

Rose Tree Media SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type	AUN	
School District	125237903	
Address 1		
308 N Olive St		
Address 2		
City	State	Zip Code
Media	PA	19063
Chief School Administrator		Chief School Administrator Email
Dr Joseph Meloche		jmeloche@rtmsd.org
Single Point of Contact Name		
Dr Andrew Coonradt		
Single Point of Contact Email		
aconradt@rtmsd.org		
Single Point of Contact Phone Number		
610-627-6044		

LEA Profile

The Rose Tree Media School District is located in Delaware County in Southeastern Pennsylvania. The district covers 26 square miles and is comprised of Media Borough, Middletown Township, Upper Providence Township and Edgmont Township. Delaware County is one of the three original counties established in Pennsylvania. The town of Media serves as the county seat. The district lies just 12 miles from the City of Philadelphia and serves a community of 27,500 residents. Major industries in the district include a major hospital and satellite health services, the county courthouse and surrounding legal services, and educational providers. The community also contains a major market area and many small businesses, especially retail shops and restaurants within the borough of Media. Beyond the opportunities provided by the school district, the community offers students the services of two local libraries, a large YMCA, and numerous mental health providers. The Rose Tree Media School District provides comprehensive educational services to approximately 4,200 students in grades K-12. Students in grades K-5 attend four elementary schools: Glenwood, Indian Lane, Media, and Rose Tree. Students in grades 6-8 attend Springton Lake Middle School. Penncrest High School serves students in grades 9-12. Students may also attend programs at the Aston and Folcroft Career and Technical Schools. The district operates its own alternative education program for high school students. Another special program is the Virtual Kindergarten, through which the youngest learners in the district extend their learning opportunities. Elementary schools in the district are appreciated for the small class sizes provided to students as they develop strong foundational skills. Within the middle school, academics are also prioritized with a strong focus on the developmental needs of adolescents. High school students excel in academics and athletics at the regional, state, and national levels. Over 90% of graduates matriculate into higher education, and many attend prestigious colleges and universities. The Board of Education, parents, teachers, administrative staff and students take pride in their school and community, and the community reciprocates that pride and supports its schools. Active Parent Teacher Groups and booster clubs are very much involved in school affairs, provide funds for school activities, and promote educational programs and support services. The District partners with the Rocky Run YMCA, Riddle Memorial Hospital, and local youth and faith-based organizations to provide a broad spectrum of opportunities for learning and growth.

Mission and Vision

Mission

Students are the focus of the Rose Tree Media School District learning community. All students will reach their intellectual, emotional, social, and physical potential in a safe environment that celebrates diversity, individual talents and efforts, and promotes collaboration, caring, respect, and leadership. Students will be well prepared to create meaningful and productive lives in a global society.

Vision

All member of the school community are lifelong learners committed to continuous improvement, who contribute to a diverse yet globally connected world. All members of the school community are able to use technology to extend, enhance, and facilitate learning and develop other 21st Century Skills. All community stakeholders are dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique potential.

Educational Values

Students

Each child has unique learning needs. All student can learn and be successful. Schooling should address the needs of the whole child.

Staff

Each child has unique learning needs. All student can learn and be successful. Schooling should address the needs of the whole child. Our success requires the collaborative support of the entire community. Each member of our school community deserves mutual respect in a safe and healthy environment. The ability to persist in the face of challenges should be fostered in all the facets of the life of the school.

Administration

Each child has unique learning needs. All student can learn and be successful. Schooling should address the needs of the whole child. Our success requires the collaborative support of the entire community. Each member of our school community deserves mutual respect in a safe and healthy environment. While the district maintains fiscal responsibility, decisions should be driven by students' needs and interests. The ability to persist in the face of challenges should be fostered in all the facets of the life of the school.

Parents

Each child has unique learning needs. All student can learn and be successful. Schooling should address the needs of the whole child. Our success requires the collaborative support of the entire community. Each member of our school community deserves mutual respect in a safe and healthy environment. While the district maintains fiscal responsibility, decisions should be driven by students' needs and interests. The ability to persist in the face of challenges should be fostered in all the facets of the life of the school.

Community

Each child has unique learning needs. All student can learn and be successful. Schooling should address the needs of the whole child. Our success requires the collaborative support of the entire community. Each member of our school community deserves mutual respect in a safe and healthy environment. While the district maintains fiscal responsibility, decisions should be driven by students' needs and interests. The ability to persist in the face of challenges should be fostered in all the facets of the life of the school.

Other (Optional)

Omit selected.

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
Proficient or Advanced on Pennsylvania State Assessments - Math assessment proficiency rates meet/exceed the 2033 statewide goals for all four elementary schools.	False
Proficient or Advanced on Pennsylvania State Assessments- Math proficiency rates meet/exceed the interim improvement targets at both Springton Lake and Penncrest.	False
Proficient or Advanced on Pennsylvania State Assessments- ELA assessment proficiency rates either meet/exceed the interim improvement targets (Glenwood/Indian Lane), or exceed the 2033 statewide goals (Media/Rose Tree).	True
District wide winter 2024 MAP scores show 85% of students are meeting or exceeding expectations.	False
Proficient or Advanced on Pennsylvania State Assessments- ELA proficiency rates exceed the 2033 statewide goal at both Springton Lake and Penncrest.	True
93% of first graders achieved Core or Core Plus in Correct Letter Sounds, an increase from 78% in 2022-2023. Additionally, 97% of first graders were at Core or Core Plus in Words Recoded Correctly, up from 88%.	False
NWEA MAP Math -Elementary winter MAP scores show 75% of students are meeting or exceeding expectations.	False
NWEA MAP Math - Fall MAP scores show grades 2-8 all earned between the 72nd-79th percentile.	False
All grades 4,8, and Biology Keystone, far exceeded the PA standard for growth.	False
College and Career Readiness Standards-District wide in grades 5,8,&11 99% of students met the benchmark.	False
Students with IEPs in grades 3,4,5,6,8 and Algebra 1, either met or exceeded the PA standard for growth in 2024 in Math.	True
Students with IEPs in grades 3,4,5,6,8 and Literature either met or exceeded the PA standard for growth in 2024 in ELA.	True
NA	False
Ensure effective, standards-aligned curriculum and assessment.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	False
Coordinate and monitor supports aligned with students' and families' needs.	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District 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
Proficient or Advanced on Pennsylvania State Assessments Math - In 3 of the 4 elementary schools fewer than 25% of Students with IEPs in grades 3-5 earned proficient or advanced in 2024 in Math.	False
Meeting Annual Academic Growth Expectations - On the Literature Keystone, the All-Student Group did not meet the PA standard for annual growth.	True
Meeting Annual Academic Growth Expectations - On the ELA PSSAs in grades 6-8 the All-Student Group did not meet the PA standard for annual growth.	True
Students in grades 7 and 8 did not meet the PA standard for growth in 2024.	False
In high school students did not meet the PA standard for growth in 2024.	True
PVAAS Math- Students with IEPs in 7th grade did not meet the PA standard for growth in 2024	True
Students with IEPs in 4th grade met the PA standard for growth.	False
Students with GIEPs in 8th grade met the PA standard for growth.	False
None in this area	False
Students with IEPs in 7th grade did not meet the PA standard for growth in 2024 in Math or ELA.	True
Economically disadvantaged students in grades 3-8 and in the high school did not meet the interim improvement target.	True
NA	False
Foster a vision and culture of high expectations for success for all students, educators, and families	True
All student subgroups in grades 3-8 did not meet the interim goals for student achievement.	True
All student sub groups did not meet the PA Standard for Growth in ELA at across all grade levels and schools.	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

In review of the needs assessment there is a notable pattern that while there are high rates of proficiency, there is limited growth amongst the population of highest achieving students. Student survey results from the Youth Truth indicate that many students do not feel challenged at school.

Goal Setting

Priority: Design and implement an instructional model focused on effective pedagogical practices that support individual student success.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
In each school all student sub groups will meet or exceed the Pennsylvania standard for growth in all three state assessed subjects by the end of the 2027-28 school year as defined in the Future Ready PA Index.		
Measurable Goal Nickname (35 Character Max)		
Growth Expectations		
Target Year 1	Target Year 2	Target Year 3
In each school all student sub groups will meet or exceed the Pennsylvania standard for growth in at least one state assessed subject by the end of the 2025-26 school year as defined in the Future Ready PA Index.	In each school all student sub groups will meet or exceed the Pennsylvania standard for growth in at least two state assessed subjects by the end of the 2026-27 school year as defined in the Future Ready PA Index.	In each school all student sub groups will meet or exceed the Pennsylvania standard for growth in all three state assessed subjects by the end of the 2027-28 school year as defined in the Future Ready PA Index.

Priority: Provide an environment that promotes greater opportunity to increase depth of understanding for all students.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
In each school, all student sub groups will meet or exceed the interim achievement goals in English Language Arts by the end of the 2027-28 school year as shown in the Future Ready PA Index.		
Measurable Goal Nickname (35 Character Max)		
ELA Achievement		
Target Year 1	Target Year 2	Target Year 3
In each school, the All Student sub group will meet or exceed the interim achievement goals in English Language Arts by the end of the 2025-26 school year as shown in the Future Ready PA Index.	In each school, the All Student sub group and at least two additional sub groups will meet or exceed the interim achievement goals in English Language Arts by the end of the 2026-27 school year as shown in the Future Ready PA Index.	In each school, all student sub groups will meet or exceed the interim achievement goals in English Language Arts by the end of the 2027-28 school year as shown in the Future Ready PA Index.

Action Plan

Measurable Goals

Growth Expectations	ELA Achievement
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Action Plan For: Content--based approach to English Language Arts

Measurable Goals:
<ul style="list-style-type: none"> In each school all student sub groups will meet or exceed the Pennsylvania standard for growth in all three state assessed subjects by the end of the 2027-28 school year as defined in the Future Ready PA Index. In each school, all student sub groups will meet or exceed the interim achievement goals in English Language Arts by the end of the 2027-28 school year as shown in the Future Ready PA Index.

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase of new content based ELA program(s) for K-8		2025-07-01	2025-07-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	School board approved budget for 2025-26 school year	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Communication to Staff regarding adoption of new program and timeline for upcoming school year.		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	Supervisors of Curriculum and Instruction	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Communication to parents regarding adoption of new program and timeline for upcoming school year.		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Coordinator for Communication	Supervisors for Curriculum and Instruction	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development on new ELA program		2025-08-18	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisor of Curriculum and Instruction - ELA	Program materials, pd specialists from organization	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development on new ELA program		2025-11-03	2025-11-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisor of Curriculum and Instruction - ELA	Supervisors of C&I, and Instructional Coaches	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review of fall and winter benchmark data.		2025-10-03	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Instruction	NWEA Map results and data software	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review of ELA program implementation		2026-05-01	2026-06-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisor of Curriculum and Instruction - ELA	Teachers, coordinators, designated time during in-service.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review of ELA program data		2026-06-01	2026-07-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisor of Curriculum and Instruction	NWEA Map data, survey data, PSSA data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional development review and extension for ELA program		2026-08-17	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Instruction	Program materials, pd specialists from organization	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Update school board on progress of new ELA program		2026-09-01	2026-11-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director and Supervisors of Curriculum and Instruction	Coordinator of Communication	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Review of ELA program implementation		2027-04-05	2027-05-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisor of Curriculum and Instruction - ELA	Teachers, coordinators, designated time during in-service.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review of ELA program data		2027-06-01	2027-07-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Instruction	NWEA Map data, survey data, PSSA data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase achievement and growth in all student groups	Monitoring of implementation and effectiveness will be done by building administrators and curriculum and instruction supervisors. There will be regular observations and walkthroughs. In addition overall effectiveness will be evaluated annually through review and analysis of benchmark and summative assessment data.

Action Plan For: Structured Literacy

Measurable Goals:
<ul style="list-style-type: none"> In each school all student sub groups will meet or exceed the Pennsylvania standard for growth in all three state assessed subjects by the end of the 2027-28 school year as defined in the Future Ready PA Index. In each school, all student sub groups will meet or exceed the interim achievement goals in English Language Arts by the end of the 2027-28 school year as shown in the Future Ready PA Index.

Action Step		Anticipated Start Date	Anticipated Completion Date
Purchase content for new phonics program, and renew contract for Heggerty phonemic awareness program.		2025-07-01	2025-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	School board approved budget for 2025-26 school year	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Communication to staff regarding adoption of new phonics program and timeline for upcoming school year.		2025-07-14	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	Supervisors of Curriculum and Instruction	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Communication to parents regarding the adoption of new program targeting phonics and explanation of how that connects to phonemic awareness and overall reading instruction.		2025-07-01	2025-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Coordinator of Communication	Supervisors of Curriculum and Instruction	No	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date

Professional development new phonics program and refresher on phonemic awareness through Heggerty.		2025-08-18	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisor for Curriculum and Instruction - ELA	Program materials, professional development specialists.	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Professional development new phonics program and refresher on phonemic awareness through Heggerty.		2025-10-01	2025-11-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisor for Curriculum and Instruction - ELA	Supervisors of C&I, instructional coaches.	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Phonemic awareness and phonics assessment data review.		2026-01-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Instruction	DIBELS, NWEA MAP, and program specific assessment results	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review of phonics and phonemic awareness program implementation		2026-05-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisor of Curriculum and Instruction	Instructional staff	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Refresher professional development on phonics and phonemic awareness programs		2026-08-19	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Supervisors of Curriculum and Instruction	program materials	Yes	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Presentation to school board regarding initial effectiveness of new programs.		2026-09-01	2026-11-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	Review and evaluation results from supervisors and instructional staff.	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Phonemic awareness and phonics assessment data review.		2027-01-04	2027-01-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of curriculum and instruction	Instructional staff and assessment results from diagnostic and benchmark assessments.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review of phonemic awareness and phonics programs		2027-05-03	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Instruction	Assessment results and notes from review meeting with instructional staff.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased achievement and growth on ELA assessments	Monitoring of implementation and effectiveness will be done by building administrators and curriculum and instruction supervisors. There will be regular observations and walkthroughs. In addition overall effectiveness will be evaluated annually through review and analysis of benchmark and summative assessment data.

Action Plan For: Block Scheduling

Measurable Goals:

- In each school all student sub groups will meet or exceed the Pennsylvania standard for growth in all three state assessed subjects by the end of the 2027-28 school year as defined in the Future Ready PA Index.
- In each school, all student sub groups will meet or exceed the interim achievement goals in English Language Arts by the end of the 2027-28 school year as shown in the Future Ready PA Index.

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate to high school community of parents, students, and staff the finalized block schedule that will be used for the 2025-26 school year.		2025-07-01	2025-08-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school principal. Coordinator for communications.	Schedule	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Review with high school staff the finalized schedule with details, explanations, and exceptions.		2025-08-20	2025-08-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school principal	Schedule	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers use PLC/Department time to finalize preparations for the start of the school year under the new block schedule format.		2025-08-20	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school principal	Curriculum documents, pacing guides and instructional materials.	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review with high school staff accomplishments and challenges to date with the implementation of teaching in a block format.		2025-10-01	2025-11-26

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school administrative team	District curriculum supervisors	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
High school staff review first semester of block schedule - instruction, curriculum adjustments, and pacing. Use review discussion to prepare and adjust for second semester.		2026-01-01	2026-01-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school administrative team	District curriculum supervisors	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review data from multiple sources - assessments, surveys, etc... following the first year implementation of the block schedule		2026-06-01	2026-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school administrative team.	District supervisors; local, state, and national assessment data; survey data.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Present to staff the results of the first year of block schedule implementation		2026-08-19	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school principal	Summation of the effectiveness review from year one.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers use PLC/Department time to review data from year one of block scheduling and prepare for year two.		2026-08-19	2026-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school administrative team	District level supervisors	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Presentation to school board on results from year one of block schedule.		2026-09-01	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school principal	Report from year one based on achievement, growth, and survey data.	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Review data from multiple sources - assessments, surveys, etc... following the second year implementation of the block schedule		2027-06-01	2027-07-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
High school administrative team.	Survey results; local, state, and national assessment data.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the two years implementation of the block schedule there will be increases in achievement and growth for all groups of students.	Building administrators and district supervisors will frequently monitor the implementation of the block schedule through the use of formal observations and regular walkthroughs. Semi annual and annual reviews will be made of overall effectiveness based on examination and interpretation of benchmark, and summative assessment data.

Action Plan For: Differentiated Instruction

Measurable Goals:
<ul style="list-style-type: none"> In each school all student sub groups will meet or exceed the Pennsylvania standard for growth in all three state assessed subjects by the end of the 2027-28 school year as defined in the Future Ready PA Index. In each school, all student sub groups will meet or exceed the interim achievement goals in English Language Arts by the end of the 2027-28 school year as shown in the Future Ready PA Index.

Action Step		Anticipated Start Date	Anticipated Completion Date
Review of local and state assessment data from previous year, with a focus on low achieving and high achieving groups of students.		2025-07-01	2025-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Supervisors of Curriculum and Instruction	State and local assessment data	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Review of PVAAS and NWEA MAP growth data from previous year, with a focus on different subgroups of students.		2025-07-01	2025-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Instruction	State and national growth data.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Continued development of differentiated materials for enrichment and remediation for all grades and courses.		2025-07-01	2025-08-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Instruction	Workshop time and funding for teachers. Curriculum documents and instructional materials.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Refresher professional development on station rotation model of instruction,		2025-08-20	2025-08-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Instruction	Instructional coaches.	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor implementation of station rotation model of instruction through a combination of formal observations and regular informal instructional walk-throughs.		2025-09-02	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building administrators and district supervisors.	Schedule for observations and walk throughs as well as common look fors.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review results of fall observation and walk throughs		2025-12-01	2025-12-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	Data from administrative team observations.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Targeted professional development on differentiation based on the fall observations, PVAAS growth data, and NWEA MAP growth data.		2026-01-05	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Instruction	Achievement and growth data, enrichment and remediation materials.	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review results of spring observation and walk throughs		2026-06-01	2026-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	Data from administrative team observations.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Review of PVAAS and NWEA MAP growth data from previous year, with a focus on different subgroups of students.		2026-07-01	2026-07-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Supervisors of Curriculum and Instruction	Data from state assessments and NWEA MAP assessments	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
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Report out to Superintendent and Cabinet on effectiveness of differentiated instruction based on observation and assessment data.		2026-08-03	2026-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	Summarized report based on observational and assessment data from previous year.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
There will be an increase in both achievement and growth for targeted subgroups of students.	Effectiveness of this monitored by building administrators and district supervisors over the course of the school year through a schedule of formal observations and regular walkthroughs. Additionally, achievement and growth data will be reviewed at the mid year and over the summer.