

**Lycoming Valley Intrmd Sch**

Schoolwide Title 1 School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Lycoming Valley Intermediate School		117417202 / 6861
<b>Address 1</b>		
1825 Hays Lane		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Williamsport	Pennsylvania	17701
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Timothy Bowers		tbowers@wasd.org
<b>Principal Name</b>		
Tim Fausnaught		
<b>Principal Email</b>		
tfausnau@wasd.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
5706013900		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Tim Fausnaught		tfausnau@wasd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tim Fausnaught	Principal	Lycoming Valley Intermediate School	tfausnau@wasd.org
Michele Kunkle	Administrator	Williamsport Area School District	mkunkle@wasd.org
Patricia Wylie	Administrator	Williamsport Area School District	pwylie@wasd.org
Tristin Forney	Principal	Lycoming Valley Intermediate School	tforney@wasd.org
Justin Beatty	Ed Specialist	Lycoming Valley Intermediate School	jbeatty@wasd.org
Thao Ten Eyck	Ed Specialist	Lycoming Valley Intermediate School	teneyck@wasd.org
Erica Bacon	Ed Specialist	Lycoming Valley Intermediate School	ebacon@wasd.org
Jessica Weihagen	Parent	Lycoming Valley Intermediate School	jweihage@wasd.org
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Cordell Faltz	Education Specialist	Lycoming Valley Intermediate School	cfaltz@wasd.org
Nicolle McGinn	Education Specialist	Lycoming Valley Intermediate School	nmcginn@wasd.org
Amber Kastner	Community Member	Lycoming Valley	kastneramber@gmail.com
Alli Sheppard	Teacher	Lycoming Valley	asheppar@wasd.org

## Vision for Learning

### Vision for Learning

The vision of the Williamsport Area School District and the community in which it resides is presented as a series of statements: 1. We value each child as our own. That value is demonstrated by challenging and supporting each child to achieve his/her peak potential. 2. Every stakeholder (e.g., administrators, educators, support staff, parents, students and community) of the educational delivery system is respected. 3. Partnerships in the community expand opportunities and resources, including outreach programs, for our students and their families. 4. The community is proud of the school district, takes ownership of it, feels they are getting value from their investment in it, and views the school district as a collaborative partner. 5. Learning environments are enjoyable, engaging, and promote enthusiasm (the affective side of schooling). 6. Our community is an outstanding and safe place to live, learn, work and play. 7. Every child is engaged with a significant positive role model, in addition to family members. 8. Innovative and diverse learning opportunities are abundant; technological resources are available to support those learning opportunities. 9. Students who are college and career ready are an investment in our community and the future generation of inspirational community leaders.

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>False 3</b>	<b>True 4</b>	<b>True 5</b>	<b>True 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Proficient or Advanced in English Language Arts/Literature

### Review of the School Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Demonstrating growth in English Language Arts/Literature.	All subgroups demonstrated growth from 2022-2023 to 2023-2024.
Growth in Percent Persistent Attendance.	All subgroups improved in attendance from 2022-2023 to 2023-2024. Overall attendance above state average.
School is above the state average in Career Standards Benchmark.	School is 95.2%. This is above the state average.

#### Challenges

Indicator	Comments/Notable Observations
English Language Arts/Literature PSSA Scores	PSSA ELA scores were 39.3% proficient/advanced during the 2023-2024 school year. While students with disabilities and hispanic subgroups increased performance. The remainder of the subgroups decreased.
Mathematics/Algebra PVAAS Expectations	PSSA ELA scores were 34% proficient/advanced during the 2023-2024 school year. All student groups decreased for this school year.

## Proficient or Advanced in Mathematics/Algebra

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

#### Strengths

Indicator	Comments/Notable Observations

<p>Mathematics / Algebra PSSA Growth.  <b>ESSA Student Subgroups</b>  White, Economically Disadvantaged</p>	<p>White students are increasing and currently at 73%. Economically Disadvantaged are also increasing and at 73%.</p>
<p><b>Indicator</b>  ELA  <b>ESSA Student Subgroups</b>  Hispanic, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>  Growth was shown in the subgroups of Hispanic and Students with Disabilities. Hispanic subgroup grew by over 10%. Students with Disabilities grew by 2%.</p>
<p><b>Indicator</b>  Science/Biology PSSA Data  <b>ESSA Student Subgroups</b>  Multi-Racial (not Hispanic), Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>  Multi-racial subgroup grew by 5%. Students with disabilities grew by 15%.</p>

### Challenges

<p><b>Indicator</b>  English Language Arts/Literature PSSA Scores  <b>ESSA Student Subgroups</b>  African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b>  These subgroups are not meeting statewide goal/interim target. Subgroups also decreased from the previous year scores.</p>
<p><b>Indicator</b>  Mathematics/Algebra PVAAS Expectations  <b>ESSA Student Subgroups</b>  African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>  These subgroups are not meeting statewide goal/interim target. Subgroups also decreased from the previous year scores.</p>
<p><b>Indicator</b>  Science  <b>ESSA Student Subgroups</b>  Combined Ethnicity, White, Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b>  These subgroups are not meeting statewide goal/interim target. Subgroups also decreased from the previous year scores.</p>

**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. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Demonstrating growth in English Language Arts/Literature.
Growth in Percent Persistent Attendance.
School is above the state average in Career Standards Benchmark.

**Challenges**

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

English Language Arts/Literature PSSA Scores
Mathematics/Algebra PVAAS Expectations



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
47% of students at or above benchmark at end of year in grade 5 in Acadience.	Did not meet goal of 55%.
80% of students at or above benchmark at end of year in grade 6 in Acadience.	25% above goal at EOY,
66% students at or above benchmark at end of year in grade 4 in Acadience.	11% above goal at EOY.

### English Language Arts Summary

#### Strengths

66% students at or above benchmark in 4th grade.
80% of students at or above benchmark in 6th grade.

#### Challenges

47% of students at or above benchmark in 5th grade.
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### Mathematics

Data	Comments/Notable Observations
70% of students in grades 4, 5, and 6 demonstrated 60% mastery of required grade level skills using core materials.	Above target.
74% of students in grades 4, 5, and 6 demonstrated 60% mastery of required grade level skills using core materials.	Above target.
70% of students in grades 4, 5, and 6 demonstrated 60% mastery of required grade level skills using core materials.	Above target.
70% of students in grades 4, 5, and 6 demonstrated 60% mastery of required grade level skills using core materials.	Above target.

## Mathematics Summary

### Strengths

Every quarter students exceeded the goal of 60% mastery of the required grade level skills.

### Challenges

Students are still struggling to attain grade level skills.
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## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA from year 23-24 58.%. 	Below the state average by 1.2%. 

## Science, Technology, and Engineering Education Summary

### Strengths

Implementing new science curriculum with common assessments.

### Challenges

Below the state average by 1.2%.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
White - 97.7%	
2 or More Races 100%	
Economically Disadvantaged - 98.2%	
Students with Disabilities - 97.4%	
All Student Group - 98.4%	All groups exceeded statewide average except for students with disabilities.

### 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.

All groups exceeded statewide average except for students with disabilities.

### **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.

Students with disabilities subgroup was below the state average. They also dropped 6% since the previous year.

## 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
PSSA ELA 16.5%.	Up from previous year.
PSSA Math 11.3%.	Down from previous year.
PSSA Science 31.6%.	Up from previous year.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA ELA 29.1%.	Down from previous year.
PSSA Math 24.3%.	Down from previous year.
PSSA Science 47.7%.	Down from previous year.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	16.7%. ELA. Down from previous year. 11.1%. Math. Down from previous year. No Science data.
2 or More Races	26%. ELA. Down from previous year. 21.8%. Math. Down from previous year. 44.8%. Science. Up from previous year.
Hispanic	27.6%. ELA. Up from previous year. 27.6%. Math. Down from previous year. No Science data.
White	46.3%. ELA. Down from previous year. 40.4%. Math. Down from previous year. 65.8%. Science. Down from previous year.

## 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.

Hispanic students grew in ELA from previous year.
2 or More Races up from previous year in science.
Students with disabilities up from previous year in ELA. 16.5%

### 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.

Black students down in ELA- 16.7%.
Black students down in Math- 11.1%.



## 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	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

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

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement a multi-tiered system of supports 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?

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Implement evidence-based strategies to engage families to support learning

## 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
Demonstrating growth in English Language Arts/Literature.	False
Growth in Percent Persistent Attendance.	False
66% students at or above benchmark in 4th grade.	False
	False
Implementing new science curriculum with common assessments.	False
School is above the state average in Career Standards Benchmark.	True
80% of students at or above benchmark in 6th grade.	False
Every quarter students exceeded the goal of 60% mastery of the required grade level skills.	False
	False
Implement a multi-tiered system of supports 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
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
	True
All groups exceeded statewide average except for students with disabilities.	True
All groups exceeded statewide average except for students with disabilities.	False
Hispanic students grew in ELA from previous year.	False
2 or More Races up from previous year in science.	False
Students with disabilities up from previous year in ELA. 16.5%	False

### Challenges

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

Strength	Check for Consideration in Plan
English Language Arts/Literature PSSA Scores	False
Mathematics/Algebra PVAAS Expectations	False
	False
Students with disabilities subgroup was below the state average. They also dropped 6% since the previous year.	True
	False
47% of students at or above benchmark in 5th grade.	False
Below the state average by 1.2%.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
Students are still struggling to attain grade level skills.	False
Implement evidence-based strategies to engage families to support learning	False
Black students down in ELA- 16.7%.	False
Black students down in Math- 11.1%.	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.

While addressing learning loss may be most prevalent in our country, our school must utilize formative assessments to provide differentiation for learners who are at or above benchmarks.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with disabilities subgroup was below the state average. They also dropped 6% since the previous year.	We have a need to include all students in the MTSS system.	True
Below the state average by 1.2%.	Higher level students not showing growth.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Student data reviews need to be more prescriptive to influence change.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	
Implement a multi-tiered system of supports for academics and behavior	Using the RTII process, we should identify the students in need of additional support.
School is above the state average in Career Standards Benchmark.	
All groups exceeded statewide average except for students with disabilities.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Using the RTII process, we should identify the students in need of additional support.
	Students need to be in school for our RTII supports to work.

## Goal Setting

**Priority: Students need to be in school for our RTII supports to work.**

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Ensure overall attendance percentage at 92.5% or higher by the end of the 2025-2026 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
92.5% or our students to be in school. Identify students missing 4 or more days of school and determine root causes of absences.	92.5% or our students to be in school. Identify students missing 8 or more days of school and determine root causes of absences.	92.5% or our students to be in school. Identify students missing 12 or more days of school and determine root causes of absences.	92.5% or our students to be in school. Identify students missing 16 or more days of school and determine root causes of absences.

<b>Outcome Category</b>			
School climate and culture			
<b>Measurable Goal Statement (Smart Goal)</b>			
Major office referrals will decrease each marking period.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PBIS			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Core PBIS team will review all parts of Lycoming Valley's positive behavior expectations and routines for students and adults.	Create and administer surveys for stakeholder groups.	Evaluate effective of Tier 2.	By the end of the year, 80% of the students will have 2 or less ODRs.

**Priority: Using the RTII process, we should identify the students in need of additional support.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			

70% of students in grades 4, 5, and 6 will demonstrate 65% mastery of required grade level skills. We will collect Reveal benchmark data to set baseline for next year's goal.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Mathematics			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Grade 4: 10 skills Grade 5: 10 skills Grade 6: 7 skills	Grade 4: 11 skills Grade 5: 9 skills Grade 6: 14 skills	Grade 4: 15 skills Grade 5: 10 skills Grade 6: 11 skills	Grade 4: 21 skills Grade 5: 4 skills Grade 6: 4 skills

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Our goal is for each child to be reading at or above student grade level.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
All students that ended the previous. year at or above benchmark will score at or above on the BOY and we will identify the student(s) that will be moving from red to yellow or yellow to green.	The percentage of students who score proficient on the Unit 2 Wonders test will be as follows: 55% of all students, in each grade will score at least 60% or higher.	All students at or above benchmark will score at or above on the MOY and each teacher will move at least one student(s) from red to yellow or yellow to green.	The percentage of students who score proficient on the Unit 4 Wonders test will be as follows: 55% of all students, in each grade will score at least 60% or higher.

## Action Plan

### Measurable Goals

Attendance	PBIS
Mathematics	ELA

### Action Plan For: Positive Behavior Supports

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• Ensure overall attendance percentage at 92.5% or higher by the end of the 2025-2026 school year.</li> <li>• Major office referrals will decrease each marking period.</li> </ul>

Action Step		Anticipated Start Date	Anticipated Completion Date
Established core teams for Tier 1 and Tier 2.		2025-08-22	2026-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lauren Zehner/Title Teacher and Alex Lorson/Emotional Support Teacher and Tristin Forney/Assistant Principal	District-wide resources	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Meeting bi-monthly		2025-08-22	2026-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Lauren Zehner/Title Teacher and Alex Lorson/Emotional Support Teacher and Tristin Forney/Assistant Principal	SWIS Suite for data.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decline in ODRs. Data reported out to all staff.	PBIS Tier 1 team meets bi-weekly. PBIS Tier 2 team meets bi-weekly.

## Action Plan For: RTII

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>• Our goal is for each child to be reading at or above student grade level.</li> <li>• 70% of students in grades 4, 5, and 6 will demonstrate 65% mastery of required grade level skills. We will collect Reveal benchmark data to set baseline for next year's goal.</li> </ul>
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Action Step		Anticipated Start Date	Anticipated Completion Date
Students are evaluated using benchmark data to determine students in need of support.		2025-08-22	2026-06-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Nick Kelley/Instructional Coach Tim Fausnaught/Principal	Core curriculum in ELA and Math, Acadience, Reading Specialists, instructional supplies	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students in need receive additional supports in ELA and Math.	Progress monitoring and benchmark data is evaluated to determine student groups every four weeks using acadience and core curriculum materials.

## 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>• RTII</li></ul>	salaries and benefits for reading specialists	285844
Total Expenditures			285844

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Positive Behavior Supports	Established core teams for Tier 1 and Tier 2.
RTII	Students are evaluated using benchmark data to determine students in need of support.

### School Improvement and Learning Goals

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Established core teams for Tier 1 and Tier 2.</li> </ul>		
<b>Audience</b>		
Teachers and Staff		
<b>Topics to be Included</b>		
ELA and Math data, instructional techniques, focusing on measurable goals		
<b>Evidence of Learning</b>		
Data compiled throughout the school year		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Admin Team	2025-08-25	2026-06-03

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Daily
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>3d: Using Assessment in Instruction</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Timothy P. Fausnaught	2025-11-07
<b>School Improvement Facilitator Signature</b>	<b>Date</b>