

Profile and Plan Essentials

LEA Type		AUN
Charter School		121394017
Address 1		
8380 Mohr Lane		
Address 2		
City	State	Zip Code
Fogelsville	PA	18051
Chief School Administrator		Chief School Administrator Email
Mr Joseph Huber		jhuber@circleofseasons.org
Single Point of Contact Name		
Erin Orben		
Single Point of Contact Email		
eorben@circleofseasons.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
6102856267		
Principal Name		
Joseph Huber		
Principal Email		
jhuber@circleofseasons.org		
Principal Phone Number		Principal Extension
6102856267		
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Erin Orben	Other	Circle of Seasons Charter School	eorben@circleofseasons.org
Joseph Huber	Principal	Circle of Seasons Charter School	jhuber@circleofseasons.org
Kiely Ostfeld	District Level Leaders	Circle of Seasons Charter School	kostfeld@circleofseasons.org
Matt Smith	District Level Leaders	Circle of Seasons Charter School	msmith@circleofseasons.org
Tara Grather	Teacher	Circle of Seasons Charter School	tgrather@circleofseasons.org
Jeanette Sommons	Teacher	Circle of Seasons Charter School	jsommons@circleofseasons.org
Michelle Smith	Community Member	COS Foundation	vicepresident@circleofseasonsfoundation.org
Aimee Frasier	Parent	Parent Circle	parentcircle@circleofseasons.org

coast that is guided by the core principles of Public Waldorf Education. Circle of Seasons campus is located in Fogelsville, PA and is positioned on a 35 acre hilltop with access to outdoor classrooms, hiking trails, woods and playing fields.

COS nurtures a supportive academic learning environment and classroom community by helping students develop respect, confidence, acceptance, in addition to other positive social values. We believe that happiness, inspiration, creativity and fun are compatible with public education and should not be limited to those who can afford a public school experience. Using a Waldorf approach thoughtfully synced to Pennsylvania State Standards, students are immersed in a curriculum that emphasizes teaching and learning from where the students are physically, emotionally, and developmentally. This approach encourages developmentally appropriate engagement in both math and literacy and also includes nature based exploration, creative arts, movement and music. All of these components are embedded intentionally throughout all areas of the curriculum and the students' experiences.

Mission and Vision

Mission

Circle of Seasons Charter School ignites a love of learning, kindles excitement and discovery, and instills a deep sense of community and service to the greater world. We foster each individual's creativity, imagination, humanity, and scholarship by cultivating integrated experiences that support students along their developmental journeys, awakening hearts, hands, and minds.

Vision

Circle of Seasons Charter School inspires change in public education by equally valuing intellectual and physical growth, social-emotional learning, connection to the creative, and the freedom, time, and space to do meaningful work. We awaken and empower each individual to find purpose, honor the diversity of humanity, and foster respect and stewardship of the natural world as actively engaged, globally-minded citizens. Our entire community invests in the betterment of the whole by nurturing a sense of belonging, creating a space for listening with the intent to understand, and enjoying continual study and self-growth.

Educational Values

Students

Circle of Seasons students are expected to come to each experience ready to learn and discover. We hope they eagerly join in building their classroom communities and engage enthusiastically in service to their school and community. We believe each child comes to our school with unique gifts and competencies to share that include creativity and imagination, which will be fostered by their participation in hands-on, authentic learning experiences. We expect our children to engage in their own learning with their whole hearts, hands, and minds.

Staff

Staff at Circle of seasons ignites a love for learning and kindles excitement and discovery by imbedding authentic learning experiences inside the classroom in addition to the outdoors. The staff facilitates and plans for artistic, movement-based, hands-on experiences that allow students the opportunity to give back to their school communities and the greater world. Additionally, the staff constructs and develops plans and experiences appropriate for the age of each child, furthermore developing each individuals creativity, imagination, humanity, and scholarship.

Administration

Leadership at Circle of Seasons is expected to work hard to inspire change in public education by valuing their own intellectual growth and professional development of the entire staff and faculty. We trust that administration moves our

are expected to deliver children who are awake, fed, and prepared for a day of purposeful schoolwork. We understand that families have diverse backgrounds, experiences, resources, configurations, and beliefs. We count on all families to engage respectfully with school staff and with each other and to allow us to join us in the raising up of their child, as contributing teammates and partners in education.

Community

The entire community of Circle of Seasons Charter School invests in the development and betterment of the school and its mission and vision. Through collaboration with local farms and organizations such as the Carbon Lehigh Intermediate Unit 21, Circle of Seasons continues to nurture, awaken, and honor the diversity within and among our community. Festivals celebrated throughout the year encourage community togetherness, foster creativity, and allow for a sense of belonging and togetherness. These festivals include a Lantern Walk in the Fall, a Winter Faire, and a May Faire.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group meets interim goal/improvement target.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	Meets or exceeds interim target

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	Not meeting statewide goal/interim target - decrease in performance from previous year
Economically Disadvantaged	Not meeting statewide goal/interim target - decrease in performance from previous year

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group Did Not Meet Interim Goal/Improvement Target. All Student Group Exceeds the Standard Demonstrating Growth.

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Maintained the same performance from last year.

Challenges

ESSA Student Subgroups	Indicator
White	Not meeting statewide target, decrease in performance from last year.

All Student Group Meets the Standard Demonstrating Growth.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	Meets or exceeds interim target; increase in performance from the previous year.
Economically Disadvantaged	Meets or exceeds interim target; maintained the same performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Not meeting statewide goal/Interim target; decrease in performance from previous year.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group exceeds the standard demonstrating growth.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	Meets or exceeds interim target
Economically Disadvantaged	Meets or exceeds interim target

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Not meeting statewide goal/interim target; decrease in performance from previous year.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
------------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Economically Disadvantaged	Meets or exceeds statewide goal; increase in performance from previous year.
----------------------------	--

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Meets or exceeds interim target, but decrease in performance from previous year.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student Group did not meet performance standard.

False Strengths	True Challenges	False N/A
------------------------	------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
White	Only sufficient sample for this measure. Did not meet goal but on track to improve for next year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Insufficient sample

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
------------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

All Student Group meets interim goal/improvement target. All Student Group Meets the Standard Demonstrating Growth.
All Student Group Meets the Standard Demonstrating Growth.
Meets or exceeds interim target; increase in performance from the previous year.

Not meeting statewide goal/interim target - decrease in performance from previous year
All Student Group Did Not Meet Interim Goal/Improvement Target. All Student Group Exceeds the Standard Demonstrating Growth.
Not meeting statewide target, decrease in performance from last year.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Amplify, Grades 1-5	Used BOY, MOY, and EOY for Grades 1-5
NWEA MAP Growth 6-8	Used BOY, MOY, and EOY for Grades 6-8

English Language Arts Summary

Strengths

We successfully complete benchmarking assessments on all students grades 1-8 three times per school year: Beginning, Middle, and End. The Assessment Coordinator meets with each class teacher to review data at BOY and MOY, as well as EOY as needed.
Our MTSS Academic team provides students and teachers with tiered supports, monitors students' progress/achievement, and demonstrates effectiveness through data collection.
PSSA: Our All Student Group meets the interim goal/improvement target as well as the standard demonstrating growth (ELA)

Challenges

As a small school, we often have insufficient data to demonstrate the achievement of subgroups in certain categories
ELA: All Student Group Meets Interim Goal/Improvement Target, but decrease in performance from prior year.

Mathematics

Data	Comments/Notable Observations
mClass Math, Grades 1-5	Used BOY, MOY, and EOY for Grades 1-5
NWEA MAP Growth 6-8	Used BOY, MOY, and EOY for Grades 6-8

Mathematics Summary

Strengths

We successfully complete benchmarking assessments on all students grades 1-8 three times per school year: Beginning, Middle, and End. The Assessment Coordinator meets with each class teacher to review data at BOY and MOY, as well as EOY as needed.
Our MTSS Academic team provides students and teachers with tiered supports, monitors students' progress/achievement, and demonstrates effectiveness through data collection.
We continue to utilize Illustrative Mathematics 1-5, a standards-based and research-backed curriculum, across all grades. We are piloting another standards-based/research-backed curriculum in 6-8 to see if this positively impacts our data.

Challenges

As a small school, we often have insufficient data to demonstrate the achievement of subgroups in certain categories.

Strengths

(2025 - Waiver). In 2024 - 83.5% of our all student group scored Proficient or Advanced in the 2024 Science/Biology PSSA, which is comfortably above the state average of 59.2%.
(2025 - Waiver). In 2024 - 88.5% of our all student group exceeded the standard demonstrating growth on the 2024 Science/Biology PSSA, which is comfortably above the state average of 74.7%.

Challenges

As a small school, we often have insufficient data to demonstrate the achievement of subgroups in certain categories.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	All student group did not meet performance goal in 2024-2025, but will meet the standard for 2025-2026 once that data is uploaded/updated.

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

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

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.

College and Career Readiness

Challenges

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

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.

All Student Group Exceeds the Standard Demonstrating Growth (Mathematics)

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.

All Student Group Did Not Meet Interim Goal/Improvement Target (Mathematics)

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	As a charter school, COS is not responsible for a separate Special Education Plan, though we incorporate Special Education planning into our Annual Charter School Report. Moving forward, COS has been looking to increase co-teaching time, and is actively seeking additional certified Special Education teachers. Literacy, with a focus on writing, has been identified as an area for growth across the school. Specifically, this lens of growth would be on building a comprehensive, across grade levels Waldorf approach to writing grade to grade, supported by the special education team as well.
Title 1 Program	Circle of Seasons is a School-Wide Title I school. We utilize allocated Title I funds to offset the salary of our School Counselor, who is available to all students K-8.
Student Services	As a smaller school, COS is proud to offer comprehensive student services to support students' physical and mental well being. With attention to physical health (all students spend time outside daily) and emotional health (SEL supports and services available to all students,) there are many supports in place for COS students and families. COS has a whole-child approach, which can be seen in our integration of Waldorf pedagogy, Responsive Classroom practices, and

K-12 Guidance Plan (339 Plan)	including school counseling, support this endeavor. Student services staff regularly use a range of services to identify barriers that limit a student's success in school and then offer supports both within the school and local community. An area of further growth could be aligned with our student services focus of continuing to address physical and emotional well being of students and staff.
Technology Plan	n/a
English Language Development Programs	In compliance with PDE requirements, the school provides both push-in and pull-out support for our English Language Learners by a certified ELL teacher. We regularly consult and collaborate with partners at our local IU to support this programming.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

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.

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	Emerging

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
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 a system of supports for students with social, emotional, and behavioral needs	Operational

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
Multi Tiered System of Supports for Academics - very strong

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?

Provide frequent, timely, and systematic feedback and support on instructional practices
Implement an evidence-based system of schoolwide positive behavior interventions and supports

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
All Student Group meets interim goal/improvement target. All Student Group Meets the Standard Demonstrating Growth.	True
All Student Group Meets the Standard Demonstrating Growth.	False
Meets or exceeds interim target; increase in performance from the previous year.	False
Meets or exceeds interim target; maintained the same performance from the previous year.	False
All Student Group exceeds the standard demonstrating growth.	False
Meets or exceeds interim target	False
Meets or exceeds interim target	False
All Student Group Exceeds the Standard Demonstrating Growth (Mathematics)	False
We successfully complete benchmarking assessments on all students grades 1-8 three times per school year: Beginning, Middle, and End. The Assessment Coordinator meets with each class teacher to review data at BOY and MOY, as well as EOY as needed.	False
Our MTSS Academic team provides students and teachers with tiered supports, monitors students' progress/achievement, and demonstrates effectiveness through data collection.	False
PSSA: Our All Student Group meets the interim goal/improvement target as well as the standard demonstrating growth (ELA)	False
We successfully complete benchmarking assessments on all students grades 1-8 three times	

curriculum in 6-8 to see if this positively impacts our data.	
(2025 - Waiver). In 2024 - 83.5% of our all student group scored Proficient or Advanced in the 2024 Science/Biology PSSA, which is comfortably above the state average of 59.2%.	False
(2025 - Waiver). In 2024 - 88.5% of our all student group exceeded the standard demonstrating growth on the 2024 Science/Biology PSSA, which is comfortably above the state average of 74.7%.	False
All Student Group exceeds performance standard.	False
Meets or exceeds statewide goal; increase in performance from previous year.	True
College and Career Readiness	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Multi Tiered System of Supports for Academics - very strong	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Single Entity 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
Not meeting statewide goal/interim target - decrease in performance from previous year	True
Not meeting statewide goal/interim target - decrease in performance from previous year	False
All Student Group Did Not Meet Interim Goal/Improvement Target. All Student Group Exceeds the Standard Demonstrating Growth.	False
Not meeting statewide target, decrease in performance from last year.	False
Not meeting statewide target, decrease in performance from last year.	False
Not meeting statewide goal/interim target; decrease in performance from previous year.	False
All Student Group did not meet performance standard.	False
As a small school, we often have insufficient data to demonstrate the achievement of subgroups in certain categories	False
ELA: All Student Group Meets Interim Goal/Improvement Target, but decrease in performance from prior year.	False
All Student Group Did Not Meet Interim Goal/Improvement Target (Mathematics)	False
As a small school, we often have insufficient data to demonstrate the achievement of subgroups in certain categories.	False
Not all of our teachers are formally trained in Illustrative Mathematics.	False
PSSA: In 2025, only 19% of our 7th Graders scored Proficient or Advanced in Math.	False
As a small school, we often have insufficient data to demonstrate the achievement of subgroups in certain categories.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	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

Analyzing Challenges	Points	Priority
Not meeting statewide goal/interim target - decrease in performance from previous year		True
Provide frequent, timely, and systematic feedback and support on instructional practices		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
All Student Group meets interim goal/improvement target. All Student Group Meets the Standard Demonstrating Growth.	
Meets or exceeds statewide goal; increase in performance from previous year.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our instructional priorities will include ongoing data review, looking at student achievement data and instructional practices.
	Our instructional priorities will include Tier 2 differentiated instruction with a focus on Mathematics.

Goal Setting

Priority: Our instructional priorities will include ongoing data review, looking at student achievement data and instructional practices.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2028-2029 school year, at least 39% of the school's 7th grade students will score Proficient or Advanced on the Math PSSA.			
Measurable Goal Nickname (35 Character Max)			
Grade 7 Math Scores			
Target Year 1	Target Year 2	Target Year 3	
By the end of the 2026-2027 school year, at least 33% of the school's 7th grade students will score in the proficient/advanced range of the PSSA Math.	By the end of the 2027-2028 school year, at least 36% of the school's 7th grade students will demonstrate Early Indicators of Success in Mathematics - scoring in the Proficient /Advanced range on PSSA Math.	By the end of the 2028-2029 school year, at least 39% of the school's 7th grade students will score Proficient or Advanced on the Math PSSA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Q1 (26-27), all 7th grade students will	By the end of Q2, 65% of 7th graders will show at	By the end of Q4, 68% of 7th graders will	By the end of the 2026-2027 school year, at least 33% of

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2028-2029 school year, at least 39% of the school's 7th grade students will score Proficient or Advanced on the Math PSSA.			
Measurable Goal Nickname (35 Character Max)			
Grade 7 Math Scores			
Target Year 1	Target Year 2	Target Year 3	
By the end of the 2026-2027 school year, at least 33% of the school's 7th grade students will score in the proficient/advanced range of the PSSA Math.	By the end of the 2027-2028 school year, at least 36% of the school's 7th grade students will demonstrate Early Indicators of Success in Mathematics - scoring in the Proficient /Advanced range on PSSA Math.	By the end of the 2028-2029 school year, at least 39% of the school's 7th grade students will score Proficient or Advanced on the Math PSSA.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By the end of Q1 (26-27), all 7th grade students will complete a Math Benchmark Assessment.	By the end of Q2, 65% of 7th graders will show at least a 4 point growth on Math Benchmarks from BOY to MOY.	By the end of Q4, 68% of 7th graders will show at least a 3 point growth on Math Benchmarks from MOY to EOY.	By the end of the 2026-2027 school year, at least 33% of the school's 7th grade students will score in the proficient/advanced range of the PSSA Math.

Action Plan

Measurable Goals

Grade 7 Math Scores	Grade 7 Math Scores
---------------------	---------------------

Action Plan For: McGraw Hill Reveal Mathematics Curriculum Pilot

Measurable Goals:
- By the end of the 2028-2029 school year, at least 39% of the school's 7th grade students will score Proficient or Advanced on the Math PSSA. - By the end of the 2028-2029 school year, at least 39% of the school's 7th grade students will score Proficient or Advanced on the Math PSSA.

Action Step		Anticipated Start Date	Anticipated Completion Date
Pilot McGraw Hill Reveal Mathematics Curriculum in Grades 6-8 for the 2026-2027 school year (previously used Illustrative Mathematics - materials still available).		2026-08-20	2027-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kiely Ostfeld - Assistant Principal	Reveal Math curriculum guides/books	Yes	Yes

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	
Other Expenditures	McGraw Hill Reveal Mathematics Curriculum Pilot	Funds will be used to offset the salary of our School Counselor.	98270	
Total Expenditures				98270

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
McGraw Hill Reveal Mathematics Curriculum Pilot	Pilot McGraw Hill Reveal Mathematics Curriculum in Grades 6-8 for the 2026-2027 school year (previously used Illustrative Mathematics - materials still available).

McGraw Hill Reveal Mathematics Training

Action Step		
Pilot McGraw Hill Reveal Mathematics Curriculum in Grades 6-8 for the 2026-2027 school year (previously used Illustrative Mathematics - materials still available).		
Audience		
Math Teachers 6th-8th Grades		
Topics to be Included		
Math curriculum overview / how the pilot program works		
Evidence of Learning		
Certificate of completion		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kiely Ostfeld, Assistant Principal	2026-08-17	2026-08-17

Learning Format

Type of Activities	Frequency
Inservice day	1 x before school year begins
Observation and Practice Framework Met in this Plan	

Action Step	Audience	Included	Communication	Timeline Start Date	Completion Date
Pilot McGraw Hill Reveal Mathematics Curriculum in Grades 6-8 for the 2026-2027 school year (previously used Illustrative Mathematics - materials still available).	Parents/Guardians/Students	The reason for a pilot program, why we chose McGraw Hill Mathematics, and what happens next	Kiely Ostfeld, Assistant Principal	08/20/2026	08/28/2026

Communications

Type of Communication	Frequency
Email	One informative email will follow up Board of Trustee meeting documents that are publicly accessible & linked in emails

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date