

Jamestown Area El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Jamestown Area El Sch		104433604
Address 1		
PO Box 217		
Address 2		
City	State	Zip Code
Jamestown	PA	16134
Chief School Administrator		Chief School Administrator Email
Mr Kevin Boariu		
Principal Name		
Kristin Hope		
Principal Email		
Principal Phone Number		Principal Extension
7249325557		1441
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tracy L. Reiser	Superintendent	Jamestown Area School District	
Kristin Hope	Jamestown Elementary Principal	Jamestown Elementary School	
Jill Taylor	Title I Coordinator	Jamestown Elementary School	
Gary Kinnear	Special Education Director/School Psychologist	Jamestown Area School District	
Ed Carter	Community Representative	Jamestown Area School District	
Tracy Laidlaw	Teacher	Jamestown Elementary School	
Shawna Yesko	Community Member	Jamestown Area School District	
Satine Yesko	Student	Jamestown Elementary School	
Kevin Boariu	Chief School Administrator	Acting Superintendent	

Vision for Learning

Vision for Learning

VISION STATEMENT The Jamestown Area School District administration, faculty, and staff believe that all students can learn and that learning is a continual process. It is also our belief that: The curriculum should address the unique needs and learning styles of every student. High academic standards are necessary to meet the challenges of the 21st century. Students should be given opportunities to apply their learning in meaningful ways. Creativity enhances learning. A cooperative learning environment encourages self-esteem, personal responsibility, and respect for others. Students need guidance in goal setting and career planning. Effective discipline and attendance must be consistently applied throughout the school system. Positive interaction between school, parents, and community is essential. The school should provide each student a safe, clean, and properly equipped environment in which to learn.

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	True 6
False 7	False 8	False 9	False 10	False 11	False 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Future Ready PA Index ELA Progress Measures (PSSA Data)	According to PVAAS data for the 2024 school year, elementary students in grades 4 and 6 are meeting the expectations for growth in the area of ELA.
Future Ready PA Index Science Progress Measures (PSSA Data)	According to PVAAS data for the 2024 school year, elementary students in grade 4, score well above (dark blue) growth expectations for Science.

Challenges

Indicator	Comments/Notable Observations
PVAAS ELA Progress Measures (2024 Data)	According to PVAAS data from the 2024 administration, 5th grade students continue to be below expectations in the area of ELA (previous data indicates this as well).
PVAAS ELA 4-6 Progress Measures (2024 Data)	According to PVAAS data from the 2023 and 2024 administrations, students did not score as high on PSSA as predicted by scores on CDT. However, the Firefly assessment is closely aligned and will be used to drive further instruction and planning.
DIBELS Data 2024	According to the 2024-25 BEGINNING of the year DIBELS data, 56% of second grade students are below benchmark. Students experienced a tremendous downfall over the summer months between grades 1 and 2. (70% EOY Proficient to 44% Proficient BOY).

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
Read 180 Intervention Programs ESSA Student Subgroups Students with Disabilities	Jamestown Elementary utilizes the Read 180 intervention program. According to the System Read180 program, on average, students are expected to grow approximately 75-100 Lexile's per year. In the year 2023-2024 students participating in the program grew on average 198.56 Lexile points. This data demonstrates substantial growth.

Indicator PVAAS Data ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Jamestown Elementary grades 4 and 6 have consistently shown student learning growth in the area of ELA according to PVAAS data.
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Challenges

Indicator DIBELS 8 ESSA Student Subgroups White	Comments/Notable Observations According to the 2024-25 BEGINNING of the year DIBELS data, 55% of kindergarten students are below benchmark. According to the 2024-25 MIDDLE of the year DIBELS data, 50% of kindergarten students are below benchmark. According to the 2024-25 END of the year DIBELS data, 69% of kindergarten students are "at or above" benchmark.
Indicator DIBELS 8 ESSA Student Subgroups	Comments/Notable Observations According to the 2024-25 BEGINNING of the year DIBELS data, 56% of second grade students are "at or below benchmark. Students experienced a tremendous downfall over the summer months between grades 1 and 2. (70% proficient EOY to 44% proficient BOY). According to the 2024-25 MIDDLE of the year DIBELS data, 50% of second grade students are "at or above" benchmark. According to the 2024-25 END of the year DIBELS data, 60% of second grade students are "at or above" benchmark.
Indicator PVAAS ELA 5 Progress Measures (2018-2024 Data) ESSA Student Subgroups	Comments/Notable Observations Jamestown Elementary grade 5 have consistently shown student learning challenges in the area of ELA according to PVAAS data. 2018 Blue 2019 Green 2021 Yellow 2022 Green 2023 Yellow 2024 Yellow

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

The students with disabilities who participate in the Read180 program have increased their RIT score in growth and achievement.

Focused intervention groups using systematic/explicit instruction in the primary grades K-3 has proven to close achievement gaps.

The Firefly Benchmark Assessment was utilized during the 2024-2025 school year and was found to be very closely aligned with the PSSA results.

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

According to the 2024-25 BEGINNING of the year DIBELS data, 56% of second grade students are below benchmark. Students experienced a tremendous downfall over the summer months between grades 1 and 2. (70% proficient EOY to 44% proficient BOY).

According to PVAAS data from the 2023 and 2024 administrations, students did not score as high on PSSA as predicted by scores on CDT. However, the Firefly assessment is closely aligned and will be used to drive further instruction and planning.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS 8	Students in grades K-3 show growth in reading readiness skills. As students matriculate through elementary school; however, they do not show the same amount of growth across all grade levels.
PSSA Data	Students in grades 4 and 6 have consistently met or exceeded the growth model in ELA
Read180	Students with disabilities have consistently met or exceeded their RTI goal.

English Language Arts Summary

Strengths

Aligned ELA curriculum and instruction grades K-6.
Targeted intervention in grades K-3.
The READ 180 targeted intervention program has historically contributed to the growth of our ELA scores.

Challenges

Data analysis and implementation of targeted skill groups in all grade levels.
Designated days for staff development to align and strengthen instruction and conceptual understanding of explicit instruction across core content areas.

Mathematics

Data	Comments/Notable Observations
PVAAS Data	Students in grades 5 consistently met or exceeded the growth expectations in math since 2021.
mCLASS Math Kindergarten	100% of the Kindergarten students were in need of strategic support or likely to need intensive support according to the beginning of the year data.

Mathematics Summary

Strengths

According to the 2024 PVAAS data, grades 4 and 5 were meeting the expectation for math growth.
The READ 180 targeted intervention program has historically contributed to the growth of our ELA scores.

Challenges

Identify gaps in math curriculum and spiral review methods and materials.
Targeted skill groups, based on formative assessment in grades 4-6 ELA will be utilized to increase student growth and achievement.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Data	According to the 2024 data, 92% of 4th grade students were proficient or advanced on the science PSSA.

PSSA Data	According to the 2025 Science PSSA Field Test, 69.5% of the 5th graders fell comparatively with other students across the commonwealth.
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Science, Technology, and Engineering Education Summary

Strengths

Students in 5th grade receive 90 minutes of science instruction daily and attend STEAM class weekly.
Students have access to one-to-one devices in each grade level.

Challenges

Implement STEELS standards across K-6 by integrating into ELA K-2.
STEELS standards will be fully implemented by the 2025-2026 school year.

Related Academics

Career Readiness

Data	Comments/Notable Observations
The Jamestown Area School District has a Chapter 339 plan that is a K-12 program.	Jamestown Elementary School career readiness program begins at the kindergarten level and is taught by a certified school counselor.

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.

The elementary and high school counselors work in concert to provide a well aligned K-12 career readiness program (Smart Futures which aligns with PA Career Readiness goals).
The elementary school counselor will continue to use a character education program.

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.

Due to the rural location of the district and limited community resources, field trips to business and industry are not readily accessible; however, can occur virtually.
Frequent disruptions to the schedule caused by a substitute shortage effect the ability of our school counselor to complete weekly lessons for SEL and careers.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Students with disabilities increased an average of 7.27% in the growth measure of the MAP assessment..	Students with disabilities working in the Read 180 program are outperforming their RIT goal.

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.

According to the Future Ready Index PSSA Math Data in 2023-2024, 66% of economically disadvantaged students met the growth standard.
According to the Future Ready Index PSSA ELA Data in 2023-2024, 72% of all students met the growth standard.
According to MAP growth measures students with disabilities met or exceeded the RIT goal in Read180.

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 in grade 5 scored higher on ELA PSSA in 2025 than they did in 2024.
Students in grade 3 scored higher in ELA PSSA in 2025 than they did 2024.

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	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

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?

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Jamestown Elementary School staff are exemplary in the efforts to create a culture of high expectations for all. The building teachers are focused on students relationships while promoting self-awareness and consistent improvement.

Elementary Staff is working to align math curriculum and instruction K-6.

Elementary Staff is working to align ELA instruction K-6.

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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The district will focus in-service time on strategies for teaching and monitoring ELA and math progress.
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The school will designate time for staff to work with Math and ELA teams to align curriculum, instruction and assessments.
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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
The students with disabilities who participate in the Read180 program have increased their RIT score in growth and achievement.	True
The Firefly Benchmark Assessment was utilized during the 2024-2025 school year and was found to be very closely aligned with the PSSA results.	True
The READ 180 targeted intervention program has historically contributed to the growth of our ELA scores.	True
Aligned ELA curriculum and instruction grades K-6.	True
Targeted intervention in grades K-3.	False
Focused intervention groups using systematic/explicit instruction in the primary grades K-3 has proven to close achievement gaps.	False
Students in 5th grade receive 90 minutes of science instruction daily and attend STEAM class weekly.	False
The elementary and high school counselors work in concert to provide a well aligned K-12 career readiness program (Smart Futures which aligns with PA Career Readiness goals).	False
The elementary school counselor will continue to use a character education program.	False
According to the Future Ready Index PSSA Math Data in 2023-2024, 66% of economically disadvantaged students met the growth standard.	True
According to the Future Ready Index PSSA ELA Data in 2023-2024, 72% of all students met the growth standard.	False
According to the 2024 PVAAS data, grades 4 and 5 were meeting the expectation for math growth.	False
The READ 180 targeted intervention program has historically contributed to the growth of our ELA scores.	True
Students have access to one-to-one devices in each grade level.	False
Jamestown Elementary School staff are exemplary in the efforts to create a culture of high expectations for all. The building teachers are focused on students relationships while promoting self-awareness and consistent improvement.	True
Elementary Staff is working to align math curriculum and instruction K-6.	False
Elementary Staff is working to align ELA instruction K-6.	False
According to MAP growth measures students with disabilities met or exceeded the RIT goal in Read180.	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
According to the 2024-25 BEGINNING of the year DIBELS data, 56% of second grade students are below benchmark. Students experienced a tremendous downfall over the summer months between grades 1 and 2. (70% proficient EOY to 44% proficient BOY).	True
According to PVAAS data from the 2023 and 2024 administrations, students did not score as high on PSSA as predicted by scores on CDT. However, the Firefly assessment is closely aligned and will be used to drive further instruction and planning.	False
Identify gaps in math curriculum and spiral review methods and materials.	True
Data analysis and implementation of targeted skill groups in all grade levels.	True
Designated days for staff development to align and strengthen instruction and conceptual understanding of explicit instruction across core content areas.	False
Targeted skill groups, based on formative assessment in grades 4-6 ELA will be utilized to increase student growth and achievement.	False
Due to the rural location of the district and limited community resources, field trips to business and industry are not readily accessible; however, can occur virtually.	False
Implement STEELS standards across K-6 by integrating into ELA K-2.	False
Students in grade 5 scored higher on ELA PSSA in 2025 than they did in 2024.	False
The district will focus in-service time on strategies for teaching and monitoring ELA and math progress.	False
STEELS standards will be fully implemented by the 2025-2026 school year.	False
Students in grade 3 scored higher in ELA PSSA in 2025 than they did 2024.	False
The school will designate time for staff to work with Math and ELA teams to align curriculum, instruction and assessments.	False
Frequent disruptions to the schedule caused by a substitute shortage effect the ability of our school counselor to complete weekly lessons for SEL and careers.	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.

Due to mandated trainings, the challenge of professional development time is still prevalent.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Identify gaps in math curriculum and spiral review methods and materials.		True
Data analysis and implementation of targeted skill groups in all grade levels.	Planning and implementation of skill groups using evidence based materials.	True
According to the 2024-25 BEGINNING of the year DIBELS data, 56% of second grade students are below benchmark. Students experienced a tremendous downfall over the summer months between grades 1 and 2. (70% proficient EOY to 44% proficient BOY).		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Aligned ELA curriculum and instruction grades K-6.	Teachers in grades K-6 have aligned curriculum and teach the units in a synchronized manner, ensuring all units are taught during the course of the school year.
The READ 180 targeted intervention program has historically contributed to the growth of our ELA scores.	Small group. systematic programming at student's instructional level.
According to the Future Ready Index PSSA Math Data in 2023-2024, 66% of economically disadvantaged students met the growth standard.	
The students with disabilities who participate in the Read180 program have increased their RIT score in growth and achievement.	
The Firefly Benchmark Assessment was utilized during the 2024-2025 school year and was found to be very closely aligned with the PSSA results.	Intervention groups will be flexible to promote and encourage growth.
Jamestown Elementary School staff are exemplary in the efforts to create a culture of high expectations for all. The building teachers are focused on students relationships while promoting self-awareness and consistent improvement.	Staff professional development will focus on building positive relationships with students which will promote higher student achievement and engagement.
According to MAP growth measures students with disabilities met or exceeded the RIT goal in Read180.	
The READ 180 targeted intervention program has historically contributed to the growth of our ELA scores.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district math department will work with Midwestern Intermediate Unit 4 TAC team to continue math curriculum alignment.
	Development for faculty around the utilization of time and resources to effectively plan and implement skill groups using evidence based materials.

Goal Setting

Priority: Development for faculty around the utilization of time and resources to effectively plan and implement skill groups using evidence based materials.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
Specific- Teachers, Title I staff and administration will work together to analyze data to develop a plan for implementation of skill groups. Teachers, Title I staff and administration will analyze materials and create a plan for constructively using these in small group centers.			
Measurable Goal Nickname (35 Character Max)			
Skill Group Development			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Test students using Firefly/DIBELS grade 3 and analyze data in grade level meetings with teachers.	Create skill groups based on data and develop plans for use of instructional materials.	Fully implement plans for small targeted groups	Using EOY data, analyze the effectiveness of skill groups and instructional practices.

Priority: The district math department will work with Midwestern Intermediate Unit 4 TAC team to continue math curriculum alignment.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Math department will work closely with the IU TAC team to develop and implement best practices in instruction and assessment. The math department will annually update the online district math curriculum documents to assist in identifying skill gaps.			
Measurable Goal Nickname (35 Character Max)			
Math Alignment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Focus on online curriculum. Update the online math curriculum documents to align with scope and sequence of standards and instructional time frames.	Focus on instructional strategies to improve classroom assessments and preparation for PSSA.	Focus on assessments to ensure all assessments are providing data on targeted standards and instructional outcomes.	Analyze student math data to determine if current goals are closing achievement gaps.

Action Plan

Measurable Goals

Skill Group Development	Math Alignment
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Action Plan For: Skill Group Development

Measurable Goals:
<ul style="list-style-type: none"> Specific- Teachers, Title I staff and administration will work together to analyze data to develop a plan for implementation of skill groups. Teachers, Title I staff and administration will analyze materials and create a plan for constructively using these in small group centers.

Action Step		Anticipated Start Date	Anticipated Completion Date
Using beginning of the year benchmark data, targeted skill groups will be created across primary and intermediate grade levels.		2025-08-25	2025-10-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teacher/Principal	Data gathered on sites used for assessments. Amplify and DRC/Firefly	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Grade Specific Data Meetings-Flexible Grouping Meetings		2025-09-19	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Title Teacher, Special Education Teachers, Principal	Classroom assessment data, progress monitoring data, middle of the year benchmark data, end of year benchmark data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased performance on classroom assessments, progress monitoring, benchmark assessments and ultimately increased performance on PSSA for all students including those in subgroups.	Teachers, Title Teacher, Special Ed Teachers, Principal Monthly review of data, more frequently if progress is not being made.

Action Plan For: Math Alignment

Measurable Goals:
<ul style="list-style-type: none"> Math department will work closely with the IU TAC team to develop and implement best practices in instruction and assessment. The math department will annually update the online district math curriculum documents to assist in identifying skill gaps.

Action Step		Anticipated Start Date	Anticipated Completion Date
Math department will work closely with IU TAC team to align district online curriculum and develop and implement evidence based best practices in math instruction and assessment.		2025-01-30	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
IU TAC Member and district math department	access to online curriculum, SAS documents, materials and resources used for instruction.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Identification and implementation of strategies and instruction to close skill gaps and increase test scores.	IU TAC team, math department and principal

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">Skill Group Development	Professional Educational Services provided by Title I staff-salaries/benefits	147029	
Total Expenditures			147029	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math Alignment	Math department will work closely with IU TAC team to align district online curriculum and develop and implement evidence based best practices in math instruction and assessment.

Math Alignment

Action Step		
<ul style="list-style-type: none"> Math department will work closely with IU TAC team to align district online curriculum and develop and implement evidence based best practices in math instruction and assessment. 		
Audience		
District math department, administration		
Topics to be Included		
Alignment of curriculum to Core Standards in the areas of Math.		
Evidence of Learning		
Review of district curriculum, instructional resources, and assessment materials.		
Lead Person/Position	Anticipated Start	Anticipated Completion
IU TAC members and administration	2025-01-30	2026-06-05

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-weekly meetings during school or after school.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Minimum of 3 times during the year, number will increase with site visits from IU TAC team member.
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
Building Principal Signature	Date
Kristin T. Hope	2026-01-14
School Improvement Facilitator Signature	Date