Wyoming Area Kindergarten Ctr

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
School District		118409203
Address 1		
252 Memorial St		
Address 2		
City	**State**	**Zip Code**
Exeter	PA	18643
Chief School Administrator		**Chief School Administrator Email**
Dr Jon W Pollard		jpollard@wyomingarea.org
Principal Name		
David Pacchioni		
Principal Email		
dpacchioni@wyomingarea.org		
Principal Phone Number		**Principal Extension**
570-655-2146		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Deanna Mennig		dmennig@liu18.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Pacchioni	Curriculum Director	Wyoming area	dpacchioni@wyomingarea.org
Dr. Jon Pollard	Chief School Administrator	Wyoming Area	jpollard@wyomingarea.org
Carol Tabit	Teacher	Kindergarten Center Reading Specialist	ctabit@wyomingarea.org
Carolyn Flickinger	Teacher	Primary Center Reading Specialist	cflickinger@wyomingarea.org
Judy Cefalo	Teacher	Primary Center 3rd Grade	jcefalo@wyomingarea.org
William Wright	Principal	Primary Center	wwright@wyomingarea.org
Crystal Smith	Parent	Kindergarten Center	crystal.smith0725@gmail.com
Kirby Kunkle	Board Member	School Board Member	kkunkle@wyomingarea.org
Jennifer Judge	Teacher	Primary Center 1st Grade Reading Specialist	jjudge@wyomingarea.org
Nicole Gilligan	Parent	PAC committee member	ngilligan@benco.com
Stephanie Acernese	Parent	PAC committee member	sarcernes@gmail.com
Kristen Hazlet	Parent	PAC committee member	kristen.hazlet@gmail.com
Mindy Stevens	Community Member	Business Owner	mindy.stevens@ymail.com

Vision for Learning

Vision for Learning

Our Schoolwide Vision for Learning includes Increasing Parent and Family Engagement support to increased Student Attendance; Increasing Teacher knowledge and support on Structured Literacy to increase Dibels Benchmark scores; Increasing teacher knowledge and support on using MTSS to increase IXL Reading and Math Diagnostic scores, while providing personalized, blended, learning environments.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	**False** 1	**False** 2	**False** 3	**False** 4	**False** 5	**False** 6
False 7	**False** 8	**False** 9	**False** 10	**False** 11	**False** 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
no data	

Challenges

Indicator	Comments/Notable Observations
Regular Attendance for All Student Group Did Not Meet Performance Standard (2022-23)	All Student Group: 57.7% Statewide Average: 78.1% The K Center attendance did go up from the previous school year.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator N/A **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** There were no strengths indicated on the Future Ready Index Summary for Kindergarten school attendance.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator	**Comments/Notable Observations**

ESSA Student Subgroups	

Challenges

Indicator Regular Attendance: Students who fell into the category of White, economically disadvantages, and student with disabilities did not meet the requirement for Regular Attendance. **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** White: 60.9 which is up from the previous year of 57.9%. Economically Disadvantaged: 45.2% which is up from the previous year of 29.7% Students with Disabilities: 58.6% which is up from the previous year of 50%
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

n/a
n/a

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Regular Attendance All Student Group Did Not Meet Performance Standard Percent of Students with Regular Attendance All Student Group: 52.2% Statewide Average: 73.9% Statewide Performance Standard 94.1%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
i-Ready Reading Diagnostics (2024-25) Diagnostic	2024-25: Second Diagnostic Reading: 49% (52 Students) Mid or Above Grade Level, 35% (37 students) Early on Grade Level, 17% (18 students) One Grade Level Below. First Diagnostic Reading: 7% (7 Students) Mid or Above Grade Level, 22% (24 Students) Early on Grade Level, 71% (76 Students) One Grade Level Below
Dibels 8th Edition (2024-25) Benchmark Data	End of Year Benchmark: 83% of students were Core and Core Support Mid-Year Benchmark: 71% of students were Core and Core Support Beginning Benchmark: 18% of students were Core and Core Support

English Language Arts Summary

Strengths

At the end of 2024-25 School Year the Kindergarten Center had 83% of students benchmark on the Dibels 8th Edition Assessment. This was the same percentage as the 2023-24 school year.
At the end of the 2024-25 School Year the Kindergarten Centers i-Ready Reading Scores went up 55% (29%-84%) for being Mid or Above to Early on grade level. During the 2023-24 school year, the Kindergarten students reached 78% being Mid or Above to Early on Grade Level. That's an increase of 6%.

Challenges

Only 49% of the students have achieved Mid or Above Grade Level on the i-Ready Reading Diagnostic.

Mathematics

Data	Comments/Notable Observations
i-Ready Mathematics Diagnostic (2024-25)	202-24: Second Diagnostic Math: 36% (40 Students) Mid or Above Grade Level, 22% (25 Students) Early on Grade Level, 42% (47 Students) One grade Level Below. First Diagnostic Math: 15% (18 Students) Mid or Above Grade Level, 21% (24 Students) Early on Grade Level, 643% (70 Students) One grade Level Below.
i-Ready Mathematics Diagnostic (2024-25)	2024-25: Second Diagnostic Math: 45% (42 Students) Mid or Above Grade Level, 21% (20 Students) Early on Grade Level, 34% (32 Students) One grade Level Below. First Diagnostic Math: 15% (14 Students) Mid or Above Grade Level, 16% (15 Students) Early on Grade Level, 69% (65 Students) One grade Level Below.

Mathematics Summary

Strengths

At the end of the 2024-25 School Year the Kindergarten Centers i-Ready Mathematics Scores went up 35% (31%-66%) for being Mid or Above to Early on grade level. During the 2023-24 school year, the Kindergarten students reached 58% being Mid or Above to Early on Grade Level. That's an increase of 8%.

Challenges

Only 45% of the students have achieved Mid or Above Grade Level status on the i-Ready Mathematics Diagnostic.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
n/a	N/A

Science, Technology, and Engineering Education Summary

Strengths

n/a

Challenges

n/a

Related Academics

Career Readiness

Data	Comments/Notable Observations
All Kindergarten students complete two career artifacts for the 2024-25 school year.	The two artifacts were uploaded into the Overgrad software program.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

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

n/a

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.

n/a

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

n/a

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.

n/a

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

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	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

The Kindergarten Center began to implement data team meetings throughout the 2024-25 school year to review student achievement and growth data on the Dibels 8th Edition Benchmark and i-Ready Diagnostics. This process will continue for the 2025-26 school year with the assistance and guidance of the IU18.

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?

During the 2025-26 school year, implementation of a new Reading series will be at the forefront of curriculum alignment (Wonders 2023).

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
n/a	False
n/a	False
At the end of 2024-25 School Year the Kindergarten Center had 83% of students benchmark on the Dibels 8th Edition Assessment. This was the same percentage as the 2023-24 school year.	True
At the end of the 2024-25 School Year the Kindergarten Centers i-Ready Reading Scores went up 55% (29%-84%) for being Mid or Above to Early on grade level. During the 2023-24 school year, the Kindergarten students reached 78% being Mid or Above to Early on Grade Level. That's an increase of 6%.	False
n/a	False
The Kindergarten Center began to implement data team meetings throughout the 2024-25 school year to review student achievement and growth data on the Dibels 8th Edition Benchmark and i-Ready Diagnostics. This process will continue for the 2025-26 school year with the assistance and guidance of the IU18.	True
At the end of the 2024-25 School Year the Kindergarten Centers i-Ready Mathematics Scores went up 35% (31%-66%) for being Mid or Above to Early on grade level. During the 2023-24 school year, the Kindergarten students reached 58% being Mid or Above to Early on Grade Level. That's an increase of 8%.	False
n/a	False
n/a	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Regular Attendance All Student Group Did Not Meet Performance Standard Percent of Students with Regular Attendance All Student Group: 52.2% Statewide Average: 73.9% Statewide Performance Standard 94.1%	True
Only 49% of the students have achieved Mid or Above Grade Level on the i-Ready Reading Diagnostic.	True
Only 45% of the students have achieved Mid or Above Grade Level status on the i-Ready Mathematics Diagnostic.	True
n/a	False
n/a	False

n/a	False
During the 2025-26 school year, implementation of a new Reading series will be at the forefront of curriculum alignment (Wonders 2023).	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The Kindergarten Center is progressing positively, with stable leadership in place and a growing focus on making effective, data-driven decisions based on student performance.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
Regular Attendance All Student Group Did Not Meet Performance Standard Percent of Students with Regular Attendance All Student Group: 52.2% Statewide Average: 73.9% Statewide Performance Standard 94.1%	Attendance will be consistently monitored and strictly enforced, with a strong emphasis on family engagement. School-Wide Positive Behavior activities will be tailored to address the specific needs of students with attendance challenges, in partnership with their families.	True
Only 45% of the students have achieved Mid or Above Grade Level status on the i-Ready Mathematics Diagnostic.	With the purchase of chromebooks to outsource the entire Kindergaten Center for 1-1, we can now have daily access to the i-Ready Personalized pathway for mathematics.	False
Only 49% of the students have achieved Mid or Above Grade Level on the i-Ready Reading Diagnostic.	A data team was developed to review, analyze, and make decisions on curriculum and instructional needs.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
At the end of 2024-25 School Year the Kindergarten Center had 83% of students benchmark on the Dibels 8th Edition Assessment. This was the same percentage as the 2023-24 school year.	
The Kindergarten Center began to implement data team meetings throughout the 2024-25 school year to review student achievement and growth data on the Dibels 8th Edition Benchmark and i-Ready Diagnostics. This process will continue for the 2025-26 school year with the assistance and guidance of the IU18.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To increase regular student attendance from the previous year.
	To increase IXL Diagnostic scores of students achieving Early on Grade Level or Above status from the previous year.

Goal Setting

Priority: To increase IXL Diagnostic scores of students achieving Early on Grade Level or Above status from the previous year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Seventy-five percent of students will demonstrate a minimum growth of 100 points—equivalent to one year of academic progress—on the IXL Level Up Diagnostic assessment over the course of the 2025–2026 school year.			
Measurable Goal Nickname (35 Character Max)			
Kindergarten ELA Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administer beginning of the year IXL Diagnostic Test	Convene as a data team to analyze results and develop a targeted action plan to improve performance on the next assessment.	Administer the mid-year IXL Diagnostic Assessment with the goal of a 15% increase in overall student performance from the BOY.	Administer the end-year IXL Diagnostic Assessment with the goal of 75% of students demonstrating a minimum growth of 100 points

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase the overall percentage of students that score core support or core^ support on Dibels 8th Edition Universal Screener to 82% through the 2025-26 school year.			
Measurable Goal Nickname (35 Character Max)			
Kindergarten Dibels Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Administer beginning of the year Dibels 8th Edition Benchmark	Convene as a data team to analyze results and develop a targeted action plan to improve performance on the next assessment.	Administer Mid-Year Dibels 8th Edition Benchmark. Goal is to have a 10% increase in overall performance from the BOY.	Administer the end-year Dibels 8th Edition Benchmark. Goal is to achieve an overall percentage of students that score Core Support or Core^ Support to 82% by the EOY Benchmark.

Priority: To increase regular student attendance from the previous year.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
Increase overall student attendance by 8% throughout the 2025-26 school year from the previous school year (2024-25). Student Regular Attendance increase from from 52.2 (21-22) to 57.7% (22-23) in the Future Ready Index.
Measurable Goal Nickname (35 Character Max)

Kindergarten Attendance Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Hold a meeting with students, parents, and families that includes a presentation on the importance of consistent student attendance and its impact on academic success.	Monitor student attendance on a weekly basis, send attendance letters as needed, and schedule SAIP meetings when appropriate to address ongoing concerns.	Conduct weekly reviews of student attendance, continue sending attendance letters, hold SAIP meetings as needed, conduct truancy hearings when required, and consistently monitor student progress.	By the end of the fourth marking period, Increase overall student attendance by 8% throughout the 2025-26 school year from the previous school year (2024-25)

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Parent and family attendance will increase by 5% at Title I School-Wide Parent and Family Engagement events throughout the 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Host a Parent and Family Engagement Event in October and collect baseline data on attendance to inform future engagement efforts.	Review data with the Parent Advisory Committee and collaborate on strategies to enhance parent and family attendance at future events.	Host a Parent and Family Engagement Event in January or February. Collect attendance data and review with PAC team to make informed decisions for future engagement efforts.	Host end of year Community Event. Collect attendance data and review with PAC team to make informed decisions for the next school year.

Action Plan

Measurable Goals

Kindergarten Attendance Goal	Kindergarten ELA Goal
Kindergarten Dibels Goal	Parent and Family Engagement

Action Plan For: Coordinated Evidence-Based Student Supports for Learning

Measurable Goals:
• Increase overall student attendance by 8% throughout the 2025-26 school year from the previous school year (2024-25). Student Regular Attendance increase from from 52.2 (21-22) to 57.7% (22-23) in the Future Ready Index. • Parent and family attendance will increase by 5% at Title I School-Wide Parent and Family Engagement events throughout the 2025-2026 school year.

Action Step		**Anticipated Start/Completion Date**	
Develop and implement a coordinated, tiered support plan to ensure all students can access, engage in, and make meaningful progress within the school setting, while actively collaborating with families to support each child's academic and social-emotional needs.		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principals, Teachers, Guidance Counselors, Social Workers, Special Education Director, Board Certified Behavior Analyst.	1. MTSS Framework a. Child Study Team b. Social Worker(s) c. Positive Behavior instructional resources (BCBA) 2. Training in Trauma Informed Practices. 3. Community partners and related services.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
1. Increased student academic engagement. 2. Positive student perception of the school experience. 3. Reduced discipline referrals. 4. Improved student attendance.	Principals will conduct classroom observations (walkthroughs) on a quarterly, semesterly, or yearly basis, as appropriate. They will also review student attendance and discipline referral data on a weekly or bi-weekly schedule to monitor trends and inform decision-making.

Action Plan For: Elevation of Student Achievement in English Language Arts

Measurable Goals:
• Seventy-five percent of students will demonstrate a minimum growth of 100 points—equivalent to one year of academic progress—on the IXL Level Up Diagnostic assessment over the course of the 2025–2026 school year.

• Increase the overall percentage of students that score core support or core^ support on Dibels 8th Edition Universal Screener to 82% through the 2025-26 school year.

Action Step		**Anticipated Start/Completion Date**	
The Kindergarten Center will align with the District's focused commitment to literacy by enhancing instructional rigor and developing a more cohesive approach to teaching. Success will be measured using the DIBELS 8th Edition assessment, with a goal of increasing the overall percentage of students meeting benchmark score at 82%. Additionally, progress will be tracked through the IXL Reading Diagnostic, aiming for a 75% of the students making 100 point gains on their end of year benchmark during the 2025–26 school year.		2025-08-25	2026-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal, Teachers, Staff	1. Implementation of new Wonders 2023 Reading Series. 2. UFLI Phonics Program. 3. LinkIT Data Warehousing Service. 4. Chromebooks. 5. IXL 6. Professional development needed in how to utilize specific tools in software.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
To increase achievement scores from the beginning to the end of the year on the Dibels 8th Edition Benchmark and IXL Reading Diagnostic	Data team, Teachers, Diagnostic taken three times per year, personalized learning pathway used weekly (20 minutes), through IXL computer software program.

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	
Carryover Funds	• Elevation of Student Achievement in English Language Arts	Materials	45000	
Equipment	• Elevation of Student Achievement in English Language Arts	Materials	25000	
Instruction	• Elevation of Student Achievement in English Language Arts	Title I Reading Specialist (Salary/Benefits)	125000	
Other Expenditures	• Coordinated Evidence-Based Student Supports for Learning	BCBA/BHT Salary	100000	
Total Expenditures				295000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Coordinated Evidence-Based Student Supports for Learning	Develop and implement a coordinated, tiered support plan to ensure all students can access, engage in, and make meaningful progress within the school setting, while actively collaborating with families to support each child's academic and social-emotional needs.
Elevation of Student Achievement in English Language Arts	The Kindergarten Center will align with the District's focused commitment to literacy by enhancing instructional rigor and developing a more cohesive approach to teaching. Success will be measured using the DIBELS 8th Edition assessment, with a goal of increasing the overall percentage of students meeting benchmark score at 82%. Additionally, progress will be tracked through the IXL Reading Diagnostic, aiming for a 75% of the students making 100 point gains on their end of year benchmark during the 2025–26 school year.

Increase ELA Achievement Scores

Action Step		
• The Kindergarten Center will align with the District's focused commitment to literacy by enhancing instructional rigor and developing a more cohesive approach to teaching. Success will be measured using the DIBELS 8th Edition assessment, with a goal of increasing the overall percentage of students meeting benchmark score at 82%. Additionally, progress will be tracked through the IXL Reading Diagnostic, aiming for a 75% of the students making 100 point gains on their end of year benchmark during the 2025–26 school year.		
Audience		
Kindergarten Faculty, Reading Specialist, Special Education Teachers, ESL Teachers, Administrators, Kindergarten paraprofessionals/pcas		
Topics to be Included		
Explicit Instruction, Fidelity of program.		
Evidence of Learning		
Through universal screeners/diagnostics/interventions, the data team will be able to assist teachers with evidenced based teaching strategies to assist increase attendance and student achievement in ELA and Mathematics.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Principals/IU18 consultant/Wonders Reading Series Trainers/BCBA	2025-08-25	2026-06-05

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	WASD administration will work with the IU18 (Structured Literacy), Wonders Reading Series Trainers, IXL trainers, LinkIT trainers, and school's BCBA to develop a professional development schedule for the 2025-26 school year. Building Principal will coordinate with these trainers on specific in-service days.
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning • 3b: Using Questioning and Discussion Techniques	

• 2d: Managing Student Behavior • 3d: Using Assessment in Instruction
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Approvals & Signatures

Uploaded Files

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