Saucon Valley El Sch
Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Saucon Valley El Sch		120486003
Address 1		
2085 Polk Valley Rd		
Address 2		
City	**State**	**Zip Code**
Hellertown	PA	18055
Chief School Administrator		**Chief School Administrator Email**
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Principal Name		
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Principal Email		
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Principal Phone Number		**Principal Extension**
6108387001		4704
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Gosia Davalos		margaret.davalos@svpanthers.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Lauren Picketts	Teacher	Saucon Valley Elementary School	lauren.picketts@svpanthers.com
Joanna Suriel	Other	Saucon Valley Elementary School	joanna.suriel@svpanthers.org

Vision for Learning

Vision for Learning

SVES, A model of innovation, willing to take educational risks in a safe, and a supportive environment to continuously enhance learning so all students can achieve their potential when provided with opportunities and resources that target their individual learning needs.

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

64% of SVES's All Student group were proficient or advanced on the 2024-25 ELA PSSA. This did not meet the Interim Goal/Improvement Target.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	59.7% of the Economically Disadvantaged subgroup achieved proficient or advanced on the 2024-25 ELA PSSA. This was similar to the 60.3% proficient and advanced in 2023-24.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Only 35.1% of the Hispanic subgroup achieved proficient or advanced on the 2024-25 ELA PSSA. This was down from 63.4% proficient and advanced in 2023-24.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

63.3% of SVES's All Student group were proficient or advanced on the 2024-25 Math PSSA. This did meet the Interim Goal/Improvement Target, and was an increase from 52.2% proficient and advanced in 2023-24.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	52.8% of the Economically Disadvantaged subgroup achieved proficient or advanced on the 2024-25 ELA PSSA. This was an increase from 42.5% proficient and advanced in 2023-24.
Students with Disabilities	36.5% of the Students with Disabilities subgroup achieved proficient or advanced on the 2024-25 ELA PSSA. This was an increase from 24.4% proficient and advanced in 2023-24.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup remained stagnant from the 2023-24 PSSA achievement in Math.

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

SVES had a Growth score of 100 on the 2024-25 ELA PSSA indicating that All Student Group exceeds the standard demonstrating growth in ELA.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	SVES had a Growth score of 98 on the 2024-25 ELA PSSA indicating for the Economically Disadvantaged subgroup indicating that the group exceeds the standard demonstrating growth in ELA.

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	There was a small decrease from the previous year in this subgroup.

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

SVES had a Growth score of 72 on the 2024-25 Math PSSA indicating that All Student Group exceeds the standard demonstrating growth in Math This is an increase from the previous year. However, we can still increase growth for math.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	SVES had a Growth score of 78 on the 2024-25 ELA PSSA indicating for the Economically Disadvantaged subgroup indicating that the group exceeds the standard demonstrating growth in ELA.

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	There was a small decrease from the previous year in this subgroup.

English Language Growth and Attainment

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

Regular Attendance

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

Comments/Notable Observations

Our regular school attendance for all students was at 87.9%. This was slightly down from the prior year.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities subgroup's attendance was at 88.6% which was similar to the previous year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup's attendance was at 75.7% which was a decrease from the previous year.
English Learners	The English Learner's subgroup's attendance was at 70.4% which was a decrease from the previous year.

Career Standards Benchmark

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

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.

63.3% of SVES's All Student group were proficient or advanced on the 2024-25 Math PSSA. This did meet the Interim Goal/Improvement Target, and was an increase from 52.2% proficient and advanced in 2023-24.
SVES had a Growth score of 100 on the 2024-25 ELA PSSA indicating that All Student Group exceeds the standard demonstrating growth in ELA.

Challenges

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

64% of SVES's All Student group were proficient or advanced on the 2024-25 ELA PSSA. This did not meet the Interim Goal/Improvement Target.
Only 35.1% of the Hispanic subgroup achieved proficient or advanced on the 2024-25 ELA PSSA. This was down from 63.4% proficient and advanced in 2023-24.
SVES had a Growth score of 72 on the 2024-25 Math PSSA indicating that All Student Group exceeds the standard demonstrating growth in Math. This is an increase from the previous year.
The English Learner's subgroup's attendance was at 70.4% which was a decrease from the previous year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS BOY MOY EOY K - 43% 65% 89% 1 - 70% 74% 81% 2 – 64% 74% 78% 3 – 80% 76% 81% 4 - 69% 78% 69%	DIBELS growth was high throughout grades with the exception of Grade 4.
ELA MAP. BOY MOY. EOY K - 64th 65th Percentile Growth 1 - 56th 65th Percentile Growth 2 – 51.6% 61% 74% 3 – 73.3% 83% 81% 4 - 69.5% 81% 77%	ELA achievement was high in Grades 3 and 4 and growth hit 65th percentile in Grades K and 1.

English Language Arts Summary

Strengths

DIBELS EOY growth in Grade K was particularly high (89%). This is the highest growth we have seen from any grade in any year.

Challenges

4th Grade DIBELS EOY growth did not match growth in the other grades.

Mathematics

Data	Comments/Notable Observations
MAP MATH BOY MOY EOY K - 53rd 65th Percentile Growth 1 - 67th 65th Percentile Growth 2 – 51.2% 66% 80% 3 – 53.6% 68% 77% 4 – 34.5% 46% 56%	All grades showed an increase in achievement data or growth data.
There was an increase in Acadiance Data across Grades 1-4 in Computation from BOY-EOY.	There was an increase in Acadiance Data across Grades 1-4 in Computation from BOY-EOY.

Mathematics Summary

Strengths

All grades showed an increase in achievement data or growth data based on Math MAP data.
There was an increase in Acadiance Data across Grades 1-4 in Computation from BOY-EOY.

Challenges

Fourth grade MAP data still showed the lowest BOY proficiency data.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
All K-4 students are taking both a science class, as well as a STEM rotation which feed into the MS fifth grade PSSA assessment.	We are not assessed any longer in Grade four on the PSSA in Science.

Science, Technology, and Engineering Education Summary

Strengths

Adding STEM into our Related Arts rotation has shown a significant positive impact in problem solving in conjunction with our Science programming.

Challenges

Now that we have full implementation of Arts and Letters, determining if there are overlaps within the STEM curriculum to see if we could make better use of the overlaps to intertwine the two disciplines to make more meaningful connections.

Related Academics

Career Readiness

Data	Comments/Notable Observations
99% of K-4 Students achieved proficiency.	This is not noted on Future Ready Index until Grade 5. However, we ensure all Grade levels K-4 have achieved artifacts to bring to Grade 5.

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.

DIBELS EOY growth in Grade K was particularly high (89%). This is the highest growth we have seen from any grade in any year.
All grades showed an increase in achievement data or growth data based on Math MAP data.
There was an increase in Acadiance Data across Grades 1-4 in Computation from BOY-EOY.

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.

4th Grade DIBELS EOY growth did not match growth in the other grades.
Fourth grade MAP data still showed the lowest BOY proficiency data.

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

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

Summary

Strengths

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

DIBELS EOY growth in Grade K was particularly high (89%). This is the highest growth we have seen from any grade in any year.
All grades showed an increase in achievement data or growth data based on Math MAP data.
There was an increase in Acadiance Data across Grades 1-4 in Computation from BOY-EOY.

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.

4th Grade DIBELS EOY growth did not match growth in the other grades.
Fourth grade MAP data still showed the lowest BOY proficiency data.
Only 35.1% of the Hispanic subgroup achieved proficient or advanced on the 2024-25 ELA PSSA. This was down from 63.4% proficient and advanced in 2023-24.
The English Learner's subgroup's attendance was at 70.4% which was a decrease from the previous year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Emerging
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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

>

Implement a multi-tiered system of supports for academics and behavior
Implement an evidence-based system of schoolwide positive behavior interventions and supports

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Challenges

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

>

Implement evidence-based strategies to engage families to support learning
Identify professional learning needs through analysis of a variety of data

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
63.3% of SVES's All Student group were proficient or advanced on the 2024-25 Math PSSA. This did meet the Interim Goal/Improvement Target, and was an increase from 52.2% proficient and advanced in 2023-24.	True
SVES had a Growth score of 100 on the 2024-25 ELA PSSA indicating that All Student Group exceeds the standard demonstrating growth in ELA.	True
DIBELS EOY growth in Grade K was particularly high (89%). This is the highest growth we have seen from any grade in any year.	False
Adding STEM into our Related Arts rotation has shown a significant positive impact in problem solving in conjunction with our Science programming.	False
All grades showed an increase in achievement data or growth data based on Math MAP data.	True
There was an increase in Acadiance Data across Grades 1-4 in Computation from BOY-EOY.	False
DIBELS EOY growth in Grade K was particularly high (89%). This is the highest growth we have seen from any grade in any year.	False
All grades showed an increase in achievement data or growth data based on Math MAP data.	False
There was an increase in Acadiance Data across Grades 1-4 in Computation from BOY-EOY.	True
DIBELS EOY growth in Grade K was particularly high (89%). This is the highest growth we have seen from any grade in any year.	True
All grades showed an increase in achievement data or growth data based on Math MAP data.	False
There was an increase in Acadiance Data across Grades 1-4 in Computation from BOY-EOY.	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
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True

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
64% of SVES's All Student group were proficient or advanced on the 2024-25 ELA PSSA. This did not meet the Interim Goal/Improvement Target.	True
Only 35.1% of the Hispanic subgroup achieved proficient or advanced on the 2024-25 ELA PSSA. This was down from 63.4% proficient and advanced in 2023-24.	True
SVES had a Growth score of 72 on the 2024-25 Math PSSA indicating that All Student Group exceeds the standard demonstrating growth in Math. This is an increase from the previous year.	False
The English Learner's subgroup's attendance was at 70.4% which was a decrease from the previous year.	False
4th Grade DIBELS EOY growth did not match growth in the other grades.	False
Fourth grade MAP data still showed the lowest BOY proficiency data.	True
Now that we have full implementation of Arts and Letters, determining if there are overlaps within the STEM curriculum to see if we could make better use of the overlaps to intertwine the two disciplines to make more meaningful connections.	False
4th Grade DIBELS EOY growth did not match growth in the other grades.	False
Fourth grade MAP data still showed the lowest BOY proficiency data.	False
4th Grade DIBELS EOY growth did not match growth in the other grades.	False
Fourth grade MAP data still showed the lowest BOY proficiency data.	False
Only 35.1% of the Hispanic subgroup achieved proficient or advanced on the 2024-25 ELA PSSA. This was down from 63.4% proficient and advanced in 2023-24.	False
The English Learner's subgroup's attendance was at 70.4% which was a decrease from the previous year.	False
Implement evidence-based strategies to engage families to support learning	True
Identify professional learning needs through analysis of a variety of data	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
64% of SVES's All Student group were proficient or advanced on the 2024-25 ELA PSSA. This did not meet the Interim Goal/Improvement Target.	Analysis of student performance data indicated that while students demonstrated academic growth, instruction needed to provide more consistent opportunities for students to engage in rigorous comprehension tasks, analyze complex texts, and produce evidence-based written responses aligned to Pennsylvania Academic Standards. Additional professional learning and instructional support were needed to strengthen these practices across all classrooms.	True
Only 35.1% of the Hispanic subgroup achieved proficient or advanced on the 2024-25 ELA PSSA. This was down from 63.4% proficient and advanced in 2023-24.		False
Fourth grade MAP data still showed the lowest BOY proficiency data.	Analysis of beginning-of-year assessment data indicated a need to strengthen students' conceptual understanding and mathematical reasoning. Additional professional learning and instructional support were needed to ensure consistent implementation of research-based mathematics practices, including the concrete-pictorial-abstract (CPA) approach, mathematical discourse, and problem-solving strategies.	True
Implement evidence-based strategies to engage families to support learning	Families had limited opportunities to engage in learning experiences that built their understanding of grade-level expectations, instructional practices, and strategies to support student learning at home. Additional, intentional communication and family engagement opportunities were needed to strengthen the home-school partnership and improve student outcomes.	True
Identify professional learning needs through analysis of a variety of data		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
63.3% of SVES's All Student group were proficient or advanced on the 2024-25 Math PSSA. This did meet the Interim Goal/Improvement Target, and was an increase from 52.2% proficient and advanced in 2023-24.	SVES demonstrated significant improvement in mathematics achievement, increasing from 52.2% proficient and advanced in 2023–24 to 63.3% in 2024–25, exceeding the Interim Goal/Improvement Target. This success reflects the school's strong systems for implementing evidence-based instructional practices, providing ongoing professional

	learning, using data to inform instruction, and supporting continuous improvement. These same collaborative structures, including professional learning communities, data teams, instructional coaching, and classroom walkthroughs, will be leveraged to strengthen Tier I ELA instruction and improve student achievement.
SVES had a Growth score of 100 on the 2024-25 ELA PSSA indicating that All Student Group exceeds the standard demonstrating growth in ELA.	SVES earned an ELA Growth Score of 100 on the 2024–25 PSSA, indicating that the All Student Group exceeded the statewide standard for academic growth. This demonstrates that the school's instructional practices and systems are effectively accelerating student learning. By continuing to leverage collaborative data analysis, professional learning, instructional coaching, and high-quality Tier I instruction, SVES will build upon this strong growth to increase student proficiency and overall achievement in English Language Arts.
All grades showed an increase in achievement data or growth data based on Math MAP data.	All grade levels demonstrated improvements in mathematics achievement and/or growth as measured by MAP assessments. This building-wide success reflects a strong culture of continuous improvement, collaborative data analysis, and consistent implementation of evidence-based instructional practices. These established systems will be leveraged to continue strengthening mathematics instruction, ensuring that all students have access to high-quality Tier I instruction, targeted interventions, and ongoing progress monitoring to further increase student achievement.
There was an increase in Acadiance Data across Grades 1-4 in Computation from BOY-EOY.	Acadience Mathematics data demonstrated increased computation performance from the beginning to the end of the year across Grades 1–4. This growth indicates that students are developing stronger foundational computational fluency through consistent implementation of evidence-based instructional practices and targeted intervention. These strong foundational skills will be leveraged to support deeper conceptual understanding, mathematical reasoning, and problem-solving as students engage with increasingly rigorous grade-level content.
DIBELS EOY growth in Grade K was particularly high (89%). This is the highest growth we have seen from any grade in any year.	Kindergarten students demonstrated exceptional growth in early literacy, with 89% achieving benchmark on the end-of-year DIBELS assessment—the highest level of growth achieved by any grade level in recent years. This success reflects the effective implementation of evidence-based foundational literacy instruction, universal screening, data-driven decision making, and targeted interventions. These successful instructional practices and systems will continue to be leveraged and strengthened to support

	sustained literacy growth and increased reading proficiency across all grade levels.
There was an increase in Acadiance Data across Grades 1-4 in Computation from BOY-EOY.	
Implement a multi-tiered system of supports for academics and behavior	SVES has established collaborative systems, including Building Leadership Data Team meetings, Grade-Level Data Team meetings, regular progress monitoring, and collaborative problem-solving practices, to identify and respond to student academic and behavioral needs. These existing structures provide a strong foundation for strengthening a comprehensive Multi-Tiered System of Supports (MTSS), ensuring that academic and behavioral interventions are implemented consistently, monitored regularly, and adjusted based on student data.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	SVES has established a collaborative leadership structure that empowers teachers to actively participate in school improvement through Building Leadership Data Teams, Grade-Level Data Teams, ELA and Math LEAD Teams, MTSS teams, and professional learning communities. These existing leadership opportunities will be leveraged to strengthen shared decision-making, build staff capacity, and support the successful implementation and sustainability of initiatives designed to improve student achievement and school culture.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	SVES utilizes a comprehensive assessment system that includes diagnostic, formative, and summative measures, such as MAP, DIBELS, Acadience Mathematics, common classroom assessments, and the PSSA, to monitor student learning and inform instructional decisions. Through Building Leadership Data Teams, Grade-Level Data Teams, and regular progress-monitoring meetings, educators collaboratively analyze assessment data to identify student needs, adjust instruction, evaluate intervention effectiveness, and ensure that instructional decisions are responsive to student performance.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strengthen the implementation of high-quality Tier I English Language Arts instruction to increase student proficiency by deepening reading comprehension, cognitive rigor, and evidence-based writing through collaborative professional learning, collaborative data analysis, and ongoing progress monitoring.
	Strengthen the implementation of high-quality Tier I mathematics instruction to increase student proficiency by deepening conceptual understanding, mathematical discourse, and

	problem-solving through collaborative professional learning, collaborative data analysis, and ongoing progress monitoring.
	Strengthen family engagement by implementing evidence-based communication and learning opportunities that increase families' understanding of grade-level expectations, instructional practices, and strategies to support student learning at home.

Goal Setting

Priority: Strengthen the implementation of high-quality Tier I English Language Arts instruction to increase student proficiency by deepening reading comprehension, cognitive rigor, and evidence-based writing through collaborative professional learning, collaborative data analysis, and ongoing progress monitoring.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2027, 100% of K–4 teachers will demonstrate a rating of Developing or Achieving on the SVES Tier I English Language Arts Walkthrough Tool, with at least 90% demonstrating an Achieving rating by the end of the school year in the areas of Cognitive Lift, Student Discourse, Collecting Evidence, and Responding/Feedback. Progress will be monitored through beginning-, middle-, and end-of-year classroom walkthroughs, collaborative professional learning, collaborative data analysis, and ongoing progress monitoring. As a result, students will demonstrate increased reading comprehension, evidence-based writing, and overall English Language Arts achievement as measured by classroom assessments, benchmark assessments, and the Pennsylvania System of School Assessment (PSSA), resulting in the school meeting or exceeding its Interim Goal/Improvement Target.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish baseline implementation. Identify teachers demonstrating Emerging, Developing, and Achieving in Cognitive Lift, Student Discourse, Collecting Evidence, and Responding/Feedback.	Increase consistent implementation of evidence-based Tier I instructional practices across all classrooms.	100% of teachers will demonstrate Developing or Achieving, with at least 50% demonstrating Achieving	100% of teachers will demonstrate Developing or Achieving, with at least 90% demonstrating Achieving on the SVES ELA Walkthrough Tool.

Priority: Strengthen the implementation of high-quality Tier I mathematics instruction to increase student proficiency by deepening conceptual understanding, mathematical discourse, and problem-solving through collaborative professional learning, collaborative data analysis, and ongoing progress monitoring.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
By June 2027, 100% of K–4 teachers will demonstrate a rating of Developing or Achieving on the SVES Tier I Mathematics Walkthrough Tool, with at least 90% demonstrating an Achieving rating by the end of the school year in the areas of Lesson Design and Mathematical Purpose, Developing Mathematical Thinkers (Conceptual Understanding, Productive Struggle, and Mathematical Discourse), Gathering and Using Evidence of Student Thinking, and Mathematical Application. Progress will be monitored through beginning-, middle-, and end-of-year classroom walkthroughs, collaborative professional learning, collaborative data analysis, and ongoing progress monitoring. As a result, students will demonstrate increased conceptual understanding, mathematical reasoning, and problem-solving skills as measured by classroom assessments, benchmark assessments, and the Pennsylvania System of School Assessment (PSSA), resulting in the school meeting or exceeding its Interim Goal/Improvement Target.
Measurable Goal Nickname (35 Character Max)

Math Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Establish baseline implementation across all four domains: Lesson Design and Mathematical Purpose; Developing Mathematical Thinkers; Gathering and Using Evidence of Student Thinking; and Mathematical Application.	Increase consistent implementation of evidence-based instructional practices within all four walkthrough domains.	100% of teachers will demonstrate Developing or Achieving, with at least 60% demonstrating Achieving across the four walkthrough domains.	100% of teachers will demonstrate Developing or Achieving, with at least 90% demonstrating Achieving across the four walkthrough domains.

Priority: Strengthen family engagement by implementing evidence-based communication and learning opportunities that increase families' understanding of grade-level expectations, instructional practices, and strategies to support student learning at home.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By June 2027, SVES will implement a comprehensive, evidence-based family engagement program that builds families' capacity to support student learning by providing monthly learning-focused communications, monthly Discover Learning features, family engagement events, and opportunities to learn about instructional practices throughout the school year. Progress will be monitored through participation data and feedback collected during family engagement events. As a result, at least 80% of responding families will indicate that school communications and engagement opportunities increased their understanding of grade-level expectations, instructional practices, and strategies to support learning at home.			
Measurable Goal Nickname (35 Character Max)			
Discovery Learning			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Monthly communications distributed; Open House presentations incorporate the Discover Learning framework; participation data collected for family engagement opportunities.	Continue implementation of monthly Discover Learning communications while providing curriculum-focused family engagement opportunities that build families' understanding of classroom instruction and student learning.	Expand family engagement through Math & Literacy Night and continued Discover Learning communications, using family feedback to refine future engagement opportunities and strengthen home-school partnerships.	Feedback collected throughout family engagement events indicates that at least 80% of responding families report an increased understanding of grade-level expectations, instructional practices, and strategies to support learning at home.

Action Plan

Measurable Goals

ELA Goal	Math Goal
Discovery Learning	

Action Plan For: Strengthening Tier I English Language Arts Instruction Through Collaborative Data Review

Measurable Goals:

- By June 2027, 100% of K–4 teachers will demonstrate a rating of Developing or Achieving on the SVES Tier I English Language Arts Walkthrough Tool, with at least 90% demonstrating an Achieving rating by the end of the school year in the areas of Cognitive Lift, Student Discourse, Collecting Evidence, and Responding/Feedback. Progress will be monitored through beginning-, middle-, and end-of-year classroom walkthroughs, collaborative professional learning, collaborative data analysis, and ongoing progress monitoring. As a result, students will demonstrate increased reading comprehension, evidence-based writing, and overall English Language Arts achievement as measured by classroom assessments, benchmark assessments, and the Pennsylvania System of School Assessment (PSSA), resulting in the school meeting or exceeding its Interim Goal/Improvement Target.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide ongoing professional learning focused on the implementation of Arts & Letters, with an emphasis on rigorous comprehension, evidence-based writing, cognitive lift, student discourse, and module tasks.		2026-08-20	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Reading Specialists, ELA LEAD Team, Arts and Letters Vendor	Data, Walkthroughs	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct beginning-, middle-, and end-of-year classroom walkthroughs using the SVES Tier I English Language Arts Walkthrough Tool to monitor implementation and identify instructional strengths and needs.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, Reading Specialists	Walkthrough Tool	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Utilize Building Leadership Data Team and Grade-Level Data Team meetings to collaboratively analyze student achievement, benchmark, classroom, and	2026-08-20	2027-05-28

walkthrough data to guide instructional decisions and monitor student progress.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Building Leadership Data Team, Grade-Level Data Teams	Data, Walkthrough Data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide targeted coaching and instructional support based on walkthrough findings and student performance data to strengthen Tier I instructional practices.		2026-08-20	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Reading Specialists	N/A	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement common classroom assessments, module assessments, benchmark assessments, and progress monitoring measures to evaluate student learning and adjust instruction accordingly.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers, Reading Specialists	Assessments	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Monitor implementation of Tier I instruction through collaborative classroom observations, PLC discussions, and instructional reflection to ensure consistent use of evidence-based instructional practices across grade levels.		2026-08-20	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, Reading Specialists, ELA LEAD Team	PLC Agendas	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Communicate student learning with families through classroom updates, ParentSquare communications, and Discover Learning opportunities that highlight grade-level expectations, instructional practices, and ways families can support literacy learning at home.	2026-08-24	2027-05-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Principal	ParentSquare, Math and Literacy Night, Spring Discovery Day	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review end-of-year implementation and student achievement data to evaluate the effectiveness of the schoolwide ELA plan and identify priorities for continuous improvement during the following school year.		2027-05-01	2027-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Building Leadership Data Team, ELA LEAD Team	Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers consistently implement high-quality Tier I English Language Arts instruction informed by collaborative data review, resulting in increased instructional consistency across classrooms and improved student learning outcomes	BOY/MOY/EOY, Principal, Building Leadership Data Team, Grade-Level Data Teams

Action Plan For: Strengthening Tier I Mathematics Instruction Through Collaborative Data Review

Measurable Goals:

- By June 2027, 100% of K–4 teachers will demonstrate a rating of Developing or Achieving on the SVES Tier I Mathematics Walkthrough Tool, with at least 90% demonstrating an Achieving rating by the end of the school year in the areas of Lesson Design and Mathematical Purpose, Developing Mathematical Thinkers (Conceptual Understanding, Productive Struggle, and Mathematical Discourse), Gathering and Using Evidence of Student Thinking, and Mathematical Application. Progress will be monitored through beginning-, middle-, and end-of-year classroom walkthroughs, collaborative professional learning, collaborative data analysis, and ongoing progress monitoring. As a result, students will demonstrate increased conceptual understanding, mathematical reasoning, and problem-solving skills as measured by classroom assessments, benchmark assessments, and the Pennsylvania System of School Assessment (PSSA), resulting in the school meeting or exceeding its Interim Goal/Improvement Target.

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing professional learning focused on the implementation of Math in Focus 2020, with an emphasis on conceptual understanding, the Concrete-Pictorial-Abstract (CPA) approach, mathematical reasoning, discourse, problem solving, and mathematical application.		2026-08-20	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Math Specialist, Math LEAD Team, PaTTAN	Data, PaTTAN Resources	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct beginning-, middle-, and end-of-year classroom walkthroughs using the SVES Tier I Mathematics Walkthrough Tool to monitor implementation and identify instructional strengths and needs.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, Math Specialist	Walkthrough Tool	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize Building Leadership Data Team and Grade-Level Data Team meetings to collaboratively analyze student achievement, benchmark, classroom, and walkthrough data to guide instructional decisions and monitor student progress.		2026-08-20	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Building Leadership Data Team, Grade-Level Data Teams	Data, Walkthrough Data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide targeted coaching and instructional support based on walkthrough findings and student performance data to strengthen Tier I mathematics instructional practices.		2026-08-20	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Math Specialist	N/A	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement common classroom assessments, benchmark assessments, progress monitoring measures, and curriculum-based assessments to evaluate student learning and adjust instruction accordingly.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers, Math Specialist	Assessments	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
Monitor implementation of Tier I mathematics instruction through collaborative classroom observations, PLC discussions, and instructional	2026-08-20	2027-05-28

reflection to ensure consistent use of evidence-based mathematics practices across grade levels.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Assistant Principal, Math Specialist, Math LEAD Team	PLC Agendas	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Communicate student learning with families through classroom updates, ParentSquare communications, and Discover Learning opportunities that highlight grade-level expectations, instructional practices, and ways families can support mathematics learning at home.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers, Principal	ParentSquare, Math and Literacy Night, Spring Discovery Day	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review end-of-year implementation and student achievement data to evaluate the effectiveness of the schoolwide mathematics plan and identify priorities for continuous improvement during the following school year.		2027-05-01	2027-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Building Leadership Data Team, Math LEAD Team	Data	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Teachers consistently implement high-quality Tier I mathematics instruction informed by collaborative data review, resulting in increased instructional consistency across classrooms and improved student achievement.	BOY/MOY/EOY, Principal, Building Leadership Data Team, Grade-Level Data Teams

Action Plan For: Strengthening Family Engagement Through Ongoing Communication and Learning Opportunities

Measurable Goals:
• By June 2027, SVES will implement a comprehensive, evidence-based family engagement program that builds families' capacity to support student learning by providing monthly learning-focused communications, monthly Discover Learning features, family engagement events, and opportunities to learn about instructional practices throughout the school year. Progress will be monitored through participation data and feedback collected during family engagement events. As a result, at least 80% of responding families will indicate that school communications and engagement opportunities increased their understanding of grade-level expectations, instructional practices, and strategies to support learning at home.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement monthly Discover Learning communications that highlight grade-level expectations, instructional practices, and strategies families can use to support learning at home.		2026-08-20	2027-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Classroom Teachers, Instructional Specialists	ParentSquare	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement the Discover Learning Framework during Open House presentations to provide families with a consistent understanding of curriculum, instructional practices, assessment, and ways to support student learning at home.		2026-08-20	2026-08-27
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Classroom Teachers	Open House Template	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide family engagement opportunities throughout the school year, including Math & Literacy Night, the Spring Showcase, and curriculum-focused learning opportunities that increase families' understanding of instructional programs and student learning.		2020-09-01	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Teachers, Instructional Specialists	Agendas, Activity Stations, Materials for Activities	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Share student learning and schoolwide instructional initiatives through classroom communications, student work, instructional videos, and school communications that highlight learning throughout the year.		2026-09-01	2026-05-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Classroom Teachers, Communications Specialists	Video Clips, Scripts, Themes	No	

Action Step	Anticipated Start Date	Anticipated Completion Date

Collect and review participation data and family feedback from engagement opportunities to evaluate effectiveness and refine future family engagement efforts.		2026-09-01	2027-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Building Leadership Team	Data	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Families consistently engage in meaningful learning opportunities that increase their understanding of grade-level expectations, instructional practices, and strategies to support learning at home, resulting in stronger school-home partnerships and improved student learning.	BOY/MOY/EOY, Principal, Building Leadership Data Team, Grade-Level Data Teams

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

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	
Total Expenditures				

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Strengthening Tier I English Language Arts Instruction Through Collaborative Data Review	Provide ongoing professional learning focused on the implementation of Arts & Letters, with an emphasis on rigorous comprehension, evidence-based writing, cognitive lift, student discourse, and module tasks.
Strengthening Tier I Mathematics Instruction Through Collaborative Data Review	Provide ongoing professional learning focused on the implementation of Math in Focus 2020, with an emphasis on conceptual understanding, the Concrete-Pictorial-Abstract (CPA) approach, mathematical reasoning, discourse, problem solving, and mathematical application.

Launching High Quality ELA Instruction

Action Step

- Provide ongoing professional learning focused on the implementation of Arts & Letters, with an emphasis on rigorous comprehension, evidence-based writing, cognitive lift, student discourse, and module tasks.

Audience

Grades K-4 ELA Teachers, Special Education

Topics to be Included

During the August in-service, teachers will engage in collaborative planning to launch high-quality Tier I English Language Arts instruction. Professional learning will begin with a brief review of 2025–2026 PSSA English Language Arts results to identify schoolwide strengths and instructional priorities. Teachers will then collaboratively review the Arts & Letters pacing guides, examine each grade level's end-of-year progress through the curriculum, identify standards that were fully addressed and those requiring additional attention, and discuss how prior-year pacing may impact instruction in the upcoming school year. Teachers will collaborate to identify strategies for maximizing instructional time, increasing pacing fidelity, and ensuring access to all grade-level standards. The session will conclude with collaborative planning for Module 1, including lesson preparation, assessment planning, and establishing shared expectations for implementation.

Evidence of Learning

1. Collaborative review and analysis of 2025–2026 PSSA English Language Arts results and prior-year Arts & Letters implementation. 2. Grade-level pacing reflections identifying completed and unfinished modules and standards requiring additional attention. 3. Revised grade-level pacing plans and instructional priorities for the 2026–2027 school year. 4. Collaborative Module 1 planning documents, including instructional resources, assessment plans, and anticipated instructional considerations. 5. Teacher participation in collaborative discussions demonstrating a shared understanding of curriculum expectations, pacing, and instructional priorities.

Lead Person/Position	Anticipated Start	Anticipated Completion
Braxmeier/Principal	2026-08-20	2026-08-20

Learning Format

Type of Activities	Frequency
Inservice day	August In-Servive

Observation and Practice Framework Met in this Plan

- 1a: Demonstrating Knowledge of Content and Pedagogy

• 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning • 3b: Using Questioning and Discussion Techniques
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Walkthrough Understanding

Action Step		
• Provide ongoing professional learning focused on the implementation of Arts & Letters, with an emphasis on rigorous comprehension, evidence-based writing, cognitive lift, student discourse, and module tasks.		
Audience		
All K-4 Staff		
Topics to be Included		
Introduce and calibrate the Tier I ELA Walkthrough Tool with a focus on cognitive lift, student discourse, evidence-based writing, and implementation of module tasks.		
Evidence of Learning		
1. Shared understanding of Tier I instructional expectations 2. Professional development agendas and sign-in sheets		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Braxmeier/Principal	2026-08-20	2026-08-20

Learning Format

Type of Activities	**Frequency**
Inservice day	One In-service Day
Observation and Practice Framework Met in this Plan	
• 4a: Reflecting on Teaching • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Evidence Based Writing Instruction

Action Step
• Provide ongoing professional learning focused on the implementation of Arts & Letters, with an emphasis on rigorous comprehension, evidence-based writing, cognitive lift, student discourse, and module tasks.
Audience
K-4 ELA teachers and special education and Reading Specialists
Topics to be Included
Deepen teacher understanding of evidence-based writing instruction, including planning, modeling, and using Arts & Letters writing assessments to inform instruction
Evidence of Learning
1. Analysis of student writing samples and Arts & Letters writing assessments 2. Grade-level writing instructional plans 3. Teacher reflection and collaborative planning documents 4. Professional development agendas and sign-in sheets

Lead Person/Position	Anticipated Start	Anticipated Completion
Arts and Letters Vendor	2026-11-24	2026-11-24

Learning Format

Type of Activities	Frequency
Inservice day	Inservice day
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Callibrate Assessment Scoring

Action Step		
• Provide ongoing professional learning focused on the implementation of Arts & Letters, with an emphasis on rigorous comprehension, evidence-based writing, cognitive lift, student discourse, and module tasks.		
Audience		
K-4 ELA Teachers, Special Education, Reading Specialists		
Topics to be Included		
Collaborative scoring and analysis of Arts & Letters writing and module assessments to strengthen calibration and instructional responses.		
Evidence of Learning		
1. Completed collaborative scoring and calibration activities 2. Grade-level analysis of Arts & Letters writing and module assessment data 3. Instructional action plans based on assessment results 4. Professional development agendas and collaborative planning documents		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Arts and Letters Vendor	2027-03-01	2027-03-30

Learning Format

Type of Activities	Frequency
Inservice day	Inservice Day
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

PSSA Deep Dive

Action Step
• Provide ongoing professional learning focused on the implementation of Math in Focus 2020, with an emphasis on conceptual understanding, the Concrete-Pictorial-Abstract (CPA) approach, mathematical reasoning, discourse, problem solving, and mathematical application.

Audience		
Grades 3-4 Math Teachers, Math Specialist		
Topics to be Included		
Grades 3 and 4 teachers will participate in an in-depth analysis of the 2025–2026 PSSA Mathematics results to identify strengths, areas for improvement, and trends across reporting categories. Teachers will align identified instructional priorities with the Math in Focus scope and sequence to determine where targeted concepts and applications will be emphasized throughout the year. Grade-level teams will collaboratively develop daily warm-up routines and instructional strategies designed to strengthen conceptual understanding, mathematical reasoning, higher-level discourse, and the retention and application of priority mathematical concepts.		
Evidence of Learning		
1. Grade 3 and Grade 4 PSSA data analysis and instructional priority documents 2. Grade 3 and Grade 4 warm-up plans targeting priority concepts and applications 3. Grade-level collaborative planning documents and assessment plans 4. Professional development agendas and collaborative planning notes		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Braxmeier/Principal & Davison/Math Specialist	2026-08-20	2026-08-20

Learning Format

Type of Activities	Frequency
Inservice day	In-Service Day
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 3b: Using Questioning and Discussion Techniques	
This Step Meets the Requirements of State Required Trainings	

Strengthening Conceptual Understanding Through CPA and Mathematical Discourse

Action Step
• Provide ongoing professional learning focused on the implementation of Math in Focus 2020, with an emphasis on conceptual understanding, the Concrete-Pictorial-Abstract (CPA) approach, mathematical reasoning, discourse, problem solving, and mathematical application.
Audience
Grades 3-4 Math Teachers, Math Specialist
Topics to be Included
Teachers will engage in collaborative professional learning focused on strengthening conceptual understanding through the effective implementation of the Concrete–Pictorial–Abstract (CPA) instructional framework. In partnership with PaTTAN, Grade 3 and Grade 4 teachers will deepen their understanding of concepts and applications by exploring strategies that promote long-term retention, conceptual reasoning, productive struggle, higher-level mathematical discourse, and the application of mathematics in authentic problem-solving situations.
Evidence of Learning

1. Collaborative lesson planning incorporating CPA strategies 2. Grade-level reflection and planning documents 3. Classroom implementation plans for mathematical discourse and problem solving 4. Professional development agendas and collaborative planning notes		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
PaTTAN Presenter	2026-11-24	2026-11-24

Learning Format

Type of Activities	**Frequency**
Inservice day	Inservice Day
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3a: Communicating with Students • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3b: Using Questioning and Discussion Techniques	
This Step Meets the Requirements of State Required Trainings	

Deepening Mathematical Thinking Through Concepts, Applications, and Mathematical Discourse

Action Step		
• Provide ongoing professional learning focused on the implementation of Math in Focus 2020, with an emphasis on conceptual understanding, the Concrete-Pictorial-Abstract (CPA) approach, mathematical reasoning, discourse, problem solving, and mathematical application.		
Audience		
Grades 3-4 Math Teachers, Math Specialist		
Topics to be Included		
Building upon the November professional learning, teachers will continue collaborating with PaTTAN to strengthen Tier I mathematics instruction. Professional learning for Grades 3 and 4 will focus on refining instructional practices that promote conceptual understanding, mathematical reasoning, application of learning, productive struggle, and higher-level mathematical discourse. Teachers will examine student work, reflect on instructional implementation, and identify strategies to increase student ownership, retention of mathematical concepts, and success with multi-step problem solving.		
Evidence of Learning		
1. Analysis of student work samples 2. Collaborative instructional action plans 3. Grade-level reflection documents 4. Professional development agendas and collaborative planning notes		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
PaTTAN Presenter	2027-03-01	2027-03-30

Learning Format

Type of Activities	**Frequency**
Inservice day	Inservice Day
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy	

- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Amy Braxmeier	
School Improvement Facilitator Signature	**Date**