz Graham	Kelly Galbraith, Director of Curriculum Stacey Wilson, GHMS Reading Specialist	Yes	

Action Step	Anticipated Start Date	Anticipated Completion Date
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6th Grade ELA FLEX Period - Align resources, instructional strategies, assessments, and interventions to student data		2026-07-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Liz Graham	Michelle Trasborg, Director of Student Support	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
6-8 Grade Math - Fidelity to core resource (Desmos) - Implement Desmos math resource consistently across all classrooms.		2026-07-01	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rachel Metinger	Laura Fitzpatrick, GHMS Math Specialist Curriculum materials Professional development Co-Teaching opportunities and coaching	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
All Grades/Subjects - Pacing Guides to ensure curriculum adherence		2026-07-01	2026-10-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rachel Metzinger, Principal	Kelly Galbraith, Director of Curriculum District aligned Pacing Guides	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased PSSA scores - student achievement	Schoolwide Plan/Building Leadership Team will monitor 3x per year and report progress to Superintendent/Assistants to Superintendents

Priority: CV Instructional Model: Student Engagement is prioritized through rich opportunities, promotion of teamwork, using engaging materials, and giving students time to reflect on their learning. (3c)

Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, GHMS will increase student engagement in learning, as measured through the district Learning Walk Tool, by increasing the frequency with which students are observed actively engaged in meaningful tasks, collaborating with peers, participating in rich learning experiences, and engaging in opportunities for thinking and reflection. From the baseline data of approximately 53–83% task completion, with limited evidence of reflection, the school will increase the percentage of Learning Walk observations to three per semester, demonstrating at least a 30% reduction in teacher-directed tasks, at least a 60% increase in student collaboration, and a 70% increase in student-led opportunities to reflect and summarize learning.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
The school will increase the percentage of Learning Walk observations to three per semester, demonstrating at least a 10% reduction in teacher-directed tasks, at least a 15% increase in student collaboration, and a 20% increase in student-led opportunities to reflect and summarize learning.	The school will increase the percentage of Learning Walk observations to three per semester, demonstrating at least a 20% reduction in teacher-directed tasks, at least a 30% increase in student collaboration, and a 40% increase in student-led opportunities to reflect and summarize learning.	The school will increase the percentage of Learning Walk observations to three per semester, demonstrating at least a 30% reduction in teacher-directed tasks, at least a 45% increase in student collaboration, and a 60% increase in student-led opportunities to reflect and summarize learning.	The school will increase the percentage of Learning Walk observations to three per semester, demonstrating at least a 40% reduction in teacher-directed tasks, at least a 60% increase in student collaboration, and a 80% increase in student-led opportunities to reflect and summarize learning.

Measurable Goal Statement (Smart Goal)			
All GHMS Classroom Teachers will receive a minimum of two Instructional Walkthroughs with specific feedback based on schoolwide plan goals.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All ELA, Math, Science Teachers will have 1 Walkthrough entered in PA-EETP.	Social Studies, Tech Ed, Music, Health/PE, Special Education teachers will have 1 Walkthrough entered in PA-EETP.	Repeat: 2nd data point for ELA, Math, Science, Social Studies, ESL	Repeat: Social Studies, Tech Ed, Music, Health/PE, Special Education teachers will have 1 Walkthrough entered in PA-EETP.

Action Plan For: Student Engagement

Action Step		Anticipated Start Date	Anticipated Completion Date
District Learning Walks - Implement Learning Walk schedule and use results to determine professional learning supports for staff.		2026-08-26	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Rachel Metzinger, Principal Kelly Galbraith, Director of Curriculum	Classroom Mosaic	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
GHMS Administrative Walkthroughs (PA-EETEP) - Provide individual teachers with specific feedback aligned to focus areas of the schoolwide plan.		2026-08-12	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rachel Metzinger, Principal Elizabeth Grapham,, Assistant Principal Eric Hollinger, Assistant Principal	PA-EETEP	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
High Yield Instructional Strategies for Engagement - District Tier 1 instructional strategies list		2026-07-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Laura Fitzpatrick, GHMS Math Specialist Stacey Wilson, GHMS Reading Specialist Danielle DiNicola, Special Education Consultant	Kelly Galbraith	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Learning Walk composite scores to indicate meaningful engagement of students in learning	BLT/SWP Team monitors data and goals 3x/year Share outcomes with Superintendent/Assistants to the Supt

Priority: CV Instructional Model: Positive Behavior Interventions & Supports (PBIS) includes methods used to identify and support desired behaviors to achieve a positive school climate (1a, 2d) and full utilization of the Advanced Tier process to ensure all students receive an equitable and positive learning environment.

Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, GHMS will increase the use of positive behavior-specific praise, as measured by the district Learning Walk Tool, by 80%.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Align to district learning walk schedule, establish classroom and building routines, procedures and expectations.	Increase in positive behavior specific praise (4:1) by 25%. Baseline: 0%	Increase in positive behavior specific praise (4:1) by 50%.	Increase in positive behavior specific praise (4:1) by 80%.

Action Plan For: PBIS: Behavior-Specific Praise

Action Step		Anticipated Start Date	Anticipated Completion Date
Staff Training/Professional Learning related to behavior-specific praise		2026-07-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Eric Hollinger, Assistant Principal	Josh Bailey PBIS Rewards	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Learning Walks data for this focus area	BLT/SWP Team review and monitor data associated with plan goals Report progress to Supt/Assts to Supt

Priority: CVSD MTSS Statement: Multi-Tiered System of Supports (MTSS) is a comprehensive, proactive framework that integrates data and instruction to maximize student achievement and support students' academic, social, emotional, and behavioral needs from a strengths-based perspective.

Measurable Goal Statement (Smart Goal)			
GHMS Building Leadership Team meets criteria for effective teaming outlined in the CVSD MTSS Handbook.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
August planning meeting Development of a monthly meeting Schedule 3 Meetings Held TIPS Agenda used	Held GHMS building Data Summit. Data protocol implemented for ELA, Math and Behavior data. 3 Meetings Held TIPS Agenda used	3 Meetings Held TIPS Agenda used	Held GHMS EOY building Data Summit. Data protocol implemented for ELA, Math and Behavior data. 3 Meetings Held TIPS Agenda used

Measurable Goal Statement (Smart Goal)			
In this first year of MTSS implementation at the middle school (GHMS), we want to see a decrease in the number of students qualifying for Tier 2 and Tier 3 interventions by providing a more robust Tier 1 (increased scaffolding and rigor for those who need it).			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Collect baseline data from local assessments and in alignment with the district K-12 Assessment Map. Tier the students based on BOY data.	Based on the BOY assessment data, there will be a 5% reduction of students needing Tier 2 and Tier 3 interventions.	Based on target 2 quarter data, there will be a 5% reduction of students needing Tier 2 and Tier 3 interventions.	Based on target 3 quarter data, there will be a 5% reduction of students needing Tier 2 and Tier 3 interventions.

Action Plan For: MTSS Structures

Action Step		Anticipated Start Date	Anticipated Completion Date
MTSS - Building Leadership Team - Implement procedures, roles, and communication as outlined in the CVSD MTSS Handbook.		2026-08-04	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rachel Metzinger, Principal Elizabeth Grapham,, Assistant Principal Eric Hollinger, Assistant Principal	GHMS BLT Overview	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
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MTSS - Implement GHMS Assessment Map with fidelity and consistency.		2026-07-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rachel Metzinger	Michelle Trasborg, Director of Student Supports	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Meeting agendas, protocols, and notes correlate to CVSD MTSS Assessment Handbook	BLT/SWP Team monitor 3x/year Report progress to Supt/Assts to Supt throughout the year

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards-Based Curriculum & Assessment	6th Grade ELA Curriculum Redesign: New course design for ELA and Literacy for Life to include additional opportunities for text-dependent analysis
Standards-Based Curriculum & Assessment	6th Grade ELA FLEX Period - Align resources, instructional strategies, assessments, and interventions to student data
Standards-Based Curriculum & Assessment	6-8 Grade Math - Fidelity to core resource (Desmos) - Implement Desmos math resource consistently across all classrooms.
Standards-Based Curriculum & Assessment	All Grades/Subjects - Pacing Guides to ensure curriculum adherence
Student Engagement	High Yield Instructional Strategies for Engagement - District Tier 1 instructional strategies list
PBIS: Behavior-Specific Praise	Staff Training/Professional Learning related to behavior-specific praise

6th-8th Grade Math - Fidelity to Core Resource (Desmos)

Action Step		
6-8 Grade Math - Fidelity to core resource (Desmos) - Implement Desmos math resource consistently across all classrooms.		
Audience		
6th-8th grade math teachers		
Topics to be Included		
Implementation of Curriculum Small group instruction Pacing Collaboration and student engagement		
Evidence of Learning		
Implementation of board-approved curriculum with fidelity Use of data to drive instructional decisions		
Lead Person/Position	Anticipated Start	Anticipated Completion
Laura Fitzpatrick, GHMS Math Specialist Rachel Metzinger, Principal	2026-07-01	2027-05-28

Learning Format

Type of Activities	Frequency
Inservice day	Min. 4x a year with additional time built in throughout the day
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS: Behavior-Specific Praise

Action Step		
Staff Training/Professional Learning related to behavior-specific praise		
Audience		
All GHMS teaching and professional staff		
Topics to be Included		
6 Classroom Practices Implementation of classroom expectations, routines, and procedures		
Positive behavior praise		
Evidence of Learning		
Increase in building learning walk data Increase in attendance for the GHMS learning community		
Lead Person/Position	Anticipated Start	Anticipated Completion
Eric Hollinger, Assistant Principal	2026-07-01	2027-05-28

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
2d: Managing Student Behavior	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Schoolwide Title 1 Funding Allocation

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	- Standards-Based Curriculum & Assessment - Student Engagement - MTSS Structures	Reading and Math Specialist salaries and benefits	\$85,623