

**Rose Tree Media SD**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

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

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Bill Dougherty	Administrator	Rose Tree Media School District	wdougherty@rtmsd.org
Andrew Coonradt	Administrator	Rose Tree Media School District	aconradt@rtmsd.org
Joseph Meloche	Administrator	Rose Tree Media School District	jmeloche@rtmsd.org
Eric Bucci	Administrator	Glenwood Elementary	ebucci@rtmsd.org
Lisa Stoddard	Administrator	Media Elementary	lstoddard@rtmsd.org
Michelle Britton	Administrator	Indian Lane Elementary	mbritton@rtmsd.org
Bob Salladino	Administrator	Springton Lake Middle School	rsalladino@rtmsd.org
Ed Roth	Administrator	Penncrest High School	eroth@rtmsd.org
Tiffany Orrin	Administrator	Rose Tree Media School District	torrin@rtmsd.org
Kim LaCoste	Administrator	Rose Tree Media School District	klacoste@rtmsd.org
Sean Hobdell	Staff Member	Penncrest High School	shobdell@rtmsd.org
Kimberly Riviere	Staff Member	Penncrest High School	kriviere@rtmsd.org
Heena McCafferty	Parent	Parent	hmcafferty@rtmsd.org
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Heather Wooding	Staff Member	Indian Lane Elementary	hwooding@rtmsd.org
Christa Consadene	Administrator	Rose Tree Media School District	cconsadene@rtmsd.org
Meghan Wasserman	Staff Member	Springton Lake Middle School	mwasserman@rtmsd.org
Laura Smith-Denker	Community Member	Rose Tree Media School District	lscotts323@gmail.com
Michael Rozmus	Community Member	Rose Tree Media School District	michaelrozmus1@gmail.com
Danielle Friel	Parent	Rose Tree Media School District	dew208@gmail.com
Emily Zinner	Parent	Rose Tree Media School District	emzin1122@gmail.com
Sharon Williams	Staff Member	Springton Lake Middle School	swilliams@rtmsd.org

## 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.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - Elementary ELA	ELA assessment proficiency rates either meet/exceed the interim improvement targets (Glenwood/Indian Lane), or meet/exceed the 2033 statewide goals (Media/Rose Tree).
Proficient or Advanced on Pennsylvania State Assessments - Elementary Math	Math assessment proficiency rates meet/exceed the 2033 statewide goals for all four elementary schools.
Proficient or Advanced on Pennsylvania State Assessments-Secondary ELA	At both Springton Lake and Penncrest, ELA proficiency rates exceed the 2033 statewide goal.
Proficient or Advanced on Pennsylvania State Assessments-Secondary Math	At both Springton Lake and Penncrest, Math proficiency rates meets/exceeds the interim improvement targets.

#### Challenges

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations	All student group did not meet the PA Standard for Growth in ELA at Springton Lake Middle School.
Meeting Annual Academic Growth Expectations	All student sub groups did not meet the PA Standard for Growth in ELA at across all grade levels and schools.
All student subgroups in grades 3-8 did not meet the interim goals for student achievement.	At different grades and different schools various subgroups did not meet interim achievement goals or improvement targets.

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

#### Strengths

<b>Indicator</b> Proficient or Advanced on Pennsylvania State Assessments Math <b>Grade Level(s) and/or Student Group(s)</b> Grades 4 through 8.	<b>Comments/Notable Observations</b> PSSA results show steady increases over the past three years in math as measured by the PSSAs.
<b>Indicator</b> Proficient or Advanced on Pennsylvania State Assessments ELA <b>Grade Level(s) and/or Student Group(s)</b> Grades 3, 4, 6, & 8	<b>Comments/Notable Observations</b> Most grades increased their proficiency on ELA PSSAs year over year.
<b>Indicator</b> Proficient or Advanced on Pennsylvania State Assessments Math	<b>Comments/Notable Observations</b> Indian Lane students with IEPs increased in proficiency each year from 2019 through 2023.

<b>Grade Level(s) and/or Student Group(s)</b> Students with IEPs	
<b>Indicator</b> Meeting Annual Academic Growth Expectations Math <b>Grade Level(s) and/or Student Group(s)</b> Students with IEPs	<b>Comments/Notable Observations</b> Students with IEPs exceeded growth expectations in Math in grades 5,6, 8 and in Algebra 1.
<b>Indicator</b> Meeting Annual Academic Growth Expectations ELA <b>Grade Level(s) and/or Student Group(s)</b> Students with IEPs	<b>Comments/Notable Observations</b> Students with IEPs exceeded growth expectations in ELA in grades 4,5,6 and in Literature.

### Challenges

<b>Indicator</b> Proficient or Advanced on Pennsylvania State Assessments Math <b>Grade Level(s) and/or Student Group(s)</b> Students with IEPs	<b>Comments/Notable Observations</b> 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.
<b>Indicator</b> Meeting Annual Academic Growth Expectations <b>Grade Level(s) and/or Student Group(s)</b> All student group	<b>Comments/Notable Observations</b> On the Literature Keystone, the All-Student Group did not meet the PA standard for annual growth.
<b>Indicator</b> Meeting Annual Academic Growth Expectations <b>Grade Level(s) and/or Student Group(s)</b> All student group	<b>Comments/Notable Observations</b> On the ELA PSSAs in grades 6-8 the All-Student Group did not meet the PA standard for annual growth.

### Summary

#### Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Proficient or Advanced on Pennsylvania State Assessments - Math assessment proficiency rates meet/exceed the 2033 statewide goals for all four elementary schools.
Proficient or Advanced on Pennsylvania State Assessments- Math proficiency rates meet/exceed the interim improvement targets at both Springton Lake and Penncrest.

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).

Proficient or Advanced on Pennsylvania State Assessments- ELA proficiency rates exceed the 2033 statewide goal at both Springton Lake and Penncrest.

### Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

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.

Meeting Annual Academic Growth Expectations - On the Literature Keystone, the All-Student Group did not meet the PA standard for annual growth.

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.

All student subgroups in grades 3-8 did not meet the interim goals for student achievement.

All student sub groups did not meet the PA Standard for Growth in ELA at across all grade levels and schools.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
NWEA MAP Reading	District wide winter 2024 MAP scores show 85% of students are meeting or exceeding expectations.
NWEA MAP Reading	Students in Emotional Support classroom show growth.
Phonics	At Indian Lane 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%.

### English Language Arts Summary

#### Strengths

District wide winter 2024 MAP scores show 85% of students are meeting or exceeding expectations.
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%.

#### Challenges

Students in grades 7 and 8 did not meet the PA standard for growth in 2024.
In high school students did not meet the PA standard for growth in 2024.

### Mathematics

Data	Comments/Notable Observations
NWEA MAP Math	Elementary winter MAP scores show 75% of students are meeting or exceeding expectations.
NWEA MAP Math	Fall MAP scores show grades 2-8 all earned between the 72nd-79th percentile
PVAAS Math	Students with IEPs in 7th grade did not meet the PA standard for growth in 2024

### Mathematics Summary

#### Strengths

NWEA MAP Math -Elementary winter MAP scores show 75% of students are meeting or exceeding expectations.
NWEA MAP Math - Fall MAP scores show grades 2-8 all earned between the 72nd-79th percentile.

#### Challenges

PVAAS Math- Students with IEPs in 7th grade did not meet the PA standard for growth in 2024
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### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science PVAAS Growth	All grades 4,8, and Biology Keystone, far exceeded the PA standard for growth.
Science PVAAS Growth	Students with IEPs in 4th grade met the PA standard for growth.
Science PVAAS Growth	Students with GIEPs in 8th grade met the PA standard for growth.

## Science, Technology, and Engineering Education Summary

### Strengths

All grades 4,8, and Biology Keystone, far exceeded the PA standard for growth.
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### Challenges

Students with IEPs in 4th grade met the PA standard for growth.
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Students with GIEPs in 8th grade met the PA standard for growth.
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## Related Academics

### Career Readiness

Data	Comments/Notable Observations
College and Career Readiness Standards	District wide in grades 5,8,&11 99% of students met the benchmark.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

### Articulation Agreements

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

### Partnering Institution

University of Delaware

### Agreement Type

Dual Credit

### Program/Course Area

Entrepreneurship Experience Lab

### Uploaded Files

UDel .pdf

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

College and Career Readiness Standards-District wide in grades 5,8,&11 99% of students met the benchmark.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

None in this area

## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
PSSA Math Proficiency	English Learners in grades 6-8 met/exceeded the interim improvement target in math.
PSSA ELA Proficiency	English Learners in grades 6-8 met/exceeded the interim improvement target in ELA.

### Students with Disabilities

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

Data	Comments/Notable Observations
PVAAS Math and ELA	Students with IEPs in 7th grade did not meet the PA standard for growth in 2024.
PSSA Math Proficiency	On average 25% of students with IEPs in grades 3-8 earn proficiency on the Math PSSA
PVAAS Math	Students with IEPs in grades 3,4,5,6&8 either met or exceeded the PA standard for growth in 2024 in Math.
PVAAS ELA	Students with IEPs in grades 3,4,5,6, 8and Literature either met or exceeded the PA standard for growth in 2024 in ELA.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Literature Keystone Proficiency	Economically disadvantaged students in grades 3-8 and in the high school did not meet the interim improvement target.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	Students of two or more races grades 3-8 and in the high school did not meet the interim improvement target on state assessments.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

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.
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.

**Challenges**

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students with IEPs in 7th grade did not meet the PA standard for growth in 2024 in Math or ELA.
Economically disadvantaged students in grades 3-8 and in the high school did not meet the interim improvement target.

## Designated Schools

There are no Designated Schools.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	NA
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

### Strengths

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

NA

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

NA

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

### Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

### Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

## Summary

### Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

>

Ensure effective, standards-aligned curriculum and assessment.
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Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.
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Coordinate and monitor supports aligned with students' and families' needs.
---

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.
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### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

>

Foster a vision and culture of high expectations for success for all students, educators, and families
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Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.
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Partner with local businesses, community organizations, and other agencies to meet the needs of the district.
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## 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.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In high school students did not meet the PA standard for growth in 2024.		False
Meeting Annual Academic Growth Expectations - On the Literature Keystone, the All-Student Group did not meet the PA standard for annual growth.	Highest achieving students did not meet growth expectations. Likely root cause is that many are devoting time and effort to AP courses in other subjects and are leveling down in English.	False
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.		False
PVAAS Math- Students with IEPs in 7th grade did not meet the PA standard for growth in 2024		False
Students with IEPs in 7th grade did not meet the PA standard for growth in 2024 in Math or ELA.	Probable root cause is a limited differentiation that exists to match the increased rigor of middle school mathematics.	False
Economically disadvantaged students in grades 3-8 and in the high school did not meet the interim improvement target.		False
Foster a vision and culture of high expectations for success for all students, educators, and families		False
All student subgroups in grades 3-8 did not meet the interim goals for student achievement.	Probable root cause is a need for greater differentiation to meet all students at the appropriate level of challenge.	True
All student sub groups did not meet the PA Standard for Growth in ELA at across all grade levels and schools.	Highest achieving students did not meet growth expectations. Likely root causes vary depending on level: at the HS many are devoting time and effort to AP courses in other subjects and are leveling down in English. In grades 3-8 there is a need to adopt a more structured literacy approach to address both fundamental skills and increase rigor of comprehension and analysis.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
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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).	Our current curriculum and instructional practices foster proficiency and help struggling students achieve the state standards of performance.
Proficient or Advanced on Pennsylvania State Assessments- ELA proficiency rates exceed the 2033 statewide goal at both Springton Lake and Penncrest.	Our current curriculum and instructional practices foster proficiency and help struggling students achieve the state standards of performance.
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.	Our current curriculum and instructional practices foster proficiency and help struggling students achieve the state standards of performance.
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.	Our current curriculum and instructional practices foster proficiency and help struggling students achieve the state standards of performance.
Ensure effective, standards-aligned curriculum and assessment.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Design and implement an instructional model focused on effective pedagogical practices that support individual student success.
	Provide an environment that promotes greater opportunity to increase depth of understanding for all students.

## Goal Setting

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

<b>Outcome Category</b>		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
<b>Measurable Goal Statement (Smart Goal)</b>		
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.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Growth Expectations		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
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.**

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
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.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA Achievement		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
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"> <li>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.</li> <li>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.</li> </ul>

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

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

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

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

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

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

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

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

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

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

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
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

<b>Measurable Goals:</b>	
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	

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

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

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Coordinator of Communication	Supervisors of Curriculum and Instruction	No	Yes

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>

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

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

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

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

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

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

<b>Measurable Goals:</b>
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- 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.

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
High school principal. Coordinator for communications.	Schedule	No	Yes

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

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
High school principal	Curriculum documents, pacing guides and instructional materials.	Yes	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
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

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

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
High school administrative team	District curriculum supervisors	Yes	No

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

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

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
High school administrative team	District level supervisors	Yes	No

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

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

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
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

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

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

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

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

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

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Supervisors of Curriculum and Instruction	Data from state assessments and NWEA MAP assessments	No	No

<b>Action Step</b>		<b>Anticipated Start Date</b>	<b>Anticipated Completion Date</b>
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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
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Director of Curriculum and Instruction	Summarized report based on observational and assessment data from previous year.	No	Yes

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
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.

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Content--based approach to English Language Arts	Professional Development on new ELA program
Content--based approach to English Language Arts	Professional Development on new ELA program
Content--based approach to English Language Arts	Professional development review and extension for ELA program
Structured Literacy	Professional development new phonics program and refresher on phonemic awareness through Heggerty.
Structured Literacy	Professional development new phonics program and refresher on phonemic awareness through Heggerty.
Structured Literacy	Refresher professional development on phonics and phonemic awareness programs
Block Scheduling	Review with high school staff the finalized schedule with details, explanations, and exceptions.
Block Scheduling	Teachers use PLC/Department time to finalize preparations for the start of the school year under the new block schedule format.
Block Scheduling	Review with high school staff accomplishments and challenges to date with the implementation of teaching in a block format.
Block Scheduling	High school staff review first semester of block schedule - instruction, curriculum adjustments, and pacing. Use review discussion to prepare and adjust for second semester.
Block Scheduling	Teachers use PLC/Department time to review data from year one of block scheduling and prepare for year two.
Differentiated Instruction	Refresher professional development on station rotation model of instruction,
Differentiated Instruction	Targeted professional development on differentiation based on the fall observations, PVAAS growth data, and NWEA MAP growth data.

### Professional Development on new ELA Program

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional Development on new ELA program</li> </ul>		
<b>Audience</b>		
K-5 grade level teachers, 6-8 grade ELA teachers, reading specialists, special education teachers, building administrators, curriculum supervisors.		
<b>Topics to be Included</b>		
Content based literacy and structured literacy and their connections to the specific program. Organization of program and initial implementation of new ELA program.		
<b>Evidence of Learning</b>		
Teachers will be able to explain the concepts behind content based literacy and structured literacy and how both of those are connected within the new ELA program. Also teachers and administrators will be able to successfully implement the new ELA program.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

Supervisor of Curriculum and Instruction for ELA	2025-08-21	2025-08-28
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### Learning Format

Type of Activities	Frequency
Workshop(s)	Initial overview training for the program.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

### Learning Format

Type of Activities	Frequency
Inservice day	Initial overview training for the program
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

### Review Professional Development for new ELA Program

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional Development on new ELA program</li> </ul>		
<b>Audience</b>		
K-5 grade level teachers, 6-8 grade ELA teachers, reading specialists, special education teachers, building administrators, curriculum supervisors.		
<b>Topics to be Included</b>		
Teachers and administrators will review initial implementation of new ELA program, successes and challenges, and will work to prepare and refine implementation for upcoming months.		
<b>Evidence of Learning</b>		
Teachers will complete form detailing successes and challenges. Teachers will organize/prepare instruction for upcoming months based on lesson learned from September and October.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Supervisor of Curriculum and Instruction for ELA	2025-11-03	2025-11-04

### Learning Format

Type of Activities	Frequency
Inservice day	County wide inservice for November.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

Structured Literacy
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**Review Professional Development for ELA Program**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional development review and extension for ELA program</li> </ul>		
<b>Audience</b>		
K-5 grade level teachers, 6-8 grade ELA teachers, Reading specialists, Special education teachers, building administrators, curriculum supervisors.		
<b>Topics to be Included</b>		
Teachers and administrators will review first year implementation of ELA program, successes and challenges, and will work to prepare and refine implementation for upcoming school year.		
<b>Evidence of Learning</b>		
Teachers will be able to articulate the structure and overall concepts of the ELA program after one year of implementation. Teachers and administrators will also be able to explain the initial impacts of the program on student learning.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Supervisor of Curriculum and Instruction for ELA	2026-08-19	2026-08-28

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Multiple PD sessions within August inservice days.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	

**Structured Literacy**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Professional development new phonics program and refresher on phonemic awareness through Heggerty.</li> </ul>		
<b>Audience</b>		
K-5 grade level teachers, reading specialists, special education teachers, elementary principals, district supervisors		
<b>Topics to be Included</b>		
Review of Heggerty's phonemic awareness, introduction to new phonics program, and explanation of connections to structured literacy.		
<b>Evidence of Learning</b>		
Participants will be able to implement new phonics program, and explain connections between the new phonics program, Heggerty's phonemic awareness, and overall structured literacy.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Supervisor of Curriculum and Instruction for ELA	2025-08-20	2025-08-28

## Learning Format

Type of Activities	Frequency
Inservice day	There will be multiple workshops held over the course of the August inservice days.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Structured Literacy Review

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Professional development new phonics program and refresher on phonemic awareness through Heggerty.</li> </ul>		
<b>Audience</b>		
K-5 grade level teachers, reading specialists, special education teachers, elementary principals, district supervisors		
<b>Topics to be Included</b>		
Review of Heggerty's phonemic awareness, review of new phonics program, and explanations of connections to structured literacy.		
<b>Evidence of Learning</b>		
Participants will be able to refine their practice with the new phonics program, and explain connections between the new phonics program, Heggerty's phonemic awareness, and overall structured literacy.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Supervisors of Curriculum and Instruction	2026-08-19	2026-08-28

## Learning Format

Type of Activities	Frequency
Inservice day	There will be multiple workshops provided during August inservice time.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 1c: Setting Instructional Outcomes</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

## Structured Literacy Revision

<b>Action Step</b>	
<ul style="list-style-type: none"> <li>• Refresher professional development on phonics and phonemic awareness programs</li> </ul>	
<b>Audience</b>	
K-5 grade level teachers, reading specialists, special education teachers, elementary principals, district supervisors	
<b>Topics to be Included</b>	

Review of Heggerty's phonemic awareness, review of new phonics program, and conversations regarding successes/challenges and best ways forward.		
<b>Evidence of Learning</b>		
Participants will be able to explain the successes and challenges of the phonemic awareness and phonics programs. Based on data from assessments and observations they will be able to refine practice to best meet the needs of students.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Curriculum, Instruction and Technology	2027-08-18	2027-08-31

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Workshop(s)	This work will be done through a series of workshops conducted during August inservice days.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1d: Demonstrating Knowledge of Resources</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	

### Block Schedule Initial

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Review with high school staff the finalized schedule with details, explanations, and exceptions.</li> </ul>		
<b>Audience</b>		
High school staff, district supervisors.		
<b>Topics to be Included</b>		
Finalized block schedule for the high school, explanations for different aspects of the schedule, and what exceptions exist and why.		
<b>Evidence of Learning</b>		
Participants will be able to explain the format of the new block schedule and what differences exist within the schedule format.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
High school administrative team	2025-08-20	2025-08-29

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	The schedule will be reviewed as a component of August inservice days.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1d: Demonstrating Knowledge of Resources</li> <li>• 4f: Showing Professionalism</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Block scheduling review and preparation

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Teachers use PLC/Department time to finalize preparations for the start of the school year under the new block schedule format.</li> </ul>		
<b>Audience</b>		
High school instructional staff.		
<b>Topics to be Included</b>		
Instructional practice, pacing and alignment.		
<b>Evidence of Learning</b>		
Teachers will be able to show what the first weeks/month of their classes will look like in the new format of the block schedule.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
High school administrative team	2025-08-20	2025-08-29

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	There will be multiple opportunities for PLCs to meet and prepare instruction for the start of the school year.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>4d: Participating in a Professional Community</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Block Schedule initial review and preparation.

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Review with high school staff accomplishments and challenges to date with the implementation of teaching in a block format.</li> </ul>		
<b>Audience</b>		
High school instructional staff.		
<b>Topics to be Included</b>		
Challenges and successes of teaching and learning using a block schedule.		
<b>Evidence of Learning</b>		
Teachers will be able to explain their challenges and successes and revise practice for upcoming months.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
High school administrative team	2025-11-03	2025-11-04

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Time will be provided for discussion and preparation during the November inservice days.
<b>Observation and Practice Framework Met in this Plan</b>	

<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 4a: Reflecting on Teaching</li> </ul>
<b>This Step Meets the Requirements of State Required Trainings</b>

**Block schedule - First semester review and preparation**

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• High school staff review first semester of block schedule - instruction, curriculum adjustments, and pacing. Use review discussion to prepare and adjust for second semester.</li> </ul>		
<b>Audience</b>		
High school instructional staff		
<b>Topics to be Included</b>		
Challenges and successes of teaching and learning using a block schedule.		
<b>Evidence of Learning</b>		
Teachers will be able to explain their challenges and successes and revise instructional practices and pacing for spring semester.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
High school administrative team	2026-01-02	2026-01-30

**Learning Format**

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Time will be provided over January inservice and scheduled PLC time.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

**Block Schedule - Year two**

<b>Action Step</b>	
<ul style="list-style-type: none"> <li>• Teachers use PLC/Department time to review data from year one of block scheduling and prepare for year two.</li> </ul>	
<b>Audience</b>	
High school instructional staff.	
<b>Topics to be Included</b>	
Reflections on year one of block schedule including a review of summative and benchmark data from year one. Revision of plans and preparation for new school year.	
<b>Evidence of Learning</b>	

Participants will be able to explain any revisions they are making for the second year using the block schedule.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
High school administrative team.	2026-08-19	2026-08-28

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	PLC time will be provided during the August inservice.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Differentiated Instruction

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>• Refresher professional development on station rotation model of instruction,</li> </ul>		
<b>Audience</b>		
K-12 instructional staff, supervisors, and building administrators		
<b>Topics to be Included</b>		
Station rotation model of instruction, remediation, and enrichment of standards based lessons.		
<b>Evidence of Learning</b>		
Instructional staff will be able to review and revise lessons using the station rotation model of instruction. They will be able to explain the need for and give examples of remediation and enrichment activities. Supervisors and administrators will review and revise observational plans and look fors.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Supervisors of curriculum and instruction	2025-08-20	2025-11-26

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	This will be initially reviewed in a workshop model during August inservice days and will be revisited throughout the fall during PLC time.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>• 1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>• 1b: Demonstrating Knowledge of Students</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

### Differentiated Instruction Revisited

<b>Action Step</b>
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<ul style="list-style-type: none"> <li>Targeted professional development on differentiation based on the fall observations, PVAAS growth data, and NWEA MAP growth data.</li> </ul>		
<b>Audience</b>		
K-12 instructional staff whose observational, achievement and growth data reflect a need for greater differentiation for various subgroups of students.		
<b>Topics to be Included</b>		
Differentiated instructional activities aligned to standards based content, station rotation instructional model, data informed instructional decision making.		
<b>Evidence of Learning</b>		
Participants will be able to develop instructional activities aligned to the same standards that are differentiated to meet the needs of various student subgroups. Participants will be able to develop lessons following the station rotation model of instruction, and explain how to use available data to effectively inform instructional practices.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Supervisors of curriculum and instruction	2026-01-02	2025-02-28

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Small group workshops and individual coaching frequency and duration will be based on need.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1b: Demonstrating Knowledge of Students</li> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>4a: Reflecting on Teaching</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

## Communications Activities

New ELA Program - Staff					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Communication to Staff regarding adoption of new program and timeline for upcoming school year.</li> </ul>	K-8 Instructional Staff, Administrators and supervisors	The process used to select a new ELA program for K-8, the final decision that was made, and the next steps in the process.	Director of Curriculum and Instruction	07/01/2025	07/31/2025

## Communications

Type of Communication	Frequency
Email	One time

## New ELA Program - Families and Community

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Communication to parents regarding adoption of new program and timeline for upcoming school year.</li> </ul>	Students, Families and Community Members	Explanation of the process used for selecting a new program, the decision that was made and reasons for that decision, and what to expect for ELA as the new program is implemented.	Coordinator of Communications	07/01/2025	08/30/2025

## Communications

Type of Communication	Frequency
Posting on district website	This will be posted on the website.
Email	Email will go out to parents over the summer.

**New ELA Program - School Board**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Update school board on progress of new ELA program</li> </ul>	School board of directors	Overview of the new ELA program, relevant available data, and an explanation of implementation successes and challenges.	Director of Curriculum and Instruction, Supervisor of Curriculum and Instruction for ELA	09/02/2025	12/19/2025

**Communications**

<b>Type of Communication</b>	<b>Frequency</b>
Presentation	At least once during a school board work session.

**Structured Literacy - Staff**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Communication to staff regarding adoption of new phonics program and timeline for upcoming school year.</li> </ul>	K-5 instructional staff, building administrators	Process for selecting programs specifically for phonics and phonemic awareness, what decisions were made and why, next steps in moving forward with implementation.	Director of Curriculum and Instruction and Supervisor of Curriculum and Instruction for ELA	07/01/2025	07/31/2025

**Communications**

<b>Type of Communication</b>	<b>Frequency</b>
Email	email will be sent to staff over the summer

## Structured Literacy - Families and Community

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Communication to parents regarding the adoption of new program targeting phonics and explanation of how that connects to phonemic awareness and overall reading instruction.</li> </ul>	Families, and community.	Background of phonics and reading instruction in RTMSD, Process for selecting new programs for phonics and phonemic awareness, what decisions were made and why, next steps in moving forward with implementation.	Coordinator of Communications	07/01/2025	08/30/2025

## Communications

Type of Communication	Frequency
Email	Notice will be sent over the summer months.
Posting on district website	Information will be made available on the district website

**Structured Literacy - School board**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Presentation to school board regarding initial effectiveness of new programs.</li> </ul>	School board of directors	Overview of new phonics and phonemic awareness programs and current relevant data from DIBELS and NWEA Map.	Director of Curriculum and Instruction, Supervisor of Curriculum and Instruction for ELA	11/03/2025	11/07/2026

**Communications**

<b>Type of Communication</b>	<b>Frequency</b>
Presentation	Periodic updates at school board work sessions as requested.

## Block Schedule

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Communicate to high school community of parents, students, and staff the finalized block schedule that will be used for the 2025-26 school year.</li> </ul>	Families, students, and staff of the high school.	Overview of process of designing the block schedule and the finalized details about the schedule for the 2025-26 school year.	High school principal	07/01/2025	08/30/2025

## Communications

Type of Communication	Frequency
Email	Email will be sent over the course of the 2025 summer.
Posting on district website	In August of 2025 schedule format will be posted to the RTMSD.org site.

**Block schedule - school board**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Type of Communication</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Presentation to school board on results from year one of block schedule.</li> </ul>	School board of directors	Overview of block schedule successes and challenges from first year of implementation. Overview of most current relevant data.	High school principal	09/01/2026	12/18/2026

**Communications**

<b>Type of Communication</b>	<b>Frequency</b>
Presentation	Presentation will be made during school board work session during the fall of 2026

## Differentiated Instruction

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Report out to Superintendent and Cabinet on effectiveness of differentiated instruction based on observation and assessment data.</li> </ul>	Superintendent and cabinet	Observation and data results describing the effectiveness of station rotation model of instruction as a means of differentiating instruction.	Director of Curriculum and Instruction	01/05/2026	07/01/2026

## Communications

Type of Communication	Frequency
Presentation	Presentation and updates as requested by superintendent.

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>Board Affirmation Comprehensive Plan 3_2025.pdf</li></ul>

Chief School Administrator	Date
Joseph N Meloche	2025-11-12