



Duquesne City School District
Comprehensive Plan
2026 - 2029

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Mathematics Academic Growth (PVAAS)	Math PVAAS growth meets the statewide standard (77.0). Economically disadvantaged students demonstrate growth comparable to peers. What instructional practices are we using in Math that can translate to ELA?
English Language Growth & Attainment (EL Support)	English Language Growth & Attainment: 33.3% Statewide average: 32.4% What supports are in place for this population of students that can be effective for other populations?
Meeting State standard of math growth (PVASS)	Math PVAAS growth meets the statewide standard (77.0). Economically disadvantaged students demonstrate growth comparable to peers. What instructional practices are we using in Math that can translate to ELA?
ELA growth (64%) is moving towards the state standard (70%)	Analyze the instructional practices and supports that are having a positive effect on growth.
Evidence of Measurable ELA Growth (System Capacity)	Analyze the instructional practices and supports that are having a positive effect on growth.
Commitment to Equity in Access to Instruction	A 1:1 environment removes device access as a barrier for economically disadvantaged students, a core Title I and equity priority. Students across subgroups (Black students, ELs, students with disabilities) theoretically have equal access to instructional content, assessments, and learning platforms.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Early Literacy		No	
Achievement and Growth Gap		No	
Regular Attendance: 46.0% (State avg: 79.6%)		No	
Career Standards Benchmark: 0.0% (State avg: 91.5%)	As a district, where we archive this information through Sapphire (SIS) and make sure it is properly documented within PIMS	Yes	If we integrate career awareness and future-ready skill development into classroom instruction and the guidance program through structured career exploration experiences, interdisciplinary projects, and community partnerships, then educators and counselors will be able to systematically deliver age-

Challenge	Discussion Points	Priority For Planning	Priority Statement
			appropriate career education aligned to Pennsylvania Career Education and Work Standards, and students will develop the awareness, skills, and engagement necessary to meet career readiness benchmarks and connect their learning to future opportunities.
Early Literacy Failure Driving Long-Term ELA Outcomes		No	
Growth Is Not Translating Into Achievement	Sustainable and consistent growth should eventually translate to achievement.	Yes	If we align instructional practices, interventions, and assessments to grade-level standards by prioritizing rigorous Tier 1 instruction, scaffolded access to complex content, and acceleration over remediation, then teachers will be able to move students beyond incremental skill growth toward mastery of grade-level expectations, and increased academic growth will translate into measurable gains in proficiency and advanced performance across student groups.
Coherent, High-Quality Tier 1 Instruction (ELA & Math)	Quality tier 1 instruction is vital in making sure all student walk away with the big ideas	Yes	If we establish a guaranteed and viable curriculum supported by common instructional frameworks, aligned assessments, job-embedded coaching, and collaborative planning structures, then educators will implement consistent, high-quality Tier 1 instruction across classrooms, and students will have equitable access to grade-level learning experiences that result in improved achievement outcomes in both ELA and mathematics.
Systematic Early Literacy Practice (K–3)	This is the basic building block and a valuable focus. Student must master the fundamentals of early literacy to grow and achieve moving forward	Yes	If we implement a comprehensive, evidence-based early literacy framework that includes structured literacy instruction, universal screening, progress monitoring, and protected intervention time across all K–3 classrooms, then teachers will be able to deliver explicit, standards-aligned foundational reading instruction and respond to student needs through timely, data-driven interventions, and students will develop the phonemic awareness, decoding, fluency, and comprehension skills necessary to achieve grade-level reading proficiency by the end of Grade 3.

Goal Setting

Priority: If we integrate career awareness and future-ready skill development into classroom instruction and the guidance program through structured career exploration experiences, interdisciplinary projects, and community partnerships, then educators and counselors will be able to systematically deliver age-appropriate career education aligned to Pennsylvania Career Education and Work Standards, and students will develop the awareness, skills, and engagement necessary to meet career readiness benchmarks and connect their learning to future opportunities.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Early Literacy	By the end of the 2028–2029 school year, the percentage of Grade 3 students scoring Proficient or Advanced in Reading on state and/or local aligned literacy assessments will increase from a baseline of approximately 8% to at least 35%, as measured by Pennsylvania State Assessments and validated universal screening benchmarks, through the implementation of a comprehensive, evidence-based early literacy framework.	Foundations for the Future	By the end of the 2026–2027 school year, the percentage of Grade 3 students scoring Proficient or Advanced in Reading on state and/or local aligned literacy assessments will increase from a baseline of approximately 8% to at least 15%, as measured by Pennsylvania State Assessments and validated universal screening benchmarks, through the implementation of a comprehensive, evidence-based early literacy framework.	By the end of the 2027–2028 school year, the percentage of Grade 3 students scoring Proficient or Advanced in Reading on state and/or local aligned literacy assessments will increase from a baseline of approximately 15% to at least 25%, as measured by Pennsylvania State Assessments and validated universal screening benchmarks, through the implementation of a comprehensive, evidence-based early literacy framework.	By the end of the 2028–2029 school year, the percentage of Grade 3 students scoring Proficient or Advanced in Reading on state and/or local aligned literacy assessments will increase from a baseline of approximately 8% to at least 35%, as measured by Pennsylvania State Assessments and validated universal screening benchmarks, through the implementation of a comprehensive, evidence-based early literacy framework.
Early Literacy	By the end of the 2028–2029 school year, at least 70% of Kindergarten students will meet or exceed phonemic awareness benchmarks, 65% of Grade 1 students will meet or exceed decoding and oral reading fluency benchmarks, and 60% of Grade 2 students will meet or exceed oral reading fluency and comprehension benchmarks, as measured by district-adopted universal literacy screeners administered three times per year, indicating that the K–2 early literacy system is effectively preparing students for Grade 3 reading proficiency.	Early Literacy Leading Indicators	By the end of the 2026–2027 school year, at least 45% of Kindergarten students will meet or exceed phonemic awareness benchmarks, 40% of Grade 1 students will meet or exceed decoding and oral reading fluency benchmarks, and 35% of Grade 2 students will meet or exceed oral reading fluency and comprehension benchmarks, as measured by district-adopted universal literacy screeners administered three times per year, indicating that the K–2 early literacy system is effectively preparing students for Grade 3 reading proficiency.	By the end of the 2027–2028 school year, at least 60% of Kindergarten students will meet or exceed phonemic awareness benchmarks, 55% of Grade 1 students will meet or exceed decoding and oral reading fluency benchmarks, and 50% of Grade 2 students will meet or exceed oral reading fluency and comprehension benchmarks, as measured by district-adopted universal literacy screeners administered three times per year, indicating that the K–2 early literacy system is effectively preparing students for Grade 3 reading proficiency.	By the end of the 2028–2029 school year, at least 70% of Kindergarten students will meet or exceed phonemic awareness benchmarks, 65% of Grade 1 students will meet or exceed decoding and oral reading fluency benchmarks, and 60% of Grade 2 students will meet or exceed oral reading fluency and comprehension benchmarks, as measured by district-adopted universal literacy screeners administered three times per year, indicating that the K–2 early literacy system is effectively preparing students for Grade 3 reading proficiency.

Priority: If we align instructional practices, interventions, and assessments to grade-level standards by prioritizing rigorous Tier 1 instruction, scaffolded access to complex content, and acceleration over remediation, then teachers will be able to move students beyond incremental skill growth toward mastery of grade-level expectations, and increased academic growth will translate into measurable gains in proficiency and advanced performance across student groups.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of the 2028–2029 school year, 100% of classrooms will implement a guaranteed and viable curriculum in ELA and mathematics with fidelity, resulting in increased standards-aligned instructional practice and contributing to a minimum 25 percentage-point increase in overall student proficiency across both content areas, as measured by walkthrough data, instructional audits, and state assessment outcomes.	Core Instruction Matters	By the end of the 2026–2027 school year, 60% of classrooms will implement a guaranteed and viable curriculum in ELA and mathematics with fidelity, resulting in increased standards-aligned instructional practice and contributing to a minimum 8 percentage-point increase in overall student proficiency across both content areas, as measured by walkthrough data, instructional audits, and state assessment outcomes.	By the end of the 2027–2028 school year, 80% of classrooms will implement a guaranteed and viable curriculum in ELA and mathematics with fidelity, resulting in increased standards-aligned instructional practice and contributing to a minimum 17 percentage-point increase in overall student proficiency across both content areas, as measured by walkthrough data, instructional audits, and state assessment outcomes.	By the end of the 2028–2029 school year, 100% of classrooms will implement a guaranteed and viable curriculum in ELA and mathematics with fidelity, resulting in increased standards-aligned instructional practice and contributing to a minimum 25 percentage-point increase in overall student proficiency across both content areas, as measured by walkthrough data, instructional audits, and state assessment outcomes.

Priority: If we establish a guaranteed and viable curriculum supported by common instructional frameworks, aligned assessments, job-embedded coaching, and collaborative planning structures, then educators will implement consistent, high-quality Tier 1 instruction across classrooms, and students will have equitable access to grade-level learning experiences that result in improved achievement outcomes in both ELA and mathematics.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By the end of the 2028–2029 school year, the percentage of students scoring Proficient or Advanced on Pennsylvania State Assessments in ELA will increase from 9.5% to at least 35%, and in Mathematics from 8.3% to at least 30%, as growth gains are converted into grade-level achievement through aligned Tier 1 instruction, standards-based interventions, and scaffolded access to rigorous content.	From Growth to Mastery	By the end of the 2026–2027 school year, the percentage of students scoring Proficient or Advanced on Pennsylvania State Assessments in ELA will increase from 9.5% to at least 18%, and in Mathematics from 8.3% to at least 16%, as growth gains are converted into grade-level achievement through aligned Tier 1 instruction, standards-based interventions, and scaffolded access to rigorous content.	By the end of the 2027–2028 school year, the percentage of students scoring Proficient or Advanced on Pennsylvania State Assessments in ELA will increase from 18% to at least 27%, and in Mathematics from 16% to at least 23%, as growth gains are converted into grade-level achievement through aligned Tier 1 instruction, standards-based interventions, and scaffolded access to rigorous content.	By the end of the 2028–2029 school year, the percentage of students scoring Proficient or Advanced on Pennsylvania State Assessments in ELA will increase from 9.5% to at least 35%, and in Mathematics from 8.3% to at least 30%, as growth gains are converted into grade-level achievement through aligned Tier 1 instruction, standards-based interventions, and scaffolded access to rigorous content.

Priority: If we implement a comprehensive, evidence-based early literacy framework that includes structured literacy instruction, universal screening, progress monitoring, and protected intervention time across all K–3 classrooms, then teachers will be able to deliver explicit, standards-aligned foundational reading instruction and respond to student needs through timely, data-driven interventions, and students will develop the phonemic awareness, decoding, fluency, and comprehension skills necessary to achieve grade-level reading proficiency by the end of Grade 3.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Career Standards Benchmark	By the end of the 2028–2029 school year, the percentage of students meeting Pennsylvania Career Education and Work Standards benchmarks will increase from 0.0% to 95% or higher, as career awareness, exploration, and future-ready skill development are systematically integrated into classroom instruction and the K–5 guidance program.	Pathways to the Future	By the end of the 2026–2027 school year, the percentage of students meeting Pennsylvania Career Education and Work Standards benchmarks will increase from 0.0% to at least 75%, as career awareness, exploration, and future-ready skill development are systematically integrated into classroom instruction and the K–5 guidance program.	By the end of the 2027–2028 school year, the percentage of students meeting Pennsylvania Career Education and Work Standards benchmarks will increase from 75% to at least 85%, as career awareness, exploration, and future-ready skill development are systematically integrated into classroom instruction and the K–5 guidance program.	By the end of the 2028–2029 school year, the percentage of students meeting Pennsylvania Career Education and Work Standards benchmarks will increase from 0.0% to 95% or higher, as career awareness, exploration, and future-ready skill development are systematically integrated into classroom instruction and the K–5 guidance program.

Action Plan

Action Plan for: Structured Literacy Implementation (Science of Reading Framework)

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Foundations for the Future	<ol style="list-style-type: none"> 1. Instructional Systems Outputs: Fully implemented K–3 structured literacy block in the master schedule Adoption and use of new ELA resources (pilot ? full implementation) Documented scope & sequence aligned to Science of Reading components along with structured Tier 2/Tier 3 intervention periods 2. Professional Learning Outputs: Completion of Science of Reading PD modules by K–3 teachers Coaching cycles completed per teacher PLC agendas focused on literacy data and instructional planning 3. Assessment & Data Systems Outputs: Universal literacy screening system implemented (3x/year) Progress monitoring system operational for Tier 2 & Tier 3 students Literacy data dashboards created and updated Benchmark reports generated after each screening window 4. Student Support Outputs: Intervention groups formed and adjusted based on data Individual literacy plans for at-risk students Increased access to decodable texts and literacy resources 	<ul style="list-style-type: none"> ● Evaluation Effectiveness Review Cycle Timeframe ● Review Focus ● Team Responsible Monthly ● Intervention & progress monitoring ● MTSS Team Quarterly ● Screening + instructional fidelity ● Literacy Team/Admin Biannual ● PD impact & implementation ● District + Building Annual Achievement outcomes ● School Improvement Team

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>Action Step 1: Establish Early Literacy Grade Level/Coaching Teams Description: Form a K–3 literacy leadership team to guide structured literacy implementation, monitor pilot progress, and align curriculum, assessment, and professional learning. Timeline: Spring–Summer 2026 (pre-pilot) ?</p> <p>Ongoing Action Step 2: Pilot Evidence-Based ELA Curriculum (K–3 within K–8 Pilot) Description: Implement the new ELA Resource pilot with explicit structured literacy components in K–3 classrooms. Timeline: 2026–2027 School Year</p>	07/01/2026	06/30/2029	Curriculum Director Principal / Assistant Principal Literacy Coach Pilot Classroom Teachers	PDE Structured Literacy guidance Pilot ELA resource kits Teacher editions & pacing guides Decodable texts Phonics/phonemic awareness routines Digital literacy platform access Pilot ELA curriculum kits Teacher editions & pacing guides Decodable texts Phonics/phonemic awareness routines Digital literacy platform access Universal screener (Acadience, MAPS, IXL) Intervention grouping tools Walkthrough tools Student outcome dashboards PD refreshers	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>Action Step 3: Provide Science of Reading Professional Learning Description: Deliver job-embedded PD focused on structured literacy instructional practices aligned to the pilot. Timeline: Summer 2026 ? Ongoing through 2027–2028</p> <p>Action Step 4: Implement Universal Screening & Progress Monitoring System Description: Establish consistent literacy screening and monitoring protocols to identify student needs early. Timeline: Begin Fall 2026 ? Ongoing</p> <p>Action Step 5: Create Protected Literacy & Intervention Blocks Description: Revise the master schedule to ensure uninterrupted literacy instruction and Tier 2/Tier 3 intervention time. Timeline: Spring 2026 planning ? Launch Fall 2026</p> <p>Action Step 6: Evaluate Pilot & Scale to Full Implementation Description: Analyze pilot data to refine curriculum implementation prior to full K–8 rollout. Timeline: Spring–Summer 2027</p> <p>Action Step 7: Full ELA Resource Implementation (K–8) Description: Implement the selected ELA Resource with full fidelity across all classrooms. Timeline: 2027–2028 School Year</p> <p>Action Step 8: Sustain, Monitor, and Refine Practices Description: Ensure long-term fidelity and continuous improvement. Timeline: 2028–2029</p>						

Action Plan for: Multi-Tiered System of Supports (MTSS) for Early Literacy

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Early Literacy Leading Indicators	<ol style="list-style-type: none"> 1. Universal Screening Monitoring Tools Literacy screeners (Acadience, MAPS, IXL) Benchmark reports Frequency Fall, Winter, Spring (3x/year) 2. Progress Monitoring – Intervention Students Tools Progress monitoring probes Oral reading fluency passages Phonics skill assessments Frequency Tier 2: Biweekly Tier 3: Weekly 3. Data Meeting Effectiveness Monitoring Tools MTSS meeting agendas Student action plans Decision rule documentation Frequency Monthly grade-level meetings Monthly MTSS team reviews 4. Student Outcome Monitoring Tools Benchmark proficiency rates ORF growth charts Phonemic awareness mastery data Frequency After each screening window Quarterly leadership reviews 	Principal / Assistant Principal Director of Curriculum and Instruction Literacy Coach K–2 Teacher Leaders Special Education & EL Representatives Literacy screeners (Acadience, MAPS, IXL) Fall, Winter, Spring (3x/year) Progress monitoring probes Oral reading fluency passages Phonics skill assessments Frequency Tier 2: Biweekly Tier 3: Weekly

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>Action Step 1: Establish Early Literacy Grade Level/Coaching Teams Description: Create a dedicated team to oversee early literacy screening, intervention design, and data review cycles. Timeline: Spring 2026 – Team formation Summer 2026 – Training & systems design Ongoing monthly meetings (2026–2029)</p> <p>Action Step 2: Implement Universal Screening System Description: Administer literacy screeners to all K–2 students three times per year. Ongoing screening windows: Acadience/MAPS/IXL Timeline: Fall (Sept) Winter (Jan) Spring (May) Annually through 2029</p> <p>Action Step 3: Conduct Data Review Meetings Description: Hold structured grade-level and MTSS/Data meetings to analyze screening results and assign interventions. Timeline: After each screening window: October February May Continue monthly grade-level reviews through 2029</p> <p>Action Step 4: Implement Tiered Literacy Interventions Description: Provide targeted</p>	05/01/2026	06/30/2029	Principal / Assistant Principal Director of Curriculum and Instruction Literacy Coach K–2 Teacher Staff Special Education & EL	Team protocols Data review templates Universal screener platform Benchmark norms Devices/testing materials Reporting protocols Decodable texts Phonics kits Intervention schedules	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>literacy interventions aligned to student skill deficits. Expansion & refinement Timeline: Pilot alignment: 2026–2027 Full integration: 2027–2028 Optimization: 2028–2029</p> <p>Action Step 5: Progress Monitor Intervention Students Description: Track literacy skill growth to determine intervention effectiveness. Timeline: Begin: Fall 2026 Ongoing through 2029</p>						

Action Plan for: Standards-Aligned Tier 1 Instructional Framework

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Core Instruction Matters	Anticipated Outputs: Guaranteed & viable curriculum documents Instructional framework guide Common assessments PLC structures Coaching cycles completed Curriculum fully implemented K–8	Monitoring & Evaluation Plan 1. Instructional Fidelity Tools Tier 1 walkthrough tool Rigor observation rubric Lesson plan audits Frequency: Weekly walkthroughs Quarterly formal observations Method Admin/coach observations Feedback conferences 2. Curriculum Implementation Tools Fidelity checklists Pacing trackers Teacher implementation logs Frequency: Monthly reviews Quarterly audits 3. Student Outcome Monitoring Tools Common formative assessments Benchmark assessments State tests Frequency: Every unit Quarterly benchmarks Annual state review

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>Action Step 1: Establish Early Literacy Grade Level/Coaching Teams Description: Create a school-based team to lead curriculum alignment, instructional expectations, and implementation monitoring. Timeline: Spring 2026 – Team formation Summer 2026 – Planning & framework design Ongoing meetings (monthly/bi-weekly) through 2029</p> <p>Action Step 2: Conduct Curriculum Alignment Audit Description: Review current curriculum, materials, and assessments for standards alignment and rigor. Timeline: Spring–Summer 2026 (Review Illustrative Math and Pre-Pilot Review for ELA) Refinement Spring 2027 (Align Math Resources, post-pilot review ELA)</p>	05/01/2026	06/30/2029	Principal Assistant Principal Instructional Coach(es) Curriculum Director Teacher Leaders (K–8 ELA & Math) Special Education & EL Representatives	Tier 1 walkthrough tool Rigor observation rubric Lesson plan audits Fidelity checklists Pacing trackers Teacher implementation logs Common formative assessments Benchmark assessments State tests	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>Action Step 3: Implement Instructional Coaching Cycles Description: Provide classroom coaching aligned to Tier 1 expectations. Timeline: Begin: Spring 2026 Refine: 2027–2028 Sustain: 2028–2029</p> <p>Action Step 4: Implement Formative Assessment Systems Description: Use common assessments to monitor Tier 1 effectiveness. Timeline: Develop assessments: 2026–2027 Full use: 2027–2029</p>						

Action Plan for: Acceleration Over Remediation Instructional Model

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<ul style="list-style-type: none"> From Growth to Mastery 	Instructional Outputs Grade-level task banks Scaffold strategy repositories Accelerated intervention lessons Professional Learning Outputs Staff trained in acceleration practices Coaching cycles completed Systems Outputs Revised intervention schedules Curriculum alignment documents	1. Instructional Practice Monitoring Tools: Rigor walkthrough tool Assignment analysis protocol Opportunity Myth observation tool Frequency: Weekly walkthroughs Quarterly assignment audits Method: Classroom observations Student work reviews 2. Intervention Model Monitoring Tools: Intervention lesson reviews Grouping rosters Acceleration fidelity rubric Frequency: Monthly MTSS reviews Quarterly audits 3. Formative Assessment Monitoring Tools: Common assessments Exit tickets Benchmark tests Frequency: Weekly classroom use Quarterly data reviews 4. Student Outcome Monitoring Tools: PVAAS growth reports State assessment proficiency Subgroup performance reports Frequency: Quarterly local reviews Annual state review

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>Action Step 1: Establish Grade Level/Instructional Coaches Leadership Team Description: Form a cross-functional team to guide the shift from remediation to acceleration. Timeline: Spring 2026 – Team formation Summer 2026 – Research review & planning Ongoing meetings through 2029</p> <p>Action Step 2: Conduct Instructional Practice Audit Description: Analyze current assignments, interventions, and grouping practices to identify remediation patterns. Timeline: Spring–Summer 2026 Follow-up audit Spring 2027 (Assess both Illustrative Math and ELA)</p>	05/01/2026	06/30/2029	Principal Assistant Principal Instructional Coaches (ELA & Math) Curriculum Director Teacher Leaders Special Education & EL Representatives	PVAAS growth/proficiency reports State assessment item analysis Assignment analysis tools Rigor rubrics Intervention schedules ELA pilot/Illustrative Math curriculum Scaffolding strategy guides Model accelerated lesson plans Common formative assessments Reteach planning templates Data analysis protocols Standards alignment tools	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>Action Step 3: Align Resources/Scope & Sequence to Grade-Level Expectations Description: Ensure all adopted Resources emphasize grade-level rigor with scaffolded access. Timeline: alignment: 2026–2027 Full implementation: 2027–2028 Refinement: 2028–2029</p> <p>Action Step 4: Provide Professional Learning on Acceleration Practices Description: Train teachers to implement acceleration instructional strategies. Timeline: Initial PD: Summer 2026 Coaching: 2026–2027 Full implementation PD: 2027–2028 Sustainability refreshers: 2028–2029</p> <p>Action Step 5: Implement Data-Driven Reteaching Cycles Description: Use formative data to reteach grade-level content rather than revert to foundational-only remediation. Timeline: Begin: Spring 2026 Expand: 2027–2028 Sustain: 2028–2029</p>						

Action Plan for: Comprehensive Career Awareness & Exploration Framework

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Pathways to the Future	Program Outputs K–5 career awareness scope & sequence Guidance career lesson library Interest inventory completion data Data stored and documented with fidelity Student Experience Outputs Career portfolios Career exploration artifacts Participation in career events Partnership Outputs Community partner network Career Day events Guest speaker sessions	1. Career Lesson Implementation Tools: Lesson delivery logs Guidance schedules Classroom integration artifacts Frequency: Quarterly reviews Method Counselor reporting Admin walkthroughs 2. Benchmark Attainment Monitoring Tools: Career readiness tracking platform Chapter 339 compliance reports Frequency: Biannual reviews Annual state reporting

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
<p>Step 1: Conduct Career Readiness Needs Assessment Description Audit current career awareness practices, guidance lessons, and documentation processes. Timeline Spring–Summer 2026 Review updates annually (2027–2029)</p> <p>Step 2: Integrate World of Work Into Core Instruction Description Embed career relevance into ELA, math, science, and social studies lessons through World of Work. Timeline Teacher training: 2026–2027 Classroom Observations: 2026–2027 Full integration: 2027–2029</p> <p>Step 3: Implement Documentation & Benchmark Tracking Description Track student completion of career standards to meet PDE benchmarks. Bank and report student portfolios. Timeline System setup: 2026–2027 Full documentation: 2027–2029</p>	05/01/2026	06/30/2029	School Counselor(s) Principal / Assistant Principal Teacher Leaders	PA Career Education & Work Standards Chapter 339 compliance tools ASCA Mindsets & Behaviors framework PDE Career Readiness resources Career readiness tracking system Director of Curriculum (Data)	Yes	Yes

Professional Development Activities

Structured Literacy Implementation						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Action Step 1: Establish Early Literacy Grade Level/Coaching Teams Description: Form a K–3 literacy leadership team to guide structured literacy implementation, monitor pilot progress, and align curriculum, assessment, and professional learning. Timeline: Spring–Summer 2026 (pre-pilot) ? Ongoing</p> <p>Action Step 2: Pilot Evidence-Based ELA Curriculum (K–3 within K–8 Pilot) Description: Implement the new ELA Resource pilot with explicit structured literacy components in K–3 classrooms. Timeline: 2026–2027 School Year</p> <p>Action Step 3: Provide Science of Reading Professional Learning Description: Deliver job-embedded PD focused on structured literacy instructional practices aligned to the pilot. Timeline: Summer 2026 ? Ongoing through 2027–2028</p> <p>Action Step 4: Implement Universal Screening & Progress Monitoring System Description: Establish consistent literacy screening and monitoring protocols to identify student needs early. Timeline: Begin Fall 2026 ? Ongoing</p> <p>Action Step 5: Create Protected Literacy & Intervention Blocks</p>	<p>K–3 Classroom Teachers</p> <p>K–5 Special Education Teachers</p> <p>Reading Specialists / Interventionists</p> <p>ESL Teachers</p> <p>Building Principals & Assistant Principals</p> <p>Instructional Coaches</p> <p>Curriculum & Federal Programs Administrators</p>	<p>Foundations of the Science of Reading</p> <p>Structured Literacy instructional framework</p> <p>Explicit, systematic phonics instruction</p> <p>Phonological & phonemic awareness routines</p> <p>Orthographic mapping & decoding development</p> <p>Fluency instruction and connected text practice</p> <p>Vocabulary & oral language development</p> <p>Reading comprehension within structured literacy</p> <p>Writing connections to early literacy</p> <p>Implementation of pilot ELA curriculum materials</p> <p>Differentiation for Tier 2 and Tier 3 interventions</p> <p>Universal screening tools & progress monitoring protocols</p> <p>Data-driven instructional decision-making</p>	<p>Classroom implementation of structured literacy routines</p> <p>Lesson plan submissions aligned to SOR practices</p> <p>Walkthrough/observation look-fors</p> <p>Student literacy data analysis protocols</p> <p>Progress monitoring data collection</p> <p>Coaching feedback cycles</p> <p>PLC artifacts (agendas, data discussions, action plans)</p> <p>Fidelity checklists tied to curriculum implementation</p>	<p>Ryan Matsook Director of Curriculum and Instruction</p> <p>Sue Mariani Superintendent of Schools</p> <p>Instructional Coaches</p>	07/01/2026	06/30/2029

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Description: Revise the master schedule to ensure uninterrupted literacy instruction and Tier 2/Tier 3 intervention time. Timeline: Spring 2026 planning ? Launch Fall 2026</p> <p>Action Step 6: Evaluate Pilot & Scale to Full Implementation Description: Analyze pilot data to refine curriculum implementation prior to full K–8 rollout. Timeline: Spring–Summer 2027</p> <p>Action Step 7: Full ELA Resource Implementation (K–8) Description: Implement the selected ELA Resource with full fidelity across all classrooms. Timeline: 2027–2028 School Year</p> <p>Action Step 8: Sustain, Monitor, and Refine Practices Description: Ensure long-term fidelity and continuous improvement. Timeline: 2028–2029</p>						

Learning Formats			
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Coaching cycles: Monthly PLC meetings: Bi-monthly Data meetings: Quarterly Walkthroughs/observations: Ongoing/daily Booster PD sessions: Each semester		Structured Literacy

Structured Literacy & MTSS Implementation

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Action Step 1: Establish Early Literacy Grade Level/Coaching Teams Description: Create a dedicated team to oversee early literacy screening, intervention design, and data review cycles. Timeline: Spring 2026 – Team formation Summer 2026 – Training & systems design Ongoing monthly meetings (2026–2029)</p> <p>Action Step 2: Implement Universal Screening System Description: Administer literacy screeners to all K–2 students three times per year. Ongoing screening windows: Acadience/MAPS/IXL Timeline: Fall (Sept) Winter (Jan) Spring (May) Annually through 2029</p> <p>Action Step 3: Conduct Data Review Meetings Description: Hold structured grade-level and MTSS/Data meetings to analyze screening results and assign interventions. Timeline: After each screening window: October February May Continue monthly grade-level reviews through 2029</p> <p>Action Step 4: Implement Tiered Literacy Interventions Description: Provide targeted literacy interventions aligned to student skill deficits. Expansion & refinement Timeline: Pilot alignment: 2026–2027 Full integration: 2027–2028 Optimization: 2028–2029</p> <p>Action Step 5: Progress Monitor Intervention Students Description: Track literacy skill growth to determine intervention effectiveness. Timeline: Begin: Fall 2026 Ongoing through 2029</p>	<p>K–2 Classroom Teachers</p> <p>Reading Specialists / Instructional Coaches</p> <p>Special Education Teachers</p> <p>ESL Teachers</p> <p>MTSS Team Members</p> <p>Building Principals / Assistant Principals</p> <p>District Curriculum Coordinator</p>	<p>Science of Reading / Structured Literacy * Foundations of the Science of Reading * Structured literacy instructional design * Phonological awareness development * Explicit phonics & decoding instruction * Language comprehension & vocabulary * Fluency development * Writing-to-read connections MTSS & Systems Implementation * K–2 MTSS framework design * Roles/responsibilities of literacy MTSS teams Universal Screening * Administration of Acadience / MAPS / IXL screeners * Benchmark goal setting * Screening fidelity procedures Data Practices * Data analysis protocols * Identifying skill deficits * Intervention grouping structures * Problem-solving cycles Tiered Intervention * Tier 2 and Tier 3 structured literacy interventions * Evidence-based intervention program alignment * Intensification strategies Progress Monitoring * Tool selection & administration * Graphing and analyzing growth trends * Decision rules for entry/exit</p>	<p>Implementation of structured literacy instructional routines</p> <p>Screening administration fidelity checklists</p> <p>MTSS meeting agendas & data protocols</p> <p>Intervention lesson plans</p> <p>Student progress monitoring graphs</p> <p>Data-based intervention adjustments</p> <p>Walkthrough observation look-fors</p> <p>Coaching reflection logs</p> <p>PLC artifacts and action plans</p>	<p>Ryan Matsook Director of Curriculum and Instruction</p> <p>Sue Mariani Superintendent of Schools</p> <p>Instructional Coaches</p>	<p>07/01/2026</p>	<p>06/30/2029</p>

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	MTSS Team Meetings: Monthly Screening Trainings: 3× annually (pre-window) Data Meetings: After each screening window (Oct / Feb / June) PLC Meetings: Monthly Coaching Cycles: Ongoing / bi-monthly Intervention PD refreshers: Semester-based		Structured Literacy

Standards-Aligned Tier 1 Instructional Framework Implementation

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Action Step 1: Establish Early Literacy Grade Level/Coaching Teams Description: Create a school-based team to lead curriculum alignment, instructional expectations, and implementation monitoring. Timeline: Spring 2026 – Team formation Summer 2026 – Planning & framework design Ongoing meetings (monthly/bi-weekly) through 2029</p> <p>Action Step 2: Conduct Curriculum Alignment Audit Description: Review current curriculum, materials, and assessments for standards alignment and rigor. Timeline: Spring–Summer 2026 (Review Illustrative Math and Pre-Pilot Review for ELA) Refinement Spring 2027 (Align Math Resources, post-pilot review ELA)</p> <p>Action Step 3: Implement Instructional Coaching Cycles Description: Provide classroom coaching aligned to Tier 1 expectations. Timeline: Begin: Spring 2026 Refine: 2027–2028 Sustain: 2028–2029</p> <p>Action Step 4: Implement Formative Assessment Systems Description: Use common assessments to monitor Tier 1 effectiveness. Timeline: Develop assessments: 2026–2027 Full use: 2027–2029</p>	<p>K–8 Classroom Teachers</p> <p>Special Education Teachers</p> <p>ESL Teachers</p> <p>Instructional Coaches</p> <p>Building Principals / Assistant Principals</p> <p>Curriculum Supervisors</p> <p>Tier 1 Instructional Leadership Team Members</p> <p>District Administrators</p>	<p>Standards Alignment & Curriculum Design *</p> <p>PA Academic Standards alignment processes *</p> <p>Vertical and horizontal curriculum mapping *</p> <p>Rigor analysis (Depth of Knowledge levels) *</p> <p>Gap analysis of current materials *</p> <p>Alignment of Illustrative Math & ELA pilot resources</p> <p>Guaranteed & Viable Curriculum *</p> <p>Essential standards identification *</p> <p>Pacing guide development *</p> <p>Unit and lesson internalization protocols *</p> <p>Curriculum documentation systems</p> <p>Tier 1 Instructional Framework *</p> <p>Core instructional expectations *</p> <p>Explicit instruction models *</p> <p>Gradual release of responsibility *</p> <p>Differentiation within Tier 1 *</p> <p>Academic discourse & engagement strategies</p> <p>Formative Assessment Systems *</p> <p>Common formative assessment design *</p> <p>Checks for understanding *</p> <p>Data collection routines *</p> <p>Standards mastery tracking</p> <p>Instructional Coaching *</p> <p>Coaching cycle structures *</p> <p>Observation & feedback protocols *</p> <p>Model teaching & co-teaching *</p> <p>Reflective practice systems</p>	<p>Standards-aligned unit/lesson plans</p> <p>Completed curriculum maps & pacing guides</p> <p>Common formative assessment artifacts</p> <p>Data team protocols & analysis documents</p> <p>Coaching cycle reflections</p> <p>Classroom walkthrough look-fors</p> <p>Instructional strategy implementation evidence</p> <p>Student performance data tied to Tier 1 adjustments</p>	<p>Ryan Matsook Director of Curriculum and Instruction</p> <p>Sue Mariani Superintendent of Schools</p> <p>Instructional Coaches</p>	07/01/2026	06/30/2029

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Leadership Team Meetings: Monthly Curriculum Work Sessions: Quarterly / Summer intensives Coaching Cycles: Ongoing (bi-monthly or monthly) PLC Meetings: Monthly Data Meetings: Quarterly Walkthroughs: Ongoing/daily Assessment Workshops: 2–3× annually		Teaching Diverse Learners in Inclusive Settings

Acceleration Over Remediation Instructional Model Implementation

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Action Step 1: Establish Grade Level/Instructional Coaches Leadership Team Description: Form a cross-functional team to guide the shift from remediation to acceleration. Timeline: Spring 2026 – Team formation Summer 2026 – Research review & planning Ongoing meetings through 2029</p> <p>Action Step 2: Conduct Instructional Practice Audit Description: Analyze current assignments, interventions, and grouping practices to identify remediation patterns. Timeline: Spring–Summer 2026 Follow-up audit Spring 2027 (Assess both Illustrative Math and ELA)</p> <p>Action Step 3: Align Resources/Scope & Sequence to Grade-Level Expectations Description: Ensure all adopted Resources emphasize grade-level rigor with scaffolded access. Timeline: alignment: 2026–2027 Full implementation: 2027–2028 Refinement: 2028–2029</p> <p>Action Step 4: Provide Professional Learning on Acceleration Practices Description: Train teachers to implement acceleration instructional strategies. Timeline: Initial PD: Summer 2026 Coaching: 2026–2027 Full implementation PD: 2027–2028 Sustainability refreshers: 2028–2029</p> <p>Action Step 5: Implement Data-Driven Reteaching Cycles Description: Use formative data to reteach grade-level content rather than revert to foundational-only remediation.</p>	<p>K–8 Classroom Teachers</p> <p>Special Education Teachers</p> <p>ESL Teachers</p> <p>Interventionists</p> <p>Instructional Coaches</p> <p>Building Principals / Assistant Principals</p> <p>Curriculum & Instruction</p> <p>Administrators</p> <p>Acceleration Leadership Team Members</p>	<p>Acceleration Framework Foundations *</p> <p>Research base for acceleration vs. remediation *</p> <p>Equity implications of remediation practices *</p> <p>High expectations and access to grade-level rigor Instructional Practice Shifts * Scaffolding strategies * Pre-teaching vs. reteaching models * Strategic use of background knowledge supports * Differentiation within grade-level content Curriculum & Assignment Design * Aligning tasks to grade-level standards *</p> <p>Adapting Illustrative Math & ELA materials for access * Maintaining rigor while scaffolding entry points * Complex text access strategies Data-Driven Instruction * Using formative assessment to guide acceleration * Identifying unfinished learning within grade-level units *</p> <p>Designing reteach cycles embedded in core instruction * Grouping & Intervention Practices Flexible grouping structures * Avoiding track-based remediation models * Integrating Tier 2 supports without removing Tier 1 access</p>	<p>Revised lesson and unit plans reflecting acceleration strategies</p> <p>Grade-level task design with scaffolded supports</p> <p>Formative assessment artifacts</p> <p>Reteach cycle planning documents</p> <p>Student work analysis protocols</p> <p>Walkthrough observation data</p> <p>Coaching feedback reflections</p> <p>Reduction in below-grade remediation assignments</p>	<p>Ryan Matsook Director of Curriculum and Instruction</p> <p>Sue Mariani Superintendent of Schools</p> <p>Instructional Coaches</p>	<p>07/01/2026</p>	<p>06/30/2029</p>

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
Timeline: Begin: Spring 2026 Expand: 2027–2028 Sustain: 2028–2029						

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Leadership Team Meetings: Monthly Coaching Cycles: Monthly / bi-monthly PLC Meetings: Monthly Data Reteach Meetings: After each formative cycle Walkthroughs: Ongoing/daily Refresher PD: Annually (2027–2029)		Teaching Diverse Learners in Inclusive Settings

Comprehensive Career Awareness & Exploration Framework

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Step 1: Conduct Career Readiness Needs Assessment Description Audit current career awareness practices, guidance lessons, and documentation processes. Timeline Spring–Summer 2026 Review updates annually (2027–2029)</p> <p>Step 2: Integrate World of Work Into Core Instruction Description Embed career relevance into ELA, math, science, and social studies lessons through World of Work. Timeline Teacher training: 2026–2027 Classroom Observations: 2026–2027 Full integration: 2027–2029</p> <p>Step 3: Implement Documentation & Benchmark Tracking Description Track student completion of career standards to meet PDE benchmarks. Bank and report student portfolios. Timeline System setup: 2026–2027 Full documentation: 2027–2029</p>	<p>K–8 Classroom Teachers</p> <p>School Counselor</p> <p>Career Readiness / Transition Coordinators (World of Work)</p> <p>Special Education Teachers</p> <p>ESL Teachers</p> <p>Instructional Coaches</p> <p>Building Principals / Assistant Principals</p> <p>District Administrators</p>	<p>Career Readiness Framework Foundations * PDE Career Education & Work (CEW) Standards * Career readiness continuum (awareness ? exploration ? preparation) * Grade-band career competencies Needs Assessment & Program Audit * Evaluating existing career awareness practices * Guidance lesson alignment review * Documentation process/analysis/archive * Gap identification & action planning Instructional Integration * Embedding career connections in core content areas * Ready to Work curriculum alignment and expectations * Career-infused project-based learning (CTE) * Real-world application task design * Cross-curricular career connections Documentation & Compliance * PDE career benchmark requirements * Portfolio artifact collection * Digital documentation platforms * Evidence validation procedures * Audit readiness & reporting systems Equity & Access * Ensuring exposure to diverse career pathways * Addressing opportunity gaps * Inclusive career exploration practices</p>	<p>Career-connected lesson plans</p> <p>Integrated unit design artifacts</p> <p>Student career portfolio samples</p> <p>Documentation logs / benchmark trackers</p> <p>Classroom observation evidence of career integration</p> <p>Needs assessment reports</p> <p>Guidance lesson artifacts</p> <p>Student reflection tools tied to career exploration</p>	<p>Monica Walker School Counselor</p> <p>Sue Mariani Superintendent of Schools</p> <p>Erica Slobodnik Principal</p> <p>Jen Yocca Asst. Principal</p>	07/01/2026	06/30/2029

Learning Formats			
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Initial Training Workshops: 2–3 sessions (2026–2027) Needs Assessment Reviews: Annually PLC Meetings: Monthly / quarterly (district dependent) Documentation Training: Annually Classroom Observations: Ongoing through 2027 Integration Refreshers: Annually (2027–2029)		Indicator 13 Effective Practices in Transition Training

Communications Activities

Structured Literacy Implementation

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Action Step 1: Establish Early Literacy Grade Level/Coaching Teams Description: Form a K–3 literacy leadership team to guide structured literacy implementation, monitor pilot progress, and align curriculum, assessment, and professional learning. Timeline: Spring–Summer 2026 (pre-pilot) ? Ongoing</p> <p>Action Step 2: Pilot Evidence-Based ELA Curriculum (K–3 within K–8 Pilot) Description: Implement the new ELA Resource pilot with explicit structured literacy components in K–3 classrooms. Timeline: 2026–2027 School Year</p> <p>Action Step 3: Provide Science of Reading Professional Learning Description: Deliver job-embedded PD focused on structured literacy instructional practices aligned to the pilot. Timeline: Summer 2026 ? Ongoing through 2027–2028</p> <p>Action Step 4: Implement Universal Screening & Progress Monitoring System Description: Establish consistent literacy screening and monitoring protocols to identify student needs early. Timeline: Begin Fall 2026 ? Ongoing Action</p> <p>Step 5: Create Protected Literacy & Intervention Blocks Description: Revise the master schedule to ensure uninterrupted literacy instruction and Tier 2/Tier 3 intervention time. Timeline: Spring 2026 planning ? Launch Fall 2026</p> <p>Action Step 6: Evaluate Pilot & Scale to Full Implementation Description: Analyze pilot data to refine curriculum implementation prior to full K–8 rollout. Timeline: Spring–Summer 2027</p>	<p>Internal Instructional Staff (Teachers, Specialists, Principals)</p> <p>District Leadership & Board</p> <p>Families & Caregivers</p> <p>Students</p>	<p>Instructional shifts (phonemic awareness, phonics, fluency, vocabulary, comprehension) Alignment to SoR research base Core program/material changes Assessment tools (universal screeners, diagnostics) Intervention pathways Professional learning expectations Fidelity monitoring / walkthrough look-fors Student outcome benchmarks Family literacy supports (decoding, read-aloud practices)</p>	<p>Ryan Matsook Director of Curriculum and Instruction</p> <p>Erica Slobodnik Principal</p>	<p>07/01/2026</p>	<p>06/30/2029</p>

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Action Step 7: Full ELA Resource Implementation (K–8) Description: Implement the selected ELA Resource with full fidelity across all classrooms. Timeline: 2027–2028 School Year</p> <p>Action Step 8: Sustain, Monitor, and Refine Practices Description: Ensure long-term fidelity and continuous improvement. Timeline: 2028–2029</p>					

Communications

Type of Communication	Frequency
Posting on district website	Monthly
Email	Monthly
Newsletter	Monthly

Multi-Tiered System of Supports (MTSS) for Early Literacy

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Action Step 1: Establish Early Literacy Grade Level/Coaching Teams Description: Create a dedicated team to oversee early literacy screening, intervention design, and data review cycles. Timeline: Spring 2026 – Team formation Summer 2026 – Training & systems design Ongoing monthly meetings (2026–2029)</p> <p>Action Step 2: Implement Universal Screening System Description: Administer literacy screeners to all K–2 students three times per year. Ongoing screening windows: Acadience/MAPS/IXL Timeline: Fall (Sept) Winter (Jan) Spring (May) Annually through 2029</p> <p>Action Step 3: Conduct Data Review Meetings Description: Hold structured grade-level and MTSS/Data meetings to analyze screening results and assign interventions. Timeline: After each screening window: October February May Continue monthly grade-level reviews through 2029</p> <p>Action Step 4: Implement Tiered Literacy Interventions Description: Provide targeted literacy interventions aligned to student skill deficits. Expansion & refinement Timeline: Pilot alignment: 2026–2027 Full integration: 2027–2028 Optimization: 2028–2029</p> <p>Action Step 5: Progress Monitor Intervention Students Description: Track literacy skill growth to determine intervention effectiveness. Timeline: Begin: Fall 2026 Ongoing through 2029</p>	<p>Internal Instructional Staff (Teachers, Specialists, Principals)</p> <p>District Leadership & Board</p> <p>Families & Caregivers</p> <p>Students</p>	<p>MTSS framework structure (Tier 1 / 2 / 3) Universal screening schedule & tools Data decision rules / cut scores Intervention menu & entry/exit criteria Progress monitoring cadence Roles (reading specialists, interventionists, classroom teachers) Problem-solving team processes Documentation requirements Family notification & involvement in intervention plans</p>	<p>Ryan Matsook Director of Curriculum and Instruction</p> <p>Erica Slobodnik Principal</p>	<p>07/01/2026</p>	<p>06/30/2029</p>

Communications

Type of Communication	Frequency
Email	Monthly

Type of Communication	Frequency
Newsletter	Monthly
Posting on district website	Monthly
Presentation	Quarterly

Standards-Aligned Tier 1 Instructional Framework

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Action Step 1: Establish Early Literacy Grade Level/Coaching Teams Description: Create a school-based team to lead curriculum alignment, instructional expectations, and implementation monitoring. Timeline: Spring 2026 – Team formation Summer 2026 – Planning & framework design Ongoing meetings (monthly/bi-weekly) through 2029</p> <p>Action Step 2: Conduct Curriculum Alignment Audit Description: Review current curriculum, materials, and assessments for standards alignment and rigor. Timeline: Spring–Summer 2026 (Review Illustrative Math and Pre-Pilot Review for ELA) Refinement Spring 2027 (Align Math Resources, post-pilot review ELA)</p> <p>Action Step 3: Implement Instructional Coaching Cycles Description: Provide classroom coaching aligned to Tier 1 expectations. Timeline: Begin: Spring 2026 Refine: 2027–2028 Sustain: 2028–2029</p> <p>Action Step 4: Implement Formative Assessment Systems Description: Use common assessments to monitor Tier 1 effectiveness. Timeline: Develop assessments: 2026–2027 Full use: 2027–2029</p>	<p>Internal Instructional Staff (Teachers, Specialists, Principals)</p> <p>District Leadership & Board</p> <p>Families & Caregivers</p> <p>Students</p>	<p>Priority standards & curriculum alignment</p> <p>Instructional design expectations (explicit instruction, modeling, guided practice)</p> <p>Differentiation within Tier 1 Use of HQIM (High-Quality Instructional Materials) Common formative assessments Lesson internalization / planning protocols Observation & feedback structures Equity of access to grade-level content</p>	<p>Ryan Matsook Director of Curriculum and Instruction</p> <p>Erica Slobodnik Principal</p>	07/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	Monthly
Newsletter	Monthly
Posting on district website	Monthly

Acceleration Over Remediation Instructional Model

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Action Step 1: Establish Grade Level/Instructional Coaches Leadership Team Description: Form a cross-functional team to guide the shift from remediation to acceleration. Timeline: Spring 2026 – Team formation Summer 2026 – Research review & planning Ongoing meetings through 2029</p> <p>Action Step 2: Conduct Instructional Practice Audit Description: Analyze current assignments, interventions, and grouping practices to identify remediation patterns. Timeline: Spring–Summer 2026 Follow-up audit Spring 2027 (Assess both Illustrative Math and ELA)</p> <p>Action Step 3: Align Resources/Scope & Sequence to Grade-Level Expectations Description: Ensure all adopted Resources emphasize grade-level rigor with scaffolded access. Timeline: alignment: 2026–2027 Full implementation: 2027–2028 Refinement: 2028–2029</p> <p>Action Step 4: Provide Professional Learning on Acceleration Practices Description: Train teachers to implement acceleration instructional strategies. Timeline: Initial PD: Summer 2026 Coaching: 2026–2027 Full implementation PD: 2027–2028 Sustainability refreshers: 2028–2029</p> <p>Action Step 5: Implement Data-Driven Reteaching Cycles Description: Use formative data to reteach grade-level content rather than revert to foundational-only remediation. Timeline: Begin: Spring 2026 Expand: 2027–2028 Sustain: 2028–2029</p>	<p>Internal Instructional Staff (Teachers, Specialists, Principals)</p> <p>District Leadership & Board</p> <p>Families & Caregivers</p> <p>Students</p>	<p>Philosophy: grade-level access vs. deficit remediation Scaffolding strategies Use of prerequisite skill mapping Small-group acceleration structures Scheduling implications (WIN blocks, intervention periods) Data use to target acceleration Impact on historically underserved learners Teacher planning supports & exemplars</p>	<p>Ryan Matsook Director of Curriculum and Instruction</p> <p>Erica Slobodnik Principal</p>	<p>07/01/2026</p>	<p>06/30/2029</p>

Communications

Type of Communication	Frequency
Email	Monthly
Posting on district website	Monthly

Comprehensive Career Awareness & Exploration Framework

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<p>Step 1: Conduct Career Readiness Needs Assessment Description Audit current career awareness practices, guidance lessons, and documentation processes. Timeline Spring–Summer 2026 Review updates annually (2027–2029)</p> <p>Step 2: Integrate World of Work Into Core Instruction Description Embed career relevance into ELA, math, science, and social studies lessons through World of Work. Timeline Teacher training: 2026–2027 Classroom Observations: 2026–2027 Full integration: 2027–2029</p> <p>Step 3: Implement Documentation & Benchmark Tracking Description Track student completion of career standards to meet PDE benchmarks. Bank and report student portfolios. Timeline System setup: 2026–2027 Full documentation: 2027–2029</p>	<p>Internal Instructional Staff (Teachers, Specialists, Principals)</p> <p>District Leadership & Board</p> <p>Families & Caregivers</p> <p>Students</p> <p>Community & Workforce Partners</p>	<p>Career pathway continuum (elementary ? secondary) PA Career Education & Work Standards alignment (or state equivalent) Integration into core content Career exposure activities (guest speakers, field experiences) Student interest inventories & portfolio development Industry partnerships Work-based learning opportunities Counseling/advisory structures Postsecondary readiness indicators</p>	<p>Ryan Matsook Director of Curriculum and Instruction</p> <p>Erica Slobodnik Principal</p>	<p>07/01/2026</p>	<p>06/30/2029</p>

Communications

Type of Communication	Frequency
Newsletter	Monthly
Posting on district website	Monthly
Presentation	Quarterly