Frazier El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
School District		101262903
Address 1		
142 Constitution St		
Address 2		
City	**State**	**Zip Code**
Perryopolis	PA	15473
Chief School Administrator		**Chief School Administrator Email**
Mr Michael Turek		mturek@fraziersd.org
Principal Name		
Mrs. Amanda law		
Principal Email		
alaw@fraziersd.org		
Principal Phone Number		**Principal Extension**
724 736-9507		109
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Anne Stillwagon		astillwagon@fraziersd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mrs. Amanda Law	Principal	Frazier School District	alaw@fraziersd.org
Dr. Anne Stillwagon	Federal Programs Coordinator	Frazier School District	astillwagon@fraziersd.org
Mrs. Susan Guiser	Elementary School Teacher	Frazier School District	sguiser@fraziersd.org
Mrs. Joan Kopacko	Instructional Technology	Frazier School District	jkopacko@fraziersd.org
Mrs. Romanee Yandura	Parent	Frazier School District	ryandura@fraziersd.org
Mrs. Ashley Zocco	Special Ed. Teacher	Frazier School District	azocco@fraziersd.org
Mrs. Deena Peffer	Elementary School Teacher	Frazier School District	dpeffer@fraziersd.org
Mrs. Leigh Ann Morsey	Elementary School Teacher	Frazier School District	lmorsey@fraziersd.org
Mr. Thomas Shetterly	School Board Member	Intermediate Unit	tshetterly@gmail.com
Ms. Ericka Thomas	Community Member	Head Start of Fayette County	ethomas@privateindustrycouncil.com
Mrs. Lynnette Kurutz	Parent	Frazier School District	
Mr. Michael Turek	Chief School Administrator	Frazier School District	mturek@fraziersd.org
Mrs. Carmella Rowe	Paraprofessional	Frazier School District	crowe@fraziersd.org
Mr. Doug Clingan	Board Member	Frazier School District	doug.clingan@fraziersd.org

Vision for Learning

Vision for Learning

The Frazier School District is committed to providing students with an academically rigorous curriculum while developing deeper learning competencies in all students. Frazier sets high expectations in support of students' efforts to strive to achieve academically and in the acquisition of the skills necessary for life success.

Future Ready PA Index

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

True K	**True** 1	**True** 2	**True** 3	**True** 4	**True** 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
English Language Arts	60.4 % of students are Proficient/Advanced in the area of ELA. A focus in the elementary has been to build foundational skills in ELA through improvements in programing by adding supplemental programs in grades K-5. We need to continue to provide this foundational programming based on screening data.
Science	100% of students are Proficient / Advanced and 83% of all student groups have met the 2033 Statewide goal.

Challenges

Indicator	Comments/Notable Observations
Mathematics	39.4% of students are Proficient/Advanced in the area of mathematics.
Mathematics	We are 1.1 % above the Statewide Average of 38.3%.

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

Strengths

Indicator Science/Biology We are above the statewide 2030 goal of 83%. **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** This data is based on the 2022-2023 data available in the Future Ready Index.
Indicator We are above the statewide average of 75.4% with our ELA average of 86.0% with our academic growth. **ESSA Student Subgroups** White, Economically Disadvantaged	**Comments/Notable Observations** This data is based on the 2022-2023 data available in the Future Ready Index.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator 39.4 % of students are proficient or advanced in the area of mathematics. We are 1.1% above the statewide average of 38.3 % advanced or proficient in Mathematics. **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** 60.6 % of students are not proficient or advanced in Mathematics.
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.

60.4 % of students are Proficient/Advanced in the area of ELA. A focus in the elementary has been to build foundational skills in ELA through improvements in programing by adding supplemental programs in grades K-5. We need to continue to provide this foundational programming based on screening data.
100% of students are Proficient / Advanced in Science and 83% of all student groups have met the 2033 Statewide goal.

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.

39.4 % of students are proficient or advanced in the area of mathematics. We are 1.1% above the statewide average of 38.3% advanced or proficient in Mathematics.
In the group of economically disadvantaged 30.8 % are advanced or proficient in Mathematics.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	Notable growth in composite scores can be observed when comparing benchmark scores for BOY, MOY and EOY in Kindergarten through grade 5.

English Language Arts Summary

Strengths

We are continuing to make improvements to our supplemental programming now that all grade levels have been phased in. These improvements include improving our fidelity of the programming that supports foundational skills at all grade levels through our RTII model.
A focus in grades K-5 has been to build foundational skills in ELA through curriculum improvements, professional development, and development of our RTII. Each year we have built upon the previous year and added another grade level. Last year we added grade 5, so the supplemental programming is complete in all of the grade levels for providing grade level foundational skills in ELA.

Challenges

Continued efforts to improve academic achievement in Mathematics through professional development and consistency in programing would impact our progress in achieving our goals.
We need to continue our efforts to improve academic achievement in Mathematics through providing interventions for mathematics in grades K-5. improving our programming in all grades would impact our progress and move us toward achieving our targets.

Mathematics

Data	Comments/Notable Observations
DIBELS Math	Growth will be measured using the composite scores for DIBLES Math by comparing benchmark scores for BOY, MOY and EOY in kindergarten through grade 5.

Mathematics Summary

Strengths

Providing a consistent approach for mathematics interventions beginning at the start of the school year implementing a supplemental math intervention program that was started last year.
Schoolwide alignment of the district math curriculum.

Challenges

The framework used to revise interventions for ELA can be used as a foundation for building an approach for mathematics interventions.
Continued efforts to improve academic achievement in mathematics through improving our consistency in our supplemental mathematics intervention programming would impact our progress in achieving targets.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	PSSA data will be used to determine effectiveness of our Science programming.

Science, Technology, and Engineering Education Summary

Strengths

The growth measure for grade 4 Science indicates significant evidence that our school has exceeded the standard for PA Academic Growth for the last four years.

Challenges

Future progress is to maintain efforts to support Science in grade 4.
Efforts to improve a positive school culture would impact our academic achievement.
Continued support for updated technology and programs is necessary.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	In the all student groups measure for the Career Standards benchmark, 97.5% of students have met the targets for this standard.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

We currently have 97.5% of our students meeting the benchmark for our Career Standards Benchmark.
We have opportunities for students to expand their knowledge of various career paths in grades 2-5.

Challenges

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

We need to continue to meet or exceed our progress toward the Career Standards Benchmarks.

Continuous efforts to maintain updated technology is a need in meeting these standards.

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

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

Data	Comments/Notable Observations
The Future Ready PA Index indicates 46.2% of students were proficient or advanced in English/Language Arts in the economically disadvantaged subgroup.	We operate a schoolwide Title 1 program. All students receive Title 1 services in our RTI Model.
The Future Ready PA Index indicates 30.8% of students were proficient or advanced in Mathematics/Algebra 1 in the economically disadvantaged subgroup.	We operate a schoolwide Title 1 program and have piloted a math intervention program for grades K-5. Next year the math intervention program will be implemented at the beginning of the year by classroom teachers.

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.

Frazier Elementary has been focusing on improving foundational skills in ELA through improvements in programming in the spanning grades K-4.
Frazier Elementary has been focusing on improving foundational skills in ELA through curriculum improvements and professional development in the intermediate grades.

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.

Challenges include continuing to unify the ELA curriculum throughout the elementary school.
We need to continue our development for math intervention efforts.
We need to further develop the fidelity of our supplemental reading programs with professional development provided as needed.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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	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?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *
Alignment of curricular materials and lesson plans to the PA Standards.
Implement a multi tiered system of support for academics and behavior.

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?

Continue to develop an evidence-based system of schoolwide positive behavior interventions and supports *
Continue to build upon the multi-tiered system of supports for academics and behavior *
Use multiple professional learning designs to support the learning needs of staff.

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
100% of students are Proficient / Advanced in Science and 83% of all student groups have met the 2033 Statewide goal.	True
60.4 % of students are Proficient/Advanced in the area of ELA. A focus in the elementary has been to build foundational skills in ELA through improvements in programing by adding supplemental programs in grades K-5. We need to continue to provide this foundational programming based on screening data.	False
We are continuing to make improvements to our supplemental programming now that all grade levels have been phased in. These improvements include improving our fidelity of the programming that supports foundational skills at all grade levels through our RTII model.	False
A focus in grades K-5 has been to build foundational skills in ELA through curriculum improvements, professional development, and development of our RTII. Each year we have built upon the previous year and added another grade level. Last year we added grade 5, so the supplemental programming is complete in all of the grade levels for providing grade level foundational skills in ELA.	True
Providing a consistent approach for mathematics interventions beginning at the start of the school year implementing a supplemental math intervention program that was started last year.	True
Schoolwide alignment of the district math curriculum.	True
The growth measure for grade 4 Science indicates significant evidence that our school has exceeded the standard for PA Academic Growth for the last four years.	False
Frazier Elementary has been focusing on improving foundational skills in ELA through improvements in programming in the spanning grades K-4.	False
Frazier Elementary has been focusing on improving foundational skills in ELA through curriculum improvements and professional development in the intermediate grades.	True
Implement a multi tiered system of support for academics and behavior.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	True
We currently have 97.5% of our students meeting the benchmark for our Career Standards Benchmark.	False
We have opportunities for students to expand their knowledge of various career paths in grades 2-5.	False
Alignment of curricular materials and lesson plans to the PA Standards.	True

Challenges

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

Strength	Check for Consideration in Plan
39.4 % of students are proficient or advanced in the area of mathematics. We are 1.1% above the statewide average of 38.3% advanced or proficient in Mathematics.	True
In the group of economically disadvantaged 30.8 % are advanced or proficient in Mathematics.	True
Continued efforts to improve academic achievement in Mathematics through professional development and consistency in programing would impact our progress in achieving our goals.	False
We need to continue our efforts to improve academic achievement in Mathematics through providing interventions for mathematics in grades K-5. improving our programming in all grades would impact our progress and move us toward achieving our targets.	True
The framework used to revise interventions for ELA can be used as a foundation for building an approach for mathematics interventions.	False
Continued efforts to improve academic achievement in mathematics through improving our consistency in our supplemental mathematics intervention programming would impact our progress in achieving targets.	True
Future progress is to maintain efforts to support Science in grade 4.	False
We need to continue to meet or exceed our progress toward the Career Standards Benchmarks.	False
Continuous efforts to maintain updated technology is a need in meeting these standards.	False
Continue to develop an evidence-based system of schoolwide positive behavior interventions and supports *	True
Continue to build upon the multi-tiered system of supports for academics and behavior *	False
Use multiple professional learning designs to support the learning needs of staff.	False
Efforts to improve a positive school culture would impact our academic achievement.	False
Continued support for updated technology and programs is necessary.	False
Challenges include continuing to unify the ELA curriculum throughout the elementary school.	False
We need to further develop the fidelity of our supplemental reading programs with professional development provided as needed.	True
We need to continue our development for math intervention efforts.	True

Most Notable Observations/Patterns

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

A concentration of improving basic foundational skills in ELA has been a focus over the last few years. This has been accomplished by improving our programming in our RTII model to include evidence based programs and instructional strategies in grades K-5. We have redesigned our delivery of services with

supplemental programs and skill grouping in all grades. Additionally, curriculum alignment and professional development have played a key role. as we progress fidelity of the implementation of these programs is a priority with professional development on an as needed basis. Last year we trained teacher to provide a math intervention program for students. After piloting the program this year, the full implementation of the intervention program with fidelity for mathematics in grades K-5 is a challenge to be addressed in our comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
39.4 % of students are proficient or advanced in the area of mathematics. We are 1.1% above the statewide average of 38.3% advanced or proficient in Mathematics.		True
In the group of economically disadvantaged 30.8 % are advanced or proficient in Mathematics.		False
Continued efforts to improve academic achievement in mathematics through improving our consistency in our supplemental mathematics intervention programming would impact our progress in achieving targets.		False
Continue to develop an evidence-based system of schoolwide positive behavior interventions and supports *	We continue to work on establishing PBIS program for Grades K-5.	False
We need to continue our efforts to improve academic achievement in Mathematics through providing interventions for mathematics in grades K-5. improving our programming in all grades would impact our progress and move us toward achieving our targets.		False
We need to further develop the fidelity of our supplemental reading programs with professional development provided as needed.		True
We need to continue our development for math intervention efforts.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
A focus in grades K-5 has been to build foundational skills in ELA through curriculum improvements, professional development, and development of our RTII. Each year we have built upon the previous year and added another grade level. Last year we added grade 5, so the supplemental programming is complete in all of the grade levels for providing grade level foundational skills in ELA.	
Frazier Elementary has been focusing on improving foundational skills in ELA through curriculum improvements and professional development in the intermediate grades.	
100% of students are Proficient / Advanced in Science and 83% of all student groups have met the 2033 Statewide goal.	
Implement a multi tiered system of support for academics and behavior.	
Providing a consistent approach for mathematics interventions beginning at the start of the school year implementing a supplemental math intervention program that was started last year.	
Schoolwide alignment of the district math curriculum.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	
Alignment of curricular materials and lesson plans to the PA Standards.	Curriculum alignment and discussions to

	address areas of weakness have been a focus for our elementary school.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we implement a mathematics intervention program to supplement our core mathematics curriculum then we will be able to increase the foundational math skills of our students.
	If the fidelity of our supplemental reading programs is more fully followed then the consistency of the programming and exposure to researched based strategies would be enhanced. Then, the results of this increase in exposure to the researched based strategies could be analyzed to determine the effectiveness of student learning.

Goal Setting

Priority: If we implement a mathematics intervention program to supplement our core mathematics curriculum then we will be able to increase the foundational math skills of our students.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students in the elementary who are receiving math interventions implemented with fidelity of the program will increase their composite scores by 10 % when comparing measures from BOY to EOY on their DIBELS Math screeners. This goal continues the work of last year's math team to determine a plan for mathematics intervention programming for all students in the elementary by the end of the fourth quarter. Results will be based on data obtained through our universal screening tool for BOY, MOY and EOY.			
Measurable Goal Nickname (35 Character Max)			
Foundational Math skills			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
At the beginning of the year we will gather the baseline data using our universal screener in all grade levels. The results will be shared with the teachers and the math interventions will begin. We will also offer coaching sessions to support the use and fidelity of the math interventions.	The MOY data will be gathered and shared with the teachers. Math interventions will be adjusted as needed.	During this time the fidelity of the math interventions will be assessed.	The EOY data will be gathered and shared with the teachers. The data will be analyzed to determine new goals for math interventions in the following year.

Priority: If the fidelity of our supplemental reading programs is more fully followed then the consistency of the programming and exposure to researched based strategies would be enhanced. Then, the results of this increase in exposure to the researched based strategies could be analyzed to determine the effectiveness of student learning.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Students in the elementary who are receiving reading interventions implemented with fidelity of the programing through our RTII model for intervention across all tiers will increase their composite scores by 10% when comparing measures from the BOY to EOY on their DIBELS reading screeners. Data gathered throughout the year will be used to evaluate the flexibility of programming and further development.			
Measurable Goal Nickname (35 Character Max)			
Foundational Reading Skills			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Screen students for BOY baseline data. Offer refresher professional development to teachers for programming used in Tier Time.	K-5 Staff will implement programming. Fidelity checks will be conducted via self-assessment. Data will be monitored on student progress.	K-5 Staff will implement programming. Fidelity checks will be conducted by principal. Data will be monitored on student progress.	Conduct EOY testing. Staff will compare results from 2024 to determine growth between school years.

Action Plan

Measurable Goals

Foundational Math skills	Foundational Reading Skills

Action Plan For: RTI/MTSS model of interventions

Measurable Goals:
• Students in the elementary who are receiving math interventions implemented with fidelity of the program will increase their composite scores by 10 % when comparing measures from BOY to EOY on their DIBELS Math screeners. This goal continues the work of last year's math team to determine a plan for mathematics intervention programming for all students in the elementary by the end of the fourth quarter. Results will be based on data obtained through our universal screening tool for BOY, MOY and EOY.

Action Step		**Anticipated Start/Completion Date**	
Implement the Math Intervention program with fidelity in all grade levels K-5.		2024-09-09	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Amanda Law/Principal Dr. Anne Stillwagon/Federal Programs Coordinator	Universal Math Screener/DIBELS Math Math Intervention program	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
The anticipated output is to increase our composite math scores in all grade levels by providing a math intervention program that we began last year.	Administration and lead teachers will monitor and evaluate the effectiveness of the plan by reviewing the benchmark scores at the BOY, MOY and EOY and will be noted in the schoolwide plan in this portal.

Action Plan For: RTI/MTSS Model of Interventions

Measurable Goals:
• Students in the elementary who are receiving reading interventions implemented with fidelity of the programing through our RTII model for intervention across all tiers will increase their composite scores by 10% when comparing measures from the BOY to EOY on their DIBELS reading screeners. Data gathered throughout the year will be used to evaluate the flexibility of programming and further development.

Action Step	**Anticipated Start/Completion Date**	
Implement the Reading Intervention programs with fidelity in all grade levels K-5.	2024-09-09	2025-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mrs. Amanda Law/Principal Dr. Anne Stillwagon/Federal Programs Coordinator	Universal Reading screener/DIBELS reading Reading intervention programs	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated output is to increase our composite math scores in all grade levels by providing reading intervention programs.	Administration and lead teachers will monitor and evaluate the effectiveness of the plan by reviewing the benchmark scores at the BOY, MOY and EOY and will be noted in the schoolwide plan in this portal.

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	• RTI/MTSS model of interventions	Salaries for two Title 1 teachers	174900	
Instruction	• RTI/MTSS model of interventions	Benefits for two Title 1 teachers	75945	
Total Expenditures				250845

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
RTI/MTSS model of interventions	Implement the Math Intervention program with fidelity in all grade levels K-5.

PALS Math Coaching

Action Step		
• Implement the Math Intervention program with fidelity in all grade levels K-5.		
Audience		
Teachers in Grades K-5		
Topics to be Included		
PALS Math review		
Evidence of Learning		
Fidelity Checks/Data Meetings		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mrs. Amanda Law/Principal Dr. Anne Stillwagon/Federal Programs Coordinator	2024-09-02	2024-11-25

Learning Format

Type of Activities	Frequency
Workshop(s)	10 hours as determined by needs
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	**Date**
Michael V. Turek	2024-08-06
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**