

Glendale SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		110173003
Address 1		
1466 Beaver Valley Rd		
Address 2		
City	State	Zip Code
Flinton	PA	16640
Chief School Administrator		Chief School Administrator Email
Dr Maureen D Letcher		mletcher@gsd1.org
Single Point of Contact Name		
Maureen D. Letcher		
Single Point of Contact Email		
mletcher@gsd1.org		
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814-687-3402		

Steering Committee

Name	Position/Role	Building/Group/Organization
Rick Kozak	Administrator	Glendale School District
Maureen Letcher	Administrator	Glendale School District
Jenny Williams	Administrator	Glendale School District
Eric Frank	Data Analyst	Glendale School District
Christy Braniff	Community Member	Alumni
Daniel Williams	Student	Glendale School District
Danielle Deneen	Other	Nutrition Group
Bill Lloyd	Staff Member	SRP
Sarah McClellan	Parent	Parent
Rick Cree	Board Member	Glendale School Board
Kim Kozak	Parent	Parent
Gregg Mazenko	Administrator	Glendale School District
Lyncola Gallaher	Parent	Parent
Patty McGarvey	Community Member	Alumni

LEA Profile

Glendale School District is a close-knit, community-centered district committed to fostering academic excellence, social-emotional growth, and lifelong learning for all students. Serving a diverse student population across multiple grade levels, the district emphasizes a well-rounded education that balances rigorous academics with robust extracurricular and support programs. Glendale prioritizes collaboration among educators, families, and community partners to create safe, inclusive, and engaging learning environments. The district also integrates technology and innovative instructional practices to prepare students for success in a rapidly evolving world. With a focus on equity, individualized support, and continuous improvement, Glendale School District strives to empower every student to reach their full potential.

The Glendale School District is a rural school district physically located in Cambria County but also has students from Clearfield County. The five communities which Glendale serves are significantly older and poorer compared to other areas in the Commonwealth of Pennsylvania. The school district comprises approximately 99 square miles and serves Irvona and Coalport boroughs, and Beccaria Township in Clearfield County, and Reade and White Townships in Cambria County. Since most of the district's students reside in Clearfield County, we are served by the Central IU 10, which covers Clearfield.

The Glendale School District consists of one elementary building and a Jr./Sr. High School on one campus. The schools are connected but function independently of each other. The elementary building offers the core elementary curriculum as well as a strong PBIS and MTSS model of support for students. The Jr. /Sr. High School offers a variety of academic courses, including the traditional academic courses as well as a variety of electives for students to choose from. A virtual program, ROCKETS, is offered in partnership with the Titusville School District

Demographics: 96.5% of the school population is white, 42.6% economically disadvantaged, 25.9% special education.

Enrollment: As of June 1, 2026 enrollments were as follows: 327 students in grades 7-12 at the Junior-Senior High School; 303 students in grades K - 6 at the Elementary School; for a total of 630 students. In grades tenth through twelfth, 42 high school students attend half-day programs at the Greater Altoona Career and Technical Center (GACTC) in Altoona, PA.

Mission and Vision

Mission

Mission: Glendale School District Mission is to prepare compassionate, productive, responsible learners in a safe, positive community.

Vision

Vision: Glendale School District students will be empowered to succeed and thrive

Educational Values

Students

Students are central to Glendale School District's mission and vision. Their active engagement, personal responsibility, and commitment to learning are essential for the district's success. Students are expected to: Participate actively in classroom and extracurricular activities, demonstrating curiosity and a growth mindset. Respect themselves and others, fostering a safe and inclusive school environment. Glendale School District Shared Values: All people have the right to be treated fairly, with dignity and respect. Learning is a life-long process that is essential for a productive world. Achieving excellence in our schools requires a commitment from the community, school board, administration, staff, students, and parents. Teamwork and cooperation are essential to achieve common goals. Critical thinking, problem-solving and decision-making are essential life skills. When multiple learning styles are addressed, every student can be successful. One's sense of self-worth affects personal achievement. Achievement is assured when real and relevant goals are established. High standards of excellence must be maintained in our schools. Communication through reading, writing, speaking, and listening is necessary in all facets of life. Academics and extra-curricular activities are necessary for well-rounded students. Communities, parents, and students need the flexibility to work in and adapt to necessary changes in their environment. The mental well-being of students and teachers is vital for student success as a learner. Communicate needs and seek support when academic, behavioral, or social-emotional challenges arise. Set personal goals and take ownership of their learning, striving for continuous improvement. Contribute positively to the school community through collaboration, leadership, and citizenship. By fulfilling these expectations, students help the district achieve its mission of academic excellence and its vision of preparing all learners for success in school and life.

Staff

Staff members—including teachers, administrators, and support personnel—play a critical role in achieving Glendale School District's mission and vision. Their professional expertise, dedication, and collaboration are key to fostering a high-quality learning environment. Staff are expected to: Deliver rigorous, engaging, and equitable instruction that meets the academic and social-emotional needs of all students. Collaborate effectively with colleagues, families, and community partners to support student growth. Model professionalism and ethical behavior, creating a safe, respectful, and inclusive school culture. Engage in continuous learning and reflection, staying current with best practices and district initiatives. Monitor student progress and communicate regularly with students and families to ensure timely support and intervention. By upholding these expectations, staff help the district fulfill its mission of academic excellence and its vision of empowering students to succeed in school and beyond.

Administration

Administrators at Glendale School District are responsible for providing leadership, guidance, and oversight to ensure that the mission and vision are realized throughout the district. Their strategic planning, decision-making, and support are essential to fostering a positive and effective learning environment. Administrators are expected to: Provide clear leadership and direction, aligning school

goals with the district's mission and vision. Support staff and students by ensuring access to necessary resources, professional development, and interventions. Promote a positive school culture, emphasizing safety, equity, and inclusion. Facilitate collaboration among teachers, staff, students, families, and community partners to enhance student outcomes. Monitor progress and evaluate effectiveness of programs, policies, and initiatives to drive continuous improvement. By fulfilling these expectations, administration ensures that Glendale School District operates efficiently, supports high-quality instruction, and empowers students to achieve their full potential.

Parents

Parents and families are vital partners in Glendale School District's mission and vision, helping to create a supportive foundation for student learning and growth. Their engagement, communication, and encouragement significantly influence student success. Parents and families are expected to: Support their child's learning at home by encouraging study habits, homework completion, and curiosity. Communicate regularly with teachers, staff, and administrators to stay informed about their child's progress and needs. Participate in school activities and events, including conferences, workshops, and volunteer opportunities. Model positive behavior and values, reinforcing respect, responsibility, and collaboration. Partner with the school community to ensure a safe, inclusive, and equitable learning environment for all students. By actively engaging in these ways, parents and families help the district fulfill its mission of academic excellence and its vision of preparing students to thrive in school and life.

Community

Community partners—including local businesses, organizations, and civic groups—play a vital role in supporting Glendale School District's mission and vision. Their collaboration, resources, and expertise help enrich student learning and foster strong community connections. Community partners are expected to: Collaborate with the district to provide real-world learning experiences, mentorships, and support programs for students. Offer resources and expertise that enhance academic, social-emotional, and extracurricular opportunities. Engage in district initiatives that promote equity, inclusion, and student well-being. Support families and students by creating a network of community-based programs that reinforce learning and growth. Serve as advocates and ambassadors for the district, promoting partnerships that benefit both students and the wider community. By actively participating in these ways, community partners help Glendale School District achieve its mission of academic excellence and its vision of preparing students to succeed in school and life.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA Percentage of Proficient and Advanced is 69%	We are above the statewide average of 53.9 %
Math percentage of Proficient and Advanced is 52.7%	We are above the statewide average of 40.2%.
Delivering skill-based instruction by following a tiered based model, MTSS	This is accomplished during our WIN time
4th grade science scores are 86.5%	Science is above the statewide average of 59.2% and almost the statewide goal of 2033 of 83%

Challenges

Indicator	Comments/Notable Observations
ELA Percentage of Proficient and Advanced is 69%	We are below the 2033 statewide goal of 81.1%.
Math percentage of proficient and advanced is 52.7%	We are below the statewide goal of 2033 of 71.8%.
Career standards benchmark is below statewide facts	Below the statewide average of 89.6% and 2033 goal of 98%

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

Strengths

Indicator PVAAS Growth Index Grade Level(s) and/or Student Group(s) white 4,5,6, grade level	Comments/Notable Observations Math - white subgroup meets growth in grades levels 4-5-6 ELA - white subgroup meets or exceeds growth in grades 5-6
Indicator PVAAS Growth Index Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations Economically disadvantaged students meet or exceed growth in grades 4-5-6 in math
Indicator PSSA Math scores on future ready index Grade Level(s) and/or Student Group(s) White	Comments/Notable Observations We are above the statewide average

Challenges

Indicator	Comments/Notable Observations
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Future Ready index scores in Math and ELA Grade Level(s) and/or Student Group(s) White Students with disabilities	Students with disabilities and white students performed below the statewide average and decreased from the previous year.
Indicator Attendance Grade Level(s) and/or Student Group(s) White, economically disadvantaged, students with disabilities	Comments/Notable Observations All student groups decreased from the previous year

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

ELA Percentage of Proficient and Advanced is 69%
Math percentage of Proficient and Advanced is 52.7%

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

ELA Percentage of Proficient and Advanced is 69%
Math percentage of proficient and advanced is 52.7%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
53% of students in the elementary school students received an end of year benchmark score of strategic or above.	Students are working on proficiency skills
on the End of the year Acadience assessment, kindergarten and 3rd grade were higher than 1st and 2nd grade	Need to focus on first grade and 2nd grade as they move through the elementary school
69.5% scored proficient or advanced in the Keystone Literature test.	This score is comparable to the year before.

English Language Arts Summary

Strengths

All students screened with multiple assessments to identify their needs with a universal screener in place in ELA.
Weekly and biweekly progress monitoring to ensure student success in ELA
A number of intervention programs in place via MTSS comprehensive support grant.
We have a handwriting program - Handwriting Writing Without Tears and Step Up To Writing

Challenges

Need items that students can use that they are self-sufficient due to lack of parent involvement
Concerns regarding academics being taught and parents not understanding how it is taught to help their children.
Incorporating the proper writing program that is easily followed with the proper writing goals at the end of the year per grade level.

Mathematics

Data	Comments/Notable Observations
88% of students in grade K-5 received an end of year benchmark score of strategic or above.	High percentage above strategic
When breaking down the Acadience end of the year data into grade levels, students exceeded the goal of 50%	exceeded goal
49.1% of the students were proficient in Keystone Algebra	This percentage improved from the previous year which was 36%.

Mathematics Summary

Strengths

All students screened with multiple assessments to identify their needs with a universal screener in place in Math.
Access to star and IXL data for the upper grades to determine supports needed in Math
All grade levels displayed academic growth from beginning of the year to the end of the year in Math
Glendale is above the state average in the Keystone Algebra scores.

Challenges

Lack of programming for math supports for students in need
Curriculum alignment through an outside math curriculum review was done this year and the implementation for the upcoming school year of co-teaching should increase scores.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
42.0% scored proficient or advanced in Keystone Biology.	There has been constant turnover in this position.
60.4% scored proficient or advanced in the 8th grade science PSSA.	These scores increased by 8.6% from the previous year.
84.2% scored proficient or advanced in 4th grade science.	This was a 1.8% decrease from the previous year.

Science, Technology, and Engineering Education Summary

Strengths

Glendale is above the state average in 8th grade PSSA Science.
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Challenges

Glendale has had a challenge in maintaining a consistent Biology Instructor. This has significantly affected the scores.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index	We are currently at or exceeding the interim target

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

True 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.

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.

We are at or exceeding our future ready index interim target.
Staff work well with students on their career possibilities.
Different presentations are offered throughout the school year on career choices

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.

We need to make sure that the staff is inputting the correct information into the system to ensure benchmarks are met.
We have to ensure the students are inputted into the system properly.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

All student groups are accounted for within the needs assessment.

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.

All student groups are accounted for within the needs assessment.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Most recently the district had a positive cyclical monitoring review.
Title 1 Program	The district's title 1 grants are used mainly to help with reading intervention and to pay for Title Teacher positions.
K-12 Guidance Plan (339 Plan)	n/a
Technology Plan	n/a

Strengths

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

Our Special Education Plan has had the most impact on improving our most pressing challenges.
Title 1 program has the most impact on improving our 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.

Our large special education population proves to be a challenge to impact on our mission.
We have a large title population
Most of our new students to the district have an IEP or will receive title services

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	Operational

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

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Identify and address individual student learning needs
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Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
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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.

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Implement and develop family nights and activities that actively involve our parents in our district.

Implement evidence-based strategies to engage families to support learning
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Implement evidence-based strategies, curriculum, and programs to engage students to support learning.

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
ELA Percentage of Proficient and Advanced is 69%	False
Math percentage of Proficient and Advanced is 52.7%	False
All students screened with multiple assessments to identify their needs with a universal screener in place in ELA.	False
Weekly and bi-weekly progress monitoring to ensure student success in ELA	False
A number of intervention programs in place via MTSS comprehensive support grant.	False
We have a handwriting program - Handwriting Writing Without Tears and Step Up To Writing	False
Access to star and ixl data for the upper grades to determine supports as needed in Math	False
All student groups are accounted for within the needs assessment.	False
All grade levels displayed academic growth from Beginning of the year to the end of the year in Math	False
We are at or exceeding our future ready index interim target.	False
Staff work well with students on their career possibilities.	False
All students screened with multiple assessments to identify their needs with a universal screener in place in Math.	False
Different presentations are offered throughout the school year on career choices	False
Glendale is above the state average in the Keystone Algebra scores.	True
Glendale is above the state average in 8th grade PSSA Science.	True
Our Special Education Plan has had the most impact on improving our most pressing challenges.	False
Identify and address individual student learning needs	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Title 1 program has the most impact on improving our most pressing challenges	True

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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ELA Percentage of Proficient and Advanced is 69%	False
Math percentage of proficient and advanced is 52.7%	False
Need items that students can use that they are self-sufficient due to lack of parent involvement	False
Concerns regarding academics being taught and parents not understanding how it is taught to help their children.	False
Incorporating the proper writing program that is easily followed with the proper writing goals at the end of the year per grade level.	False
Lack of programming for math supports for students in need	False
We need to make sure that the staff is inputting the correct information into the system to ensure benchmarks are met.	False
We have to ensure the students are inputted into the system properly.	False
All student groups are accounted for within the needs assessment.	False
We have a large title population	True
Our large special education population proves to be a challenge on impacting our mission.	True
Most of our new students to the district have an IEP or will receive title services	False
Curriculum alignment through an outside math curriculum review was done this year and the implementation for the upcoming school year of co-teaching should increase scores.	False
Glendale has had a challenge in maintaining a consistent Biology Instructor. This has significantly affected the scores.	False
Implement and develop family nights and activities that actively involve our parents in our district.	False
Implement evidence-based strategies, curriculum, and programs to engage students to support learning.	True
Implement evidence-based strategies to engage families to support learning	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Our large special education population proves to be a challenge to impact on our mission.	This year teachers have been trained in co-teaching to be implemented this coming school year. Elementary has also implemented heterogeneous grouping in all grades.	False
We have a large title population	Serving a large Title I population presents unique challenges for the district, as many students face barriers related to poverty, including limited access to early learning opportunities, academic resources, and enrichment experiences outside of school. These factors can impact student achievement, attendance, and engagement. Addressing this challenge requires the district to provide equitable access to high-quality instruction, strengthen family and community partnerships, and deliver targeted interventions that close achievement gaps and support the whole child.	True
Implement evidence-based strategies, curriculum, and programs to engages students to support learning.	Continue to align curriculum and use evidence-based curriculum and programs that meets the needs of our learners while providing professional development to our staff.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Strong PBIS program. Supports are in place for students who are in need
Title 1 program has the most impact on improving our most pressing challenges	We have a large selection of evidence-based programs to be used with our title students
Glendale is above the state average in the Keystone Algebra scores.	This year we had an outside math curriculum evaluator and are implementing
Glendale is above the state average in 8th grade PSSA Science.	An experienced teacher delivers content in the 8th grade science classes.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The title teachers are pushing in for tier 2 and tier 3 instruction.

	Glendale has implemented a curriculum review cycle that will involve an outside evaluator and the subject area teachers k-12.
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Goal Setting

Priority: Glendale has implemented a curriculum review cycle that will involve an outside evaluator and the subject area teachers k-12.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
The LEA will implement a systematic curriculum review process that includes the annual analysis of curriculum alignment, instructional resources, assessment data, and educator feedback. The review process will be used to identify strengths, address gaps, and ensure that curriculum remains aligned with Pennsylvania Academic Standards and supports continuous student achievement.		
Measurable Goal Nickname (35 Character Max)		
Curriculum Review		
Target Year 1	Target Year 2	Target Year 3
One subject will be analyzed in the review cycle. The implementation of coteaching and the continued use of differentiation.	Consistency in coteaching teams and the use of instructional strategies that support differentiation.	The LEA will implement a systematic curriculum review process that includes the annual analysis of curriculum alignment, instructional resources, assessment data, and educator feedback. The review process will be used to identify strengths, address gaps, and ensure that curriculum remains aligned with Pennsylvania Academic Standards and supports continuous student achievement.

Priority: The title teachers are pushing in for tier 2 and tier 3 instruction.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
The district will strengthen its Tier 2 and Tier 3 reading intervention system by ensuring that all identified students receive evidence-based interventions aligned with their instructional needs. Progress will be monitored regularly, and intervention teams will use student data to make instructional adjustments, with the goal of increasing the percentage of students meeting grade-level reading benchmarks.		
Measurable Goal Nickname (35 Character Max)		
Title Support		
Target Year 1	Target Year 2	Target Year 3
Continuous intervention strategies for reading improvement	An improvement in Acadience year-end scores.	The district will strengthen its Tier 2 and Tier 3 reading intervention system by ensuring that all identified students receive evidence-based interventions aligned with their instructional needs. Progress will be monitored regularly, and intervention teams will use student data to make instructional adjustments, with the goal of increasing the percentage of students meeting grade-level reading benchmarks.

Action Plan

Measurable Goals

Curriculum Review	Title Support
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Action Plan For: Curriculum Review

Measurable Goals:
The LEA will implement a systematic curriculum review process that includes the annual analysis of curriculum alignment, instructional resources, assessment data, and educator feedback. The review process will be used to identify strengths, address gaps, and ensure that curriculum remains aligned with Pennsylvania Academic Standards and supports continuous student achievement.

Action Step		Anticipated Start Date	Anticipated Completion Date
Revise curriculum documents, pacing guides, and instructional resources based on curriculum review findings and current evidence-based instructional practices.		2026-08-31	2029-08-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, classroom teachers, administration	outside curriculum assistance	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Curriculum alignment, better instructional strategies and differentiation teaching	Success will be monitored through student success, state scores

Action Plan For: Tier 2 & 3 Title Support

Measurable Goals:
The district will strengthen its Tier 2 and Tier 3 reading intervention system by ensuring that all identified students receive evidence-based interventions aligned with their instructional needs. Progress will be monitored regularly, and intervention teams will use student data to make instructional adjustments, with the goal of increasing the percentage of students meeting grade-level reading benchmarks.

Action Step		Anticipated Start Date	Anticipated Completion Date
The district will implement evidence-based Tier 2 and Tier 3 reading interventions grounded in the Science of Reading. Intervention staff will use progress monitoring data to adjust instruction, with 80% of		2026-08-31	2029-08-31

students participating in measurable improvement in foundational reading skills and/or reading comprehension.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principal and teachers	title support	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Growth in reading skills	3 times per year monitoring

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Curriculum Review	Revise curriculum documents, pacing guides, and instructional resources based on curriculum review findings and current evidence-based instructional practices.
Tier 2 & 3 Title Support	The district will implement evidence-based Tier 2 and Tier 3 reading interventions grounded in the Science of Reading. Intervention staff will use progress monitoring data to adjust instruction, with 80% of students participating in measurable improvement in foundational reading skills and/or reading comprehension.

Professional Development Evidence Based Programs

Action Step		
Revise curriculum documents, pacing guides, and instructional resources based on curriculum review findings and current evidence-based instructional practices.		
Audience		
Regular education teachers, title reading teachers, special education teachers		
Topics to be Included		
Professional development activities on curricular materials based on the outside curriculum evaluation.		
Evidence of Learning		
Increases in benchmark, formative, and summative assessment scores (e.g., DIBELS, NWEA, i-Ready, state assessments). Growth in reading fluency, comprehension, and math proficiency levels. Classroom Implementation Evidence Lesson plans and instructional artifacts showing use of evidence-based strategies. Walkthrough or observation data reflecting fidelity of implementation. Student work samples demonstrating mastery of targeted skills.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Principals	2026-08-20	2029-05-31

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	1-2 times per marking period
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction 3c: Engaging Students in Learning 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Tier 2 & 3					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
The district will implement evidence-based Tier 2 and Tier 3 reading interventions grounded in the Science of Reading. Intervention staff will use progress monitoring data to adjust instruction, with 80% of participating students demonstrating measurable improvement in foundational reading skills and/or reading comprehension.	K-3 Students	Reading intervention strategies: Tier 1, 2, & 3	Principals	08/31/2026	08/30/2029

Communications

Type of Communication	Frequency
Posting on district website	Ongoing

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date