

**Schuylkill Valley MS**

TSI non-Title 1 School Plan | 2026 - 2027

## Profile and Plan Essentials

|                                            |              |                                             |
|--------------------------------------------|--------------|---------------------------------------------|
| <b>School</b>                              |              | AUN/Branch                                  |
| Schuylkill Valley MS                       |              | 114067503                                   |
| <b>Address 1</b>                           |              |                                             |
| 114 Ontelaunee Dr                          |              |                                             |
| <b>Address 2</b>                           |              |                                             |
|                                            |              |                                             |
| <b>City</b>                                | <b>State</b> | <b>Zip Code</b>                             |
| Leesport                                   | PA           | 19533                                       |
| <b>Chief School Administrator</b>          |              | <b>Chief School Administrator Email</b>     |
| Dr Denis Quirk                             |              | DQuirk@schuylkillvalley.org                 |
| <b>Principal Name</b>                      |              |                                             |
| Mr. Stephen Mickulik                       |              |                                             |
| <b>Principal Email</b>                     |              |                                             |
| smickulik@schuylkillvalley.org             |              |                                             |
| <b>Principal Phone Number</b>              |              | <b>Principal Extension</b>                  |
| 6109267111                                 |              |                                             |
| <b>School Improvement Facilitator Name</b> |              | <b>School Improvement Facilitator Email</b> |
| Mrs. Jenny Rexrode                         |              | jrexrode@schuylkillvalley.org               |

## Steering Committee

| Name                  | Position/Role              | Building/Group/Organization       | Email                           |
|-----------------------|----------------------------|-----------------------------------|---------------------------------|
| Jenny Rexrode         | District Level Leaders     | Schuylkill Valley School District | jrexrode@schuylkillvalley.org   |
| Deb Hill              | Teacher                    | Schuylkill Valley School District | dhill@schuylkillvalley.org      |
| Stephen Mickulik      | Principal                  | Schuylkill Valley School District | smickulik@schuylkillvalley.org  |
| Jennifer Gabryluk     | Principal                  | Schuylkill Valley School District | jgabryluk@schuylkillvalley.org  |
| Dr. Denis Quirk       | Chief School Administrator | Schuylkill Valley School District | dquirk@schuylkillvalley.org     |
| Jerome Almonte Sims   | Student                    | Schuylkill Valley School District | n/a                             |
| Valentina Zavala      | Student                    | Schuylkill Valley School District | n/a                             |
| Hongrui Zhao          | Student                    | Schuylkill Valley School District | n/a                             |
| Uyen Do               | Student                    | Schuylkill Valley School District | n/a                             |
| Mrs. Carolyn Sienzant | Parent                     | n/a                               | cazerbe@gmail.com               |
| Mrs. Andrea Rodriguez | Parent                     | n/a                               | andreatolentino68@gmail.com     |
| Mr. Jonathan Jenkins  | Teacher                    | Schuylkill Valley School District | jjenkins@schuylkillvalley.org   |
| Mrs. Lisa Henry       | Teacher                    | Schuylkill Valley School District | lhenry@schuylkillvalley.org     |
| Mrs. Nicole Edmondson | Teacher                    | Schuylkill Valley School District | nedmondson@schuylkillvalley.org |
| Ms. Marissa Ciccarone | Teacher                    | Schuylkill Valley School District | mciccarone@schuylkillvalley.org |
| Mr. Codie Bender      | Teacher                    | Schuylkill Valley School District | cbender@schuylkillvalley.org    |
| Ms. Christina Diltz   | Teacher                    | Schuylkill Valley School District | cdiltz@schuylkillvalley.org     |
|                       |                            |                                   |                                 |

## **Vision for Learning**

### **Vision for Learning**

We envision a school community where all educators work collectively to empower learners through rigorous instruction, targeted interventions, and strong relationships that enable students to achieve their full potential.

## Future Ready PA Index

### Proficient or Advanced in English Language Arts/Literature

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

#### Comments/Notable Observations

This is a challenge for us; we are not meeting the target. We are very close to the statewide average, within one percentage point.

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

#### Strengths

| ESSA Student Subgroups | Indicator                                                                                                                                                                 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| White                  | The data for our white subgroup, for the most part, has remained relatively consistent. This also includes the economically disadvantaged and students with disabilities. |

#### Challenges

| ESSA Student Subgroups     | Indicator                                                                                                                    |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------|
| English Learners           | Our English Learners, though we only have two years of data for this subgroup, were lower performing than the previous year. |
| Students with Disabilities | Only 12.2% of our students with disabilities, which is a large group, are scoring proficient or advanced.                    |

### Proficient or Advanced in Mathematics/Algebra

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

#### Comments/Notable Observations

We are substantially below the state average in students proficient in mathematics/algebra.

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

#### Strengths

| ESSA Student Subgroups | Indicator                                                                                                    |
|------------------------|--------------------------------------------------------------------------------------------------------------|
| White                  | Our white subgroup is performing higher than the all student group.                                          |
| African-American/Black | The African American subgroup is the only group who did not decline in their percentage proficient/advanced. |

#### Challenges

| ESSA Student Subgroups     | Indicator                                                                                                      |
|----------------------------|----------------------------------------------------------------------------------------------------------------|
| Students with Disabilities | Students with disabilities are scoring the lowest of all student groups. Only 5.8% scored proficient/advanced. |

|                  |                                                                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Learners | The percentage of students performing proficient or advanced in mathematics declined by almost 10% from the previous year. They are only 6.3% proficient/advanced. |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

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

#### Comments/Notable Observations

We are "blue" in ELA growth, meaning that our students are exceeding one year of growth. It trended down a little in 24-25, but is still high.

|                       |                         |                  |
|-----------------------|-------------------------|------------------|
| <b>True</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|-----------------------|-------------------------|------------------|

#### Strengths

| ESSA Student Subgroups | Indicator                                                   |
|------------------------|-------------------------------------------------------------|
| Hispanic               | The Hispanic subgroup is on an upward trend with ELA growth |

#### Challenges

| ESSA Student Subgroups     | Indicator                                                                                        |
|----------------------------|--------------------------------------------------------------------------------------------------|
| Students with Disabilities | Students with disabilities are only at 57 for growth, which is well below the all student group. |

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

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

#### Comments/Notable Observations

We are not meeting the standard for academic growth in math, though we have some groups performing better than the all student group. The 24-25 school year was a large decrease from the previous year.

|                        |                        |                  |
|------------------------|------------------------|------------------|
| <b>False</b> Strengths | <b>True</b> Challenges | <b>False</b> N/A |
|------------------------|------------------------|------------------|

#### Strengths

| ESSA Student Subgroups | Indicator                                                       |
|------------------------|-----------------------------------------------------------------|
| Hispanic               | The Hispanic subgroup is growing more than the other subgroups. |

#### Challenges

| ESSA Student Subgroups | Indicator                                  |
|------------------------|--------------------------------------------|
| White                  | The White subgroup is on a steady decline. |

### English Language Growth and Attainment

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

#### Comments/Notable Observations

|                        |                         |                  |
|------------------------|-------------------------|------------------|
| <b>False</b> Strengths | <b>False</b> Challenges | <b>False</b> N/A |
|------------------------|-------------------------|------------------|

### Strengths

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

### Challenges

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

### Regular Attendance

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

### Comments/Notable Observations

This is pretty good; we are well above the state average for attendance.

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

### Strengths

| ESSA Student Subgroups | Indicator                                                      |
|------------------------|----------------------------------------------------------------|
| English Learners       | The English Learner data is higher than the all student group. |

### Challenges

| ESSA Student Subgroups     | Indicator                                                                                                                                                     |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hispanic                   | The Hispanic subgroup percentage went from 91.1 to 80.2% last year. It is well below the all student group percentage.                                        |
| Students with Disabilities | The students with disabilities subgroup is consistently below the all student attendance percentage, and that could contribute to their low performance data. |

### Career Standards Benchmark

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

### Comments/Notable Observations

We are almost at 100%. Our students are virtually all meeting this benchmark. This has been consistent over several years.

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

### Strengths

| ESSA Student Subgroups     | Indicator                                                                                 |
|----------------------------|-------------------------------------------------------------------------------------------|
| Hispanic                   | 100% of our Hispanic students in the middle school are meeting this benchmark.            |
| Economically Disadvantaged | 100% economically disadvantaged students in the middle school are meeting this benchmark. |

### Challenges

| ESSA Student Subgroups | Indicator                       |
|------------------------|---------------------------------|
| White                  | The White subgroup is at 99.6%. |

### High School Graduation Rate Four-Year Cohort

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

### Comments/Notable Observations

| False Strengths | False Challenges | False N/A |
|-----------------|------------------|-----------|
|-----------------|------------------|-----------|

### Strengths

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

### Challenges

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

### Summary

#### Strengths

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

|                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The data for our white subgroup, for the most part, has remained relatively consistent. This also includes the economically disadvantaged and students with disabilities. |
| The African American subgroup is the only group who did not decline in their percentage proficient/advanced.                                                              |
| The English Learner data for attendance is higher than the all student group.                                                                                             |

#### Challenges

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

|                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Our English Learners, though we only have two years of data for this subgroup, were lower performing than the previous year.                                                                             |
| The Hispanic subgroup attendance percentage went from 91.1 to 80.2% last year. It is well below the all student group percentage.                                                                        |
| We are not meeting the standard for academic growth in math, though we have some groups performing better than the all student group. The 24-25 school year was a large decrease from the previous year. |
| We are substantially below the state average in students proficient in mathematics/algebra.                                                                                                              |
| The students with disabilities subgroup is consistently below the all student attendance percentage, and that could contribute to their low performance data.                                            |



## Local Assessment

### English Language Arts

| Data                                     | Comments/Notable Observations                                                                              |
|------------------------------------------|------------------------------------------------------------------------------------------------------------|
| We do not have any local assessment data | This is a big need for us that we are addressing this coming year. We are purchasing and using FastBridge. |

### English Language Arts Summary

#### Strengths

We just completed our second year with our new resources, which are aligned to the science of reading. We are now going to implement a screener and benchmarking tool to assist in making decisions to support student learning.

#### Challenges

We do not have local assessment data to use to analyze against the other data provided in the Future Ready Index.

### Mathematics

| Data                                     | Comments/Notable Observations                                                                                             |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| We do not have any local assessment data | This is a huge need for us, and we are addressing it in the upcoming school year. We are purchasing and using FastBridge. |

### Mathematics Summary

#### Strengths

We are moving in the right direction and developing MTSS procedures and will have screening/benchmarking tools in place for the 26-27 school year.

#### Challenges

We do not have local assessment data to use to analyze against the other data provided in the Future Ready Index.

### Science, Technology, and Engineering Education

| Data                                 | Comments/Notable Observations                                                                                                      |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| We do not have local assessment data | We will be implementing Firefly and CDT in Science next school year at the middle school. We do not currently have data to review. |

### Science, Technology, and Engineering Education Summary

#### Strengths

We implemented the STEELS standards this year and purchased kits to support Open SciEd implementation.

#### Challenges

We do not have local assessment data to use to analyze against the other data provided in the Future Ready Index.



## Related Academics

### Career Readiness

| Data       | Comments/Notable Observations                                                                                                                                      |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Xello data | All our students completed the assignments. We are moving to all Xello reporting and lessons, and we used to use other lessons and data, which was not consistent. |

### 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.

We have had great success moving toward using Xello to collect our career readiness data. It ensures that all students are meeting that 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.

We just moved to Xello this school year (fully) so prior to that it was more difficult to collect data on students' college and career readiness.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

| Data                                                                                                           | Comments/Notable Observations                                                         |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| We do not have data for our students with disabilities, since we do not have a screening or benchmarking tool. | We will have a screening and benchmarking tool for the 26-27 school year (FastBridge) |
|                                                                                                                |                                                                                       |
|                                                                                                                |                                                                                       |

### Students Considered Economically Disadvantaged

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

| Data                                             | Comments/Notable Observations           |
|--------------------------------------------------|-----------------------------------------|
| We do not have separate data for these students. | We will have a tool in place for 26-27. |
|                                                  |                                         |
|                                                  |                                         |

### Student Groups by Race/Ethnicity

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

| Student Groups | Comments/Notable Observations                                                        |
|----------------|--------------------------------------------------------------------------------------|
| Hispanic       | We do not have a tool that collected data for these students, but we will for 26-27. |

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| We have implemented updated curricular resources in ELA, Math and Science in the past two years, which is assisting us in improving student performance. |
|                                                                                                                                                          |
|                                                                                                                                                          |
|                                                                                                                                                          |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
|--|
|  |
|--|

|                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We have not had consistent training on special education topics or 504 implementation and delivery, due to turnover in the pupil services department, primarily. |
|                                                                                                                                                                  |
|                                                                                                                                                                  |
|                                                                                                                                                                  |

## 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 | Emerging    |
| Identify and address individual student learning needs                                                                                                    | Emerging    |
| 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 | Emerging        |
| 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                                                                       | Not Yet Evident |

### Provide Student-Centered Support Systems

|                                                                                                                                                                        |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Operational |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports                                                                          | Emerging    |
| Implement a multi-tiered system of supports for academics and behavior                                                                                                 | Emerging    |
| Implement evidence-based strategies to engage families to support learning                                                                                             | Emerging    |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school                                                             | Operational |

### Foster Quality Professional Learning

|                                                                                                  |          |
|--------------------------------------------------------------------------------------------------|----------|
| Identify professional learning needs through analysis of a variety of data                       | Emerging |
| Use multiple professional learning designs to support the learning needs of staff                | Emerging |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging |

## Summary

### Strengths

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

>

|                                                                                           |
|-------------------------------------------------------------------------------------------|
| Aligning materials and curriculum                                                         |
| Collaboration among teams and building teachers                                           |
| Postive school environment, not just within the building but also with community support. |

### 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?

>

|                                                            |
|------------------------------------------------------------|
| Professional development                                   |
| Identify and address individual student needs              |
| 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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| The data for our white subgroup, for the most part, has remained relatively consistent. This also includes the economically disadvantaged and students with disabilities.                                                        | False                           |
| The African American subgroup is the only group who did not decline in their percentage proficient/advanced.                                                                                                                     | False                           |
| We are moving in the right direction and developing MTSS procedures and will have screening/benchmarking tools in place for the 26-27 school year.                                                                               | True                            |
| The English Learner data for attendance is higher than the all student group.                                                                                                                                                    | True                            |
| We implemented the STEELS standards this year and purchased kits to support Open SciEd implementation.                                                                                                                           | False                           |
| We just completed our second year with our new resources, which are aligned to the science of reading. We are now going to implement a screener and benchmarking tool to assist in making decisions to support student learning. | False                           |
| We have had great success moving toward using Xello to collect our career readiness data. It ensures that all students are meeting that benchmark.                                                                               | False                           |
| Aligning materials and curriculum                                                                                                                                                                                                | True                            |
| Collaboration among teams and building teachers                                                                                                                                                                                  | True                            |
| We have implemented updated curricular resources in ELA, Math and Science in the past two years, which is assisting us in improving student performance.                                                                         | True                            |
| Postive school environment, not just within the building but also with community support.                                                                                                                                        | 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 |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Our English Learners, though we only have two years of data for this subgroup, were lower performing than the previous year.      | False                           |
| The Hispanic subgroup attendance percentage went from 91.1 to 80.2% last year. It is well below the all student group percentage. | False                           |
| We do not have local assessment data to use to analyze against the other data provided in the Future Ready Index.                 | True                            |



|                                                                                                                                                                                                          |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| We are not meeting the standard for academic growth in math, though we have some groups performing better than the all student group. The 24-25 school year was a large decrease from the previous year. | False |
| We are substantially below the state average in students proficient in mathematics/algebra.                                                                                                              | True  |
| We do not have local assessment data to use to analyze against the other data provided in the Future Ready Index.                                                                                        | False |
| We do not have local assessment data to use to analyze against the other data provided in the Future Ready Index.                                                                                        | False |
| The students with disabilities subgroup is consistently below the all student attendance percentage, and that could contribute to their low performance data.                                            | True  |
| We just moved to Xello this school year (fully) so prior to that it was more difficult to collect data on students' college and career readiness.                                                        | False |
| Professional development                                                                                                                                                                                 | True  |
| Identify and address individual student needs                                                                                                                                                            | False |
| Multi-tiered system of supports for academics and behavior                                                                                                                                               | True  |
| We have not had consistent training on special education topics or 504 implementation and delivery, due to turnover in the pupil services department, primarily.                                         | 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.

We have a severe lack of data, which does not enable us to make informed decisions to help students and teachers be more successful. We have also not addressed, through professional learning, the rise in numbers of English Learners and how to support them.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges                                                                                                                                          | Discussion Points                                                                                                                                                                                                                                                                                                                                         | Check for Priority |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| We do not have local assessment data to use to analyze against the other data provided in the Future Ready Index.                                             | It is near impossible to implement MTSS if we do not have data to analyze. We are also not able to look at data specific to students who are English Learners on a more frequent basis, since we do not collect data using a tool. We are going to be implementing FastBridge next year in order to better make decisions on student strengths and needs. | True               |
| Professional development                                                                                                                                      | We have not had meaningful professional development around English Learners in several years. Many teachers are unsure what to do to support them.                                                                                                                                                                                                        | True               |
| Multi-tiered system of supports for academics and behavior                                                                                                    | We have a very bare bones MTSS system at the middle school. There are no data meetings held to look at students frequently and make good decisions. We are going with our gut and with PSSA scores, which are reflective of achievement many months ago.                                                                                                  | True               |
| We are substantially below the state average in students proficient in mathematics/algebra.                                                                   |                                                                                                                                                                                                                                                                                                                                                           | False              |
| The students with disabilities subgroup is consistently below the all student attendance percentage, and that could contribute to their low performance data. |                                                                                                                                                                                                                                                                                                                                                           | False              |

### Analyzing Strengths

| Analyzing Strengths                             | Discussion Points                                                                                                                                                                                                      |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aligning materials and curriculum               | We now have new materials in ELA, Math, Science, and Social Studies. The curriculum documents were rewritten for the first time since the early 2000's, which meant they were not reflective of the current standards. |
| Collaboration among teams and building teachers | Our middle school teams work daily in their small groups of teachers. In those meetings, teachers will be able to analyze data and make thoughtful decisions about students to help them be more successful.           |

|                                                                                                                                                          |                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| We are moving in the right direction and developing MTSS procedures and will have screening/benchmarking tools in place for the 26-27 school year.       | Implementation of MTSS with focus on ELL data                               |
| We have implemented updated curricular resources in ELA, Math and Science in the past two years, which is assisting us in improving student performance. | ARC, Reveal, OpenSci Ed, updated curriculum                                 |
| The English Learner data for attendance is higher than the all student group.                                                                            | They are present for instruction, which is so important to student success. |

### Priority Challenges

|                               |                                                                                                                  |
|-------------------------------|------------------------------------------------------------------------------------------------------------------|
| Analyzing Priority Challenges | Priority Statements                                                                                              |
|                               | We intend to use scientific data to measure our students because we do not currently have local assessment data. |
|                               | We need to provide professional development to all staff members to address the needs of our English Learners.   |
|                               | We need to implement a system to support student achievement and behavior outcomes.                              |

## Goal Setting

**Priority: We intend to use scientific data to measure our students because we do not currently have local assessment data.**

|                                                                                                                                                   |                                                                                                                 |                                                                                                                 |                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome Category</b>                                                                                                                           |                                                                                                                 |                                                                                                                 |                                                                                                                                                   |
| Other                                                                                                                                             |                                                                                                                 |                                                                                                                 |                                                                                                                                                   |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                     |                                                                                                                 |                                                                                                                 |                                                                                                                                                   |
| All students will take a universal screener in ELA and Math and two benchmark assessments in ELA and Math with data meetings to analyze the data. |                                                                                                                 |                                                                                                                 |                                                                                                                                                   |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                |                                                                                                                 |                                                                                                                 |                                                                                                                                                   |
| Student Assessment                                                                                                                                |                                                                                                                 |                                                                                                                 |                                                                                                                                                   |
| <b>Target 1st Quarter</b>                                                                                                                         | <b>Target 2nd Quarter</b>                                                                                       | <b>Target 3rd Quarter</b>                                                                                       | <b>Target 4th Quarter</b>                                                                                                                         |
| All students will take the universal screener in ELA and Math. A data meeting will be held to analyze the data.                                   | All students will take a benchmark assessment in ELA and Math. A data meeting will be held to analyze the data. | All students will take a benchmark assessment in ELA and Math. A data meeting will be held to analyze the data. | All students will take a universal screener in ELA and Math and two benchmark assessments in ELA and Math with data meetings to analyze the data. |

**Priority: We need to provide professional development to all staff members to address the needs of our English Learners.**

|                                                                                                                                                                                     |                                                                                                                                                   |                                                                                                                                                  |                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome Category</b>                                                                                                                                                             |                                                                                                                                                   |                                                                                                                                                  |                                                                                                                                                                                     |
| Professional learning                                                                                                                                                               |                                                                                                                                                   |                                                                                                                                                  |                                                                                                                                                                                     |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                       |                                                                                                                                                   |                                                                                                                                                  |                                                                                                                                                                                     |
| There will be three formal professional learning sessions held during district-wide professional development days, along with twice per quarter team meetings with the ESL teacher. |                                                                                                                                                   |                                                                                                                                                  |                                                                                                                                                                                     |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                  |                                                                                                                                                   |                                                                                                                                                  |                                                                                                                                                                                     |
| Professional Learning                                                                                                                                                               |                                                                                                                                                   |                                                                                                                                                  |                                                                                                                                                                                     |
| <b>Target 1st Quarter</b>                                                                                                                                                           | <b>Target 2nd Quarter</b>                                                                                                                         | <b>Target 3rd Quarter</b>                                                                                                                        | <b>Target 4th Quarter</b>                                                                                                                                                           |
| There will be a professional learning session from an outside speaker. Team meetings will also be held.                                                                             | There will be a professional learning session as a follow-up from the outside speaker to address specific needs. Team meetings will also be held. | There will be a professional learning session held to discuss tools we have in the district and what is needed. Team meetings will also be held. | There will be three formal professional learning sessions held during district-wide professional development days, along with twice per quarter team meetings with the ESL teacher. |

**Priority: We need to implement a system to support student achievement and behavior outcomes.**

|                                                                                             |  |  |  |
|---------------------------------------------------------------------------------------------|--|--|--|
| <b>Outcome Category</b>                                                                     |  |  |  |
| Essential Practices 3: Provide Student-Centered Support Systems                             |  |  |  |
| <b>Measurable Goal Statement (Smart Goal)</b>                                               |  |  |  |
| We will have an MTSS system with Tiers I, II, and a plan for Tier III informed through data |  |  |  |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                          |  |  |  |

| MTSS                                                                          |                                                                                              |                                                                                      |                                                                                                       |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Target 1st Quarter                                                            | Target 2nd Quarter                                                                           | Target 3rd Quarter                                                                   | Target 4th Quarter                                                                                    |
| We will have assessment data and a data meeting to inform tier I instruction. | We will collect benchmark assessment data and apply a Tier II system through a data meeting. | We will collect benchmark assessment data to continue to develop our Tier II system. | We will have an MTSS system with Tiers I, II, and a plan for Tier III informed through data meetings. |

## Action Plan

### Measurable Goals

|                    |                       |
|--------------------|-----------------------|
| Student Assessment | Professional Learning |
| MTSS               |                       |

### Action Plan For: Multi-Tiered Systems of Support

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>All students will take a universal screener in ELA and Math and two benchmark assessments in ELA and Math with data meetings to analyze the data.</li> <li>There will be three formal professional learning sessions held during district-wide professional development days, along with twice per quarter team meetings with the ESL teacher.</li> <li>We will have an MTSS system with Tiers I, II, and a plan for Tier III informed through data</li> </ul> |

| Action Step                                                                                                                |                                      | Anticipated Start Date | Anticipated Completion Date |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------|-----------------------------|
| Introductory professional learning series on MTSS will be provided to administrators and principals, followed by all staff |                                      | 2026-07-15             | 2026-08-20                  |
| Lead Person/Position                                                                                                       | Material/Resources/Supports Needed   | PD Step?               |                             |
| Jenny Rexrode/Director of Curriculum and Learning                                                                          | Time, slide presentation, FastBridge | Yes                    |                             |

| Action Step                                                                                                                                        |                                             | Anticipated Start Date | Anticipated Completion Date |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------|-----------------------------|
| A professional learning session will be provided regarding supporting English Learners. This will be provided to all staff at each building level. |                                             | 2026-08-20             | 2026-08-20                  |
| Lead Person/Position                                                                                                                               | Material/Resources/Supports Needed          | PD Step?               |                             |
| Jenny Rexrode/Director of Teaching and Learning (Dr. Kelly Forbes presenting)                                                                      | Title III funds, time during in-service day | Yes                    |                             |

| Action Step                                                               |                                    | Anticipated Start Date | Anticipated Completion Date |
|---------------------------------------------------------------------------|------------------------------------|------------------------|-----------------------------|
| A universal screener will be used in math and ELA with all students K-12. |                                    | 2026-09-01             | 2026-09-11                  |
| Lead Person/Position                                                      | Material/Resources/Supports Needed | PD Step?               |                             |

|                            |                                                                                          |    |  |
|----------------------------|------------------------------------------------------------------------------------------|----|--|
| ELA and Math teachers K-12 | FastBridge universal screener in math and ELA, time, printed resources in primary grades | No |  |
|----------------------------|------------------------------------------------------------------------------------------|----|--|

| Action Step                                                                                                                                                                            |                                                          | Anticipated Start Date | Anticipated Completion Date |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------|-----------------------------|
| Data meetings will be held, adopting the TIPS protocol. Teachers will analyze the universal screening data to make Tier I decisions. They will set a goal based on the data discussed. |                                                          | 2026-10-12             | 2026-10-12                  |
| Lead Person/Position                                                                                                                                                                   | Material/Resources/Supports Needed                       | PD Step?               |                             |
| Building Principals, Jenny Rexrode                                                                                                                                                     | Universal Screening data, time to collaborate with teams | No                     |                             |

| Action Step                                                                                                                     |                                             | Anticipated Start Date | Anticipated Completion Date |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------|-----------------------------|
| A follow-up professional learning session regarding supporting students who are English Learners will be held at each building. |                                             | 2026-10-12             | 2026-10-12                  |
| Lead Person/Position                                                                                                            | Material/Resources/Supports Needed          | PD Step?               |                             |
| Jenny Rexrode (Dr. Kelly Forbes presenting)                                                                                     | Title III funds, time during in-service day | Yes                    |                             |

| Action Step                                                           |                                              | Anticipated Start Date | Anticipated Completion Date |
|-----------------------------------------------------------------------|----------------------------------------------|------------------------|-----------------------------|
| Students will be given a winter benchmark assessment in ELA and Math. |                                              | 2026-12-08             | 2026-12-18                  |
| Lead Person/Position                                                  | Material/Resources/Supports Needed           | PD Step?               |                             |
| ELA and Math teachers K-12                                            | FastBridge benchmarking tool in ELA and Math | No                     |                             |

| Action Step                                                                                                                                            |                                                   | Anticipated Start Date | Anticipated Completion Date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------|-----------------------------|
| Data meetings will be held using the TIPS protocol to analyze the data provided by the benchmark assessment and make decisions about Tier II supports. |                                                   | 2027-01-18             | 2027-01-18                  |
| Lead Person/Position                                                                                                                                   | Material/Resources/Supports Needed                | PD Step?               |                             |
| Building principals, Jenny Rexrode                                                                                                                     | benchmarking data, time to collaborate with teams | No                     |                             |

| Action Step                                                                                                                                                                                                          |                                          | Anticipated Start Date | Anticipated Completion Date |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------|-----------------------------|
| Our ESL teacher will lead meetings at the middle school to discuss resources and provide support for our teachers as a follow-up to the earlier sessions with Dr. Forbes. These will happen with grade levels/teams. |                                          | 2027-02-01             | 2027-05-31                  |
| Lead Person/Position                                                                                                                                                                                                 | Material/Resources/Supports Needed       | PD Step?               |                             |
| ESL Teacher and building principals                                                                                                                                                                                  | Time, potential resources as identified. | Yes                    |                             |

| Action Step                                                |                                               | Anticipated Start Date | Anticipated Completion Date |
|------------------------------------------------------------|-----------------------------------------------|------------------------|-----------------------------|
| Students will be given a spring benchmark in ELA and Math. |                                               | 2027-04-12             | 2027-04-20                  |
| Lead Person/Position                                       | Material/Resources/Supports Needed            | PD Step?               |                             |
| Building Principals                                        | FastBridge Benchmarking tool in ELA and Math. | No                     |                             |

| Action Step                                                                                                                                            |                                    | Anticipated Start Date | Anticipated Completion Date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------|-----------------------------|
| Data meetings will be held using the TIPS protocol to analyze the data provided by the benchmark assessment and make decisions about Tier II supports. |                                    | 2027-04-23             | 2027-04-23                  |
| Lead Person/Position                                                                                                                                   | Material/Resources/Supports Needed | PD Step?               |                             |
| Building Principals                                                                                                                                    | benchmark data and time            | No                     |                             |

| Action Step                                                                                       |                                             | Anticipated Start Date | Anticipated Completion Date |
|---------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------|-----------------------------|
| All staff will debrief on the progress of the school year and prepare for the start of 2027-2028. |                                             | 2027-05-01             | 2027-08-13                  |
| Lead Person/Position                                                                              | Material/Resources/Supports Needed          | PD Step?               |                             |
| Superintendent, Director of Curriculum and Learning, Building Principals                          | Feedback, potential resources as determined | No                     |                             |

| Anticipated Output                                                                | Monitoring/Evaluation (People, Frequency, and Method)                                                       |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| We will have an MTSS system in place with strong Tier I and Tier II supports with | Superintendent, Director of Curriculum and Learning, and Building Principals through deliverables from data |



|                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| emerging work on Tier III. Emphasis will be placed on our English Learners to show growth and achievement in ELA and Math, along with Reading, Writing, Speaking, and Listening as evidenced by Access score reporting. | meetings, feedback received from professional development, and data reported through screening and benchmarking tools. At minimum, there will be quarterly check-ins with staff on progress, and there are two benchmarks and one universal screener, spread out throughout the school year. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## **Expenditure Tables**

### **School Improvement Set Aside Grant**

**True** School does not receive School Improvement Set Aside Grant.

### **Schoolwide Title 1 Funding Allocation**

**True** School does not receive Schoolwide Title 1 funding.

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy         | Action Steps                                                                                                                                                                                                         |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multi-Tiered Systems of Support | Introductory professional learning series on MTSS will be provided to administrators and principals, followed by all staff                                                                                           |
| Multi-Tiered Systems of Support | A professional learning session will be provided regarding supporting English Learners. This will be provided to all staff at each building level.                                                                   |
| Multi-Tiered Systems of Support | A follow-up professional learning session regarding supporting students who are English Learners will be held at each building.                                                                                      |
| Multi-Tiered Systems of Support | Our ESL teacher will lead meetings at the middle school to discuss resources and provide support for our teachers as a follow-up to the earlier sessions with Dr. Forbes. These will happen with grade levels/teams. |

### Introductory Professional Learning on MTSS

| Action Step                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <ul style="list-style-type: none"> <li>Introductory professional learning series on MTSS will be provided to administrators and principals, followed by all staff</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |                        |
| Audience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                        |
| All K-12 teachers and administrators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                        |
| Topics to be Included                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                        |
| Information and purpose of MTSS, identifying our purpose, types of assessments and administration of assessments (when, why, how), setting norms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                        |
| Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                        |
| A small group of teachers and our building principals will participate in two focused MTSS sessions prior to the rollout to all teachers. Feedback will be given regarding anything needing to be clarified so that it can be addressed in the full session. Teachers will participate in a follow-up meeting the day after their training to debrief and clarify anything that is still in question. Teachers will administer the universal screener within the window provided and gather and analyze data. There will be a deliverable after the data meeting is held, which will be provided to the building principals, who will also be monitoring the data meetings. |                   |                        |
| Lead Person/Position                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Anticipated Start | Anticipated Completion |
| Superintendent, Director of Curriculum and Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2026-07-15        | 2026-10-12             |

### Learning Format

| Type of Activities                                                                   | Frequency                                                                                                  |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Workshop(s)                                                                          | The workshop will be held twice (first with building leaders and teacher leaders, then with all teachers). |
| Observation and Practice Framework Met in this Plan                                  |                                                                                                            |
| <ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> </ul> |                                                                                                            |

|                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3d: Using Assessment in Instruction</li> </ul> |
| <b>This Step Meets the Requirements of State Required Trainings</b>                                                                                                                            |
| Teaching Diverse Learners in Inclusive Settings                                                                                                                                                |

## Professional Learning to Support English Learners

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------|
| <b>Action Step</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |                               |
| <ul style="list-style-type: none"> <li>• A professional learning session will be provided regarding supporting English Learners. This will be provided to all staff at each building level.</li> <li>• A follow-up professional learning session regarding supporting students who are English Learners will be held at each building.</li> <li>• Our ESL teacher will lead meetings at the middle school to discuss resources and provide support for our teachers as a follow-up to the earlier sessions with Dr. Forbes. These will happen with grade levels/teams.</li> </ul> |                          |                               |
| <b>Audience</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |                               |
| All District Teachers K-12 and Administrators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                          |                               |
| <b>Topics to be Included</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                          |                               |
| Supporting English Learners in the classroom, most supports for English Learners are appropriate for all students, classroom environment, appropriate use of resources to support English Learners. These will be grade level specific, since they will occur at each building level, rather than as a K-12 group.                                                                                                                                                                                                                                                                |                          |                               |
| <b>Evidence of Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |                               |
| We will use the PDE-3527 form to gather feedback about the two sessions with Dr. Forbes. Building principals will check in with teachers and teams of teachers for evidence of putting their learning into practice. Our ESL teacher will also gain feedback and provide support during her meetings with grade levels/teams.                                                                                                                                                                                                                                                     |                          |                               |
| <b>Lead Person/Position</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Director of Curriculum and Learning, Building Principals, ESL teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2026-08-20               | 2027-06-03                    |

## Learning Format

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Type of Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Frequency</b>          |
| Workshop(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2x at each building level |
| <b>Observation and Practice Framework Met in this Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                           |
| <ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 3a: Communicating with Students</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 3c: Engaging Students in Learning</li> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1c: Setting Instructional Outcomes</li> </ul> |                           |
| <b>This Step Meets the Requirements of State Required Trainings</b>                                                                                                                                                                                                                                                                                                                                                                                                      |                           |
| Teaching Diverse Learners in Inclusive Settings                                                                                                                                                                                                                                                                                                                                                                                                                          |                           |

## Learning Format

| Type of Activities                                                                                                                                                                                                                                                                                                                                                                                            | Frequency          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models)                                                                                                                                                                                                                                                                                                                                      | at least quarterly |
| <b>Observation and Practice Framework Met in this Plan</b>                                                                                                                                                                                                                                                                                                                                                    |                    |
| <ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 3a: Communicating with Students</li> <li>• 4a: Reflecting on Teaching</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1b: Demonstrating Knowledge of Students</li> </ul> |                    |
| <b>This Step Meets the Requirements of State Required Trainings</b>                                                                                                                                                                                                                                                                                                                                           |                    |
| Teaching Diverse Learners in Inclusive Settings                                                                                                                                                                                                                                                                                                                                                               |                    |

## Approvals & Signatures

| Uploaded Files                                                                                             |
|------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Board Affirmation Statement - TSI Plan SIGNED_24aec5e2.pdf</li></ul> |

| Chief School Administrator               | Date       |
|------------------------------------------|------------|
| Denis Quirk                              | 2026-08-11 |
| Building Principal Signature             | Date       |
| Stephen Mickulik                         | 2026-08-28 |
| School Improvement Facilitator Signature | Date       |
| Jenny L. Rexrode                         | 2026-08-03 |