

**Freemansburg El Sch**

TSI Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Freemansburg Elementary School		120481002/3458
<b>Address 1</b>		
501 Monroe Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Freemansburg	PA	18017
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Jack Silva		jsilva@basdschools.org
<b>Principal Name</b>		
Ashlee Woodson		
<b>Principal Email</b>		
awoodson@basdschools.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
6108666681		25900
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Mary Kovalchick		mkovalchick@basdschools.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Alyssa Dentner	Teacher	Freemansburg ES/Teacher	adentner@basdschools.org
Lyn Krenz	Community Member	Grace Church	lkrenz630@yahoo.com
Malikah Younger	Parent	Freemansburg ES PTO	myounger1213@gmail.com
Tanya Francis	Other	Freemansburg ES/School Counselor	tfrancis@basdschools.org
Alana Lowe	Other	Communities In Schools Coordinator	alowe@basdschools.org
Erin Kittek	Teacher	Freemansburg ES/Reading Specialist	ekittek@basdschools.org
Ashlee Woodson	Principal	Freemansburg ES/Principal	awoodson@basdschools.org
Mary Kovalchick	District Level Leaders	Bethlehem Area School District	mkovalchick@basdschools.org
Leigh Rusnak	District Level Leaders	Bethlehem Area School District	lrusnak@basdschools.org
Dr. Jack P. Silva	Chief School Administrator	Bethlehem Area School District	jsilva@basdschools.org
Janet Bucherer	Paraprofessional	Freemansburg ES/Instructional Assistant	jbucherer@basdschools.org

## Vision for Learning

### **Vision for Learning**

At Freemansburg, we create a community of lifelong learners and leaders by inspiring our students to become the best versions of themselves.

## Future Ready PA Index

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

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 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>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Percent Proficient or Advanced in ELA/Literature	The ELL student group did not decline from the previous year; group also meets or exceeds statewide goal
Percent Proficient or Advanced in ELA/Literature	The Black student group increased from the previous school year. Went from 10.5% (21-22) to 14.3%
Percent Proficient or Advanced in Math	The All Student group increased from 14.9% (21-22) to 20.6%.
Academic Growth in Math	Although the Hispanic group declined from from the 21-22 school year (91% to 71%), the group met the statewide growth standard at 71%

### Challenges

Indicator	Comments/Notable Observations
Percent Proficient or Advanced in ELA/Literature	The All Student Group decreased in performance from the previous school year. Went from 30.4% (21-22) to 18.9% (22-23).
Percent Proficient/Advanced in Mathematics	The Hispanic subgroup decreased in performance from the previous school year. Hispanic (14.8% to 14%).
Percent Proficient/Advanced in Mathematics	The Students with Disabilities subgroup went from 0% in 21-22 to 5.4%. Although it went up, we did not meet the statewide goal.

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

### Strengths

<b>Indicator</b> Percent Proficient or Advanced in ELA/Literature <b>ESSA Student Subgroups</b> English Learners	<b>Comments/Notable Observations</b> The ELL student group did not decline from the previous year; group also meets or exceeds statewide goal. In 2020, the group was at 8.3% and in 22-23 we were at 15.8%
<b>Indicator</b>	<b>Comments/Notable Observations</b>

<p>Percent Proficient or Advanced in ELA/Literature</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p>The Black subgroup increased from 10.5% from the previous year (21-22) to 14.3%.</p>
<p><b>Indicator</b> Percent Proficient or Advanced in Math</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> The All Student group increased from 14.9% (21-22) to 20.6%. The Economically Disadvantage subgroup increased from 15.1% to 16.5%.</p>

### Challenges

<p><b>Indicator</b> Percent Proficient or Advanced in Math</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> The All Student Group decreased in performance from the previous school year. Went from 30.4% (21-22) to 18.9% (22-23). The Students with Disabilities subgroup went from 0% in 21-22 to 5.4%. Although it went up, we did not meet the statewide goal.</p>
<p><b>Indicator</b> Percent Proficient or Advanced in ELA/Literature</p> <p><b>ESSA Student Subgroups</b> Hispanic, White, Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Hispanic, White, Economically Disadvantage, and Students with Disabilities students decreased in performance from previous year. Hispanic; went from a 24.7% (21-22) to 16%. White; went from 49% (21-22) to 25.5%. Economically Disadvantage; went from 29.4% (21-22) to 17.3%. Students with Disabilities; went from 12.1% (21-22) to 2.7%.</p>

### 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.

<p>The ELL student group did not decline from the previous year in ELA/Literacy; group also meets or exceeds statewide goal</p>
<p>The Black student group increased from the previous school year in ELA/Literacy. Went from 10.5% (21-22) to 14.3%</p>

#### 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.

<p>The All Student Group decreased in performance in ELA/Literacy from the previous school year. Went from 30.4% (21-22) to 18.9% (22-23).</p>
<p>Students with Disabilities; went from 12.1% (21-22) to 2.7% in ELA/Literacy</p>



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
ACADIENCE	At the end of the 2023 SY, 62% of 2nd grade students were at/above benchmark (rising 3rd graders).
ACADIENCE	At the end of the 2023 SY, 59% of 3rd grade students were at/above benchmark (rising 4th graders).
ACADIENCE	At the end of the 2023 SY, 54% of 4th grade students were at/above benchmark (rising 5th graders).
ACADIENCE	At the end of the 2023 SY, 56% of K-5 students were at/above benchmark.
WIDA	38% of our ELL students showed an overall composite growth in Reading, Listening, Speaking on the 2023 WIDA assessment.

### English Language Arts Summary

#### Strengths

Consistent implementation of Wonders Program K-5
Weekly Progress Monitoring of Students K-5

#### Challenges

Continued work on consistent implementation of ELA programs, K-5. There was a new 2023 Wonders Curriculum implemented for the 23-24 SY.
Continuation of consistently Implementing the new math program, K-5.

### Mathematics

Data	Comments/Notable Observations
IXL	Grade 3, 30% of students were at/above benchmark by the end of the 23-24 SY.
IXL	Grade 4, 31% of students were at/above benchmark by the end of the 23-24 SY.
IXL	Grade 5, 25% of students were at/above benchmark by the end of the 23-24 SY.
IXL	51% of students were at/above benchmark by the end of the 2023 SY.

### Mathematics Summary

#### Strengths

Utilizing district math coaches to assist K-5 teachers in CORE instruction and implementation
Consistently implemented a math diagnostic tool (IXL).

#### Challenges

Still in the infancy stages of new math curriculum and diagnostic tool.
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## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science	We do not have a good data source to track Science

## Science, Technology, and Engineering Education Summary

### Strengths

We do not have data to support, but our newly revised STEM curricular offerings, including our Digital Literacy program have given our students, K-5, access to a wide range of STEM opportunities.

### Challenges

Time continues to be an issue. Much of the school day is taken up with Reading and Math, leaving less time for in depth exploration of the above targets.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
LEADER IN ME	The District has initiated a District Wide Career Readiness Plan. 100% of our students have completed the career readiness expectations.

### 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 District has initiated a District Wide Career Readiness Plan.
100% of our students have completed the career readiness expectations.

### 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.

Time in the schedule continues to be a challenge.
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Student attendance remains an issue with students being able to complete the tasks in a timely manner.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	14.0% of the Hispanic subgroup were proficient or advanced in Math; this was a decrease from the previous year (14.8%). 16% of students were proficient or advanced in ELA; this was a decrease from the previous year (24.7%).
White	25.5% of the White subgroup were proficient or advanced in ELA; this was a decrease from the previous year (49%).
Black	14.3% of the Black subgroup were proficient or advanced in ELA; this was an increase from the previous year (10.5%). 14.3% of students increased in math from the previous year (5%).

## 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.

14.3% of the Black subgroup were proficient or advanced in ELA; this was an increase from the previous year (10.5%).
14.3% of the Black subgroup were proficient or advanced in Math; this was an increased in math from the previous year (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.

The Hispanic Subgroup decreased in performance in Literacy and Math.
The White Subgroup decreased in performance in Literacy and Math.

## 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	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	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	Emerging
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?

Our RBG3 initiative has put into regular practice a system of progress monitoring and instruction of students that can be leveraged to help with math.

### 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?

A new math program was implemented in the 2022-2023 school year. The implementation continues to be a learning curve for staff and students.

## 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 Black student group increased from the previous school year in ELA/Literacy. Went from 10.5% (21-22) to 14.3%	True
The ELL student group did not decline from the previous year in ELA/Literacy; group also meets or exceeds statewide goal	True
Weekly Progress Monitoring of Students K-5	False
Consistent implementation of Wonders Program K-5	True
Utilizing district math coaches to assist K-5 teachers in CORE instruction and implementation	True
Consistently implemented a math diagnostic tool (IXL).	True
14.3% of the Black subgroup were proficient or advanced in ELA; this was an increase from the previous year (10.5%).	False
Our RBG3 initiative has put into regular practice a system of progress monitoring and instruction of students that can be leveraged to help with math.	False
We do not have data to support, but our newly revised STEM curricular offerings, including our Digital Literacy program have given our students, K-5, access to a wide range of STEM opportunities.	False
	False
The District has initiated a District Wide Career Readiness Plan.	False
14.3% of the Black subgroup were proficient or advanced in Math; this was an increased in math from the previous year (5%).	False
100% of our students have completed the career readiness expectations.	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
Students with Disabilities; went from 12.1% (21-22) to 2.7% in ELA/Literacy	True
The All Student Group decreased in performance in ELA/Literacy from the previous school year. Went from 30.4% (21-22) to 18.9% (22-23).	True
Continued work on consistent implementation of ELA programs, K-5. There was a new 2023 Wonders Curriculum implemented for the 23-24 SY.	True
Continuation of consistently Implementing the new math program, K-5.	False
	False



Still in the infancy stages of new math curriculum and diagnostic tool.	False
Time continues to be an issue. Much of the school day is taken up with Reading and Math, leaving less time for in depth exploration of the above targets.	False
Time in the schedule continues to be a challenge.	False
The Hispanic Subgroup decreased in performance in Literacy and Math.	False
A new math program was implemented in the 2022-2023 school year. The implementation continues to be a learning curve for staff and students.	True
The White Subgroup decreased in performance in Literacy and Math.	False
Student attendance remains an issue with students being able to complete the tasks in a timely manner.	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.

Ensuring that our RBG3 initiative and new Math program will be implemented with fidelity across K-5.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Students with Disabilities; went from 12.1% (21-22) to 2.7% in ELA/Literacy	Provide frequent, timely, and systematic feedback and support on instructional practices.	True
The All Student Group decreased in performance in ELA/Literacy from the previous school year. Went from 30.4% (21-22) to 18.9% (22-23).	Provide frequent, timely, and systematic feedback and support on instructional practices.	True
A new math program was implemented in the 2022-2023 school year. The implementation continues to be a learning curve for staff and students.		False
Continued work on consistent implementation of ELA programs, K-5. There was a new 2023 Wonders Curriculum implemented for the 23-24 SY.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Consistent implementation of Wonders Program K-5	Provide frequent, timely, and systematic feedback and support on instructional practices.
The Black student group increased from the previous school year in ELA/Literacy. Went from 10.5% (21-22) to 14.3%	Weekly progress monitoring
The ELL student group did not decline from the previous year in ELA/Literacy; group also meets or exceeds statewide goal	Weekly progress monitoring
Utilizing district math coaches to assist K-5 teachers in CORE instruction and implementation	Provide frequent, timely, and systematic feedback and support on instructional practices.
Consistently implemented a math diagnostic tool (IXL).	Frequent data talks around students at/above grade level. Interventions discussed for students who need tier 2-3 research-based interventions.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	70% of the Students with Disabilities subgroup will show adequate growth if frequent, timely, and systematic feedback and support is given on instructional practices in ELA and Math.
	70% of all students will show adequate growth if frequent, timely, and systematic feedback and support is given on instructional practices in ELA and Math.



## Goal Setting

Priority: 70% of all students will show adequate growth if frequent, timely, and systematic feedback and support is given on instructional practices in ELA and Math.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
70% of students will be at or above benchmark by the end of the year as measured by Acadience.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Literacy (Acadience)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
20%	50%	65%	70%

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
70% of students will be at or above benchmark by the end of the year as measured by IXL.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math (IXL)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
20%	50%	65%	70%

Priority: 70% of the Students with Disabilities subgroup will show adequate growth if frequent, timely, and systematic feedback and support is given on instructional practices in ELA and Math.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
70% of students will show growth in Literacy by the end of the 24-25 school year as measured by Acadience.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Literacy (Acadience)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
20%	50%	65%	70%

<b>Outcome Category</b>			
Mathematics			

<b>Measurable Goal Statement (Smart Goal)</b>			
All students will show at least 100 points of growth by the end of the school year as measured by IXL.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math (IXL)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
25%	50%	75%	100%

## Action Plan

### Measurable Goals

Literacy (Acadience)	Math (IXL)
Literacy (Acadience)	Math (IXL)

### Action Plan For: Implement content focused professional learning (Literacy)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>70% of students will show growth in Literacy by the end of the 24-25 school year as measured by Acadience.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Bi-weekly grade level data meetings to strategize on interventions. MTSS model to support engagement of teachers.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Intervention Specialist	Acadience, SGAT	No	
Action Step		Anticipated Start/Completion Date	
Teachers will utilize Wonders 2023 curriculum and SGAT for intervention, and receive job-embedded coaching. Interventionist support at the building and district level will be provided.		2024-08-26	2025-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Intervention Specialists, Classroom Teachers	District Literacy website, Job-embedded coaching schedule, Parent & Family Engagement Literacy workshops (funded through Title 1)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
70% of students' composite scores will be at or above benchmark on the EOY Acadience Benchmark	Principal, intervention specialists, classroom teachers. Measuring data weekly based on progress monitoring through Acadience and SGAT

### Action Plan For: Implement content focused professional learning (Math)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>70% of students will be at or above benchmark by the end of the year as measured by IXL.</li> </ul>

Action Step	Anticipated Start/Completion Date	
Teachers will utilize the Reveal Math curriculum and IXL diagnostic tool for intervention and receive coaching.	2024-08-26	2025-06-09

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, classroom teachers, math coaches	Reveal Math curriculum, IXL diagnostic tool	Yes	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Bi-weekly grade level data meetings to strategize on interventions		2024-08-26	2025-06-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, classroom teachers	Reveal Math unit assessments, IXL	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
All students will show at least 100 points of growth by the end of the year as measured by IXL.	Principal and classroom teachers will utilize IXL diagnostic data on a bi-weekly basis.

## 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.

<b>eGrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>Implement content focused professional learning (Literacy)</li></ul>	Reading Specialist Salaries (Tarulli, Kittek, Carlstrom-50%)	206722
Instruction	<ul style="list-style-type: none"><li>Implement content focused professional learning (Literacy)</li></ul>	Reading Specialist Benefits (Tarulli, Kittek, Carlstrom-50%)	96464
<b>Total Expenditures</b>			<b>303186</b>



## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement content focused professional learning (Literacy)	Teachers will utilize Wonders 2023 curriculum and SGAT for intervention, and receive job-embedded coaching. Interventionist support at the building and district level will be provided.
Implement content focused professional learning (Math)	Teachers will utilize the Reveal Math curriculum and IXL diagnostic tool for intervention and receive coaching.

### Job-Embedded Coaching (Literacy)

Action Step		
<ul style="list-style-type: none"> <li>Teachers will utilize Wonders 2023 curriculum and SGAT for intervention, and receive job-embedded coaching. Interventionist support at the building and district level will be provided.</li> </ul>		
Audience		
Classroom Teachers, Interventionists, Principal		
Topics to be Included		
Instructional Teaching Practices		
Evidence of Learning		
Core Instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisor of Literacy & Humanities, District Literacy Coaches	2024-08-26	2025-06-09

### Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>3c: Engaging Students in Learning</li> </ul>	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

### Job-Embedded Coaching (Math)

Action Step
<ul style="list-style-type: none"> <li>Teachers will utilize the Reveal Math curriculum and IXL diagnostic tool for intervention and receive coaching.</li> </ul>
Audience
Classroom Teachers, Interventionists, Principal
Topics to be Included
Instructional Teaching Practices

<b>Evidence of Learning</b>		
Core Instruction, Assessments		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Supervisor of STEM	2024-08-26	2025-06-09

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 3c: Engaging Students in Learning</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Ashlee O. Woodson	2024-07-12
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Mary Kovalchick	2024-07-12