

## Thomas W Holtzman Jr El Sch

TSI Title 1 School Plan | 2026 - 2027

### Profile and Plan Essentials

|                                            |              |                                             |
|--------------------------------------------|--------------|---------------------------------------------|
| <b>School</b>                              |              | <b>AUN/Branch</b>                           |
| Thomas W Holtzman Jr El Sch                |              | 115228303                                   |
| <b>Address 1</b>                           |              |                                             |
| 1910 Linglestown Rd                        |              |                                             |
| <b>Address 2</b>                           |              |                                             |
|                                            |              |                                             |
| <b>City</b>                                | <b>State</b> | <b>Zip Code</b>                             |
| Harrisburg                                 | PA           | 17110                                       |
| <b>Chief School Administrator</b>          |              | <b>Chief School Administrator Email</b>     |
| Dr Tamara C Willis                         |              | twillis@hannasd.org                         |
| <b>Principal Name</b>                      |              |                                             |
| Mr. Joshua Gibson                          |              |                                             |
| <b>Principal Email</b>                     |              |                                             |
| jgibson@hannasd.org                        |              |                                             |
| <b>Principal Phone Number</b>              |              | <b>Principal Extension</b>                  |
| 717-657-5158                               |              | 20101                                       |
| <b>School Improvement Facilitator Name</b> |              | <b>School Improvement Facilitator Email</b> |
| Mr. Pat Raugh                              |              | praugh@hannasd.org                          |

## Steering Committee

| Name                  | Position/Role          | Building/Group/Organization                   | Email                  |
|-----------------------|------------------------|-----------------------------------------------|------------------------|
| Mr. Pat Raugh         | District Level Leaders | STSD Administration                           | praugh@hannasd.org     |
| Mr. Joshua Gibson     | Principal              | Thomas W. Holtzman, Jr. Elementary School     | jgibson@hannasd.org    |
| Mrs. Lisa Robbins     | Principal              | Thomas W. Holtzman, Jr. Elementary School     | lrobbins@hannasd.org   |
| Dr. Andrae Martin     | District Level Leaders | STSD Administration                           | amartin@hannasd.org    |
| Mrs. Cara Klinger     | District Level Leaders | STSD Administration                           | cklinger@hannasd.org   |
| Mrs. Carrie Martin    | District Level Leaders | STSD Administration                           | cmartin@hannasd.org    |
| Ms. Jennifer Strohm   | Other                  | Thomas W. Holtzman, Jr., Elementary School    | jstrohm@hannasd.org    |
| Mrs. Katrina Fry      | Education Specialist   | Thomas W. Holtzman, Jr., Elementary School    | kfry@hannasd.org       |
| Mrs. Megan Krot       | Education Specialist   | Thomas W. Holtzman, Jr., Elementary School    | mkrot@hannasd.org      |
| Mrs. Megan Turns      | Education Specialist   | Thomas W. Holtzman Jr., Elementary School     | mturns@hannasd.org     |
| Ms. Monica Beasley    | Education Specialist   | Thomas W. Holtzman Jr., Elementary School     | mbeasley@hannasd.org   |
| Ms. Allison Morris    | Education Specialist   | Thomas W. Holtzman Jr., Elementary School     | amorris@hannasd.org    |
| Mrs. Michelle McGowan | Education Specialist   | Thomas W. Holtzman Jr., Elementary School     | mmcgowan@hannasd.org   |
| Ms. Krystol Rucker    | Paraprofessional       | Thomas W. Holtzman Jr., Elementary School     | krucker@hannasd.org    |
| Mrs. Claudette Evans  | Community Member       | Susquehanna Township                          |                        |
| Mrs. Christy Price    | Parent                 | Thomas W. Holtzman Jr., Elementary School PTO | cswilson1321@gmail.com |
|                       |                        |                                               |                        |
|                       |                        |                                               |                        |

## Vision for Learning

### Vision for Learning

World Class. Every Day. In Every Way.

## 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

Only group to increase from previous year but not hit the standard is students with disabilities. All other categories decreased in performance and did not meet statewide target

#### Strengths

| ESSA Student Subgroups     | Indicator                                                                          |
|----------------------------|------------------------------------------------------------------------------------|
| Students with Disabilities | Only group to increase score while still not hitting statewide target - 9% Pro/Adv |

#### Challenges

| ESSA Student Subgroups | Indicator                                                                                                                                                            |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Combined Ethnicity     | Decreased from 29.2% in 2022-2023 to 14.0% in 2024-2025                                                                                                              |
|                        | ELA Subgroup Data % Proficient/Advanced Economically disadvantaged: 17% English Learners 8% IEP: 9% Asian: 21% Black: 14% Hispanic: 12% Multi-Ethnic: 21% White: 39% |

### Proficient or Advanced in Mathematics/Algebra

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

#### Comments/Notable Observations

Many subgroups increased performance over the previous year, but White and Hispanic subgroups did not

#### Strengths

| ESSA Student Subgroups      | Indicator                                              |
|-----------------------------|--------------------------------------------------------|
| Multi-Racial (not Hispanic) | Increase performance in subgroup by more than 6 points |
| English Learners            | Increase performance in subgroup by more than 6 points |

#### Challenges

| ESSA Student Subgroups | Indicator                                             |
|------------------------|-------------------------------------------------------|
| White                  | Did not meet target in math and decreased performance |

|          |                                                                                                                                                                                           |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hispanic | Did not meet target in math and decreased performance                                                                                                                                     |
|          | Math Subgroup Data 17.3 % Proficient/Advanced Economically disadvantaged: 13.4% English Learners 11.5% IEP: 8.5% Asian: 21.8% Black: 9.5% Hispanic: 9.9% Multi-Ethnic: 18.0% White: 32.1% |

### 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

Need to increase rates in most subgroups. Groups meeting statewide target include Hispanic, White, and English Learner. We saw decreases in growth from students with disabilities, 2 or more races, and asian subgroups

#### Strengths

| ESSA Student Subgroups | Indicator            |
|------------------------|----------------------|
| Hispanic               | Met statewide target |
| White                  | Met statewide target |
| English Learners       | Met statewide target |

#### Challenges

| ESSA Student Subgroups      | Indicator                                                                                                                                              |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students with Disabilities  | Decrease in performance and not met target                                                                                                             |
| Multi-Racial (not Hispanic) | Decrease in performance and not met target                                                                                                             |
| Asian (not Hispanic)        | Decrease in performance and not met target                                                                                                             |
|                             | ELA Subgroup Data Growth Scores Economically disadvantaged: 50 English Learners 73 IEP: 50 Asian: 57 Black: 67 Hispanic: 70 Multi-Ethnic: 59 White: 70 |

### 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

No decrease in growth across the board in subgroups, however, we did have students with disabilities increase and meet the target. English learner and black increased, all other subgroups maintained growth

#### Strengths

| ESSA Student Subgroups     | Indicator                                                       |
|----------------------------|-----------------------------------------------------------------|
| Students with Disabilities | Increased growth and met growth target. Only subgroup to do so. |

#### Challenges

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

|                                   |                                                                                                                                                                         |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| American Indian or Alaskan Native | Increased in score for growth but unable to hit target                                                                                                                  |
| English Learners                  | Increased in score for growth but unable to hit target                                                                                                                  |
|                                   | Math Subgroup Data Growth Scores Economically disadvantaged: 50.0 English Learners 66.0 IEP: 73.0 Asian: 50.0 Black: 56.0 Hispanic: 50.0 Multi-Ethnic: 50.0 White: 50.0 |

## English Language Growth and Attainment

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

### Comments/Notable Observations

Increase and meeting targets in Hispanic and combined ethnicity subgroups. Only group to decrease is Asian

### Strengths

| ESSA Student Subgroups | Indicator                      |
|------------------------|--------------------------------|
| Combined Ethnicity     | Increased score and hit target |
| Hispanic               | Increased score and hit target |

### Challenges

| ESSA Student Subgroups | Indicator                                                                                                                                          |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Asian (not Hispanic)   | Only area to decrease score and not meet target                                                                                                    |
|                        | English Language Growth/Attainment Subgroup Data % Economically disadvantaged: 30% English Learners 28% Asian: 22% Hispanic: 42% Multi-Ethnic: 38% |

## Regular Attendance

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

### Comments/Notable Observations

Asian subgroup exceeds statewide goal with All student group, white, and english learner meeting standard. All other subgroups either increased or decreased but did not hit goal. Lowest attendance group is black subgroup

### Strengths

| ESSA Student Subgroups | Indicator                               |
|------------------------|-----------------------------------------|
| Asian (not Hispanic)   | Exceed standard for attendance at 96.1% |
| White                  | Met Standard                            |
| English Learners       | Met standard                            |

### Challenges

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

|                        |                                                                                                                |
|------------------------|----------------------------------------------------------------------------------------------------------------|
| African-American/Black | 15% decrease in African-American subgroup over the last 6 years                                                |
|                        | Attendance Subgroup Data % Economically disadvantaged: 79% IEP: 74% Black: 71% Hispanic: 77% Multi-Ethnic: 77% |

### Career Standards Benchmark

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

### Comments/Notable Observations

All groups meet or exceed statewide standard

### Strengths

| ESSA Student Subgroups | Indicator       |
|------------------------|-----------------|
| African-American/Black | 100% completion |
| English Learners       | 100% completion |

### Challenges

| ESSA Student Subgroups | Indicator            |
|------------------------|----------------------|
| Hispanic               | Never been above 98% |

### Summary

#### Strengths

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

|                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Only group to increase from previous year but not hit the standard is student with disabilities. All other categories decreased in performance and did not meet statewide target |
| Only group to increase score while still not hitting statewide target - 9% Pro/Adv                                                                                               |
| Increase performance in subgroup by more than 6 points                                                                                                                           |

#### Challenges

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

|                                                         |
|---------------------------------------------------------|
| Decreased from 29.2% in 2022-2023 to 14.0% in 2024-2025 |
| Did not meet target in math and decreased performance   |
| Did not meet target in math and decreased performance   |
| Decrease in performance and not met target              |

## Local Assessment

### English Language Arts

| Data                            | Comments/Notable Observations                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 95% Group PSI                   | Helps to identify specific skill deficits for individual students. This is an informal diagnostic assessment.                                                                                                                                                                                                                                                                                                             |
| MAP Reading Assessment - Growth | NWEA MAP Reading assesses students' reading skills, providing insights into their growth and helping educators tailor instruction effectively All Students: 52nd percentile Subgroup Data Economically disadvantaged: 49th percentile English Learners: 48th percentile IEP: 46th percentile Asian: 49th percentile Black: 47th percentile Hispanic: 51st percentile Multi-Ethnic: 55th percentile White: 62nd percentile |
| Acadience                       | It provides a universal screening, detects when students need extra support, is sensitive to the effects of proper intervention, and supports our MTSS model                                                                                                                                                                                                                                                              |

### English Language Arts Summary

#### Strengths

|                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MTSS Process - Cohesive and a Good Team Effort to Provide Students with Supports                                                                                |
| Overall Growth in NWEA Map improved over the 2025-2026 school year with over 50% of learners showing at or above average growth since the 2020-2021 school year |

#### Challenges

|                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------|
| Providing support to students who are identified as ELL                                                           |
| Improving subgroup data on the NWEA MAP Reading Assessment                                                        |
| Improving the average growth percentile of students on the MAP Reading assessment to at least the 55th percentile |

### Mathematics

| Data                         | Comments/Notable Observations                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MAP Math Assessment - Growth | NWEA MAP Math evaluates students' math abilities, enabling educators to track progress and adjust teaching strategies for improved learning outcomes All Students: 58.5th percentile Subgroup Data Economically disadvantaged: 63.2th percentile English Learners: 65.9th percentile IEP: 50.0th percentile Asian: 63.6th percentile Black: 52.2th percentile Hispanic: 58.1th percentile Multi-Ethnic: 50.6th percentile White: 58.4th percentile |
| Acadience Math               | It provides a universal screening, detects when students need extra support, is sensitive to the effects of proper intervention, and supports our MTSS model.                                                                                                                                                                                                                                                                                      |
| Common Assessments           | Common Assessments for all students.                                                                                                                                                                                                                                                                                                                                                                                                               |

### Mathematics Summary

#### Strengths

|                                                                                  |
|----------------------------------------------------------------------------------|
| MTSS Process - Cohesive and a Good Team Effort to Provide Students with Supports |
| Use of data to identify students who need a math intervention                    |
| Increase in Tier II and III interventions from previous school year              |

## Challenges

|                                                                                                                |
|----------------------------------------------------------------------------------------------------------------|
| Improving subgroup data on the NWEA MAP Math Assessment                                                        |
| Improving the average growth percentile of students on the MAP Math assessment to at least the 55th percentile |

## Science, Technology, and Engineering Education

| Data                         | Comments/Notable Observations                                                |
|------------------------------|------------------------------------------------------------------------------|
| Local Curriculum Assessments | We provide through our OpenSciEd curriculum local assessments by grade level |

## Science, Technology, and Engineering Education Summary

### Strengths

|                                                                                      |
|--------------------------------------------------------------------------------------|
| Switched from FOSS to OpenSciEd to comply with the Next Generation Science Standards |
|--------------------------------------------------------------------------------------|

### Challenges

|                                                                                                   |
|---------------------------------------------------------------------------------------------------|
| No benchmark assessment for Science                                                               |
| Have established timeline for curriculum but need to establish with staff if enough time is given |

## Related Academics

### Career Readiness

| Data          | Comments/Notable Observations                                                                     |
|---------------|---------------------------------------------------------------------------------------------------|
| Smart Futures | We use smart futures to keep track of all of our 3rd through 5th grade career readiness standards |

### 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.

|                                                             |
|-------------------------------------------------------------|
| Our career readiness standards exceeds the statewide target |
|-------------------------------------------------------------|

#### 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.

|                                                                                                           |
|-----------------------------------------------------------------------------------------------------------|
| There are some subgroups that we could intentionally get their percentages increased for career readiness |
|-----------------------------------------------------------------------------------------------------------|

## 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.

|                                                                                      |
|--------------------------------------------------------------------------------------|
| EL students are exceeding in growth at a higher rate than their other subgroup peers |
|                                                                                      |
|                                                                                      |
|                                                                                      |
|                                                                                      |

### 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.

|                                                                                      |
|--------------------------------------------------------------------------------------|
| Students with disabilities are below 10% in proficient/advanced in both ELA and Math |
|                                                                                      |
|                                                                                      |
|                                                                                      |
|                                                                                      |

## 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                                                                                                    | Exemplary   |
| 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                                                                             | Exemplary   |
| 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 | 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                                                                                                 | Operational |
| Implement evidence-based strategies to engage families to support learning                                                                                             | Operational |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school                                                             | Operational |

### Foster Quality Professional Learning

|                                                                                                  |             |
|--------------------------------------------------------------------------------------------------|-------------|
| Identify professional learning needs through analysis of a variety of data                       | Operational |
| Use multiple professional learning designs to support the learning needs of staff                | 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?

|                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continue to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school                                       |
| We Identify and address individual student learning needs well. We need to continue to build up our newer staff to continue the understanding of taking the data and creating actionable items for our learners |

#### 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?

|                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We could implement evidence-based strategies to engage families to support learning better. The more we can bring our families into the fold the more connections and opportunities we'll make to increase student learning |
| The leadership team could continue to improve in providing frequent, timely, and systematic feedback and support on instructional practices                                                                                 |

## Goal Setting

**Priority: Strengthen culturally responsive instructional practices, equitable access to interventions, and ongoing monitoring of subgroup performance to improve academic outcomes for African-American students.**

|                                                                                                                                                                                              |                           |                           |                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| <b>Outcome Category</b>                                                                                                                                                                      |                           |                           |                           |
| English Language Arts                                                                                                                                                                        |                           |                           |                           |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                |                           |                           |                           |
| By June 2027, increase the percentage of African American students meeting grade-level proficiency by 6 percentage points through equitable instructional practices, targeted interventions, |                           |                           |                           |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                           |                           |                           |                           |
| Subgroup Achievement Increase                                                                                                                                                                |                           |                           |                           |
| <b>Target 1st Quarter</b>                                                                                                                                                                    | <b>Target 2nd Quarter</b> | <b>Target 3rd Quarter</b> | <b>Target 4th Quarter</b> |
| Baseline                                                                                                                                                                                     | Baseline plus 2%          | Baseline plus 4%          | Baseline plus 6%          |

**Priority: Strengthen literacy instruction through consistent implementation of evidence-based reading practices, targeted interventions, progress monitoring, and collaborative instructional planning to increase student growth in reading.**

|                                                                                                                                    |                                           |                                         |                                         |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Outcome Category</b>                                                                                                            |                                           |                                         |                                         |
| English Language Arts                                                                                                              |                                           |                                         |                                         |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                      |                                           |                                         |                                         |
| From the BOY to EOY, the average growth percentile of all students on the MAP ELA assessment will be at least the 55th percentile. |                                           |                                         |                                         |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                 |                                           |                                         |                                         |
| Literacy Goal                                                                                                                      |                                           |                                         |                                         |
| <b>Target 1st Quarter</b>                                                                                                          | <b>Target 2nd Quarter</b>                 | <b>Target 3rd Quarter</b>               | <b>Target 4th Quarter</b>               |
| All students take the MAP ELA assessment to establish baseline data                                                                | No testing results during the 2nd quarter | At least 55th percentile average growth | At least 55th percentile average growth |

**Priority: Increase the effectiveness of Tier I mathematics instruction through consistent implementation of standards-aligned instruction, targeted interventions, frequent formative assessment, and collaborative data analysis to improve student growth.**

|                                                                                                                                     |                                           |                                         |                                         |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>Outcome Category</b>                                                                                                             |                                           |                                         |                                         |
| Mathematics                                                                                                                         |                                           |                                         |                                         |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                       |                                           |                                         |                                         |
| From the BOY to EOY, the average growth percentile of all students on the MAP Math assessment will be at least the 55th percentile. |                                           |                                         |                                         |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                  |                                           |                                         |                                         |
| ELA Growth in NWEA MAP                                                                                                              |                                           |                                         |                                         |
| <b>Target 1st Quarter</b>                                                                                                           | <b>Target 2nd Quarter</b>                 | <b>Target 3rd Quarter</b>               | <b>Target 4th Quarter</b>               |
| All students take the MAP Math assessment to establish baseline data                                                                | No testing results during the 2nd quarter | At least 55th percentile growth average | At least 55th percentile growth average |

|                                                                                                                                                                                                            |                           |                           |                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| <b>Outcome Category</b>                                                                                                                                                                                    |                           |                           |                           |
| Mathematics                                                                                                                                                                                                |                           |                           |                           |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                              |                           |                           |                           |
| By June 2027, increase the percentage of students meeting or exceeding projected growth on the MAP Math assessment from 56.6% to 61.6% through strengthened Tier I instruction and targeted interventions. |                           |                           |                           |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                                         |                           |                           |                           |
| Math Growth in NWEA MAP                                                                                                                                                                                    |                           |                           |                           |
| <b>Target 1st Quarter</b>                                                                                                                                                                                  | <b>Target 2nd Quarter</b> | <b>Target 3rd Quarter</b> | <b>Target 4th Quarter</b> |
| 56.6%                                                                                                                                                                                                      | 57.6%                     | 59.6%                     | 61.6%                     |

## Action Plan

### Measurable Goals

|                               |                         |
|-------------------------------|-------------------------|
| Subgroup Achievement Increase | Literacy Goal           |
| ELA Growth in NWEA MAP        | Math Growth in NWEA MAP |

**Action Plan For: Implement high-quality Tier I mathematics instruction aligned to Pennsylvania Academic Standards. Use MAP data to group students for targeted intervention and enrichment.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>By June 2027, increase the percentage of African American students meeting grade-level proficiency by 6 percentage points through equitable instructional practices, targeted interventions,</li> <li>From the BOY to EOY, the average growth percentile of all students on the MAP ELA assessment will be at least the 55th percentile.</li> <li>From the BOY to EOY, the average growth percentile of all students on the MAP Math assessment will be at least the 55th percentile.</li> <li>By June 2027, increase the percentage of students meeting or exceeding projected growth on the MAP Math assessment from 56.6% to 61.6% through strengthened Tier I instruction and targeted interventions.</li> </ul> |

| <b>Action Step</b>                                                                                                                                               |                                                                                           | <b>Anticipated Start Date</b> | <b>Anticipated Completion Date</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------|------------------------------------|
| Implement a schoolwide MTSS process that uses universal screening and benchmark data to identify students requiring Tier II and Tier III academic interventions. |                                                                                           | 2026-08-24                    | 2027-06-03                         |
| <b>Lead Person/Position</b>                                                                                                                                      | <b>Material/Resources/Supports Needed</b>                                                 | <b>PD Step?</b>               |                                    |
| Principal, Assistant Principal, MTSS Team, Instructional Coaches, Instructional Interventionists                                                                 | MAP reports, Acadience data, intervention schedules, MTSS documentation, PLC meeting time | No                            |                                    |

| Action Step                                                                                                                               |                                                          | Anticipated Start Date | Anticipated Completion Date |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------|-----------------------------|
| Facilitate monthly Professional Learning Community (PLC) meetings to analyze student achievement data and adjust instructional practices. |                                                          | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                                                      | Material/Resources/Supports Needed                       | PD Step?               |                             |
| Principal                                                                                                                                 | PLC protocols, assessment reports, teacher planning time | No                     |                             |

| Action Step                                                                                                                      |                                                       | Anticipated Start Date | Anticipated Completion Date |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------|-----------------------------|
| Provide instructional coaching and classroom walkthrough feedback focused on standards-based instruction and student engagement. |                                                       | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                                             | Material/Resources/Supports Needed                    | PD Step?               |                             |
| Principal                                                                                                                        | Walkthrough tool, Danielson Framework, coaching forms | No                     |                             |

| Anticipated Output                                                                                                                                                                                                                                                         | Monitoring/Evaluation (People, Frequency, and Method)                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All students identified for intervention based on data with documented intervention plans and progress monitoring schedules. Grade-level instructional plans adjusted based on student performance data. Increased implementation of high-quality instructional practices. | Administrative team and MTSS Team will review intervention rosters and student progress during monthly MTSS meetings and after each benchmark assessment. Principal reviews PLC agendas, meeting minutes, and instructional action plans monthly. Weekly walkthrough data reviewed with instructional staff and leadership team. |

**Action Plan For: Implement high-quality Tier I mathematics instruction aligned to Pennsylvania Academic Standards. Use MAP data to group students for targeted intervention and enrichment.**

| Measurable Goals:                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>By June 2027, increase the percentage of African American students meeting grade-level proficiency by 6 percentage points through equitable instructional practices, targeted interventions,</li> <li>By June 2027, increase the percentage of students meeting or exceeding projected growth on the MAP Math assessment from 56.6% to 61.6% through strengthened Tier I instruction and targeted interventions.</li> </ul> |

| Action Step                                                                                                               |                                                             | Anticipated Start Date | Anticipated Completion Date |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------|-----------------------------|
| Utilize MAP Math data to create flexible instructional groups and targeted interventions following each benchmark window. |                                                             | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                                      | Material/Resources/Supports Needed                          | PD Step?               |                             |
| Principal, Math Interventionists, Classroom Teachers                                                                      | MAP reports, instructional resources, intervention schedule | No                     |                             |

| Action Step                                                                                                              |                                                           | Anticipated Start Date | Anticipated Completion Date |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------|-----------------------------|
| Provide ongoing professional learning focused on evidence-based mathematics instructional practices and differentiation. |                                                           | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                                     | Material/Resources/Supports Needed                        | PD Step?               |                             |
| Principal                                                                                                                | District math curriculum resources, instructional coaches | Yes                    |                             |

| Action Step                                                                                        |                                        | Anticipated Start Date | Anticipated Completion Date |
|----------------------------------------------------------------------------------------------------|----------------------------------------|------------------------|-----------------------------|
| Conduct monthly mathematics data meetings to review student growth and adjust intervention groups. |                                        | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                               | Material/Resources/Supports Needed     | PD Step?               |                             |
| Principal                                                                                          | Student data reports, PLC meeting time | No                     |                             |

| Anticipated Output                                                                                                                                                                                                        | Monitoring/Evaluation (People, Frequency, and Method)                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students receive differentiated instruction aligned to identified skill deficits. Improved implementation of rigorous mathematics instruction. Instructional decisions consistently informed by student performance data. | Benchmark data analyzed after Fall, Winter, and Spring MAP assessments. Walkthrough data, PLC discussions, and lesson plan reviews conducted monthly. Meeting agendas, intervention adjustments, and student growth data reviewed monthly. |

**Action Plan For: Implement a Multi-Tiered System of Supports (MTSS) to identify students in need of intervention and provide timely academic support.**

|                          |
|--------------------------|
| <b>Measurable Goals:</b> |
|--------------------------|

- By June 2027, increase the percentage of African American students meeting grade-level proficiency by 6 percentage points through equitable instructional practices, targeted interventions,
- From the BOY to EOY, the average growth percentile of all students on the MAP ELA assessment will be at least the 55th percentile.
- From the BOY to EOY, the average growth percentile of all students on the MAP Math assessment will be at least the 55th percentile.
- By June 2027, increase the percentage of students meeting or exceeding projected growth on the MAP Math assessment from 56.6% to 61.6% through strengthened Tier I instruction and targeted interventions.

| Action Step                                                                                        |                                                                             | Anticipated Start Date | Anticipated Completion Date |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------|-----------------------------|
| Implement evidence-based literacy interventions with fidelity during the daily intervention block. |                                                                             | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                               | Material/Resources/Supports Needed                                          | PD Step?               |                             |
| Instructional Interventionists, Principal                                                          | 95 Percent Group materials, intervention curriculum, intervention schedules | No                     |                             |

| Action Step                                                                                               |                                                 | Anticipated Start Date | Anticipated Completion Date |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------|-----------------------------|
| Conduct monthly literacy data meetings to review intervention effectiveness and adjust student groupings. |                                                 | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                      | Material/Resources/Supports Needed              | PD Step?               |                             |
| Principal, Interventionists                                                                               | Progress monitoring data, benchmark assessments | No                     |                             |

| Action Step                                                                                      |                                                                   | Anticipated Start Date | Anticipated Completion Date |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------|-----------------------------|
| Provide professional learning on evidence-based literacy instruction and intervention practices. |                                                                   | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                             | Material/Resources/Supports Needed                                | PD Step?               |                             |
| Principal                                                                                        | District literacy specialists, professional development materials | Yes                    |                             |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--------------------|-------------------------------------------------------|
|--------------------|-------------------------------------------------------|

|                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students consistently receive targeted literacy interventions matched to identified needs. Intervention groups adjusted based on student response to instruction. Improved instructional consistency across Tier I and intervention settings. | Intervention fidelity observations and monthly progress monitoring reviews. Monthly MTSS meeting documentation and intervention records. Classroom observations, intervention fidelity checks, and teacher feedback collected throughout the year. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Action Plan For: Monitor subgroup performance through regular data analysis and adjust instructional supports accordingly.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| <ul style="list-style-type: none"> <li>By June 2027, increase the percentage of African American students meeting grade-level proficiency by 6 percentage points through equitable instructional practices, targeted interventions,</li> <li>From the BOY to EOY, the average growth percentile of all students on the MAP ELA assessment will be at least the 55th percentile.</li> <li>From the BOY to EOY, the average growth percentile of all students on the MAP Math assessment will be at least the 55th percentile.</li> <li>By June 2027, increase the percentage of students meeting or exceeding projected growth on the MAP Math assessment from 56.6% to 61.6% through strengthened Tier I instruction and targeted interventions.</li> </ul> |  |

| Action Step                                                                                                          |                                          | Anticipated Start Date | Anticipated Completion Date |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------|-----------------------------|
| Review subgroup achievement data after each benchmark assessment to identify learning gaps and adjust interventions. |                                          | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                                 | Material/Resources/Supports Needed       | PD Step?               |                             |
| Principal, MTSS Team, Coaches, Instructional Interventionists                                                        | MAP reports, subgroup reports, PSSA data | No                     |                             |

| Action Step                                                                                                            |                                                                          | Anticipated Start Date | Anticipated Completion Date |
|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------|-----------------------------|
| Provide professional learning on culturally responsive instructional practices and equitable instructional strategies. |                                                                          | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                                   | Material/Resources/Supports Needed                                       | PD Step?               |                             |
| Principal                                                                                                              | Professional learning materials, consultant or district curriculum staff | Yes                    |                             |

| Action Step                                                                                                                    |                                                      | Anticipated Start Date | Anticipated Completion Date |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------|-----------------------------|
| Increase family engagement by providing regular communication regarding academic progress and available intervention supports. |                                                      | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                                           | Material/Resources/Supports Needed                   | PD Step?               |                             |
| Principal, School Counselor, Classroom Teachers                                                                                | Parent communication platforms, conference materials | No                     |                             |

| Anticipated Output                                                                                                                                                                                       | Monitoring/Evaluation (People, Frequency, and Method)                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subgroup-specific intervention plans developed and monitored. Teachers consistently implement culturally responsive instructional strategies. Families participate in supporting student learning goals. | Monthly data meetings with leadership and intervention staff. Walkthrough observations, lesson plan reviews, teacher reflection, and coaching conversations conducted quarterly. Participation logs, communication records, and family surveys reviewed each marking period. |

**Action Plan For: Implement a consistent MTSS framework across all grade levels. Establish schoolwide data review cycles following each benchmark assessment.**

| Measurable Goals:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>By June 2027, increase the percentage of African American students meeting grade-level proficiency by 6 percentage points through equitable instructional practices, targeted interventions,</li> <li>From the BOY to EOY, the average growth percentile of all students on the MAP ELA assessment will be at least the 55th percentile.</li> <li>From the BOY to EOY, the average growth percentile of all students on the MAP Math assessment will be at least the 55th percentile.</li> <li>By June 2027, increase the percentage of students meeting or exceeding projected growth on the MAP Math assessment from 56.6% to 61.6% through strengthened Tier I instruction and targeted interventions.</li> </ul> |

| Action Step                                                                                                                               |                                                            | Anticipated Start Date | Anticipated Completion Date |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------|-----------------------------|
| Develop a consistent schoolwide intervention process including universal screening, progress monitoring, and intervention decision rules. |                                                            | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                                                      | Material/Resources/Supports Needed                         | PD Step?               |                             |
| Principal, MTSS Team                                                                                                                      | MTSS handbook, assessment calendar, intervention protocols | No                     |                             |

| Action Step                                                                                             |                                                 | Anticipated Start Date | Anticipated Completion Date |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------|-----------------------------|
| Provide instructional coaching and support to teachers implementing Tier I and intervention strategies. |                                                 | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                    | Material/Resources/Supports Needed              | PD Step?               |                             |
| Principal                                                                                               | Walkthrough tools, coaching protocols, PLC time | No                     |                             |

| Action Step                                                                                                                                       |                                                                                      | Anticipated Start Date | Anticipated Completion Date |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------|-----------------------------|
| Review intervention fidelity and student outcome data quarterly to evaluate the effectiveness of the MTSS process and make adjustments as needed. |                                                                                      | 2026-08-24             | 2027-06-03                  |
| Lead Person/Position                                                                                                                              | Material/Resources/Supports Needed                                                   | PD Step?               |                             |
| Principal, MTSS Team, Instructional Interventionists                                                                                              | Benchmark assessments, intervention fidelity checklists, progress monitoring reports | No                     |                             |

| Anticipated Output                                                                                                                                                                                                                                           | Monitoring/Evaluation (People, Frequency, and Method)                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A documented schoolwide MTSS framework implemented across all grade levels. Improved instructional consistency and intervention implementation across classrooms. Continuous improvement of intervention systems resulting in increased student achievement. | Administrative review of implementation and quarterly MTSS fidelity checks. Weekly walkthroughs, coaching logs, and monthly PLC reflections. Quarterly leadership team meetings using intervention fidelity data, student growth reports, and MTSS implementation measures. |

## 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"> <li>All</li> </ul> | Salaries for Title I Teachers | 393192 |  |
| Instruction                                  | <ul style="list-style-type: none"> <li>All</li> </ul> | Benefits for Title I Teachers | 95329  |  |
| Total Expenditures                           |                                                       |                               | 488521 |  |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy                                                                                                                                                    | Action Steps                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Implement high-quality Tier I mathematics instruction aligned to Pennsylvania Academic Standards. Use MAP data to group students for targeted intervention and enrichment. | Provide ongoing professional learning focused on evidence-based mathematics instructional practices and differentiation. |
| Implement a Multi-Tiered System of Supports (MTSS) to identify students in need of intervention and provide timely academic support.                                       | Provide professional learning on evidence-based literacy instruction and intervention practices.                         |
| Monitor subgroup performance through regular data analysis and adjust instructional supports accordingly.                                                                  | Provide professional learning on culturally responsive instructional practices and equitable instructional strategies.   |

### Professional Development Activity #1

| Action Step                                                                                                                                                                                                           |                   |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|
| <ul style="list-style-type: none"> <li>Provide ongoing professional learning focused on evidence-based mathematics instructional practices and differentiation.</li> </ul>                                            |                   |                        |
| Audience                                                                                                                                                                                                              |                   |                        |
| Grades 3–5 Classroom Teachers, Interventionists, Special Education Teachers, Building Administrators                                                                                                                  |                   |                        |
| Topics to be Included                                                                                                                                                                                                 |                   |                        |
| High-impact mathematics instructional strategies<br>Differentiated Tier I instruction<br>Small-group mathematics instruction<br>Using MAP data to inform instruction<br>Mathematical discourse and student engagement |                   |                        |
| Evidence of Learning                                                                                                                                                                                                  |                   |                        |
| Lesson plans reflecting implementation, Walkthrough observations, PLC meeting artifacts, MAP instructional grouping plans, Teacher reflections                                                                        |                   |                        |
| Lead Person/Position                                                                                                                                                                                                  | Anticipated Start | Anticipated Completion |
| Principal, Interventionists, Coach                                                                                                                                                                                    | 8/24/2026         | 6/3/2027               |

### Learning Format

| Type of Activities                                                                                                                                                                                                                                                  | Frequency |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Professional Learning Community (PLC)                                                                                                                                                                                                                               | Monthly   |
| Observation and Practice Framework Met in this Plan                                                                                                                                                                                                                 |           |
| <ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> </ul> |           |
| This Step Meets the Requirements of State Required Trainings                                                                                                                                                                                                        |           |
|                                                                                                                                                                                                                                                                     |           |

## Professional Development Activity #2

|                                                                                                                                                                  |                          |                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------|
| <b>Action Step</b>                                                                                                                                               |                          |                               |
| <ul style="list-style-type: none"> <li>Provide professional learning on evidence-based literacy instruction and intervention practices.</li> </ul>               |                          |                               |
| <b>Audience</b>                                                                                                                                                  |                          |                               |
| Classroom Teachers, Reading Specialists, Interventionists, Special Education Teachers                                                                            |                          |                               |
| <b>Topics to be Included</b>                                                                                                                                     |                          |                               |
| Structured literacy<br>Science of Reading<br>Progress monitoring<br>Intervention fidelity<br>Small-group instruction<br>Data-based instructional decision making |                          |                               |
| <b>Evidence of Learning</b>                                                                                                                                      |                          |                               |
| Classroom observations, Intervention fidelity checklists, Progress monitoring data, PLC documentation                                                            |                          |                               |
| <b>Lead Person/Position</b>                                                                                                                                      | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Principal, Interventionists, Coach                                                                                                                               | 8/24/2026                | 6/3/2027                      |

## Learning Format

|                                                                                                                                                                                                                                                                                                                                             |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Type of Activities</b>                                                                                                                                                                                                                                                                                                                   | <b>Frequency</b> |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models)                                                                                                                                                                                                                                                                    | Monthly          |
| <b>Observation and Practice Framework Met in this Plan</b>                                                                                                                                                                                                                                                                                  |                  |
| <ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> </ul> |                  |
| <b>This Step Meets the Requirements of State Required Trainings</b>                                                                                                                                                                                                                                                                         |                  |
| Language and Literacy Acquisition for All Students                                                                                                                                                                                                                                                                                          |                  |

## Professional Development Activity #3

|                                                                                                                                                                                     |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Action Step</b>                                                                                                                                                                  |  |
| <ul style="list-style-type: none"> <li>Provide professional learning on culturally responsive instructional practices and equitable instructional strategies.</li> </ul>            |  |
| <b>Audience</b>                                                                                                                                                                     |  |
| All Certified Staff                                                                                                                                                                 |  |
| <b>Topics to be Included</b>                                                                                                                                                        |  |
| Culturally responsive teaching<br>Equitable instructional practices<br>Student engagement<br>Relationship building<br>Implicit bias awareness<br>High expectations for all learners |  |
| <b>Evidence of Learning</b>                                                                                                                                                         |  |
| Classroom walkthroughs, Lesson plan reviews, Teacher reflections, Student engagement observations                                                                                   |  |

| Lead Person/Position                         | Anticipated Start | Anticipated Completion |
|----------------------------------------------|-------------------|------------------------|
| Principal/Coach/Interventionists/ELD Teacher | 8/24/2026         | 6/3/2027               |

### Learning Format

| Type of Activities                                                                                                                                                                                                                                                                                                                                                                            | Frequency |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Workshop(s)                                                                                                                                                                                                                                                                                                                                                                                   | Quarterly |
| <b>Observation and Practice Framework Met in this Plan</b>                                                                                                                                                                                                                                                                                                                                    |           |
| <ul style="list-style-type: none"> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 2a: Creating an Environment of Respect and Rapport</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3a: Communicating with Students</li> <li>• 4a: Reflecting on Teaching</li> <li>• 4c: Communicating with Families</li> <li>• 4e: Growing and Developing Professionally</li> </ul> |           |
| <b>This Step Meets the Requirements of State Required Trainings</b>                                                                                                                                                                                                                                                                                                                           |           |
|                                                                                                                                                                                                                                                                                                                                                                                               |           |