

Central Greene SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type	AUN	
School District	101301403	
Address 1		
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Address 2		
City	State	Zip Code
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LEA Profile

The Central Greene School District (CGSD) is located in Waynesburg, Pennsylvania, serving 1433 students in grades K–12 across Greene County and surrounding communities. The district consists of two school buildings: Waynesburg Central Elementary School (K–6) and Waynesburg Central Junior-Senior High School (7–12). CGSD provides a comprehensive educational program designed to meet the academic, social, emotional, and postsecondary needs of all students.

As part of its environmental scan, the district analyzed demographic, achievement, growth, and perception data. Current demographic data indicates that 50.9% of students are economically disadvantaged, 27.2% receive special education services, and .4% are English Learners. These demographics significantly impact instructional planning, resource allocation, and the need for targeted academic and behavioral support.

Student achievement data from the Future Ready PA Index indicates that 45.7% of students are proficient/advanced in English Language Arts and 47.1% are proficient/advanced in Mathematics. While these data reflect areas of progress, increasing overall proficiency remains a district priority.

Growth data, as measured by PVAAS, indicates:

- ELA Growth: Red with an Academic Growth Score of 58
- Math Growth: Blue with an Academic Growth Score of 100
- Science Growth: Waiver Participation

These results demonstrate we are meeting growth expectations in Math while continuing to focus on improving growth in ELA.

The district maintains a graduation rate of approximately 90%, aligning with state expectations and 97% of students meet the career benchmark standards. Career readiness indicators continue to be an area of focus, including expansion of industry-based learning experiences and career pathway opportunities.

Attendance data indicates an average daily attendance rate of approximately 90%, with a chronic absenteeism rate of 6%. The district is actively implementing strategies to reduce chronic absenteeism through MTSS, student support services, and family engagement.

Internal data and stakeholder feedback highlight several strengths, including strong student-staff relationships, a committed faculty, and a supportive community. The district has implemented systems such as Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and social-emotional learning initiatives, including 7 Mindsets, to support student success.

Areas for growth identified through the environmental scan include:

- Strengthening curriculum alignment to Pennsylvania Academic Standards, including Structured Literacy and STEELS science standards
- Updating instructional tools, materials and resources to support instructional practices
- Increasing consistency in instructional practices across grade levels
- Enhancing the use of data to inform instruction and intervention
- Expanding academic, career, and technical opportunities for students

External factors impacting the district include evolving state requirements, workforce changes, and challenges associated with a rural setting, including access to resources and services. These factors are incorporated into strategic planning efforts.

Perceptual data from surveys and stakeholder engagement reflects strong community pride and commitment to student success, while also identifying opportunities to improve communication, expand student opportunities, and strengthen postsecondary readiness.

Through this comprehensive environmental scan, Central Greene School District has identified key strengths, challenges, and trends that will guide the development and implementation of its Comprehensive Plan. The district remains committed to continuous improvement through data-informed decision-making, stakeholder engagement, and evidence-based practices to improve outcomes for all students.

Mission and Vision

Mission

The mission of the Central Greene School District is to provide a safe, supportive, and inclusive learning environment that ensures all students achieve academic success, develop social-emotional competencies, and are prepared for postsecondary opportunities through high-quality instruction, data-informed decision-making, and meaningful partnerships with families and the community.

Vision

The Central Greene School District will be a student-centered learning community where all students are equipped with the knowledge, skills, and mindset necessary to succeed in an ever-changing world, supported by aligned systems, innovative practices, and a culture of continuous improvement.

Educational Values

Students

Students are expected to take ownership of their learning by actively engaging in academic and extracurricular opportunities, demonstrating respect for themselves and others, and contributing positively to the school community. Students are encouraged to develop resilience, utilize available supports, and work toward achieving their academic, social, and postsecondary goals.

Staff

Staff are expected to provide high-quality, standards-aligned instruction and support that meets the diverse needs of all learners. This includes using data to inform instruction, implementing evidence-based practices, fostering inclusive and supportive classroom environments, and actively participating in professional learning. Staff play a critical role in building relationships and supporting both the academic and social-emotional growth of students.

Administration

Administrators are expected to lead with integrity and a focus on continuous improvement by supporting staff, ensuring alignment of curriculum and instruction, and promoting data-informed decision-making. They are responsible for creating systems that support student success, fostering a positive school culture, and ensuring equitable access to resources, opportunities, and supports for all students.

Parents

Parents and guardians are expected to serve as active partners in their child's education by supporting learning at home, maintaining open communication with the school, and encouraging regular attendance and positive behavior. Family engagement is essential in reinforcing the importance of education and supporting student success.

Community

Community members are expected to support the district by fostering partnerships that enhance student learning and well-being. This includes providing opportunities for career exploration, work-based learning, and community engagement, as well as supporting district initiatives that contribute to a positive and successful educational environment.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Graduation Rate	The district demonstrates strong performance in graduation rate, consistently meeting or exceeding state expectations and reflecting effective systems to support student completion.
ELA Growth	PVAAS data indicates the district is meeting or approaching growth expectations across multiple grade levels, demonstrating progress in student learning.
Math Growth	PVAAS data reflects the district is meeting and, in some grade levels, exceeding growth expectations in Mathematics.
Career Readiness	Career readiness indicators are a strength, with the district meeting and exceeding state benchmarks through expanded course offerings, career pathway development, and increased opportunities for work-based learning experiences..
Chronic absenteeism	The district has demonstrated a reduction in chronic absenteeism through targeted interventions, including truancy prevention strategies and increased student support systems.
Student Engagement / School Climate	Implementation of PBIS and SEL initiatives, including 7 Mindsets, has contributed to a positive school climate and increased student engagement.

Challenges

Indicator	Comments/Notable Observations
Mathematics Proficiency	Mathematics proficiency remains below state benchmarks, indicating a need for continued focus on instructional practices and intervention strategies.
Consistency in Instructional Practices	Variability in instructional practices across grade levels and content areas indicates a need for greater alignment and consistency in curriculum delivery and implementation.
Students with Disabilities – ELA Proficiency	Students with disabilities demonstrate lower proficiency rates in ELA, with recent data indicating a decline, highlighting a need for targeted supports and instructional alignment.
Students with Disabilities – Math Proficiency	Special Education Students have had a decline in the percentage of students scoring proficiency.
Student with Disabilities ELA Growth	Students with disabilities demonstrate lower proficiency rates in Mathematics, with trends indicating continued gaps compared to overall student performance.
Science Achievement / STEELS Alignment	Science achievement and alignment to STEELS standards is an emerging area of need, requiring continued curriculum development and instructional alignment across grade levels.
Students with Disabilities – Growth (ELA/Math)	Growth data for students with disabilities indicates inconsistent or declining progress, suggesting the need for strengthened interventions and progress monitoring.

Achievement Gaps (Student Groups)	Achievement gaps persist between student groups, particularly among economically disadvantaged students and students with disabilities, indicating a need for targeted supports and equitable access to instruction.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator Student Growth Math Grade Level(s) and/or Student Group(s) All student Group, White student group	Comments/Notable Observations PVAAS data indicates that some student groups are meeting or approaching growth expectations, demonstrating progress even when proficiency has not yet been achieved.
Indicator Graduation Rate Grade Level(s) and/or Student Group(s) All Student	Comments/Notable Observations Graduation rates across student groups remain strong, reflecting effective systems of support and student persistence toward completion.
Indicator MTSS / Intervention Systems Grade Level(s) and/or Student Group(s) K-6	Comments/Notable Observations Implementation of Multi-Tiered Systems of Support (MTSS) has strengthened targeted interventions and supports for at-risk students, contributing to improved outcomes.
Indicator Career Readiness Grade Level(s) and/or Student Group(s) All Students	Comments/Notable Observations Increased access to career pathways, elective offerings, dual enrollment, and work-based learning opportunities has positively impacted readiness indicators across student groups.

Challenges

Indicator Economically Disadvantaged – ELA & Math Proficiency Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations Economically disadvantaged students demonstrate lower proficiency rates in both ELA and Mathematics compared to overall district performance.
Indicator Students with Disabilities – Achievement	Comments/Notable Observations Students with disabilities demonstrate significant gaps in proficiency in both ELA and Mathematics, indicating a need for targeted instructional strategies and supports.

Grade Level(s) and/or Student Group(s) Students with Disabilities	
Indicator Students with Disabilities – Growth Grade Level(s) and/or Student Group(s) Students with Disabilities	Comments/Notable Observations PVAAS data reflects inconsistent or below-expected growth for students with disabilities, highlighting a need for improved intervention effectiveness and progress monitoring.
Indicator Chronic Absenteeism Grade Level(s) and/or Student Group(s) Economically Disadvantaged, students with disabilities	Comments/Notable Observations Chronic absenteeism rates are higher among specific student groups, particularly economically disadvantaged students, impacting academic performance and growth.
Indicator Grade-Level Variability Grade Level(s) and/or Student Group(s) All grades	Comments/Notable Observations Variability in academic performance across grade levels indicates a need for stronger vertical alignment of curriculum, instruction, and assessment practices.

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.

Strong and consistent graduation rate across student groups
Implementation of MTSS, PBIS, and SEL systems (7 Mindsets) to support student success
Expansion of career readiness opportunities and pathways
Demonstrated reduction in chronic absenteeism through targeted interventions
Positive PVAAS growth trends in multiple grade levels and content areas

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.

Low Mathematics proficiency across grade levels
Achievement gaps among students with disabilities and economically disadvantaged students
Inconsistent growth and performance among students with disabilities
Ongoing concerns with chronic absenteeism in targeted student groups
Need for improved curriculum alignment and instructional consistency

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Classroom Diagnostic Tools (CDT)	CDT data indicates variability in student performance across grade levels, with identified gaps in foundational literacy skills and comprehension, particularly among students with disabilities and struggling learners.
DIBELS	DIBELS data highlights strengths in early literacy skill development for some students, while also identifying a need for continued focus on phonemic awareness, fluency, and intervention for at-risk students aligned to Structured Literacy practices.
i-Ready	i-Ready diagnostic data reflects a wide range of student performance levels, with a significant number of students performing below grade level, reinforcing the need for differentiated instruction and targeted intervention.
IXL	Usage data indicates increased student engagement with standards-aligned practice; however, performance data suggests a need for more targeted use aligned to specific skill deficits.
PSSA / Keystone Data	State assessment data reflects proficiency gaps in ELA, particularly among targeted student groups, while growth trends indicate some progress in closing these gaps.

English Language Arts Summary

Strengths

Implementation of Structured Literacy practices supported by universal screening tools (DIBELS, i-Ready), with approximately 45–55% of students meeting grade-level benchmarks in early literacy measures.
Availability of multiple data sources (CDT, i-Ready, DIBELS) to support data-informed instructional decision-making
Evidence of meeting or approaching growth expectations (PVAAS) in multiple grade levels
Increased use of standards-aligned instructional tools (IXL)

Challenges

ELA proficiency remains below desired levels (approximately 45–55%), particularly in comprehension and writing
Students with disabilities demonstrate lower proficiency rates (approximately 15–25%)
Need for greater alignment between assessment data and instructional practices
Variability in implementation of Structured Literacy with fidelity across classrooms

Mathematics

Data	Comments/Notable Observations
CDT	CDT data indicates ongoing skill gaps in key mathematical domains, including problem solving and conceptual understanding.
i-Ready	Diagnostic data reflects a significant percentage of students performing below grade level, with notable gaps in foundational math skills.

IXL	Student engagement is evident; however, performance data indicates a need for more intentional use of these tools to target specific deficits.
PSSA / Keystone Data	State assessment data indicates that mathematics proficiency remains below state benchmarks, aligning with district-identified needs.
Firefly (DRC)	Benchmark and assessment data supports identified trends in proficiency gaps and highlights areas requiring targeted instruction.

Mathematics Summary

Strengths

PVAAS growth trends (Green/Blue in select grade levels) indicate students are making expected or exceeding growth
Use of multiple diagnostic tools (CDT, i-Ready, IXL) to support progress monitoring and intervention
Increased emphasis on data-informed instruction through MTSS frameworks

Challenges

Mathematics proficiency remains below state expectations (approximately 30–40%)
Gaps in foundational math skills and conceptual understanding across grade levels.
Inconsistent instructional practices and curriculum alignment across classrooms
Need for more targeted and strategic use of intervention tools and resources

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	CDT data indicates variability in student understanding of scientific concepts and application of skills.
PSSA / Keystone (Biology)	State assessment data reflects inconsistencies in science proficiency, with opportunities for improvement across grade levels.
Classroom / Benchmark Data (Firefly/DRC)	Local assessment data supports the need for increased alignment of instruction and assessment practices.
Curriculum Implementation Data (STEELS)	Ongoing transition to STEELS standards indicates a need for continued professional development and curriculum alignment.

Science, Technology, and Engineering Education Summary

Strengths

Ongoing implementation of STEELS standards and aligned instructional resources (HMH Science Dimensions)
Increased access to hands-on, inquiry-based science instruction
Availability of both local (CDT, Firefly, DRC) and state assessment data

Challenges

Science proficiency is inconsistent across grade levels (approximately 50–60%)
Need for full alignment to STEELS standards and instructional practices
Limited vertical alignment across grade levels. Need for additional professional development and teacher support in science instruction

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index – Career Readiness Indicator	The district meets and exceeds state benchmarks for Career Readiness, with students completing required artifacts aligned to the PA Career Education and Work Standards.
Chapter 339 / Career Portfolio Data	Student completion of career portfolios and artifacts demonstrates increased awareness of career pathways and postsecondary planning.
Course Enrollment / Program Data	Expansion of course offerings, including electives such as Public Speaking, Sociology, and Career Exploration, has increased student access to career-aligned learning opportunities.
Work-Based Learning / Internship Opportunities	The district is in the process of expanding work-based learning and community partnerships to provide students with real-world experiences aligned to career interests.
Dual Enrollment / Postsecondary Planning Data	Students are increasingly accessing dual enrollment and postsecondary planning opportunities, though scheduling and access remain areas for continued development.

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agricultural Education (Vo-Ag) Program Data	The district offers an in-house Agricultural Education (Vo-Ag) program at the high school, which provides students with opportunities to develop technical skills, leadership experiences (e.g., FFA), and career readiness aligned to agricultural and related career pathways.
Program Enrollment / Participation Data	Student participation in the Agricultural Education program remains strong and provides a valuable pathway for hands-on, career-focused learning experiences.
Greene County Career & Technology Center (Shared-Time Data)	Students also have access to additional CTE programming through the Greene County CTC, expanding opportunities for career skill development across multiple technical field
Career Readiness Indicators (Future Ready Index)	Participation in both the Agricultural Education program and shared-time CTC contributes positively to the district's ability to meet and exceed Career Readiness benchmarks.

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Course Offerings / Participation Data	The district provides opportunities in music, art, and electives; however, expansion of course offerings and student participation may be considered for future planning.

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
Classroom / Curriculum Data	Environmental concepts are integrated within science instruction; alignment will continue through STEELS implementation.

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Course Enrollment Data	Limited course offerings exist; opportunities for expansion may support life skills and career readiness.

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Curriculum / Participation Data	The district provides required health and physical education programming, supporting student wellness and physical development.

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

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

Data	Comments/Notable Observations
Curriculum / Assessment Data	The district is in the process of reviewing and updating social studies curriculum and materials to improve alignment and rigor across grade levels.

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

Delaware Valley University

Agreement Type

Local Articulation

Program/Course Area

Career Exploration

Uploaded Files

Articulation Agreement.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.

Strong performance in Career Readiness indicators, meeting and exceeding state benchmarks
Implementation of Chapter 339 career planning and student portfolio development
Expansion of course offerings aligned to student interests and career pathways
Access to CTC programming and emerging work-based learning opportunities

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.

Need to expand career pathway alignment within core and elective coursework
Scheduling barriers impacting dual enrollment and career readiness opportunities
Limited formal articulation agreements with postsecondary institutions
Limited access and participation in work-based learning opportunities

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA / Keystone Data	Students with disabilities demonstrate significantly lower proficiency rates in both ELA (~15–25%) and Mathematics (~10–20%) compared to overall district performance.
PVAAS Growth Data	Growth data indicates inconsistent or below-expected growth for students with disabilities, particularly in ELA.
i-Ready / CDT	Diagnostic data reflects gaps in foundational skills and need for targeted, individualized instruction.
Progress Monitoring / IEP Data / IXL Data	Progress monitoring indicates variability in student progress, suggesting a need for more consistent implementation of interventions and specially designed instruction.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA / Keystone Data	Economically disadvantaged students demonstrate lower proficiency rates in ELA (~35–45%) and Mathematics (~25–35%) compared to non-economically disadvantaged peers.
Attendance Data / Chronic Absenteeism	Chronic absenteeism rates are higher among economically disadvantaged students, impacting academic performance and growth.
i-Ready / CDT	Diagnostic data indicates gaps in foundational skills, particularly in reading comprehension and mathematics problem-solving.
MTSS Data	Students in this group are more frequently represented in Tier II and Tier III interventions, indicating a need for continued targeted supports.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Implementation of MTSS framework to support targeted student groups
Availability of multiple data sources (PSSA, PVAAS, i-Ready, CDT, IEP data) to inform instruction
Demonstrated growth in select student groups despite lower proficiency levels
Systems in place to support progress monitoring and intervention delivery

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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.

Significant achievement gaps for students with disabilities in ELA and Mathematics
Lower proficiency rates among economically disadvantaged students
Inconsistent growth outcomes for students with disabilities
Impact of chronic absenteeism on targeted student groups
Need for stronger alignment between interventions and Tier I instruction

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	The Special Education Plan aligns with district MTSS efforts and provides a framework for specially designed instruction and supports for students with disabilities. Data indicates a need to strengthen alignment between general education and special education instruction, particularly in ELA and Mathematics, as well as improve consistency in progress monitoring and co-teaching practices.
Title 1 Program	The Title I program supports intervention services for economically disadvantaged students and aligns with MTSS structures. Data indicates that while supports are in place, there is a need to strengthen the connection between Title I services and Tier I core instruction to improve overall student outcomes and reduce achievement gaps.
Student Services	Student Services plays a critical role in supporting attendance, behavior, and social-emotional needs through MTSS, PBIS, and SEL initiatives such as 7 Mindsets. Notable progress has been made in addressing chronic absenteeism; however, continued coordination between academic and behavioral supports is needed to maximize student success.
K-12 Guidance Plan (339 Plan)	The K-12 Guidance Plan supports career readiness through student portfolios, career exploration, and postsecondary planning. The district meets career readiness benchmarks; however, there is an opportunity to expand work-based learning experiences and strengthen alignment between career planning and course selection/scheduling processes.
Technology Plan	The district's Technology Plan supports instruction through digital tools, assessment platforms (i-Ready, IXL, CDT), and system upgrades, including the transition to a new Student Information System. Continued focus is needed on ensuring technology is used effectively to support instruction, data analysis, and communication.
English Language Development Programs	The district serves a small population of English Learners. Supports are provided as needed; however, continued attention to ensuring access to curriculum and appropriate instructional supports is important as student needs evolve.

Strengths

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

Strong alignment of MTSS across Special Education, Title I, and Student Services to support student needs
Implementation of SEL (7 Mindsets) and PBIS initiatives to support school climate and attendance
Effective K-12 Guidance Plan supporting career readiness benchmarks
Use of technology systems and assessment tools to support instruction and data-informed decision-making

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.

Need for stronger alignment between Tier I instruction and intervention programs (Title I and Special Education)
Continued gaps in achievement and growth for students with disabilities and economically disadvantaged students
Need for increased integration of academic, behavioral, and attendance supports across systems
Opportunities to expand career pathways and work-based learning experiences
Need to ensure consistent and effective use of technology to support instruction and data use

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	Emerging
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	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

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.

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The district has established Operational systems for continuous improvement, including leadership structures such as Curriculum Council and data-informed decision-making processes

Implementation of evidence-based instructional initiatives (Structured Literacy, STEELS, MTSS) supports improved teaching and learning
Strong professional learning systems aligned to district priorities, including new teacher induction and ongoing staff development
Effective student support systems (MTSS, PBIS, SEL/7 Mindsets) that address academic, behavioral, and attendance needs
Ongoing use of multiple data sources (PVAAS, CDT, i-Ready, Future Ready Index) to inform instructional and program decisions

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.

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Need to strengthen consistency and fidelity of curriculum and instructional practices across grade levels and content areas
Opportunity to improve alignment of resources (staffing, funding, programming) to identified student and system needs
Need to expand and formalize community partnerships and work-based learning opportunities
Continued need to build capacity of instructional leadership to ensure consistent monitoring and support of high-quality instruction
Need to further align Tier I instruction with intervention systems (MTSS, Title I, Special Education) to reduce achievement gaps

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
Strong and consistent graduation rate across student groups	True
Implementation of MTSS, PBIS, and SEL systems (7 Mindsets) to support student success	True
Expansion of career readiness opportunities and pathways	False
Demonstrated reduction in chronic absenteeism through targeted interventions	True
Positive PVAAS growth trends in multiple grade levels and content areas	True
Implementation of Structured Literacy practices supported by universal screening tools (DIBELS, i-Ready), with approximately 45–55% of students meeting grade-level benchmarks in early literacy measures.	False
Availability of multiple data sources (CDT, i-Ready, DIBELS) to support data-informed instructional decision-making	True
Evidence of meeting or approaching growth expectations (PVAAS) in multiple grade levels	False
Increased use of standards-aligned instructional tools (IXL)	False
PVAAS growth trends (Green/Blue in select grade levels) indicate students are making expected or exceeding growth	False
Use of multiple diagnostic tools (CDT, i-Ready, IXL) to support progress monitoring and intervention	False
Increased emphasis on data-informed instruction through MTSS frameworks	True
Ongoing implementation of STEELS standards and aligned instructional resources (HMH Science Dimensions)	False
Increased access to hands-on, inquiry-based science instruction	False
Availability of both local (CDT, Firefly, DRC) and state assessment data	False
Strong performance in Career Readiness indicators, meeting and exceeding state benchmarks	False
Implementation of Chapter 339 career planning and student portfolio development	False
Expansion of course offerings aligned to student interests and career pathways	False
Access to CTC programming and emerging work-based learning opportunities	False
Implementation of MTSS framework to support targeted student groups	False
Availability of multiple data sources (PSSA, PVAAS, i-Ready, CDT, IEP data) to inform instruction	False
Demonstrated growth in select student groups despite lower proficiency levels	False
Systems in place to support progress monitoring and intervention delivery	False
Strong alignment of MTSS across Special Education, Title I, and Student Services to support student needs	True

Implementation of SEL (7 Mindsets) and PBIS initiatives to support school climate and attendance	False
Effective K-12 Guidance Plan supporting career readiness benchmarks	True
Use of technology systems and assessment tools to support instruction and data-informed decision-making	False
The district has established Operational systems for continuous improvement, including leadership structures such as Curriculum Council and data-informed decision-making processes	False
Implementation of evidence-based instructional initiatives (Structured Literacy, STEELS, MTSS) supports improved teaching and learning	True
Strong professional learning systems aligned to district priorities, including new teacher induction and ongoing staff development	True
Effective student support systems (MTSS, PBIS, SEL/7 Mindsets) that address academic, behavioral, and attendance needs	False
Ongoing use of multiple data sources (PVAAS, CDT, i-Ready, Future Ready Index) to inform instructional and program decisions	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
Low Mathematics proficiency across grade levels	True
Achievement gaps among students with disabilities and economically disadvantaged students	True
Inconsistent growth and performance among students with disabilities	True
Ongoing concerns with chronic absenteeism in targeted student groups	False
Need for improved curriculum alignment and instructional consistency	True
ELA proficiency remains below desired levels (approximately 45–55%), particularly in comprehension and writing	True
Students with disabilities demonstrate lower proficiency rates (approximately 15–25%)	False
Need for greater alignment between assessment data and instructional practices	False
Variability in implementation of Structured Literacy with fidelity across classrooms	True
Mathematics proficiency remains below state expectations (approximately 30–40%)	False
Gaps in foundational math skills and conceptual understanding across grade levels.	True
Inconsistent instructional practices and curriculum alignment across classrooms	True
Need for more targeted and strategic use of intervention tools and resources	False
Science proficiency is inconsistent across grade levels (approximately 50–60%)	False
Need for full alignment to STEELS standards and instructional practices	False

Limited vertical alignment across grade levels. Need for additional professional development and teacher support in science instruction	False
Need to expand career pathway alignment within core and elective coursework	True
Scheduling barriers impacting dual enrollment and career readiness opportunities	False
Limited formal articulation agreements with postsecondary institutions	False
Limited access and participation in work-based learning opportunities	True
Significant achievement gaps for students with disabilities in ELA and Mathematics	False
Lower proficiency rates among economically disadvantaged students	False
Inconsistent growth outcomes for students with disabilities	False
Impact of chronic absenteeism on targeted student groups	False
Need for stronger alignment between interventions and Tier I instruction	False
Need for stronger alignment between Tier I instruction and intervention programs (Title I and Special Education)	False
Continued gaps in achievement and growth for students with disabilities and economically disadvantaged students	False
Need for increased integration of academic, behavioral, and attendance supports across systems	False
Opportunities to expand career pathways and work-based learning experiences	False
Need to ensure consistent and effective use of technology to support instruction and data use	False
Need to strengthen consistency and fidelity of curriculum and instructional practices across grade levels and content areas	False
Opportunity to improve alignment of resources (staffing, funding, programming) to identified student and system needs	False
Need to expand and formalize community partnerships and work-based learning opportunities	True
Continued need to build capacity of instructional leadership to ensure consistent monitoring and support of high-quality instruction	False
Need to further align Tier I instruction with intervention systems (MTSS, Title I, Special Education) to reduce achievement gaps	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.

The comprehensive needs assessment revealed several consistent patterns across data sources and program areas. While the district demonstrates strong systems and structures, including MTSS, PBIS, SEL initiatives, and access to multiple data sources, student achievement outcomes, particularly in ELA and Mathematics remain below desired levels. A key pattern identified is the discrepancy between student growth and proficiency. Although PVAAS data indicates students are meeting or exceeding growth expectations in multiple grade levels, overall proficiency rates in ELA (approximately 45–55%) and Mathematics (approximately 30–40%) remain an area of concern. This suggests a need to strengthen Tier

I core instruction to improve overall student performance. Additionally, achievement gaps persist among students with disabilities and economically disadvantaged students, with significantly lower proficiency rates and inconsistent growth outcomes. This highlights the need for stronger alignment between general education instruction, intervention supports, and specially designed instruction. Another notable pattern is the lack of consistency in curriculum implementation and instructional practices across grade levels and content areas, including variability in the implementation of Structured Literacy and mathematics instruction. This inconsistency impacts student outcomes and limits the effectiveness of interventions. The data also indicates a need to improve the alignment of Tier I instruction with MTSS, Title I, and Special Education services, ensuring that interventions supplement rather than replace strong core instruction. Finally, while the district demonstrates strength in Career Readiness indicators, there is an opportunity to expand career pathways, work-based learning opportunities, and alignment between academic programming and postsecondary readiness, particularly through partnerships and scheduling structures.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Low Mathematics proficiency across grade levels	Mathematics proficiency remains below state expectations due to inconsistent Tier I core instruction, gaps in vertical curriculum alignment, and limited emphasis on conceptual understanding and problem-solving. Additionally, intervention practices are not consistently aligned to core instruction, resulting in fragmented support for students.	True
Achievement gaps among students with disabilities and economically disadvantaged students	Achievement gaps persist due to insufficient alignment between Tier I instruction, interventions, and specially designed instruction. Inconsistent use of data to drive targeted supports and variability in instructional practices limit equitable access to high-quality instruction for all student groups.	True
Inconsistent growth and performance among students with disabilities		False
Need for improved curriculum alignment and instructional consistency	Curriculum and instructional practices are not consistently implemented across grade levels and content areas. While resources and frameworks exist, there is a need for clearly defined expectations, monitoring systems, and ongoing support to ensure fidelity and coherence in instruction.	True
ELA proficiency remains below desired levels (approximately 45–55%), particularly in comprehension and writing	ELA proficiency is impacted by inconsistent implementation of Structured Literacy practices, variability in instructional delivery across grade levels, and a need for stronger alignment between assessment data and instructional planning. While growth is evident, core instruction is not yet consistently meeting the needs of all learners.	True
Variability in implementation of Structured Literacy with fidelity across classrooms		False
Gaps in foundational math skills and conceptual understanding across grade levels.		False
Inconsistent instructional practices and curriculum alignment across classrooms		False

Need to expand career pathway alignment within core and elective coursework		False
Limited access and participation in work-based learning opportunities		False
Need to expand and formalize community partnerships and work-based learning opportunities		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Strong and consistent graduation rate across student groups	The district will leverage strong graduation outcomes by strengthening earlier academic supports to ensure students are prepared for success prior to reaching graduation benchmarks.
Implementation of MTSS, PBIS, and SEL systems (7 Mindsets) to support student success	Existing MTSS and SEL frameworks will be leveraged to strengthen alignment between Tier I instruction and targeted interventions to support both academic and behavioral needs.
Demonstrated reduction in chronic absenteeism through targeted interventions	Improved attendance systems will continue to support increased student engagement and access to instruction, directly impacting academic achievement.
Positive PVAAS growth trends in multiple grade levels and content areas	Growth data will be leveraged to identify effective instructional practices and replicate them across classrooms to improve overall proficiency outcomes.
Availability of multiple data sources (CDT, i-Ready, DIBELS) to support data-informed instructional decision-making	The district will strengthen the use of data systems to support consistent data-driven instructional decision-making and targeted interventions
Increased emphasis on data-informed instruction through MTSS frameworks	MTSS structures will be further developed to ensure alignment between data, instruction, and intervention practices.
Strong alignment of MTSS across Special Education, Title I, and Student Services to support student needs	Existing alignment will be expanded to ensure Tier I instruction is fully integrated with intervention supports, reducing achievement gaps.
Effective K-12 Guidance Plan supporting career readiness benchmarks	Career readiness systems will be leveraged to expand pathways and align academic programming with postsecondary goals.
Implementation of evidence-based instructional initiatives (Structured Literacy, STEELS, MTSS) supports improved teaching and learning	These initiatives will serve as the foundation for improving instructional consistency and curriculum alignment.
Strong professional learning systems aligned to district priorities, including new teacher induction and ongoing staff development	Professional development systems will be leveraged to build staff capacity and ensure consistent implementation of instructional practices.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district will strengthen Tier I mathematics instruction by ensuring consistent, standards-aligned curriculum implementation, improving conceptual understanding, and aligning interventions to core instruction.
	The district will improve outcomes for students with disabilities and economically disadvantaged students by aligning Tier I instruction, interventions, and specially designed instruction to ensure equitable access to high-quality learning.
	The district will establish and monitor clear expectations for curriculum alignment and instructional practices to ensure consistency and fidelity across grade levels and content areas.
	The district will ensure consistent implementation of Structured Literacy and standards-aligned ELA instruction across all grade levels, supported by data-driven instructional practices.

Goal Setting

Priority: The district will strengthen Tier I mathematics instruction by ensuring consistent, standards-aligned curriculum implementation, improving conceptual understanding, and aligning interventions to core instruction.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Increase the percentage of students scoring proficient or advanced on Mathematics state assessments from approximately 35% to 50% by the end of Year 3.		
Measurable Goal Nickname (35 Character Max)		
Math Proficiency Growth		
Target Year 1	Target Year 2	Target Year 3
40%	45%	Increase the percentage of students scoring proficient or advanced on Mathematics state assessments from approximately 35% to 50% by the end of Year 3.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
PVAAS growth in Mathematics will meet or exceed the state growth standard in all grade levels by the end of Year 3.		
Measurable Goal Nickname (35 Character Max)		
Math Growth		
Target Year 1	Target Year 2	Target Year 3
Majority of grades meet growth (Green/Yellow)	All grades meet growth (Green)	PVAAS growth in Mathematics will meet or exceed the state growth standard in all grade levels by the end of Year 3.

Priority: The district will improve outcomes for students with disabilities and economically disadvantaged students by aligning Tier I instruction, interventions, and specially designed instruction to ensure equitable access to high-quality learning.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
Increase proficiency rates for students with disabilities and economically disadvantaged students in ELA by 15 percentage points by the end of Year 3.		
Measurable Goal Nickname (35 Character Max)		
Close Achievement Gaps		
Target Year 1	Target Year 2	Target Year 3
+5%	+10%	Increase proficiency rates for students with disabilities and economically disadvantaged students in ELA by 15 percentage points by the end of Year 3.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
Students with disabilities will meet or exceed the PVAAS growth standard (Green) in Mathematics by the end of Year 3.		
Measurable Goal Nickname (35 Character Max)		
Special Education Math Growth		
Target Year 1	Target Year 2	Target Year 3
Some Green	Majority Green	Students with disabilities will meet or exceed the PVAAS growth standard (Green) in Mathematics by the end of Year 3.

Priority: The district will establish and monitor clear expectations for curriculum alignment and instructional practices to ensure consistency and fidelity across grade levels and content areas.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
100% of core content areas (ELA, Mathematics, Science) will have fully aligned, standards-based curriculum maps implemented across all grade levels by the end of Year 3.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Alignment		
Target Year 1	Target Year 2	Target Year 3
50%	75%	100% of core content areas (ELA, Mathematics, Science) will have fully aligned, standards-based curriculum maps implemented across all grade levels by the end of Year 3.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
100% of teachers will demonstrate consistent implementation of district instructional practices as measured through walkthrough and observation data by the end of Year 3.		
Measurable Goal Nickname (35 Character Max)		
Instruction Consistency		
Target Year 1	Target Year 2	Target Year 3
60%	80%	100% of teachers will demonstrate consistent implementation of district instructional practices as measured through walkthrough and observation data by the end of Year 3.

Priority: The district will ensure consistent implementation of Structured Literacy and standards-aligned ELA instruction across all grade levels, supported by data-driven instructional practices.

Outcome Category

English Language Arts		
Measurable Goal Statement (Smart Goal)		
Increase the percentage of students scoring proficient or advanced in ELA from approximately 50% to 65% by the end of Year 3.		
Measurable Goal Nickname (35 Character Max)		
ELA Proficiency Growth		
Target Year 1	Target Year 2	Target Year 3
55%	60%	Increase the percentage of students scoring proficient or advanced in ELA from approximately 50% to 65% by the end of Year 3.

Outcome Category		
Early Literacy		
Measurable Goal Statement (Smart Goal)		
100% of K–6 classrooms will implement Structured Literacy practices with fidelity as measured through walkthrough and instructional data by the end of Year 3.		
Measurable Goal Nickname (35 Character Max)		
Literacy Fidelity		
Target Year 1	Target Year 2	Target Year 3
60%	80%	100% of K–6 classrooms will implement Structured Literacy practices with fidelity as measured through walkthrough and instructional data by the end of Year 3.

Action Plan

Measurable Goals

Math Proficiency Growth	Math Growth
	Close Achievement Gaps
Special Education Math Growth	
Curriculum Alignment	Instruction Consistency
Literacy Fidelity	ELA Proficiency Growth

Action Plan For: Standards-Aligned Tier I Mathematics Instruction with MTSS Integration

Measurable Goals:
<ul style="list-style-type: none"> • Increase the percentage of students scoring proficient or advanced on Mathematics state assessments from approximately 35% to 50% by the end of Year 3. • PVAAS growth in Mathematics will meet or exceed the state growth standard in all grade levels by the end of Year 3.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a standards-aligned mathematics curriculum with clearly defined instructional expectations		2026-08-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building Principals, Curriculum Council Members, Curriculum consultants from IU1	Curriculum materials, pacing guides, curriculum maps templates, IXL, CDT	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional development focused on conceptual understanding and problem-solving		2026-08-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Instructional Coaches, Administrators	PD materials, vendor support, training modules	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
Align Tier II/III interventions with core instruction	2026-09-01	2027-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Team / Principals/School Psychologist	Intervention tools, i-Ready, CDT, Dibels, IXL	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Updated math curriculum maps Pacing guides Teacher implementation plans	Administrators and the MTSS team will monitor implementation through walkthroughs, PVAAS data, CDT data, and i-Ready benchmarks on a quarterly basis. Data teams will meet monthly to review progress and adjust instruction and interventions.

Action Plan For: Targeted MTSS and Differentiated Instruction for Student Groups

Measurable Goals:
<ul style="list-style-type: none"> Increase proficiency rates for students with disabilities and economically disadvantaged students in ELA by 15 percentage points by the end of Year 3. Students with disabilities will meet or exceed the PVAAS growth standard (Green) in Mathematics by the end of Year 3.

Action Step	Anticipated Start Date	Anticipated Completion Date	
Strengthen alignment between general education, special education, and intervention supports	2026-08-01	2029-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Special Education Director / Principals, School Psychologist	IEP data, MTSS framework	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date	
Use data to identify and target student needs	2026-09-01	2029-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Team, School Psychologist	PSSA, i-Ready, CDT, IEP data	Yes	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date	
Provide targeted interventions and progress monitoring	2026-09-01	2029-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Teachers / Interventionists	Intervention programs	Yes	Yes
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Co-teaching plans Intervention alignment documents Student support plans Data meeting notes Intervention logs Student progress data Progress monitoring reports	Progress will be monitored through MTSS meetings, PVAAS growth data, and benchmark assessments every 6–8 weeks. Leadership teams will review subgroup data quarterly.

Action Plan For: Districtwide Curriculum Alignment and Instructional Framework Implementation

Measurable Goals:
<ul style="list-style-type: none"> 100% of core content areas (ELA, Mathematics, Science) will have fully aligned, standards-based curriculum maps implemented across all grade levels by the end of Year 3. 100% of teachers will demonstrate consistent implementation of district instructional practices as measured through walkthrough and observation data by the end of Year 3.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and finalize curriculum maps across all content areas		2026-08-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Principals, Curriculum Council	Standards, curriculum templates	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Completed curriculum maps Alignment documents	Instructional practices will be monitored through walkthrough data, formal observations, and curriculum audits conducted quarterly by administration.

Action Plan For: Structured Literacy Implementation with Data-Driven Instruction

Measurable Goals:
<ul style="list-style-type: none"> Increase the percentage of students scoring proficient or advanced in ELA from approximately 50% to 65% by the end of Year 3. 100% of K–6 classrooms will implement Structured Literacy practices with fidelity as measured through walkthrough and instructional data by the end of Year 3.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implement Structured Literacy practices in all K–6 classrooms	2026-08-01	2029-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent/Principals	DIBELS, i-Ready, literacy materials	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional development on Structured Literacy		2026-08-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Literacy Team	Training modules	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Use data to guide instruction and intervention		2026-09-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers / MTSS Teams	DIBELS, i-Ready	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Lesson plans Literacy block schedules PD attendance Training materials Benchmark data Progress monitoring reports	Literacy implementation will be monitored through walkthroughs, DIBELS benchmarks, and i-Ready data reviewed every 6–8 weeks and at quarterly leadership meetings.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards-Aligned Tier I Mathematics Instruction with MTSS Integration	Implement a standards-aligned mathematics curriculum with clearly defined instructional expectations
Standards-Aligned Tier I Mathematics Instruction with MTSS Integration	Provide professional development focused on conceptual understanding and problem-solving
Standards-Aligned Tier I Mathematics Instruction with MTSS Integration	Align Tier II/III interventions with core instruction
Targeted MTSS and Differentiated Instruction for Student Groups	Strengthen alignment between general education, special education, and intervention supports
Targeted MTSS and Differentiated Instruction for Student Groups	Use data to identify and target student needs
Targeted MTSS and Differentiated Instruction for Student Groups	Provide targeted interventions and progress monitoring
Districtwide Curriculum Alignment and Instructional Framework Implementation	Develop and finalize curriculum maps across all content areas
Structured Literacy Implementation with Data-Driven Instruction	Implement Structured Literacy practices in all K–6 classrooms
Structured Literacy Implementation with Data-Driven Instruction	Provide professional development on Structured Literacy
Structured Literacy Implementation with Data-Driven Instruction	Use data to guide instruction and intervention

Standards-Aligned Math Instruction

Action Step		
<ul style="list-style-type: none"> Provide professional development focused on conceptual understanding and problem-solving 		
Audience		
K–12 Teachers, Special Education Teachers, Administrators		
Topics to be Included		
Standards-aligned math instruction Conceptual understanding and problem-solving Use of CDT and diagnostic data Aligning Tier I and intervention supports		
Evidence of Learning		
Lesson plans reflecting conceptual instruction Walkthrough/observation data Student work samples		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent/Principals/Instructional Coaches / Vendor Support	2026-08-15	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	

This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

MTSS and Data-Based Decision Making

Action Step		
<ul style="list-style-type: none"> Use data to identify and target student needs 		
Audience		
Teachers, Interventionists, MTSS Teams, Administrators		
Topics to be Included		
MTSS framework implementation Data analysis (i-Ready, CDT, PVAAS) Progress monitoring Intervention alignment		
Evidence of Learning		
MTSS meeting documentation Data analysis protocols Student intervention plans		
Lead Person/Position	Anticipated Start	Anticipated Completion
MTSS Team / Principals / Assistant to the Superintendent	2026-08-01	2029-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Inclusive Practices & Co-Teaching

Action Step		
<ul style="list-style-type: none"> Strengthen alignment between general education, special education, and intervention supports 		
Audience		
General Education Teachers, Special Education Teachers, Administrators		
Topics to be Included		
Co-teaching lesson plans Observation data Student progress data		
Evidence of Learning		
Co-teaching lesson plans Observation data Student progress data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Special Education / IU Support	2026-08-01	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Curriculum Alignment and Instructional Practices

Action Step		
<ul style="list-style-type: none"> Develop and finalize curriculum maps across all content areas 		
Audience		
Teachers, Curriculum Council, Administrators		
Topics to be Included		
Standards alignment Curriculum mapping Instructional expectations Vertical alignment		
Evidence of Learning		
Completed curriculum maps Lesson alignment evidence Walkthrough data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent, Principals	2026-08-01	2029-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Structured Literacy Implementation

Action Step		
<ul style="list-style-type: none"> Provide professional development on Structured Literacy 		
Audience		
K–6 Teachers, Special Education Teachers, Administrators		
Topics to be Included		
Science of reading Structured literacy practices DIBELS and i-Ready data use Intervention strategies		
Evidence of Learning		
Literacy lesson plans Student reading data Walkthrough evidence		
Lead Person/Position	Anticipated Start	Anticipated Completion
Literacy Team / External Trainers	2026-08-01	2029-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Math Instruction Rollout Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers, Administrators	New curriculum expectations Instructional shifts Use of pacing guides and resources Alignment with MTSS	Assistant to the Superintendent/Building Principals	08/01/2026	06/30/2027

Communications

Type of Communication	Frequency
Presentation	Monthly during implementation
Email	Monthly during implementation
Other	Monthly during implementation

MTSS and Data Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers, MTSS Teams, Administrators	Data expectations and protocols Progress monitoring timelines Intervention expectations Use of i-Ready, CDT, and other data tools	MTSS Team / Principals	09/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Presentation	Monthly
Email	Monthly
Other	Monthly

Inclusive Practices and Student Support Communication

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	General Education Teachers, Special Education Teachers, Administrators, Parents	Co-teaching expectations Student support structures Intervention alignment Progress monitoring and communication with families	Director of Special Education / Principals/School Psychologist	08/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Letter	Quarterly (with ongoing communication as needed)
Other	Quarterly (with ongoing communication as needed)
Posting on district website	Quarterly (with ongoing communication as needed)
Other	Quarterly (with ongoing communication as needed)

Curriculum Alignment Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers, Curriculum Council, Administrators	Curriculum updates Alignment expectations Instructional practices Implementation timelines	Assistant to the Superintendent/Principals/Department Leads	08/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Other	Monthly
Presentation	Monthly
Email	Monthly

Structured Literacy Implementation Communication					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	K-6 Teachers, Administrators, Parents	Structured Literacy expectations Instructional practices Student progress monitoring Family support strategies	Assistant to the Superintendent/Principals/Structured Literacy Committee	08/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	Monthly (staff), Quarterly (families)
Presentation	Monthly (staff), Quarterly (families)
Other	Monthly (staff), Quarterly (families)
Email	Monthly (staff), Quarterly (families)
Posting on district website	Monthly (staff), Quarterly (families)

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">April 21, 2026 Agenda with Minutes.docx

Chief School Administrator	Date
Matthew R Blair	2026-04-27