

Committee of the Whole Meeting

Tuesday, September 8, 2026 6:30 PM

LGI Room, Lincoln Middle School, 1001 Lehigh Avenue, Lancaster, PA 17602

1 OPENING

1 A. Call to Order and Roll Call

1 B. District Mission Statement

1 C. Superintendent Remarks - Dr. Keith Miles

2 STUDENT GROWTH AND ACHIEVEMENT

2 A. Literacy Advancement Plan - Ms. Karen Wynn

2 B. Alternative Education Pathways (Phoenix) Update
- Dr. Justin Reese

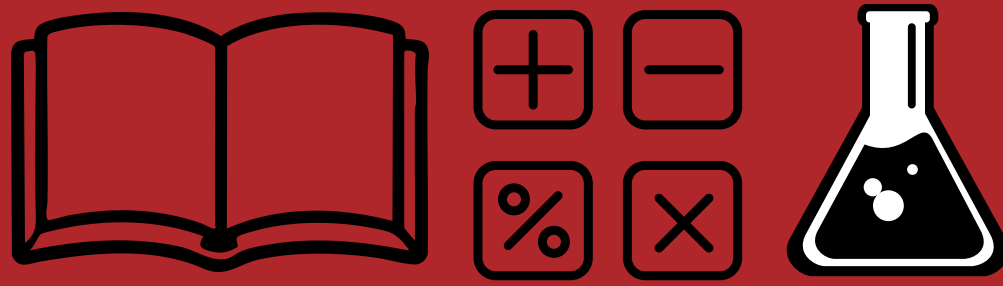
3 OLD BUSINESS

4 NEW BUSINESS

5 INFORMATION

5 A. Next COW Meeting, Tuesday, September 15, 2026
at 6:30 p.m.

6 ADJOURNMENT

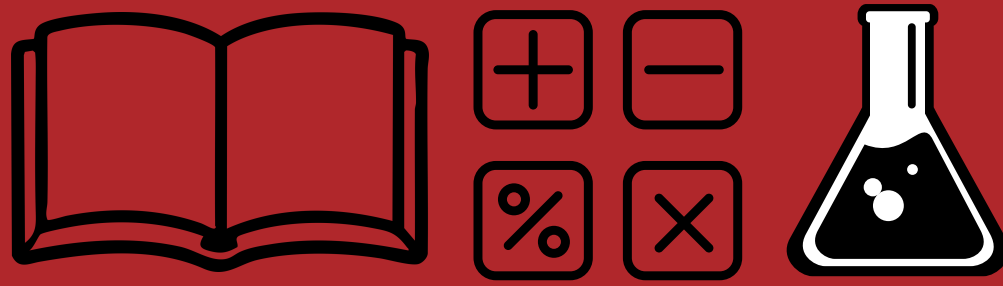


OFFICE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT

LITERACY ADVANCEMENT PLAN

CURRICULUM • INSTRUCTION • ASSESSMENT

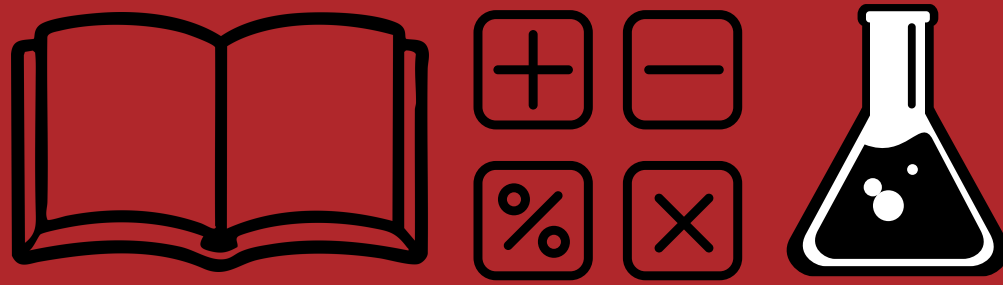
Presentation to the School Board of Directors
September 8, 2026



PURPOSE

By the end of this presentation, board members will understand:

- The role of the Literacy Advancement Plan
- What changes we are implementing in 2026-2027
- The impact within the district and in the community
- How progress will be monitored to inform improvement
- What school supports will look like
- What students and families will experience
- A quick look at Middle School and PreK-Grade 12
- What will success look like
- The key takeaways of the Literacy Advancement Plan



LITERACY ADVANCEMENT PLAN

**A stronger instructional priority.
A shared community responsibility.**

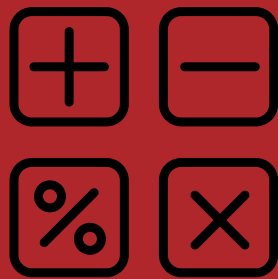
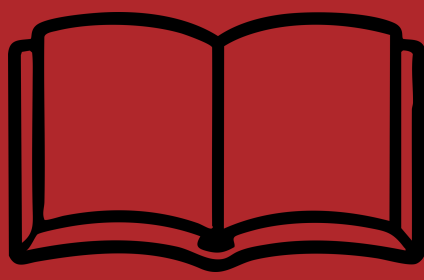
Role of the Plan: Expand opportunities to read beyond school while strengthening evidence-based literacy instruction inside schools.

Together We Read

**Build a culture of
reading across schools,
homes, and the
community**

Structured Literacy

**Strengthen consistent,
evidence-based
foundational literacy
instruction in Grades K-2**



OFFICE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT

LITERACY ADVANCEMENT PLAN

Improve Reading Proficiency

Enhance the consistency and implementation of research-based foundational literacy practices across all classrooms

Make Reading Purposeful

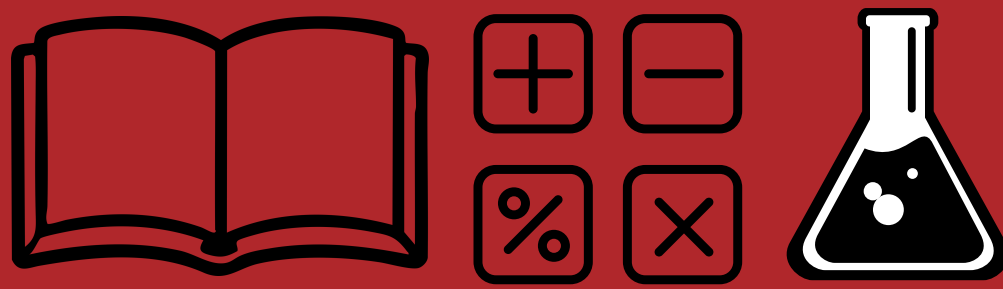
Clearly communicate why students are reading and use discussion, writing, questioning, or other checks to ensure students engage with the text

Make Reading Social

Provide opportunities for students to discuss, share, and respond to what they read through partner conversations, and student-led discussions

Strengthen Home & Community

Encourage families to support reading at home and coordinate with libraries and community partners to increase access and opportunities to read



WHAT'S NEW IN 2026-2027

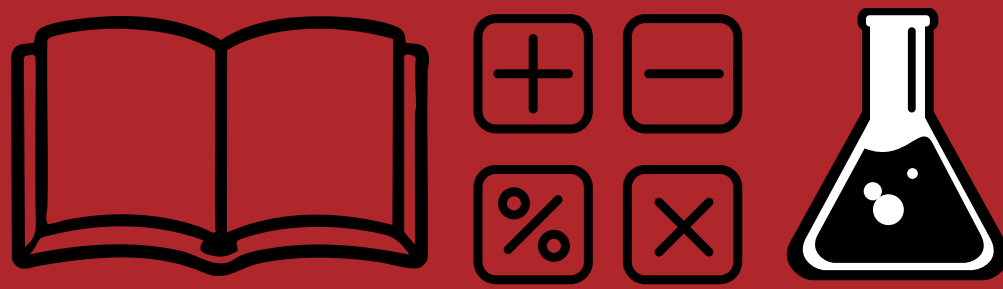
Together We Read

One district-wide message that makes reading visible, valued, and celebrated

Implementation

- More high-interest books in convenient community locations
- Expanded digital reading access beyond the school day
- School-level efforts tailored to student and community needs
- Increased incentives, mentors, and community partnerships
- District-wide pop-up reading events in Fall and Spring





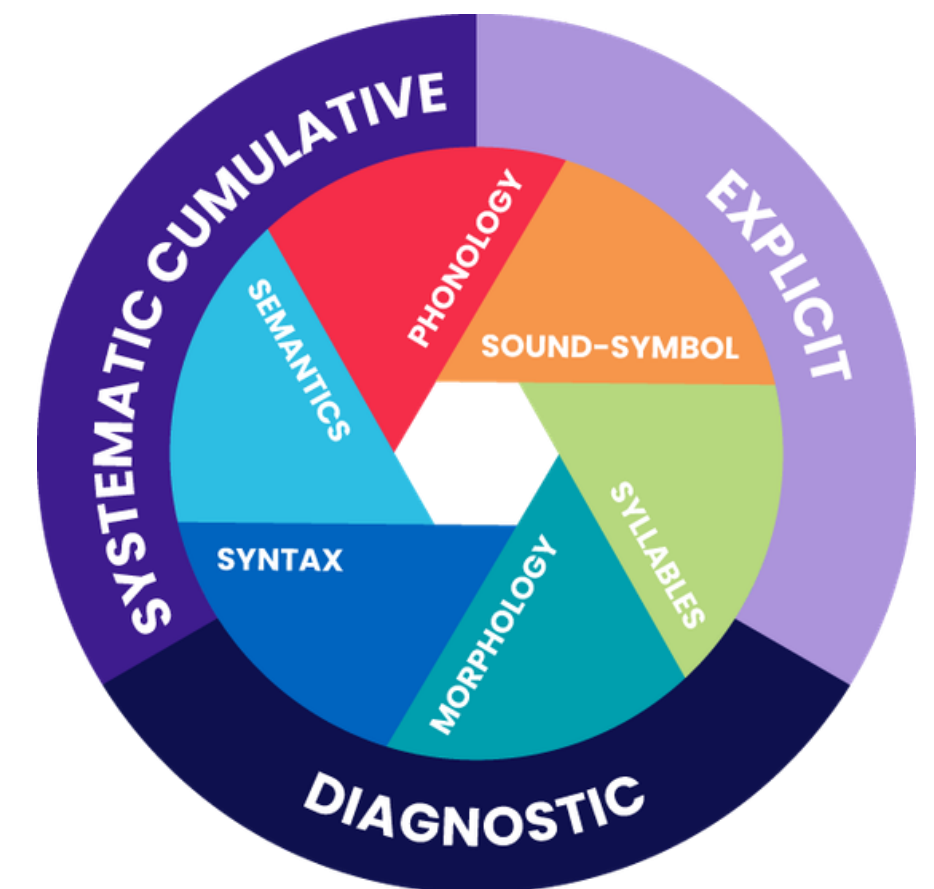
WHAT'S NEW IN 2026-2027

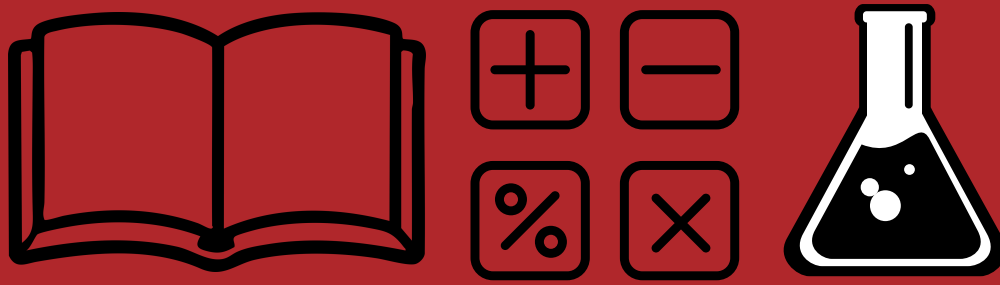
Structured Literacy.

An explicit, systematic, and cumulative method for teaching reading that breaks down language structures—like sounds, spelling, and sentence patterns—into clear, sequential steps

Implementation

- Deeper K-2 implementation of UFLI Foundations through training and coaching
- Consistent literacy-block routines grounded in Structured Literacy
- Stronger Tier I and targeted Tier II literacy supports in pilot schools
- Greater consistency in teaching, practicing, monitoring, and reinforcing foundational skills





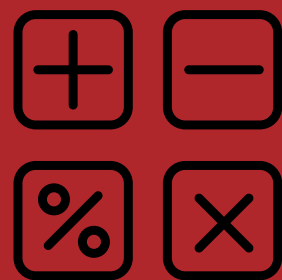
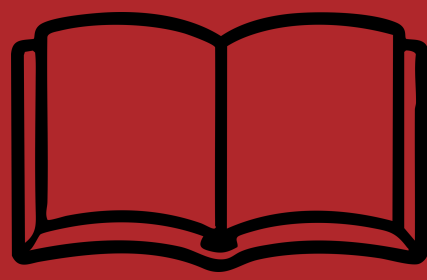
TIER 2: WALK-TO FIELD TEST

Role of a Tier 2 Walk-To Model: A Tier 2 “walk-to” model allows students to temporarily leave their classroom during a dedicated intervention block for targeted, small-group support based on their specific needs

Implementation

- Intervention and Extension
- Burrowes, Carter & MacRae, Fulton, and Smith-Wade-El
- Grades K-2

INTERVENTION	EXTENSION
Instruction should be: Explicit, systematic, targeted, skill-focused, with progress monitored, NOT worksheets or computer-only Approved Supports: UFLI Foundations, Heggerty, Repeated Reading, Explicit Vocabulary Routines, IRLA-Aligned Instruction - K-2 Tier 2 ELA Intervention Resources	Instruction should be: Extended grade-level learning, promote deeper thinking and application, NOT worksheets or computer-only Approved Supports: K-2 Walk-To Instruction Model: ENRICHMENT



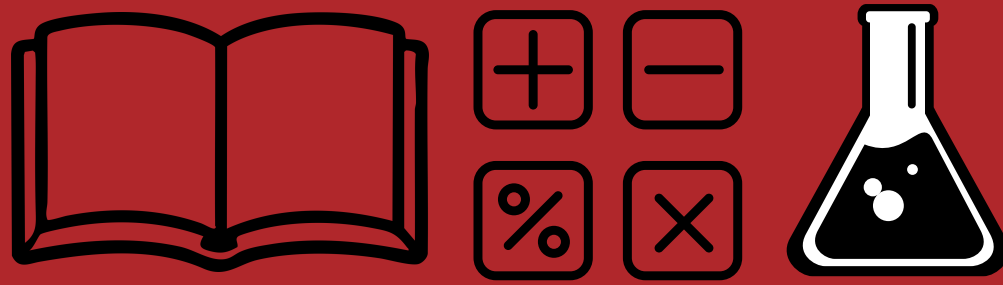
ONE PLAN. SHARED RESPONSIBILITY.

Inside the District

- **CIA:** Set direction, provide resources, train, coach, and monitor
- **School Leaders:** Guide building implementation and connect with families and partners
- **Teachers & Coaches:** Deliver consistent instruction, use data, and engage in coaching

Beyond the School

- **Community partners:** Expand access to books, mentors, and reading experiences
- **Families:** Build reading into daily routines and use available resources
- **Students:** Read, participate, and build habits as readers at school, home, and in the community



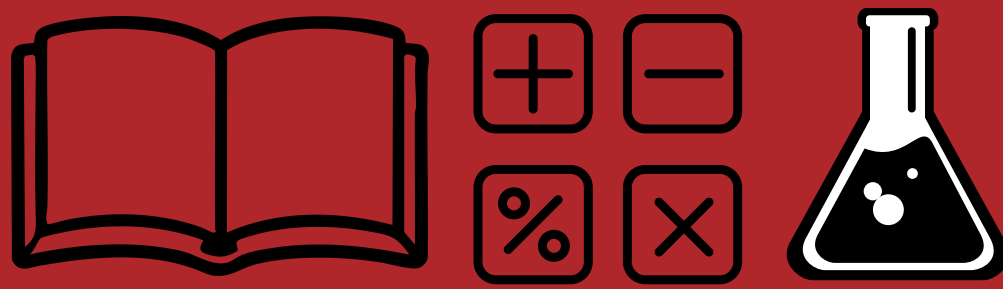
HOW WILL PROGRESS BE MONITORED

Together We Read

- **Participation** in incentives, events, and reading opportunities
- Book access and **distribution** across community locations
- Feedback and **engagement** highlighted through district **communication**

Structured Literacy

- UFLI **training and coaching** participation
- UFLI **Implementation Fidelity** Checklist
- Foundational skills **progress monitoring data**
- Student performance data to guide **Tier I/Tier II** support



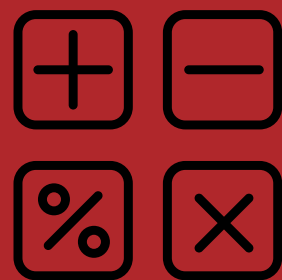
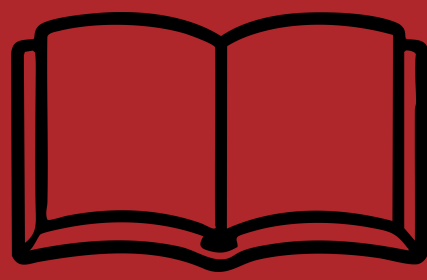
HOW SCHOOLS WILL BE SUPPORTED

Together We Read:

- Districtwide communication tools, resources, and planning guidance for Together We Read
- Support for school-based community and business partnerships
- Valued Volunteers training to expand reading support

Structured Literacy:

- K-2 UFLI Foundations training with ongoing coaching
- Clear expectations and resources for Structured Literacy-aligned literacy blocks
- Data-informed coaching and professional learning based on walk-through and MTSS findings
- District oversight to remove barriers and strengthen consistency



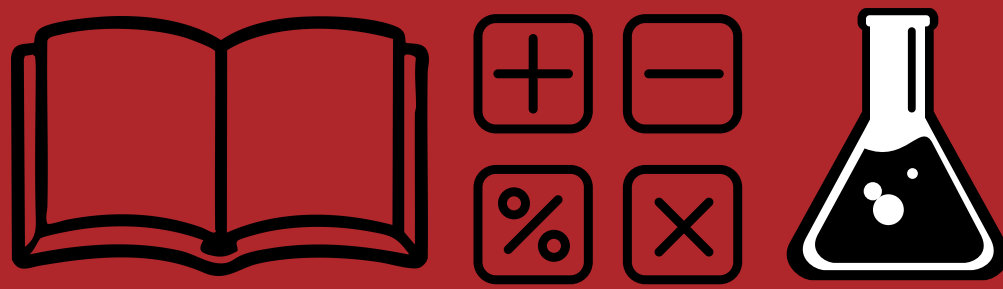
STUDENT AND FAMILY EXPERIENCES

STUDENTS

- More books and digital reading options
- More chances to read for enjoyment, practice, and growth
- Reading incentives and community-based experiences
- Consistent, evidence-based K-2 foundational instruction
- Earlier identification and targeted support for literacy needs

FAMILIES

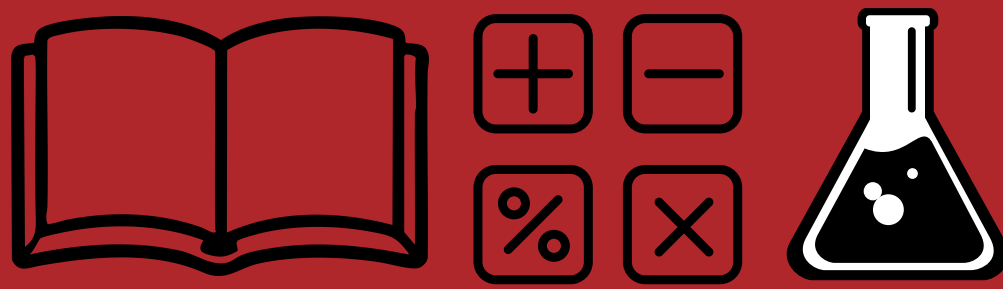
- More convenient access to books and digital resources
- Clear messages about the value of reading and ways to help at home
- More school and community reading opportunities
- Stronger connections among home, school, and community literacy experiences



MIDDLE SCHOOL PREVIEW

Student Growth and Achievement: Language and Literature

- Expand **student-centered instructional practices** through professional learning focused on differentiation, culturally responsive teaching, student engagement, inquiry, and project-based learning
- Implement a **universal coaching cycle** centered on planning, instruction, differentiation, and assessment
- Enhance instructional rounds with a stronger **emphasis on engagement, rigor, and student voice**
- Select and implement an **ELA intervention program** focused on addressing unfinished learning, strengthening reading and writing stamina, and fostering sustained academic growth
- Establish **consistent writing**-from-text **routines**, writing portfolios, and individual and small-group writing **conferences using a common rubric**



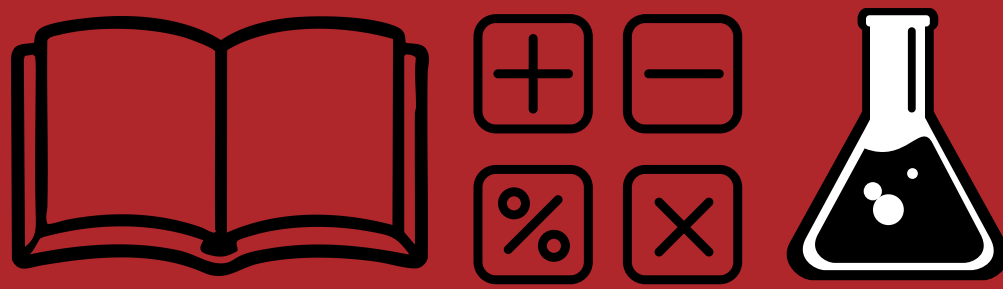
ALL SCHOOLS

Instructional Improvement Cycles

Purpose: Create a consistent, **data-driven system** of support that **aligns CIA services with school improvement priorities**, strengthens instructional practice, and ensures resources are **targeted to the areas of greatest need**.

Implementation Plan

- **Data:** Identify strengths, challenges, and priority student groups
- **Walk-Throughs/Instructional Rounds:** Conduct focused instructional walkthroughs
- **School Improvement Review/Action Planning:** Agree on measurable priorities, action steps, timelines, responsibilities, and success measures
- **Aligned Support:** Implement focused actions rather than isolated events
- **Progress Review:** Refine priorities and action steps for the next cycle



WHAT WILL SUCCESS LOOK LIKE: JUNE 2027

STRONGER INSTRUCTION

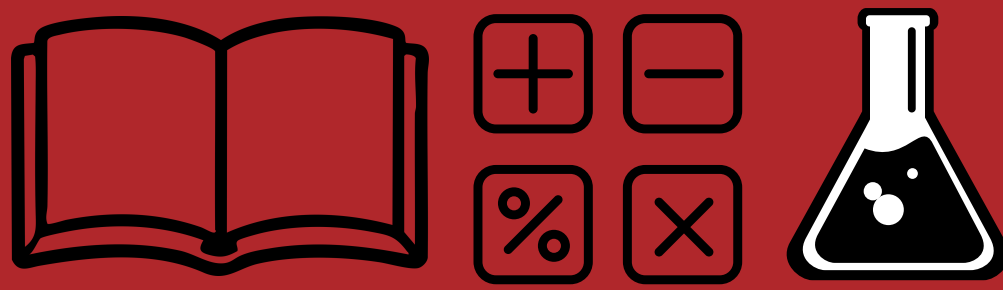
K-2 classrooms use
more consistent,
effective literacy
routines grounded in
Structured Literacy

GREATER ACCESS

Students and families
encounter more books
and reading
opportunities
throughout the
community

A SHARED CULTURE OF READING

Reading becomes
something we
intentionally build,
celebrate, and
support, every day and
everywhere



2026-2027 LITERACY ADVANCEMENT KEY TAKEAWAYS

Together We Read →

Expand reading access, engagement, and partnerships beyond school

Structured Literacy →

Strengthen K-2 foundational instruction through UFLI, consistent routines, and coaching

MTSS/Intervention →

Use data to identify needs and match students with timely support

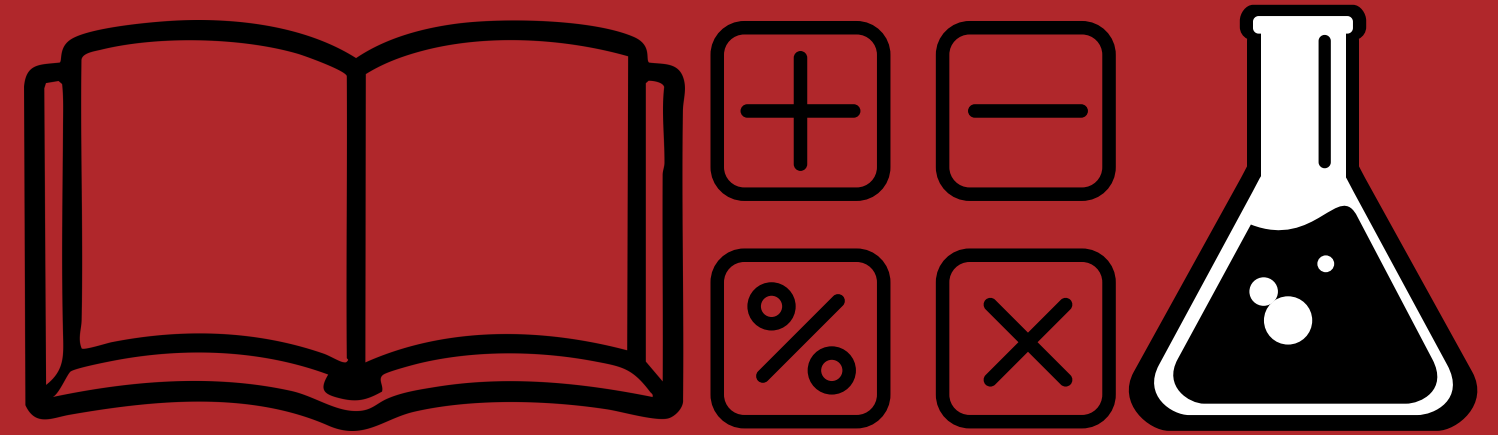
Continuous Improvement →

Monitor implementation, respond to evidence, and adjust support

Shared Ownership →

District, schools, educators, families, students, and community partners all play a role

QUESTIONS





Pathways Program

September 2026

McCaskey High School

Program Overview

A concise look at progress, supports, and next steps

01

Review of Process

02

Enrollment Updates

03

Program Overview

04

Successes and Challenges

05

Status Snapshot

06

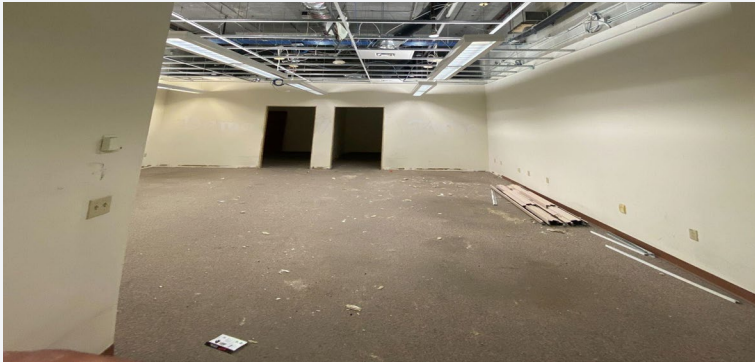
Next Steps

FACILITIES

Renovation

Creating a space that better supports students and staff

Before



After



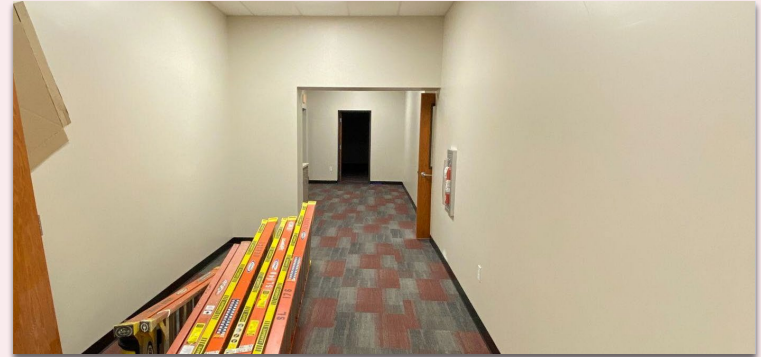
Renovation

Continued improvements to the learning environment

Before



After



ENROLLMENT

More than just numbers

A flexible model built around individual student needs

151

total students

85–100

daily
attending

8

students moved
to all-day
McCaskey

- Prioritized entry into Pathways
- Every path is different



STUDENT SUPPORTS

Academic & SEL Supports

Wraparound supports designed to remove barriers to success

Social Workers

**Benchmark Attendance
Mentors**

College and Career

School Counseling

Transportation

ELD

Special Education

Act 35, 158, etc.

Flexibility

Schedules can be structured around the student

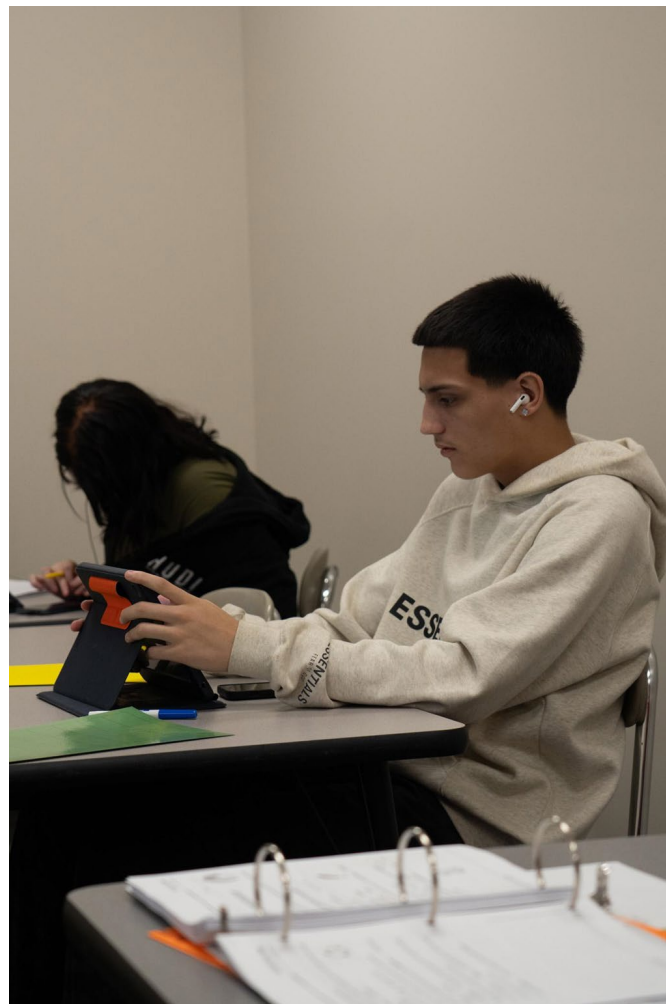
01

Example 1

Student attends PD 1 class, then reports for AM Pathways.

- Flexible scheduling
- Student-centered pathways

Per	Term	Section ID	Course
Semester 1			
1	YR	32-TA180-1	TA180 - Theatrical Makeup Des & App
2 - 5	S1	32-PWCR-54	PWCR - PW Credit Recovery
6	YR	32-LUNCHC-56	LUNCHC - Lunch C
12	YR	32-SRUPDATE-1	SRUPDATE - Senior Update



Flexibility

Schedules can be structured around the student

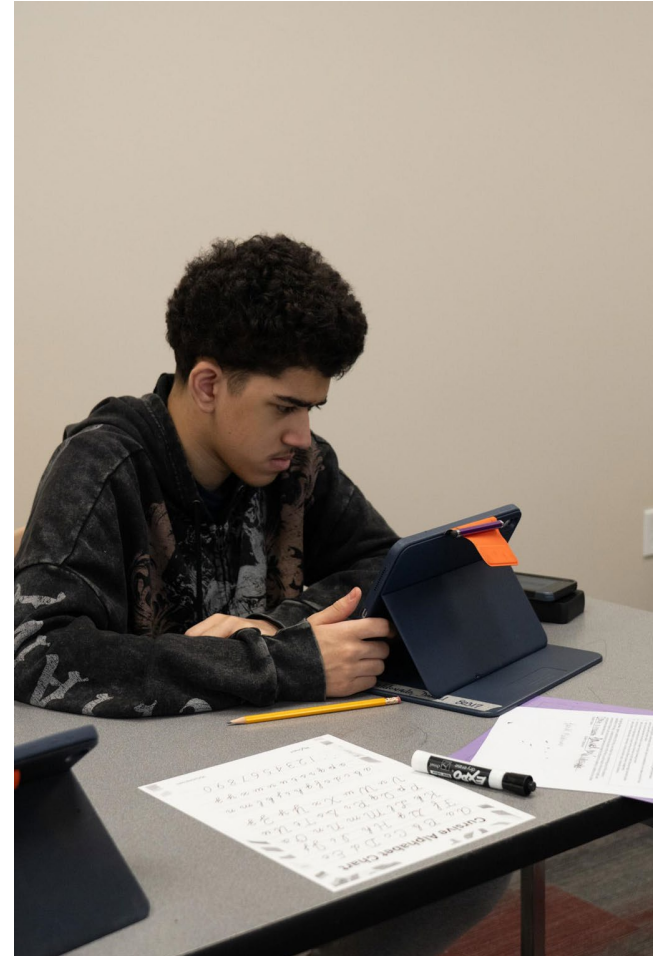
02

Example 2

Student has AM Pathways and PM McCaskey.

- Flexible scheduling
- Student-centered pathways.

Per	Term	Section ID	Course
Semester 1			
1 - 5	S1	32-PWCR-52	PWCR - PW Credit Recovery
6	YR	32-LUNCHC-56	LUNCHC - Lunch C
8	YR	32-SS200-61	SS200 - World Cultures
9	YR	32-LL10-58	LL10 - Language and Literature 10
12	YR	32-FR100-1	FR100 - FR Lanc 9



Flexibility

Schedules can be structured around the student

03

Example 3

Student follows a full-day Pathways schedule.

- Flexible scheduling
- Student-centered pathways

Per	Term	Section ID	Course
Semester 1			
1 - 3	S1	32-PWCR-51	PWCR - PW Credit Recovery
4	YR	32-LUNCHA-54	LUNCHA - Lunch A
5 - 10	S1	32-PWCR-56	PWCR - PW Credit Recovery
12	YR	32-FR200-1	FR200 - FR Lanc 10



Workforce Program

Connecting academics to meaningful employment experiences

Half-Day Program

Available to Pathways students

8:00–11:30 AM • Academics
12:00–4:30 PM • Employment

Program structure

A clear transition from classroom learning to workplace experience.

Workforce Program

Expectations for participation and continued eligibility

\$11–14 / hour

Tiered program with hourly pay

16+

Must be 16 years or older

Good standing

Attendance
Behavior
Academics

NEXT STEPS

Continuous Improvement

Focused actions for the next phase

01

Specialized professional development for staff

02

Brightening up the space

03

Ongoing student conference opportunities

04

Adopt a tracking system

05

Bi-weekly huddles

Questions?

Pathways Program • September 2026

