

Hillsdale El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Hillsdale El Sch		124159002
Address 1		
725 W Market St		
Address 2		
City	State	Zip Code
West Chester	PA	19382
Chief School Administrator		Chief School Administrator Email
Dr David Christopher		dchristopher@wcasd.net
Principal Name		
Paige Merten		
Principal Email		
pmerten@wcasd.net		
Principal Phone Number		Principal Extension
4842662000		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Paige Merten	Principal	Hillsdale Elementary School	pmerten@wcasd.net
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James Ronayne	District Level Leaders	WCASD	jronayne1@wcasd.net

Vision for Learning

Vision for Learning

Hillsdale Elementary School's mission is to provide a learning community that puts students first, fosters healthy emotional development, promotes social justice, and values diversity. We are committed to eliminating achievement gaps while improving each student's performance, inspiring all students to reach their full potential to become life-long learners and contributors in an ever-changing global society.

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

Overall, only 57.2% of students were proficient or advanced on the ELA PSSA. 100% participation rates

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students had a 100% participation rate.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Only 11.3% of Hispanic students were proficient or advanced on the ELA PSSA
White	Only 69% of White students were proficient or advanced on the ELA PSSA
Economically Disadvantaged	Only 12% of economically disadvantaged students were proficient or advanced on the ELA PSSA
English Learners	Only 12.3% of English Learn students were proficient or advanced on the ELA PSSA
Students with Disabilities	Only 11.6% of students with disabilities were proficient or advanced on the ELA PSSA
Combined Ethnicity	Only 25% of students in the combined ethnicity were proficient or advanced on the ELA PSSA

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

65% of all students were proficient or advanced on the Math PSSA

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	78% of white students were proficient or advanced on the Math PSSA

Challenges

ESSA Student Subgroups	Indicator
Hispanic	15% of Hispanic students were proficient or advanced on the Math PSSA
Economically Disadvantaged	21.5% of Economically Disadvantaged students were proficient or advanced on the Math PSSA
English Learners	5.3% of EL students were proficient or advanced on the Math PSSA

Students with Disabilities	14% of students with disabilities were proficient or advanced on the Math PSSA
Combined Ethnicity	28% of students in combined ethnicity were proficient or advanced on the Math PSSA

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 had a growth score of 75 for all student group, meeting growth expectations

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	We had a growth score of 75 for the white student group, meeting growth expectations
Combined Ethnicity	We had a growth score of 74 for combined ethnicity, meeting growth expectations

Challenges

ESSA Student Subgroups	Indicator
Hispanic	We had a growth score of 69 for Hispanic student groups, below growth expectations
Economically Disadvantaged	We had a growth score of 69 for ED student groups, below growth expectations

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 had a growth score of 98 for all student group, exceeding expectations

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	We had a growth score of 87 for the Hispanic student group, exceeding expectations
Economically Disadvantaged	We had a growth score of 90 for ED student group, exceeding expectations

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	SWD have the lowest growth rate and are only meeting growth expectations

English Language Growth and Attainment

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

Comments/Notable Observations

We have increased our percent of student meeting ELP growth from 29% to 50% but still below the goal.

True Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	51% of students in combined ethnicity meet the ELP growth goal

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	51% of ED students meet the ELP growth goal
Hispanic	51% of Hispanic students meet the ELP growth goal

Regular Attendance

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

Comments/Notable Observations

94% of students have regular attendance

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	95% of white students have regular attendance

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The multiracial student group is seeing a decline from last year in regular attendance rate.

Career Standards Benchmark

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

Comments/Notable Observations

94% of students meet the career standards benchmark

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	96% of white students meet the career standards benchmark

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	Only 87% of students in the combined ethnicity student group meet the benchmark.

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
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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.

Hispanic students had a 100% participation rate.
Overall, only 57.2% of students were proficient or advanced on the ELA PSSA. 100% participation rates
65% of all students were proficient or advanced on the Math PSSA
78% of white students were proficient or advanced on the Math PSSA

Challenges

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

Overall, only 57.2% of students were proficient or advanced on the ELA PSSA.
Only 12.3% of Hispanic students were proficient or advanced on the ELA PSSA
Only 11.3% of Hispanic students were proficient or advanced on the ELA PSSA
Only 12% of economically disadvantaged students were proficient or advanced on the ELA PSSA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
64% of students are on or above benchmark based on the EOY Acadience.	Increased from BOY

English Language Arts Summary

Strengths

64% of students are on or above benchmark based on the EOY Acadience.

Challenges

EL learners scoring lower on Acadience
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Mathematics

Data	Comments/Notable Observations
60% of students were on or above benchmark on the EOY Math IXL	Higher than BOY Math IXL

Mathematics Summary

Strengths

60% of students were on or above benchmark on the EOY Math IXL
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Challenges

Some student groups performing lower than all student group

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Only 16% of 5th grade students were prepared according to the March Firefly assessment	Below expectations
54% of students were near target according to the March Firefly assessment	Captured more students than winter administration

Science, Technology, and Engineering Education Summary

Strengths

Only 16% of 5th grade students were prepared according to the March Firefly assessment
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Challenges

54% of students were near target according to the March Firefly assessment
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Related Academics

Career Readiness

Data	Comments/Notable Observations
94% of students have completed their CCR portfolio	This meets the yearly goal set by PDE

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.

94% of students have completed their CCR portfolio
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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.

None

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	50% of Black students were at or above benchmark on the EOY acadience.
Asian	100% of Asian students were at or above benchmark on the EOY acadience.

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.

100% of Asian students were at or above benchmark on the EOY acadience.

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.

50% of Black students were at or above benchmark on the EOY acadience.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

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Align curricular materials and lesson plans to the PA Standards
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement a multi-tiered system of supports for academics and behavior
Implement an evidence-based system of schoolwide positive behavior interventions and supports

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?

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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Provide frequent, timely, and systematic feedback and support on instructional practices
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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
Hispanic students had a 100% participation rate.	True
Overall, only 57.2% of students were proficient or advanced on the ELA PSSA. 100% participation rates	False
65% of all students were proficient or advanced on the Math PSSA	False
78% of white students were proficient or advanced on the Math PSSA	False
We had a growth score of 75 for all student groups	False
We had a growth score of 98 for all student group, exceeding expectations	True
We had a growth score of 87 for the Hispanic student group, exceeding expectations	True
Align curricular materials and lesson plans to the PA Standards	False
We have increased our percent of student meeting ELP growth from 29% to 50% but still below the goal.	False
51% of students in combined ethnicity meet the ELP growth goal	False
94% of students have regular attendance	False
94% of students meet the career standards benchmark	False
64% of students are on or above benchmark based on the EOY Acadience.	False
60% of students were on or above benchmark on the EOY Math IXL	False
Only 16% of 5th grade students were prepared according to the March Firefly assessment	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Implement a multi-tiered system of supports for academics and behavior	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
100% of Asian students were at or above benchmark on the EOY acadience.	False
94% of students have completed their CCR portfolio	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
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Overall, only 57.2% of students were proficient or advanced on the ELA PSSA.	True
Only 12.3% of Hispanic students were proficient or advanced on the ELA PSSA	True
Only 11.3% of Hispanic students were proficient or advanced on the ELA PSSA	True
Only 12% of economically disadvantaged students were proficient or advanced on the ELA PSSA	False
Only 11.6% of students with disabilities were proficient or advanced on the ELA PSSA	False
15% of Hispanic students were proficient or advanced on the Math PSSA	False
5.3% of EL students were proficient or advanced on the Math PSSA	False
We had a growth score of 69 for Hispanic student groups, below growth expectations	True
We had a growth score of 69 for Hispanic student groups, below growth expectations	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
We have increased our percent of student meeting ELP growth from 29% to 50% but still below the goal.	False
51% of ED students meet the ELP growth goal	False
51% of students in combined ethnicity meet the ELP growth goal	False
EL learners scoring lower on Acadience	False
Some student groups performing lower than all student group	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
50% of Black students were at or above benchmark on the EOY acadience.	False
None	False
54% of students were near target according to the March Firefly assessment	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True

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.

Our English Language Learners are making progress. Our teachers are collaborating well. We want to continue the upward trend and look at some learning related behaviors that positively influence learning.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Overall, only 57.2% of students were proficient or advanced on the ELA PSSA.		True
Only 12.3% of Hispanic students were proficient or advanced on the ELA PSSA		False
Only 11.3% of Hispanic students were proficient or advanced on the ELA PSSA		False
We had a growth score of 69 for Hispanic student groups, below growth expectations		False
We had a growth score of 69 for Hispanic student groups, below growth expectations		False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		False
Provide frequent, timely, and systematic feedback and support on instructional practices		False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school		False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Hispanic students had a 100% participation rate.	
We had a growth score of 98 for all student group, exceeding expectations	
We had a growth score of 87 for the Hispanic student group, exceeding expectations	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
Implement a multi-tiered system of supports for academics and behavior	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we provide intentional, scaffolded, and differentiated ELA instruction that explicitly develops academic vocabulary, strengthens comprehension, and supports diverse language and literacy needs, then all students will have equitable access to rigorous grade-level texts and instruction, leading to improved engagement, confidence, and achievement.

	<p>If teachers explicitly teach executive functioning skills, socially and behaviorally appropriate replacement behaviors, and strategies for accurately reflecting on their learning, then students will more effectively plan, stay organized, regulate their behavior, and focus effort on skills they have not yet mastered, leading to improved engagement, behavior, and academic growth.</p>
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Goal Setting

Priority: If we provide intentional, scaffolded, and differentiated ELA instruction that explicitly develops academic vocabulary, strengthens comprehension, and supports diverse language and literacy needs, then all students will have equitable access to rigorous grade-level texts and instruction, leading to improved engagement, confidence, and achievement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By May 30 2027, 65% of all students will be on or above grade level as measured by the Acadience data. (25-26 data was 65%)			
Measurable Goal Nickname (35 Character Max)			
Acadience Assessment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30 2026, 60% of all students will be on or above grade level as measured by the Acadience data. (25-26 data was 65%)	By January 30, 2027, 62% of all students will be on or above grade level as measured by the Acadience data. (25-26 data was 65%)	N/A	By May 30 2027, 65% of all students will be on or above grade level as measured by the Acadience data. (25-26 data was 65%)

Priority: If teachers explicitly teach executive functioning skills, socially and behaviorally appropriate replacement behaviors, and strategies for accurately reflecting on their learning, then students will more effectively plan, stay organized, regulate their behavior, and focus effort on skills they have not yet mastered, leading to improved engagement, behavior, and academic growth.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 4, 2027 (end Q4), students will demonstrate an increase in positive behavior aligned to PBIS expectations (Respectful, Responsible, Safe, Caring), resulting in a reduction in SWIS behavior referrals in three categories (inappropriate language, disrespect, and physical contact) as measured by SWIS data. Students will demonstrate strong early use of schoolwide expectations, resulting in approximately a 25% reduction in referrals across the school year (based on 2025–2026 data). Inappropriate Language: 16 or fewer Disrespect: 30 or fewer Physical Contact: 45 or fewer			
Measurable Goal Nickname (35 Character Max)			
The Whole Child			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 5, 2026 (end Q1), students will demonstrate an increase in positive behavior aligned to	By January 22, 2027 (end Q2), students will demonstrate an increase in positive behavior aligned to	By April 5, 2027 (end Q3), students will demonstrate an increase in positive behavior aligned to	By June 4, 2027 (end Q4), students will demonstrate an increase in positive behavior aligned to

<p>PBIS expectations (Respectful, Responsible, Safe, Caring), resulting in a reduction in SWIS behavior referrals in three categories (inappropriate language, disrespect, and physical contact) as measured by SWIS data. Students will demonstrate strong early use of schoolwide expectations, resulting in approximately a 25% reduction in referrals across the school year (based on 2025–2026 data - 22 IL, 39 D, 57 PC). Inappropriate Language: 4 or fewer Disrespect: 7 or fewer Physical Contact: 10 or fewer</p>	<p>PBIS expectations (Respectful, Responsible, Safe, Caring), resulting in a reduction in SWIS behavior referrals in three categories (inappropriate language, disrespect, and physical contact) as measured by SWIS data. Students will demonstrate strong early use of schoolwide expectations, resulting in approximately a 25% reduction in referrals across the school year (based on 2025–2026 data). Inappropriate Language: 8 or fewer Disrespect: 15 or fewer Physical Contact: 21 or fewer</p>	<p>PBIS expectations (Respectful, Responsible, Safe, Caring), resulting in a reduction in SWIS behavior referrals in three categories (inappropriate language, disrespect, and physical contact) as measured by SWIS data. Students will demonstrate strong early use of schoolwide expectations, resulting in approximately a 25% reduction in referrals across the school year (based on 2025–2026 data). Inappropriate Language: 12 or fewer Disrespect: 23 or fewer Physical Contact: 33 or fewer</p>	<p>PBIS expectations (Respectful, Responsible, Safe, Caring), resulting in a reduction in SWIS behavior referrals in three categories (inappropriate language, disrespect, and physical contact) as measured by SWIS data. Students will demonstrate strong early use of schoolwide expectations, resulting in approximately a 25% reduction in referrals across the school year (based on 2025–2026 data). Inappropriate Language: 16 or fewer Disrespect: 30 or fewer Physical Contact: 45 or fewer</p>
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Action Plan

Measurable Goals

Acadience Assessment	The Whole Child
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Action Plan For: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School : Provide small-group instructional intervention to students struggling in areas of literacy and English language development. Ensure equity in access to rigorous instruction with strategies that develop English Learner (EL) proficiency and support EL families in meaningfully engaging with their child's school.

Measurable Goals:	
<ul style="list-style-type: none"> By May 30 2027, 65% of all students will be on or above grade level as measured by the Acadience data. (25-26 data was 65%) 	

Action Step		Anticipated Start Date	Anticipated Completion Date
Update master schedule to Ensure alignment of services and access		2026-07-01	2026-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	Previous year master schedule, current student groups	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Coordinate with Ronayne to Secure Las Links update		2026-07-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Bldg Assess Coord, Supervisor of Assessment	financial support	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review 25-26 EOY data with full staff		2026-08-24	2026-10-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Instructional Coach	previous year's data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Facilitate CIP staff meeting - Explain plan and priorities		2026-08-24	2026-09-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	CIP	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
ELA PD - Evidence-based practices for structured literacy		2026-08-24	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teaching and Learning Dept.; Reading Support, Principal, Instructional Coach (IC); English Language Department	Reading League materials, HMH materials	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Maintain PLC structures - Bi-monthly ELD + Reading Specialist/SpEd collaboration; support staff rotate 1x every 6 weeks		2026-09-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers. Instructional Support (ELD, Reading Specialist, SpEd, Math Support, Gifted), IC	PLC protocols; Meeting schedule; master schedule, rdg. schedule, EL teacher schedules, benchmark data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Track student growth and group movement through consistent Progress Monitoring		2026-09-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers. Instructional Support (ELD, Reading Specialist, SpEd, Math Support, Gifted), IC	Acadience, WIDA Samples, SeeSaw, other ELD resources	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
Share WIDA newcomer data & Interpret scores for instruction	2026-09-01	2026-09-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teacher	WIDA Access data; Ellavation reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Family info session (Title 1) Evidence-based strategies for families		2026-09-01	2026-11-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialists, Principal	Title 1 content, resources for families, communication with parents, building use	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Acadience BOY K-5		2026-09-21	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading, Classroom Teachers, IC, Principal	Acadience materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer IXL Benchmark gr 2 - 5		2026-09-21	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teacher	IXL and iPads	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Las Links (T1) to gr 3- 5 EL students		2026-09-21	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELD and IC	Las Links and iPads	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate BOY Half-day analysis and planning data meeting		2026-10-05	2026-10-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

IC, Instructional Support (ELD, Reading Specialist, SpEd, Math Support, Gifted)	BOY data - access and reports	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate MOY Half-day analysis and planning data meeting		2026-12-01	2027-02-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
IC, Instructional Support (ELD, Reading Specialist, SpEd, Math Support, Gifted)	MOY data - Access to resources and data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Update and Refine intervention reading support groups		2027-02-01	2027-02-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Support Staff, Instructional Coach and Classroom Teacher, EL teacher	Access to resources and data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Update classroom groups based on MOY data		2027-02-01	2027-02-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teacher	Access to resources and data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Las Links (T3) grades 3-5 EL students		2027-03-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
EL teacher, IC	Las Links and iPad	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer IXL Spring Benchmark (gr 2-5)		2027-03-01	2027-03-19

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers	IXL and iPads	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Acadience EOY (K-5)		2027-05-10	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Support Staff and Classroom Teacher, IC	Acadience materials and iPads	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Report CIP goal progress to staff		2027-05-10	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	data reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use multiple data points for placement to create appropriate clusters and balanced class lists		2027-05-03	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Instructional Support teachers, IC, Principal	data reports and Class Creator	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Share Las Links (T3) data to Inform staff of progress		2027-06-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELD teachers, IC	Las Links reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
EOY data analysis and Schoolwide progress review		2027-05-17	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Principal	data reports	No	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By May 30 2027, 65% of all students will be on or above grade level as measured by the Acadience data. (25-26 data was 65%)	Classroom teachers, Reading Support, IC and Principal. Monthly via CIP review meetings and Acadience progress monitoring

Action Plan For: WWC | Teacher-Delivered Behavioral Interventions in Grades K-5

Measurable Goals:
<ul style="list-style-type: none"> By June 4, 2027 (end Q4), students will demonstrate an increase in positive behavior aligned to PBIS expectations (Respectful, Responsible, Safe, Caring), resulting in a reduction in SWIS behavior referrals in three categories (inappropriate language, disrespect, and physical contact) as measured by SWIS data. Students will demonstrate strong early use of schoolwide expectations, resulting in approximately a 25% reduction in referrals across the school year (based on 2025–2026 data). Inappropriate Language: 16 or fewer Disrespect: 30 or fewer Physical Contact: 45 or fewer

Action Step	Anticipated Start Date	Anticipated Completion Date
Create monthly newsletter blurbs on EF for parents	2026-09-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal	The Executive Functioning Workbook for Kids by Taylor Reed	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Create a year-long PD plan for teachers in 3 areas. 1. Strategy 1: Explicitly Teach Executive Functioning Skills (EF) 2. Strategy 2: Teach Replacement Behaviors (SEL + Behavior Instruction) 3. Strategy 3: Teach Accurate Reflection on Learning (Metacognition)	2026-07-01	2026-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal, ITC, Counselor, SpEd Teacher, Classroom teacher	WCASD Calendar and HDE Meeting Schedule	No

Action Step	Anticipated Start Date	Anticipated Completion Date
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Plan for August PD on 3 strands of Priority 1. Executive Functioning 2. SEL + Behavior 3. Student reflection on learning (focus on "What is Metacognition?")		2026-07-01	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, ITC, Counselor, SpEd Teacher, Classroom teacher	EF books for teachers EF books for students - lessons Second Step lessons and themes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review Second Step Units and Main ideas to match to our EF and/or Behavior foci		2026-07-01	2026-08-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal; Counselor, Classroom teacher, LS teacher	Second Step curriculum and EF resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase EF books for Teachers (PD)		2026-07-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	EF resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase EF books for Classroom Lessons		2026-07-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	EF resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a shared EF/Behavior/Reflection Toolkit (one page per routine).		2026-07-01	2026-11-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal; Counselor, Classroom Teacher, LS teacher	EF, SEL, PBIS resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop a walkthrough look-for checklist (short + observable).		2026-07-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	EF, SEL, PBIS s. reflection resources and observation schedule	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Meet with core planning team to plan Aug inservice		2026-07-01	2026-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Counselor, LS teacher, Classroom teacher	EF, SEL, PBIS & S. reflection resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase and install a sensory path in the lower pod hall		2026-07-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	financial support	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify two “anchor routines” for schoolwide coherence: 1. EF: Plan–Do–Check + checklist 2. Replacement behavior: “Ask for help / ask for break / calm-down plan” 3. Reflection: “I can... because...” + next step		2026-07-01	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Counselor, LS teacher, Classroom teacher	EF, SEL, PBIS & S. reflection resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan PD #1 (45–60 min): EF routines + classroom systems		2026-07-01	2026-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal; Counselor, IC, LS teacher, Classroom teacher,	EF, SEL, PBIS & S. reflection resources	No	

Instructional Technology Coach (ITC)			
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Action Step		Anticipated Start Date	Anticipated Completion Date
Plan PD #2 (45–60 min): Replacement behavior instruction + reinforcement		2026-07-01	2026-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal; Counselor, IC, LS teacher, Classroom teacher, Instructional Technology Coach (ITC)	EF, SEL, PBIS & S. reflection resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Publish monthly newsletter blurbs on EF for parents via Smore		2026-09-01	2027-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	EF resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan for September PD #3 on Student reflection on learning		2026-07-01	2026-09-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal; Counselor, IC, LS teacher, Classroom teacher, Instructional Technology Coach (ITC)	EF, SEL, PBIS & S. reflection resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate August PD on 3 strands of Priority 1. Executive Functioning 2. SEL + Behavior 3. Student reflection on learning (focus on "What is Metacognition?")		2026-08-24	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Principal; Counselor, IC, LS teacher, Classroom teacher, Instructional Technology Coach (ITC)	EF, SEL, PBIS & S. reflection resources	Yes	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Create shoebox sized toolkits for classrooms that include calming tools and strategy cards		2026-09-01	2026-12-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal; Counselor, IC, LS teacher, Classroom teacher	EF, SEL, PBIS & S. reflection resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan for October PD #3 on Student reflection on learning - focus on SeeSaw as a Portfolio (Teacher voices)		2026-09-01	2026-11-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal; Counselor, IC, LS teacher, Classroom teacher, Instructional Technology Coach (ITC)	S. Reflection resources, SeeSaw	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate October PD #3 on Student reflection on learning - focus on SeeSaw as a Portfolio (Teacher voices)		2026-10-01	2026-11-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal; Counselor, IC, LS teacher, Classroom teacher, Instructional Technology Coach (ITC)	S. Reflection resources, SeeSaw	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teacher implement PD #1 (45–60 min): EF routines + classroom systems		2026-08-31	2027-06-11

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers	EF resources	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
Teacher implement PD #2 (45–60 min): Replacement behavior instruction + reinforcement Teach 2–3 replacement behaviors aligned to top needs	2026-08-31	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Teachers	SEL, PBIS resources	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Teacher implement PD #3 Student Reflection and metacognition (SeeSaw Portfolio) Start weekly reflection routine	2026-10-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Classroom teachers	S. Metacognition resources; SeeSaw	No

Action Step	Anticipated Start Date	Anticipated Completion Date
Incorporate Coaching Cycles (demonstration lesson + co-teach + feedback) with focus on 1. Strategy 1: Explicitly Teach Executive Functioning Skills (EF) 2. Strategy 2: Teach Replacement Behaviors (SEL + Behavior Instruction) 3. Strategy 3: Teach Accurate Reflection on Learning (Metacognition)	2026-10-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
IC	EF, SEL, PBIS S. Metacognition resources; Teacher schedules	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
Incorporate PLC conversations PLC focus: choose one routine, bring student work samples/reflections 1. Strategy 1: Explicitly Teach Executive Functioning Skills (EF) 2. Strategy 2: Teach Replacement Behaviors (SEL + Behavior Instruction) 3. Strategy 3: Teach Accurate Reflection on Learning (Metacognition)	2026-10-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?

Teachers	EF, SEL, PBIS & S. Metacognition resources;	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Principal will conduct weekly walkthroughs with a checklist of items (student checklists, reflection samples, behavior lesson plans) focused on 1. Strategy 1: Explicitly Teach Executive Functioning Skills (EF) 2. Strategy 2: Teach Replacement Behaviors (SEL + Behavior Instruction) 3. Strategy 3: Teach Accurate Reflection on Learning (Metacognition)		2026-10-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	walkthrough tool	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will create a portfolio to share with parents at Fall & Spring conferences		2026-10-01	2027-04-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Teachers, Students	Student work, SeeSaw or reflection tool	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review strategies periodically at staff workshops through the year 1. Strategy 1: Explicitly Teach Executive Functioning Skills (EF) 2. Strategy 2: Teach Replacement Behaviors (SEL + Behavior Instruction) 3. Strategy 3: Teach Accurate Reflection on Learning (Metacognition)		2026-10-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Counselor, LS teacher, Classroom teacher	EF, SEL, PBIS S. Metacognition resources;	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate September PD - Reflective Practice Strategies		2026-09-14	2026-09-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, ITC, LS teacher, Counselor	S Reflection/Metacognition resources	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>By June 4, 2027 (end Q4), students will demonstrate an increase in positive behavior aligned to PBIS expectations (Respectful, Responsible, Safe, Caring), resulting in a reduction in SWIS behavior referrals in three categories (inappropriate language, disrespect, and physical contact) as measured by SWIS data. Students will demonstrate strong early use of schoolwide expectations, resulting in approximately a 25% reduction in referrals across the school year (based on 2025–2026 data). Inappropriate Language: 16 or fewer Disrespect: 30 or fewer Physical Contact: 45 or fewer</p>	<p>Principal monitoring SWIS - discipline data site - monthly</p>

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	<ul style="list-style-type: none"> Teaching Academic Content and Literacy to English Learners in Elementary and Middle School : Provide small-group instructional intervention to students struggling in areas of literacy and English language development. Ensure equity in access to rigorous instruction with strategies that develop English Learner (EL) proficiency and support EL families in meaningfully engaging with their child's school. 	Reading specialist salary and benefits	153848	

Total Expenditures				153848

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School : Provide small-group instructional intervention to students struggling in areas of literacy and English language development. Ensure equity in access to rigorous instruction with strategies that develop English Learner (EL) proficiency and support EL families in meaningfully engaging with their child's school.	ELA PD - Evidence-based practices for structured literacy
WWC Teacher-Delivered Behavioral Interventions in Grades K-5	Facilitate August PD on 3 strands of Priority 1. Executive Functioning 2. SEL + Behavior 3. Student reflection on learning (focus on "What is Metacognition?")
WWC Teacher-Delivered Behavioral Interventions in Grades K-5	Facilitate October PD #3 on Student reflection on learning - focus on SeeSaw as a Portfolio (Teacher voices)
WWC Teacher-Delivered Behavioral Interventions in Grades K-5	Incorporate Coaching Cycles (demonstration lesson + co-teach + feedback) with focus on 1. Strategy 1: Explicitly Teach Executive Functioning Skills (EF) 2. Strategy 2: Teach Replacement Behaviors (SEL + Behavior Instruction) 3. Strategy 3: Teach Accurate Reflection on Learning (Metacognition)
WWC Teacher-Delivered Behavioral Interventions in Grades K-5	Review strategies periodically at staff workshops through the year 1. Strategy 1: Explicitly Teach Executive Functioning Skills (EF) 2. Strategy 2: Teach Replacement Behaviors (SEL + Behavior Instruction) 3. Strategy 3: Teach Accurate Reflection on Learning (Metacognition)
WWC Teacher-Delivered Behavioral Interventions in Grades K-5	Facilitate September PD - Reflective Practice Strategies

Reading League 10.12.26

Action Step		
<ul style="list-style-type: none"> ELA PD - Evidence-based practices for structured literacy 		
Audience		
teachers		
Topics to be Included		
Utilizing assessment data to plan instruction and diagnostic assessments		
Evidence of Learning		
Teacher use of diagnostic assessments, differentiated instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion

Teaching and Learning Dept.	2026-10-12	2026-10-12
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Learning Format

Type of Activities	Frequency
Inservice day	once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Reading League 11.3.26

Action Step		
<ul style="list-style-type: none"> ELA PD - Evidence-based practices for structured literacy 		
Audience		
Teachers		
Topics to be Included		
Essentials of writing and sentence level comprehension.		
Evidence of Learning		
improved writing instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Reading League	2026-11-03	2026-11-03

Learning Format

Type of Activities	Frequency
Inservice day	once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

August Inservice 8.24.26 - Whole Child

Action Step		
<ul style="list-style-type: none"> Facilitate August PD on 3 strands of Priority 1. Executive Functioning 2. SEL + Behavior 3. Student reflection on learning (focus on "What is Metacognition?") 		
Audience		
teachers		
Topics to be Included		
executive functioning wheel, understanding the role of behavior in communication, SEL lessons, What is Metacognition? Student Reflection		
Evidence of Learning		
Lessons in Morning Meeting		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, LS teacher, Counselor, Classroom teacher, ITC	2026-08-24	2026-08-24

Learning Format

Type of Activities	Frequency
Inservice day	once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Reflective Practice Ideas 9.14.26

Action Step		
<ul style="list-style-type: none"> Facilitate September PD - Reflective Practice Strategies 		
Audience		
teachers		
Topics to be Included		
Recall. Reflect. Respond. Retrieval gives students data. Reflection helps them use it.		
Evidence of Learning		
Student reflection, morning meeting lessons, application in academics		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, ITC, LS teacher, Counselor	2026-09-14	2026-09-14

Learning Format

Type of Activities	Frequency
Workshop(s)	once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

The Whole Child - Student reflection and Metacognition - Oct 2026

Action Step		
<ul style="list-style-type: none"> Facilitate October PD #3 on Student reflection on learning - focus on SeeSaw as a Portfolio (Teacher voices) 		
Audience		
teachers		
Topics to be Included		
Student reflection on learning, creating a Student Portfolio		
Evidence of Learning		
student portfolios		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, classroom teachers, ITC	2026-10-01	2026-10-30

Learning Format

Type of Activities	Frequency
Workshop(s)	once
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings**Instructional Coaching**

Action Step		
<ul style="list-style-type: none"> Incorporate Coaching Cycles (demonstration lesson + co-teach + feedback) with focus on 1. Strategy 1: Explicitly Teach Executive Functioning Skills (EF) 2. Strategy 2: Teach Replacement Behaviors (SEL + Behavior Instruction) 3. Strategy 3: Teach Accurate Reflection on Learning (Metacognition) 		
Audience		
teachers		
Topics to be Included		
Incorporate Coaching Cycles (demonstration lesson + co-teach + feedback) with focus on 1. Strategy 1: Explicitly Teach Executive Functioning Skills (EF) 2. Strategy 2: Teach Replacement Behaviors (SEL + Behavior Instruction) 3. Strategy 3: Teach Accurate Reflection on Learning (Metacognition)		
Evidence of Learning		
Coaching sessions, change in practice		
Lead Person/Position	Anticipated Start	Anticipated Completion
IC	2026-10-01	2027-05-28

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	weekly with different teachers as scheduled by IC and teacher
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Staff Workshops Nov - May

Action Step		
<ul style="list-style-type: none"> Review strategies periodically at staff workshops through the year 1. Strategy 1: Explicitly Teach Executive Functioning Skills (EF) 2. Strategy 2: Teach Replacement Behaviors (SEL + Behavior Instruction) 3. Strategy 3: Teach Accurate Reflection on Learning (Metacognition) 		
Audience		
teachers		
Topics to be Included		
Review of CIP action plan steps and professional development of ELA and Whole Child strategies		
Evidence of Learning		
change in instructional practice		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2026-11-02	2027-05-28

Learning Format

Type of Activities	Frequency
Workshop(s)	monthly

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Paige Merten	2026-09-16
School Improvement Facilitator Signature	Date