



## Profile and Plan Essentials

<b>School</b>		AUN/Branch
School District		101262903
<b>Address 1</b>		
142 Constitution St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Perryopolis	PA	15473
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mr Michael Turek		mturek@fraziersd.org
<b>Principal Name</b>		
Dr. Anne Stillwagon		
<b>Principal Email</b>		
astillwagon@fraziersd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
724 736-9507		108
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mrs. Susan Guiser	Elementary School Teacher	Frazier School District	sguiser@fraziersd.org
Mrs. Joan Kopacko	Instructional Technology	Frazier School District	jkopacko@fraziersd.org
Mrs. Romane 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
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
Mrs. Laurel McWilliams	Parent	Frazier School District	lmcwilliams@fraziersd.org
Dr. Anne Stilwagon	Principal	Frazier School District	astilwagon@fraziersd.org
Mrs. Maria Adams	Parent	Frazier School District	mariabrooke0828@yahoo.com
Mrs. Jenna King	Parent	Frazier School District	jking@fraziersd.org
Mrs. Lynnette Kurutz	Parent	Frazier School District	neenrendina@hotmail.com
Mrs. Kalie Kurutz	Parent	Frazier School District	kkurutz02@hotmail.com
Mr. Phil Bays	Parent	Frazier School District	philip.bays@gmail.com

## Vision for Learning

### Vision for Learning

Small School, Big Dreams To provide a learning environment where every student is valued, challenged, and supported to reach their highest potential.



# 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	50.5% 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 programming by adding supplemental programs in grades K-5. We need to continue to provide this foundational programming based on screening data.
Science	84.2% of students are Proficient / Advanced and 83% of all student groups have met the 2033 Statewide goal.

### Challenges

Indicator	Comments/Notable Observations
Mathematics	37.4 % of students are Proficient/Advanced in the area of mathematics.
Mathematics	We are 2.8 % below the Statewide Average of 40.2%.

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

### Strengths

<b>Indicator</b> Science/Biology We are above the statewide 2033 goal of 83%. <b>ESSA Student Subgroups</b> White, Economically Disadvantaged	<b>Comments/Notable Observations</b> This data is based on the 2023-2024 data available in the Future Ready Index.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> Science/Biology 100% of all student groups have met the annual Academic Growth Expectations. <b>ESSA Student Subgroups</b> White, Economically Disadvantaged	<b>Comments/Notable Observations</b> Science/Biology All student groups exceed the standard demonstrating growth based on the 2023-2024 data available in the Future Ready Index.

## Challenges

<b>Indicator</b> 37.4 % of students are proficient or advanced in the area of mathematics. We are 2.8% below the statewide average of 40.2 % advanced or proficient in Mathematics. <b>ESSA Student Subgroups</b> White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> 62.6 % of students are not proficient or advanced in Mathematics.
<b>Indicator</b> 50.5% of students are proficient or advanced in the area of ELA. <b>ESSA Student Subgroups</b> White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> 49.5% of students are not proficient or advanced in ELA.

## 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.

Science/Biology We are above the statewide 2033 goal of 83%.

Science/Biology 100% of all student groups have met the annual Academic Growth Expectations.

### 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.

37.4 % of students are proficient or advanced in the area of mathematics. We are 2.8% below the statewide average of 40.2 % advanced or proficient in Mathematics.

50.5% of students are proficient or 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.

## 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.

#### Challenges

Continued efforts to improve academic achievement in English Language Arts through consistency in programming would impact our progress in achieving our goals.
We need to continue our efforts to improve academic achievement in English Language Arts through providing interventions 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 DIBELS Math by comparing benchmark scores for BOY, MOY and EOY in kindergarten through grade 5.

### Mathematics Summary

#### Strengths

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

#### Challenges

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.
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### Science, Technology, and Engineering Education

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

Future progress is to maintain efforts to support Science in grade 5.
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, 95.2% 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 95.2% 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 41.5% 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 30.5% of students were proficient or advanced in Mathematics/Algebra 1 in the economically disadvantaged subgroup.	We operate a schoolwide Title 1 program and have incorporated a math intervention program for grades K-5. 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-5.
Frazier Elementary has been focusing on improving foundational skills in ELA through curriculum improvements and intervention programs in grades K-5.

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.

We need to continue our development for math intervention efforts.
We need to further develop the fidelity of our supplemental reading programs and interventions.



# 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	Emerging
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	Emerging
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?

Collectively shape the vision for continuous improvement of teaching and learning.
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?
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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 *
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

# 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
Science/Biology 100% of all student groups have met the annual Academic Growth Expectations.	True
Science/Biology We are above the statewide 2033 goal of 83%.	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.	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 three years.	False
Schoolwide alignment of the district math curriculum.	True
We currently have 95.2% of our students meeting the benchmark for our Career Standards Benchmark.	False
Collectively shape the vision for continuous improvement of teaching and learning.	True
Implement a multi tiered system of support for academics and behavior.	True
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
Frazier Elementary has been focusing on improving foundational skills in ELA through improvements in programming in the spanning grades K-5.	False
Frazier Elementary has been focusing on improving foundational skills in ELA through curriculum improvements and intervention programs in grades K-5.	True
Providing a consistent approach for mathematics interventions beginning at the start of the school year implementing a supplemental math intervention program.	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
37.4 % of students are proficient or advanced in the area of mathematics. We are 2.8% below the statewide average of 40.2 %	True



advanced or proficient in Mathematics.	
50.5% of students are proficient or advanced in the area of ELA. A focus in the elementary has been to build foundational skills in ELA through improvements in programming by adding supplemental programs in grades K-5. We need to continue to provide this foundational programming based on screening data.	True
Continued efforts to improve academic achievement in English Language Arts through consistency in programming would impact our progress in achieving our goals.	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
We need to continue our efforts to improve academic achievement in English Language Arts through providing interventions in grades K-5. Improving our programming in all grades would impact our progress and move us toward achieving our targets.	True
Future progress is to maintain efforts to support Science in grade 5.	False
Efforts to improve a positive school culture would impact our academic achievement.	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
Continued support for updated technology and programs is necessary.	False
We need to continue our development for math intervention efforts.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
We need to further develop the fidelity of our supplemental reading programs and interventions.	True
	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.

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. We began a math intervention program for students last 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
37.4 % of students are proficient or advanced in the area of mathematics. We are 2.8% below the statewide average of 40.2 % advanced or proficient in Mathematics.	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
50.5% of students are proficient or 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.	We need to further develop the fidelity of our supplemental reading programs and interventions.	True
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 English Language Arts through providing interventions 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 and interventions.		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 RTIL.	
Frazier Elementary has been focusing on improving foundational skills in ELA through curriculum improvements and intervention programs in grades K-5.	
Science/Biology 100% of all student groups have met the annual Academic Growth Expectations.	
Schoolwide alignment of the district math curriculum.	
Collectively shape the vision for continuous improvement of teaching and learning.	
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.

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.	

### 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 we implement a ELA intervention programs to supplement our core ELA curriculum then we will be able to increase the foundational reading skills of our students.



# 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.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
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 a 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.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Foundational Math skills			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Discuss the approach to mathematics interventions with classroom teachers regarding the implementation. Identify the supplemental resource to be used for math tier time. Identify the universal screening tool to be used. Meet with grade level teachers to review data and discuss progress and revisions.	Screen students using a universal screener for BOY data. Meet with the classroom teachers to discuss progress and revisions that may be needed.	Screen students using a universal screener for MOY data. Meet with the classroom teachers to discuss progress and revisions that may be needed.	Obtain EOY screening data. Analyze the data and make necessary changes to our Math Interventions for next year. Meet with the classroom teachers to discuss our progress and make necessary revisions.

Priority: If we implement a ELA intervention programs to supplement our core ELA curriculum then we will be able to increase the foundational reading skills of our students.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Students in the elementary who are receiving reading interventions implemented with fidelity of the programming 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.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Foundational Reading Skills			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Screen students for BOY baseline	K-5 Staff will implement programming. Fidelity checks will be conducted via self-assessment.	K-5 Staff will implement programming. Fidelity checks will be conducted by principal. Data will	Conduct EOY testing. Staff will compare results from 2025 to



data.	Data will be monitored on student progress.	be monitored on student progress.	determine growth between school years.
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## 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 a 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.		2025-09-08      2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dr. Anne Stillwagon/Federal Programs Coordinator	Universal Math Screener/DIBELS Math Math Intervention program	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 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

#### Measurable Goals:

- Students in the elementary who are receiving reading interventions implemented with fidelity of the programming through our RTI 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.		2025-09-08	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dr. Anne Stillwagon/Federal Programs	Universal Reading screener/DIBELS reading Reading intervention	Yes	

Coordinator	programs		
<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>		
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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	<ul style="list-style-type: none"> <li>RTI/MTSS model of interventions</li> </ul>	Salaries	151000	
Instruction	<ul style="list-style-type: none"> <li>RTI/MTSS model of interventions</li> </ul>	Benefits	73366	
Other Expenditures	<ul style="list-style-type: none"> <li>RTI/MTSS model of interventions</li> </ul>	Federal Programs Coordinator Stipend	5075.000	
Other Expenditures	<ul style="list-style-type: none"> <li>RTI/MTSS model of interventions</li> </ul>	DIBELS Reading and Math	9366.00	
Other Expenditures	<ul style="list-style-type: none"> <li>RTI/MTSS model of interventions</li> </ul>	Intervention Supplies	8285	
Total Expenditures				247092

# Professional Development

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
RTI/MTSS	Implement the Reading Intervention programs with fidelity in all grade levels K-5.

## Review of structured literacy

<b>Action Step</b>		
• Implement the Reading Intervention programs with fidelity in all grade levels K-5.		
<b>Audience</b>		
Classroom teachers		
<b>Topics to be Included</b>		
Review of structured literacy		
<b>Evidence of Learning</b>		
Fidelity Checks/ Data Meetings		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Dr. Anne Stillwagon	2025-08-18	2025-12-22

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	