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Profile and Plan Essentials

LEA Type	AUN	
School District	118667503	
Address 1	41 Philadelphia Ave	
Address 2		
City	State	Zip Code
Tunkhannock	PA	18657
Chief School Administrator	Chief School Administrator Email	
Mr Paul Dougherty	paul.dougherty@tasd.net	
Single Point of Contact Name	Mary Gene Eagen	
Single Point of Contact Email	marygene.eagen@tasd.net	
Single Point of Contact Phone Number	5708368230	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Mary Gene Eagen	Administrator	Administrator	marygene.eagen@tasd.net
Paul Dougherty	Administrator	Administrator	paul.dougherty@tasd.net
Holly Arnold	Board Member	School Board	holly.arnold@tasd.net
kari Oshirak	Board Member	School Board	kari.oshirak@tasd.net
Paula Eckert	Board Member	School Board	paula.eckert@tasd.net
Summer Frisco	Administrator	Literacy Director	summer.frisco@tasd.net
Deb Sherman	Administrator	Director of Special Education	deb.sherman@tasd.net
Sean Castellani	Administrator	Primary School Principal	sean.casetllani@tasd.net
Nicole Coldren	Administrator	Intermediate Center Principal	nicole.coldren@tasd.net
Brittany Wood	Administrator	High School Principal	brittany.wood@tasd.net
Kathleen Staffaroni	Administrator	Intermediate Center Asst. Principal	kathleen.staffaroni@tasd.net
Vince McClain	Staff Member	Intermediate Center Dean of Students	vince.mcclain@tasd.net
Anthony Selvenis	Staff Member	Primary Center Dean of Students	anthony.selvenis@tasd.net
Annette Shreve	Data Analyst	District Data Analyst	annette.shreve@tasd.net
Katie Wisnosky	Staff Member	High School ELA Teacher	katie.wisnosky@tasd.net
Jason Keown	Other	TAEA Union President	jason.keown@tasd.net
Madison Klopp	Staff Member	High School Special Education Teacher	madison.klopp@tasd.net
Lexie Kwiatowski	Staff Member	Intermediate Center 3rd Grade Teacher	alexandra.kwiatowski@tasd.net
Amy Baylor	Staff Member	Intermediate Center Special Education Teacher	amy.baylor@tasd.net
Melissa Michlowski	Staff Member	STEM Academy High School ELA Teacher	melissa.michlowski@tasd.net
Karen Weisgold	Staff Member	PC Special Education Teacher	karen.weisgold@tasd.net
Tina Verchuck	Staff Member	PC 2nd Grade Teacher	tina.verchuck@tasd.net
Paul Grabowski	Staff Member	HS Assistant Principal	paul.grabowski@tasd.net
David Walline	Community Member	community member	waline@epix.nte
Angelica McCloskey	Parent	parent	angelicamccloskey@gmail.com

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LEA Profile

The Tunkhannock Area School District is located in a rural community of approximately 300 square miles. Our student population has continued to decrease over the past 3 year with a current population of approximately 1950. Our special education population continues to rise every year to a current level of 22.9%, more than a 3% increase since the last Comprehensive Plan. Our student ethnicity is not diverse with over 94% of our student population identified as white. We are a CEP district with more than half (53%) of our 1950 students qualify as economically disadvantaged.

Our school district is comprised of 3 physical school buildings and 4 separate schools registered to PDE. The Tunkhannock Primary Center houses kindergarten through second grade with a focus on every student reading by end of second grade and number sense well established. The Tunkhannock Area Intermediate Center Building encompasses grades 3-6 and the Tunkhannock Area STEM Academy (grade 7). The Tunkhannock Area High School is a comprehensive high school with 5 state approved CTE programs of study with an additional 2 programs on track for state approval. For the advanced academic student, Tunkhannock Area High School has 13 AP Course offerings for the 2026/2027 school year. Beginning in 2024, any student that registered for an AP course is required to take the AP Exam with the cost covered by the district. The number of AP Exams taken has increased from under 20 in 2023 to over 123 in 2025.

Mission and Vision

Mission

The mission of the Tunkhannock Area School District is "to maximize the potential of all students to become productive individuals in an ever-changing environment"

Vision

The vision of the Tunkhannock Area School District is to demonstrate a clear understanding of our goals which are focused on student learning, communication, transition and sustained improvement.

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Educational Values

Students

Students will participate fully in their education and apply themselves to demonstrate growth. They will accept responsibility for their learning and actively engage in the process of learning.

Staff

Staff will actively engage in professional development and seek out best practices. They will collaborate for the purpose of improving the practice of teaching. They will share responsibility for student growth and student achievement.

Administration

The Administration will provide meaningful professional development and guidance. They will engage in mindset of continuous improvement. They will be accountable to each other, the staff, students, and parents to focus on student growth and achievement.

Parents

Parents will support their children's academic growth and achievement by prioritizing learning and maintaining high expectations for learning in the home.

Community

The Tunkhannock community will support the TASD through the Tiger Fund for Excellence, volunteer activities and community athletic leagues. Local businesses support both our high school transition program and our internship program by hosting students in the workplace and providing mentors for the students.

Other (Optional)

Omit selected.

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Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Future Ready Attendance indicator	Primary Center is above the state average for regular attendance
Future Ready Math	Intermediate Center All Student group in Math met the interim target for 2025
Future Ready Attendance Indicator	Intermediate Center All Student group met interim target in 2025
Future Ready College and Career Readiness	Intermediate Center exceeded the target in 2025
Future Ready Math	High School Students with disabilities met the interim for Math Growth in 2025
Future Ready Math	STEM Academy All Student group met the interim target for Math Growth in 2025
Future Ready ELA	STEM Academy Students with Disabilities group met the interim target for ELA Growth in 2025

Challenges

Indicator	Comments/Notable Observations
Future Ready ELA	Intermediate Center- The All Student Group did not meet the interim target for Achievement n ELA in 2025
Future Ready ELA	Intermediate Center- The All Student Group did not meet the interim target for Growth in ELA in 2025
Future Ready Math	Intermediate Center- The All Student Group did not meet the interim target for Growth in Math in 2025
Future Ready ELA	High School - The All student group did not meet the interim target for Achievement in ELA in 2025
Future Ready Math	High School - The All Student Group did not meet the interim target for Achievement in Math in 2025.
Future Ready ELA	High School - The All student group did not meet the interim target for Growth in ELA in 2025
Future Ready Math	High School - The All student group did not meet the interim target for Growth in Math in 2025
Future Ready Attendance	High School - The All Student Group did not meet the interim target for Regular Attendance in 2025
Future Ready ELA	STEM Academy - All Student Group did not meet the interim target for Growth or Achievement in ELA in 2025
Future Ready Math	STEM Academy - All Student Group did not meet the interim target for Achievement in Math in 2025

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

Strengths

Indicator EMetric Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
	Students in Grade 3 exceeded the state average in math achievement in 2025

Grade 3 All Student Group	
Indicator PVAAS Grade Level(s) and/or Student Group(s) Grade 4 All Student Group	Comments/Notable Observations Grade 4 Students showed Significant Evidence of Growth in ELA in 2025
Indicator PVAAS Grade Level(s) and/or Student Group(s) Grade 4 All Student Group	Comments/Notable Observations Grade 4 Students showed Significant Evidence of Growth in MATH in 2025
Indicator PVAAS Grade Level(s) and/or Student Group(s) Grade 8 all student group	Comments/Notable Observations Grade 8 students Met Evidence of Growth in Math in 2025
Indicator PVAAS Grade Level(s) and/or Student Group(s) Grade 10	Comments/Notable Observations Keystone Biology has Moderate Evidence of Growth in Biology in 2025
Indicator PVAAS Grade Level(s) and/or Student Group(s) Grade 10	Comments/Notable Observations Keystone Literature Met Evidence of Growth in Literature in 2025

Challenges

Indicator PVAAS Grade Level(s) and/or Student Group(s) Grade 5	Comments/Notable Observations Grade 5 All Student Group were Well Below Evidence that the students met Growth iMeasures in ELA and Math
Indicator EMetric Grade Level(s) and/or Student Group(s) Grade 5	Comments/Notable Observations Grade 5 students were below the state average in Achievement in ELA and Math

Indicator PVAAS Grade Level(s) and/or Student Group(s) Grade 7 STEM Academy	Comments/Notable Observations Grade 7 Students were well below Evidence that the students met Growth Measures in ELA
Indicator EMetric Grade Level(s) and/or Student Group(s) Grade 7 STEM Academy	Comments/Notable Observations Grade 7 students were below the state average for Achievement in ELA and Math
Indicator PVAAS Grade Level(s) and/or Student Group(s) Grade 8	Comments/Notable Observations Grade 8 students showed moderate evidence that they did not meet the growth measure in ELA.

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.

Intermediate Center All Student group in Math met the interim target for 2025
Students in Grade 3 exceeded the state average in math achievement in 2025
Grade 4 Students showed Significant Evidence of Growth in ELA in 2025

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.

Intermediate Center- The All Student Group did not meet the interim target for Growth or Achievement in ELA in 2025
High School - The All student group did not meet the interim target for Growth in Math in 2025
STEM Academy - All Student Group did not meet the interim target for Growth or Achievement in ELA in 2025
High School - Grade 8 All Student Group students showed moderate evidence that they did not meet the growth measure in ELA.

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Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS Kindergarten PSF - 63% of students are at or above in MOY PSF	Focus on PSF research-based instruction using Heggerty
DIBELS First Grade NWF - 61% of students are at or above in MOY NWF	Focus on foundational instruction and application of skills
DIBELS Second Grade ORF Accuracy - 65% of students are at or above in MOY ORF Accuracy	MTSS - 60 minutes of tiered instruction for all students (intervention to extension)
DIBELS Second Grade ORF Fluency- 49% of students are at or above in MOY ORF Fluency	Independent practice of grade level text
DIBELS Third Grade ORF Accuracy - 76% of students are at or above in MOY ORF Accuracy.	Use of research-based intervention consistently during MTSS
DIBELS Fifth Grade ORF - 42% of students are at or above in MOY ORF	Independent practice of grade level text
Link It Fifth Grade 71% are Basic or Below Basic in ELA	Pacing of Instruction and rigor of instruction

English Language Arts Summary

Strengths

Use of research-based intervention consistently during MTSS
Focus on foundational instruction and application of skills
Multi year professional development and job embedded coaching by Keys to Literacy in Keys to Writing.
Establish the position of Director of Literacy in 2024

Challenges

Independent practice of grade level text
Pacing of Instruction and rigor of Instruction

Mathematics

Data	Comments/Notable Observations
Link It - 43% of third grade students are proficient or advanced in MOY Math Link It	Instructional Practices such as retention strategies and focus on application of skill
Link It - 39% of fifth grade students are proficient or advanced in MOY Math Link It	Retention Strategies, Math Resource, Pacing

Link It - MOY data shows the percentage of students proficient/advance reduces each grade level	Gaps in foundational math skills compound each year.
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Mathematics Summary

Strengths

Instructional Practices such as retention strategies and focus on application of skill
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Challenges

Gaps in foundational math skills compound each year.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
STEM Special K-7	TASD offers a STEM special for all students in grades K-7
High School Engineering program	2 pathways for students - Academic Engineering - Career Based Engineering
Transition to STEELS Standards	Change in instructional strategies for science teachers to account for more hands on and independent thinking has been challenging

Science, Technology, and Engineering Education Summary

Strengths

High School Engineering Pathways

Challenges

Change in instructional strategies for science teachers to account for more hands on and independent thinking has been challenging
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready	Intermediate Center and High School exceeded state performance standards in Career Readiness

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Diversified Occupations	Our Diversified Occupations (Co-Op) enrolls over sixty students a year; helping to place them in potential careers upon graduation.
Early Childhood Education	Our ECE program is projected to have all participants score Advanced on their NOCTI for the 25/26 school year.
Welding Technology	Our welding program continuously has a wait list of students looking to enroll in the program. The upcoming project to update and improve our welding facilities will allow for additional students to enroll.

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

Johnson College

Agreement Type

Local Articulation

Program/Course Area

See Attached

Uploaded Files

Johnson Articulation 25-26.pdf

Partnering Institution

Lackawanna College

Agreement Type

Local Articulation

Program/Course Area

Administrative Assistant/Business

Uploaded Files

Lackawanna Articulation 25-26.pdf

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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.

Intermediate Center and High School exceeded state performance standards in Career Readiness
Dual enrollment opportunities with multiple higher education entities including technical institutes

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.

Recruiting HQT in CTE programs

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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA	6 of 10 Kindergarten and first grade students are Level 1
Population	TASD ELL population is extremely transient. The majority of students remain in district between 1 and 3 years.
Local Data	ELL students receive daily services

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready	Grade 3-6 Students with disabilities did not meet the interim target for achievement or growth in ELA
Future Ready	Grade 3-6 Students with disabilities did not meet the interim target for achievement in math
Future Ready	Grade 3-6 Students with disabilities did meet the interim target for growth in math
Future Ready	High School students with disabilities did not meet the interim target for growth or achievement in ELA
Future Ready	High School Students with disabilities did meet the interim target for growth in math
Future Ready	Grade 7 students with disabilities exceeded the growth interim target in math
Future Ready	Grade 7 students with disabilities met the growth interim target in ELA

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready	High School economically disadvantaged did not meet growth or achievement interim target for ELA or Math
Future Ready	Economically Disadvantaged Students in grades 3-6 did not meet the growth or achievement interim target in ELA
Future Ready	Economically Disadvantaged Students in grades 3-6 did meet the achievement interim target in math

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	94% of students are white. This population is included in the All Student Group

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.

High School Students with disabilities did meet the interim target for growth in math
ELL students receive daily services
Grade 3-6 Students with disabilities did meet the interim target for growth in math
Economically Disadvantaged Students in grades 3-6 did meet the achievement interim target in math
Grade 7 students with disabilities met the growth interim target 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.

Grade 3-6 Students with disabilities did not meet the interim target for achievement or growth in ELA
Grade 3-6 Students with disabilities did not meet the interim target for achievement in math
TASD ELL population is extremely transient. The majority of our students remain in district between 1 and 3 years.
Economically Disadvantaged Students in grades 3-6 did not meet the growth or achievement interim target in ELA

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Designated Schools

Tunkhannock HS

Priority Challenge	Comments and Notable Observations
Regular Attendance in All Student Group	Although not addressed in the District Comprehensive Plan, the high school ATS-I plan has measurable goals and actionable steps.
Growth and Achievement in ELA in the Students with Disabilities Group.	Focused efforts included in the Comprehensive Plan include professional development, job embedded coaching, and administrative follow through of implementation.

Systemic LEA Challenges
Growth and Achievement in ELA in the Students with Disabilities Group,

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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.

Challenges

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

Conditions for Leadership, Teaching, and Learning

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	Operational

Implement Data-Driven Human Capital Strategies

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

Tunkhannock Area School District has prioritized instructional focus with building level administrators.
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Responsible coordination of fiscal resources for instruction
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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.

Making sure all students have access to rigorous standards aligned academic instruction

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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
Intermediate Center All Student group in Math met the interim target for 2025	True
Students in Grade 3 exceeded the state average in math achievement in 2025	True
Grade 4 Students showed Significant Evidence of Growth in ELA in 2025	True
Use of research-based intervention consistently during MTSS	True
Focus on foundational instruction and application of skills	True
Instructional Practices such as retention strategies and focus on application of skill	True
Multi year professional development and job embedded coaching by Keys to Literacy in Keys to Writing.	False
Establish the position of Director of Literacy in 2024	False
High School Engineering Pathways	False
Intermediate Center and High School exceeded state performance standards in Career Readiness	False
Dual enrollment opportunities with multiple higher education entities including technical institutes	False
High School Students with disabilities did meet the interim target for growth in math	True
ELL students receive daily services	False
Grade 3-6 Students with disabilities did meet the interim target for growth in math	True
Economically Disadvantaged Students in grades 3-6 did meet the achievement interim target in math	True
Grade 7 students with disabilities met the growth interim target in ELA	False
Tunkhannock Area School District has prioritized instructional focus with building level administrators.	False
Responsible coordination of fiscal resources for instruction	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
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Intermediate Center- The All Student Group did not meet the interim target for Growth or Achievement in ELA in 2025	True
High School - The All student group did not meet the interim target for Growth in Math in 2025	False
STEM Academy - All Student Group did not meet the interim target for Growth or Achievement in ELA in 2025	True
High School - Grade 8 All Student Group students showed moderate evidence that they did not meet the growth measure in ELA.	False
Independent practice of grade level text	True
Pacing of Instruction and rigor of Instruction	True
Gaps in foundational math skills compound each year.	False
Change in instructional strategies for science teachers to account for more hands on and independent thinking has been challenging	False
Recruiting HQT in CTE programs	False
Grade 3-6 Students with disabilities did not meet the interim target for achievement or growth in ELA	False
Grade 3-6 Students with disabilities did not meet the interim target for achievement in math	False
TASD ELL population is extremely transient. The majority of our students remain in district between 1 and 3 years.	False
Economically Disadvantaged Students in grades 3-6 did not meet the growth or achievement interim target in ELA	False
High School economically disadvantaged did not meet growth or achievement interim target for ELA or Math	False
Making sure all students have access to rigorous standards aligned academic instruction	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.

Math growth and achievement is improving at a greater pace since covid than ELA

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Intermediate Center- The All Student Group did not meet the interim target for Growth or Achievement in ELA in 2025		False
STEM Academy - All Student Group did not meet the interim target for Growth or Achievement in ELA in 2025		False
Independent practice of grade level text	Lack of instructional time devoted to independent reading at all grade levels	True
Pacing of Instruction and rigor of Instruction	Review of grade level pacing guides show less than 50% of units of instruction are completed in grades 3-5 and 7 in ELA	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Intermediate Center All Student group in Math met the interim target for 2025	
Students in Grade 3 exceeded the state average in math achievement in 2025	
Grade 4 Students showed Significant Evidence of Growth in ELA in 2025	
Use of research-based intervention consistently during MTSS	
Focus on foundational instruction and application of skills	
Instructional Practices such as retention strategies and focus on application of skill	
High School Students with disabilities did meet the interim target for growth in math	
Grade 3-6 Students with disabilities did meet the interim target for growth in math	
Economically Disadvantaged Students in grades 3-6 did meet the achievement interim target in math	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	All students will engage in daily independent practice with grade-level, standards-aligned texts to build stamina, fluency, comprehension, and academic vocabulary.

	Instruction will be delivered with purposeful pacing that maximizes learning time and ensures full coverage of grade-level standards. Lessons will maintain rigorous expectations by engaging students in complex thinking, meaningful tasks, and grade-level content, with appropriate supports to ensure all learners meet high academic standards.
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Goal Setting

Priority: All students will engage in daily independent practice with grade-level, standards-aligned texts to build stamina, fluency, comprehension, and academic vocabulary.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the end of the 2027 school year, 100% of students will engage in daily independent practice with independent reading level texts for a minimum of 15 minutes per day.		
Measurable Goal Nickname (35 Character Max)		
Independent Reading		
Target Year 1	Target Year 2	Target Year 3
Establish 15 minutes per day of independent reading time and routine by end of 2027 sy. Evidence schoolwide schedule and routine	Independent reading routine implemented in all K-7 classrooms for at least 15 minutes per day. Evidence school schedule, reading routine	By the end of the 2027 school year, 100% of students will engage in daily independent practice with independent reading level texts for a minimum of 15 minutes per day.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
Increase the overall percentage of students in grades 3-6 that are proficient in EOY ORF measured by DIBELS by 10% by end of 2029		
Measurable Goal Nickname (35 Character Max)		
ORF		
Target Year 1	Target Year 2	Target Year 3
ORF will increase by 3% in EOY ORF or 66%	ORF will increase by 4% in EOY ORF or 69%	Increase the overall percentage of students in grades 3-6 that are proficient in EOY ORF measured by DIBELS by 10% by end of 2029

Priority: Instruction will be delivered with purposeful pacing that maximizes learning time and ensures full coverage of grade-level standards. Lessons will maintain rigorous expectations by engaging students in complex thinking, meaningful tasks, and grade-level content, with appropriate supports to ensure all learners meet high academic standards.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of 2029, 100% of ELA core content teachers will implement at least 3 additional standard aligned units of instruction to ensure full coverage of grade level standards, as evidenced by curriculum maps, lesson plans, and instructional walkthrough data.		
Measurable Goal Nickname (35 Character Max)		
Instructional Pacing		
Target Year 1	Target Year 2	Target Year 3
By the end of 2027, 100% of ELA core content teachers will implement at least 1 additional standard aligned unit of instruction.	By the end of 2028, 100% of ELA core content teachers will implement at least 2 additional standard aligned units of instruction.	By the end of 2029, 100% of ELA core content teachers will implement at least 3 additional standard aligned units of instruction to ensure full coverage of grade level standards, as evidenced by curriculum maps, lesson plans, and instructional walkthrough data.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2029, 100% of ELA teachers in grades 3-8 will participate in a structured coaching cycle focused on Keys to Literacy writing strategies, including modeling, co-planning, and feedback sessions. As a result of implementing strategies learned through coaching, at least 85% of student writing will demonstrate student proficiency in rigorous, grade-level writing tasks.		
Measurable Goal Nickname (35 Character Max)		
Increase Rigor in Instruction		
Target Year 1	Target Year 2	Target Year 3
By end of 2027, all 3-5 ELA, science, and social studies teachers will be in the coaching phase. All 6 -8 grade ELA teachers will be in the initial professional development stage	By end of 2028, all 3-5 ELA, science, and social studies teachers will be in year 2 of coaching phase. All 6 -8 grade ELA teachers will be in year 1 of coaching stage	By the end of the 2029, 100% of ELA teachers in grades 3-8 will participate in a structured coaching cycle focused on Keys to Literacy writing strategies, including modeling, co-planning, and feedback sessions. As a result of implementing strategies learned through coaching, at least 85% of student writing will demonstrate student proficiency in rigorous, grade-level writing tasks.

Outcome Category
Essential Practices 2: Empower Leadership

Measurable Goal Statement (Smart Goal)		
By the end of the 2029, principals will conduct 10 writing focused walkthroughs per month, observing writing rigor and the use of Keys to Literacy strategies, and provide timely, actionable feedback to teachers.		
Measurable Goal Nickname (35 Character Max)		
Administrators Supporting Instruction		
Target Year 1	Target Year 2	Target Year 3
By the end of 2027, the administrative team will collectively conduct one walkthrough per building each month to align on the observation and feedback process.	By the end of 2028, principals will conduct five walkthroughs per month and provide timely actionable feedback to teachers.	By the end of the 2029, principals will conduct 10 writing focused walkthroughs per month, observing writing rigor and the use of Keys to Literacy strategies, and provide timely, actionable feedback to teachers.

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Action Plan

Measurable Goals

Independent Reading	ORF
Instructional Pacing	Increase Rigor in Instruction
Administrators Supporting Instruction	

Action Plan For: Independent Reading

<p>Measurable Goals:</p> <ul style="list-style-type: none"> • Increase the overall percentage of students in grades 3-6 that are proficient in EOY ORF measured by DIBELS by 10% by end of 2029 • By the end of the 2027 school year, 100% of students will engage in daily independent practice with independent reading level texts for a minimum of 15 minutes per day.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implement 15 minutes daily of independent reading in grades k-12	2026-08-21	2029-06-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Building Administrators	high interest reading materials	No
		Com Step?
		Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase of 10% of students proficient in ORF in grades 3-6 at EOY 2029	DIBELS 3 times per year

Action Plan For: Writing Professional Development

<p>Measurable Goals:</p> <ul style="list-style-type: none"> • By the end of the 2029, 100% of ELA teachers in grades 3-8 will participate in a structured coaching cycle focused on Keys to Literacy writing strategies, including modeling, co-planning, and feedback sessions. As a result of implementing strategies learned through coaching, at least 85% of student writing will demonstrate student proficiency in rigorous, grade-level writing tasks.
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Action Step		Anticipated Start Date	Anticipated Completion Date
Professional Development and job embedded coaching for teachers in grades 3-8		2026-08-14	2029-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent Director of Literacy	Funds to support Keys to Literacy professional development and coaching	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Build capacity and independence after coaching		2026-08-24	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent Director of Literacy	Building Administrator support and collaboration	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Principals will complete at least 10 walk throughs monthly with a focus on writing instruction and student work in order to monitor increase in rigor.	Principals will review walk through documents as a team quarterly

Action Plan For: Curriculum Review and Alignment

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2029, 100% of ELA teachers in grades 3-8 will participate in a structured coaching cycle focused on Keys to Literacy writing strategies, including modeling, co-planning, and feedback sessions. As a result of implementing strategies learned through coaching, at least 85% of student writing will demonstrate student proficiency in rigorous, grade-level writing tasks. By the end of 2029, 100% of ELA core content teachers will implement at least 3 additional standard aligned units of instruction to ensure full coverage of grade level standards, as evidenced by curriculum maps, lesson plans, and instructional walkthrough data.

Action Step	Anticipated Start Date	Anticipated Completion Date
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During grade level common planning time, Director of Literacy and Building Administrator will meet with teachers to support pacing and instruction.		2026-08-24	2029-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Literacy Building Administrator	ELA Curriculum KTL Resources PLS Common Planning Time	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of 2029, 3-7 ELA will increase instruction and coverage by at least 3 units.	One additional unit annually

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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Writing Professional Development	Professional Development and job embedded coaching for teachers in grades 3-8
Curriculum Review and Alignment	During grade level common planning time, Director of Literacy and Building Administrator will meet with teachers to support pacing and instruction.

KTL Coaching

Action Step		
<ul style="list-style-type: none"> Professional Development and job embedded coaching for teachers in grades 3-8 		
Audience		
Teachers grades 3-8		
Topics to be Included		
3 types of writing Comprehension TDAs Scaffolding		
Evidence of Learning		
Teacher instructional practices in writing improves in rigor and consistency across all grade levels 3-8 as evidenced by attendance at professional development workshops, participation in job embedded coaching, student writing		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent Director of Literacy	2026-08-14	2029-06-15

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	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Every 7 days

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	PLS every 7 days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

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	
Structured Literacy	

Communications Activities

Create Reading Culture					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers	15 minutes of independent reading per day for every child	building administrator	08/24/2026	06/08/2029

Communications

Type of Communication	Frequency
Presentation	Weekly grade level meetings
Presentation	During Title i parent engagement
Posting on district website	Ongoing

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date

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