Southern Fulton SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		111297504
Address 1		
3072 Great Cove Rd		
Address 2		
Suite 100		
City	State	Zip Code
Warfordsburg	PA	17267
Chief School Administrator		Chief School Administrator Email
Mrs Meredith M Hendershot		mhendershot@sfsd.k12.pa.us
Single Point of Contact Name		
Meredith M Hendershot		
Single Point of Contact Email		
mhendershot@sfsd.k12.pa.us		
Single Point of Contact Phone Number		
240-675-1427		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Meredith M Hendershot	Administrator	Superintendent	mhendershot@sfsd.k12.pa.us
Jeremy Hollinshead	Administrator	High School Principal	jhollinshead@sfsd.k12.pa.us
Tyler Burns	Administrator	Elementary School Principal	tburns@sfsd.k12.pa.us
Laurel Keegan	Administrator	Director Of Special Education	lkeegan@sfsd.k12.pa.us
David Cason	Data Analyst	IT/Operations	dcason@sfsd.k12.pa.us
Laura Mellott	Staff Member	MTSS/Title I	lmellott@sfsd.k12.pa.us
Sherry Northcraft	Community Member	Retired Teacher	snorthcraft@sfsd.k12.pa.us
Chris Harvey	Board Member	Board Member	sb-charvey@sfsd.school
Destane Morris	Parent	Parent	dwm034@gmail.com

LEA Profile

District Profile and Community Context

Southern Fulton School District is a rural district located in the southern tier of Fulton County, Pennsylvania, bordering Maryland and approximately 25 miles from the county seat of McConnellsburg. The district is characterized by limited economic growth and a strong agricultural base, which significantly influences the local economy and community structure. Employment opportunities within the district are limited, with primary employers including Mellott Enterprise, Inc. and JLG Industries. The area has minimal commercial development, including a limited number of local businesses and one restaurant. Residents are also served by a public library located within the county.

Student Enrollment and Demographics

The district serves approximately 750 students in grades Pre-K through 12. Student demographic data indicates that approximately 40% of students are identified as economically disadvantaged. The district serves approximately 125 students (20%) with Individualized Education Programs (IEPs), approximately 100 students participate in Title I programming, and there is currently two English Learners enrolled. Southern Fulton Elementary School operates as a targeted Title I school.

School Climate and Student Engagement

Student perception data, collected through a School Climate Survey, indicates that students report feeling safe while attending school. The district supports a safe and secure learning environment through the employment of two School Resource Officers. These efforts contribute to a positive school climate and support the social, emotional, and physical well-being of students.

Educational Programs and Opportunities

Southern Fulton School District provides a variety of academic and enrichment opportunities to support student growth and engagement. These include programs and events such as the spelling bee, Environthon, educational field trips, an Art/STEM Fair, and Title I Parent Night.

School-sponsored extracurricular activities include band, jazz band, chorus, high school musicals, Interact Club, and Future Farmers of America (FFA). These opportunities support student engagement, leadership development, and career awareness.

Athletics and Co-Curricular Programs

The district offers a comprehensive interscholastic athletic program, including varsity sports in volleyball, cross country, boys' soccer, girls' soccer, girls' basketball, boys' basketball, track and field, baseball, and softball.

Family and Community Engagement

Southern Fulton School District serves as a central hub for the community and maintains strong partnerships with families and local organizations. Community-based opportunities available to students include Boy Scouts and Girl Scouts, library literacy programs, Junior Fire Company participation, 4-H,

Little League Baseball, WAYS Soccer, Shooting Stars, and faith-based youth organizations. District facilities are regularly utilized by community groups, reinforcing a strong connection between the school and the broader community.

Summary of Strengths and Considerations

Strengths:

- Strong sense of community and school pride
- Positive school climate with students reporting a sense of safety
- Wide range of extracurricular and athletic opportunities despite rural limitations
- Strong agricultural and community-based learning connections

Considerations:

- Limited economic growth and local employment opportunities
- Higher percentage of economically disadvantaged students
- Limited access to diverse programming due to geographic location
- Small English Learner population, requiring individualized supports

Mission and Vision

Mission

The mission of the Southern Fulton School District is to provide a safe, supportive, and engaging learning environment that empowers all students to achieve their full potential. Through strong partnerships with families and the community, we are committed to fostering academic excellence, personal growth, and the skills necessary for success in college, career, and life.

Vision

Southern Fulton School District strives to empower every student to reach their full potential and become a successful, responsible, and contributing member of society.

Educational Values

Students

At Southern Fulton School District, we believe that all students are capable of growth, achievement, and meaningful contribution. We are committed to fostering a student-centered environment where every learner is valued, supported, and challenged to reach their full potential. We value: • Respect and Responsibility – Students demonstrate respect for themselves, others, and their environment while taking ownership of their learning and actions. • Perseverance and Work Ethic – Students are encouraged to demonstrate resilience, dedication, and a commitment to continuous improvement. • Integrity and Accountability – Students act with honesty and are accountable for their choices, behaviors, and academic efforts. • Collaboration and Community – Students contribute positively to their school and community, working cooperatively and supporting one another. • Safety and Well-Being – Students value a safe, inclusive, and supportive environment that promotes both physical and emotional well-being. • Lifelong Learning and Growth – Students embrace curiosity, critical thinking, and adaptability as they prepare for future success in college, career, and life. These values serve as a foundation for student behavior, decision-making, and engagement, and are embedded across academic programs, extracurricular activities, and the broader school community.

Staff

At Southern Fulton School District, our staff are committed to fostering a culture of excellence, collaboration, and continuous growth. We believe that the actions, attitudes, and professionalism of our staff establish the foundation for student success and a positive school community. We value: • Professionalism and Integrity – Staff demonstrate ethical conduct, accountability, and a commitment to doing what is best for students at all times. • Collaboration and Teamwork – Staff work collectively to support student achievement, sharing expertise and fostering a culture of trust and mutual respect. • High Expectations and Continuous Improvement – Staff maintain high expectations for themselves and their students, engaging in ongoing professional learning and reflective practices to improve outcomes. • Student-Centered Decision Making – Staff prioritize the academic, social, and emotional needs of students in all decisions and actions. • Respect and Positive Relationships – Staff build strong, respectful relationships with students, families, colleagues, and the community. • Adaptability and Innovation – Staff embrace change, utilize effective instructional practices, and leverage new tools and strategies to enhance teaching and learning. • Safety and Well-Being – Staff contribute to a safe, inclusive, and supportive environment for all members of the school community. These values guide staff behavior, inform decision-making, and shape a culture that supports student success, organizational effectiveness, and continuous growth across the district.

Administration

At Southern Fulton School District, district and building administrators are committed to leading with integrity, transparency, and a focus on continuous improvement. We believe that effective leadership establishes the conditions necessary for student success, staff growth, and a strong, connected school community. We value: • Ethical Leadership and Integrity – Administrators model honesty, fairness, and

professionalism in all decisions and actions, always prioritizing what is best for students. • Vision and Strategic Focus – Administrators set clear goals, align resources, and lead with purpose to advance the district's mission and continuous improvement efforts. • Transparency and Communication – Administrators communicate openly and consistently with staff, students, families, and the community to build trust and shared understanding. • Collaboration and Shared Leadership – Administrators empower staff, promote collective decision-making, and foster a culture of collaboration across the district. • Accountability and Results – Administrators use data to guide decisions, monitor progress, and ensure high-quality outcomes for all students. • Support for Staff and Student Growth – Administrators create systems that support professional learning, instructional excellence, and student achievement. • Adaptability and Innovation – Administrators lead change effectively, embrace innovation, and seek solutions that improve efficiency and effectiveness. • Safe and Inclusive Environment – Administrators ensure that schools are safe, supportive, and inclusive for all students and staff. These values guide leadership practices, decision-making, and the development of systems that support sustained improvement and success across the Southern Fulton School District.

Parents

At Southern Fulton School District, we believe that families are essential partners in the education of our students. We value strong, collaborative relationships with parents and caregivers, recognizing that shared responsibility between home and school is critical to student success. We value: • Partnership and Engagement – Families actively participate in their child's education and collaborate with the school to support academic and personal growth. • Communication and Trust – Families engage in open, respectful, and timely communication with school staff to foster mutual understanding and trust. • Support for Learning – Families encourage consistent attendance, positive work habits, and a commitment to learning both at home and at school. • Respect and Responsibility – Families model and reinforce respectful behavior, responsibility, and positive citizenship. • Advocacy and Involvement – Families advocate for their child's needs while supporting school programs, activities, and initiatives. • Safe and Supportive Environment – Families contribute to a culture that promotes the safety, well-being, and inclusion of all students. These values reflect a shared commitment between families and the school district to create a supportive, respectful, and student-centered learning environment that prepares all students for success.

Community

At Southern Fulton School District, we recognize that the broader community plays a vital role in supporting the success of our students and schools. As a rural district, we value strong partnerships with local organizations, businesses, and residents that contribute to a shared commitment to education and community well-being. We value: • Partnership and Collaboration – Community members actively engage with the school district to support student learning, career readiness, and community initiatives. • Support for Education – The community demonstrates a commitment to public education by supporting school programs, activities, and district initiatives. • Civic Responsibility and Pride – Community members model and promote positive citizenship, local pride, and a commitment to the success of all students. • Resource Sharing and Opportunities – Local businesses, organizations, and agencies

collaborate with the district to provide real-world learning experiences, mentorship, and career pathways. • Respect and Inclusivity – The community fosters an environment that values diversity, inclusion, and mutual respect for all individuals. • Safety and Well-Being – Community members support efforts to maintain safe, healthy, and supportive environments for students and families. These values reflect a shared commitment between the school district and the community to work collaboratively in preparing students for success while strengthening the overall vitality of the Southern Fulton community.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
SFHS - Regular attendance rates exceed the statewide average and meet performance standards (83.3%	
SFHS - Graduation rate (4-year cohort) meets or exceeds the statewide average and interim target (92.3%)	
SFHS - 5-year cohort graduation rate significantly exceeds the statewide average (97.7%)	
SFES - Regular attendance exceeds the statewide average and meets performance standards (87.9%)	
SFES - Career Standards Benchmark performance exceeds the statewide average (95.8%).	

Challenges

Indicator	Comments/Notable Observations
SFHS - ELA proficiency (46.8%) is below the statewide average and did not meet the interim target	
SFHS - PVAAS growth in both ELA and Math did not meet statewide growth standards (score of 50)	
SFES - ELA proficiency (41.3%) is below the statewide average and did not meet the interim target	
SFES - PVAAS growth in both ELA and Math did not meet statewide growth standards (score of 50)	

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

Strengths

Indicator SFHS - Students with disabilities met growth expectations in ELA (PVAAS score of 70) Grade Level(s) and/or Student Group(s) Students with Disabilities	Comments/Notable Observations
Indicator SFHS - Economically disadvantaged students show relatively strong participation in Career Standards Benchmark (95.1% Grade Level(s) and/or Student Group(s) Economically disadvantaged	Comments/Notable Observations
Indicator SFES - Economically disadvantaged students show relatively stronger growth trends (PVAAS scores of 62.0 in ELA and 63.0 in Math) Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

Economically Disadvantaged	
Indicator SFES - Regular attendance is strong across student groups, including economically disadvantaged students (82.8%) and students with disabilities (87.0%) Grade Level(s) and/or Student Group(s) Elementary K-6	Comments/Notable Observations

Challenges

Indicator SFHS - Low academic proficiency in ELA and Math across all students, with Math as a critical area of concern Grade Level(s) and/or Student Group(s) Grades 7, 9, Algebra I Keystone	Comments/Notable Observations
Indicator SFHS - Failure to meet PVAAS growth expectations in both ELA and Math. Grade Level(s) and/or Student Group(s) Significant gaps in performance for students with disabilities and economically disadvantaged students.	Comments/Notable Observations
Indicator SFES - Grade 3 reading proficiency is low (40.0%), indicating early literacy concerns. Advanced performance rates are minimal, particularly for students with disabilities (0.0% in ELA) Grade Level(s) and/or Student Group(s) Grade 3	Comments/Notable Observations
Indicator SFES - Students with disabilities demonstrate significantly lower proficiency in ELA (20.4%) and Math (22.2%) Grade Level(s) and/or Student Group(s) Students with disabilities	Comments/Notable Observations

Summary

Strengths

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

SFHS - Strong graduation rates, including a 97.7% five-year cohort graduation rate
SFHS - High performance in Career Standards Benchmark, exceeding the statewide average.
SFHS - Positive growth outcomes for students with disabilities in ELA.
SFES - Strong attendance rates exceeding the statewide average.
SFES - Mathematics performance approaching the statewide average

Challenges

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

SFHS - Failure to meet PVAAS growth expectations in both ELA and Math.
SFHS - Low academic proficiency in ELA and Math across all students, with Math as a critical area of concern.
SFES - Low Grade 3 reading proficiency, indicating foundational literacy concerns.
SFES - Failure to meet PVAAS growth expectations in both content area

Local Assessment

English Language Arts

Data	Comments/Notable Observations
SFES - Acadience	ELA K-6
FireFly	Tested Grade Levels

English Language Arts Summary

Strengths

SFES - On average, 71% of students in K-6 are at or above benchmark according to the Acadience Screener.
SFHS - Keystone Literature scores showed a 10% increase from winter to spring

Challenges

SFES - The number of students identified as having a disability in reading is disproportionate to the state average.
SFHS - 7th Grade ELA PSSA scores showed a 0.01% decrease from winter to spring

Mathematics

Data	Comments/Notable Observations
Spring Math	K-8
FireFly	Tested Grade Levels

Mathematics Summary

Strengths

K–2 is a major area of strength, with nearly all classrooms either completing interventions or very close to completion. Kindergarten and 2nd grade have 100% completion across multiple classrooms, showing strong implementation of SpringMath with fidelity.
5th grade stands out as the upper level, with all classes making strong progress (16–18 of 21 skills), indicating consistent use of intervention and effective instruction. Across most classrooms (Grades 1, 3, 5, and parts of 6), teachers are steadily progressing through skills, showing that interventions are being used regularly and with purpose.
7th Grade Scores on Spring Math showed 12% average growth
8th Grade Scores on Spring Math showed 18% average growth

Challenges

The most significant area of concern is 4th grade, where all classes show low skill completion (6–9 of 18) and are flagged for inconsistent growth and intervention use.
Vertical alignment weakens after Grade 3, with a noticeable dip in consistency and effectiveness of intervention implementation in Grades 4–6.
Overall, low proficiency skills in Math (7, 8, Algebra)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom-based STEM performance tasks	STEM Electives/Block Class

STEM Elective	K-6

Science, Technology, and Engineering Education Summary

Strengths

Classroom-based STEM performance tasks provide students with authentic, hands-on learning experiences that promote critical thinking, problem-solving, and real-world application of knowledge.
Performance tasks allow for multiple entry points and differentiated instruction, supporting equitable access for diverse learners, including students with disabilities and economically disadvantaged students.
Ongoing use of performance-based assessments supports the development of career-ready skills such as collaboration, communication, and innovation.
8th Grade Science showed a 12% increase in achievement

Challenges

Limited teacher capacity and professional development in designing rigorous, standards-aligned STEM performance tasks impacts the depth and quality of instruction.
Insufficient use of performance task data to inform instruction and intervention reduces the effectiveness of these assessments in improving student outcomes.
Limited time in the schedule for students to elect STEM/STEAM if outside of the block schedule

Related Academics

Career Readiness

Data	Comments/Notable Observations
Xello	

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Allegany College of Maryland

Agreement Type

Dual Credit

Program/Course Area

Various

Uploaded Files

Information Item #31- SFSD PA Coop Agreement 2025-2026.pdf

Summary

Strengths

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

Career Standards Benchmark performance exceeds the statewide average, demonstrating strong student engagement in career awareness, exploration, and preparation activities (JSHS: 96.1%; Elementary: 95.8%).
High graduation rates, including a 92.3% four-year cohort and 97.7% five-year cohort, indicate that students are successfully completing programs of study and remaining on track for postsecondary pathways.
Strong attendance rates across both buildings (JSHS: 83.3%; Elementary: 87.9%) support consistent student engagement, which is a key predictor of career readiness and long-term success.

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.

Limited access to and participation in rigorous coursework and career pathways (e.g., low CTE concentration, minimal college course enrollment) indicates a need to expand opportunities that prepare students for high-demand careers
Postsecondary transition rates are below the statewide average (60.5% vs. 76.5%), suggesting a need to strengthen pathways to college, career, military, and workforce readiness.

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.

Consistent access to Career Standards Benchmark opportunities across student groups, including economically disadvantaged students and students with disabilities, demonstrates equitable exposure to career awareness and preparation.
Students with disabilities demonstrate evidence of academic growth (meeting or approaching growth expectations in select areas), indicating that supports and interventions are having a positive impact on progress
Strong and consistent attendance rates across student groups, including economically disadvantaged students and students with disabilities, support equitable access to instruction and learning opportunities.

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.

Low percentages of students achieving advanced performance levels across all groups, particularly among students with disabilities, indicate limited access to rigorous instruction and opportunities for high-level academic achievement.
Economically disadvantaged students consistently underperform compared to their peers in ELA and Math, highlighting persistent equity gaps in access to academic success.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	This was approved and used.
Title 1 Program	This was approved and used.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	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.

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	Exemplary
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	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.

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Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Coordinate and monitor supports aligned with students' and families' needs

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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Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Ensure effective, standards-aligned curriculum and assessment

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
SFHS - Strong graduation rates, including a 97.7% five-year cohort graduation rate	False
SFHS - High performance in Career Standards Benchmark, exceeding the statewide average.	False
SFHS - Positive growth outcomes for students with disabilities in ELA.	False
SFES - Strong attendance rates exceeding the statewide average.	False
SFES - Mathematics performance approaching the statewide average	False
SFES - On average, 71% of students in K-6 are at or above benchmark according to the Acadience Screener.	False
Classroom-based STEM performance tasks provide students with authentic, hands-on learning experiences that promote critical thinking, problem-solving, and real-world application of knowledge.	True
Performance tasks allow for multiple entry points and differentiated instruction, supporting equitable access for diverse learners, including students with disabilities and economically disadvantaged students.	False
Ongoing use of performance-based assessments supports the development of career-ready skills such as collaboration, communication, and innovation.	False
K–2 is a major area of strength, with nearly all classrooms either completing interventions or very close to completion. Kindergarten and 2nd grade have 100% completion across multiple classrooms, showing strong implementation of SpringMath with fidelity.	False
5th grade stands out as the upper level, with all classes making strong progress (16–18 of 21 skills), indicating consistent use of intervention and effective instruction. Across most classrooms (Grades 1, 3, 5, and parts of 6), teachers are steadily progressing through skills, showing that interventions are being used regularly and with purpose.	False
SFHS - Keystone Literature scores showed a 10% increase from winter to spring	False
Career Standards Benchmark performance exceeds the statewide average, demonstrating strong student engagement in career awareness, exploration, and preparation activities (JSHS: 96.1%; Elementary: 95.8%).	True
High graduation rates, including a 92.3% four-year cohort and 97.7% five-year cohort, indicate that students are successfully completing programs of study and remaining on track for postsecondary pathways.	True
Strong attendance rates across both buildings (JSHS: 83.3%; Elementary: 87.9%) support consistent student engagement, which is a key predictor of career readiness and long-term success.	True
Consistent access to Career Standards Benchmark opportunities across student groups, including economically disadvantaged students and students with	False

disabilities, demonstrates equitable exposure to career awareness and preparation.	
Students with disabilities demonstrate evidence of academic growth (meeting or approaching growth expectations in select areas), indicating that supports and interventions are having a positive impact on progress	True
Strong and consistent attendance rates across student groups, including economically disadvantaged students and students with disabilities, support equitable access to instruction and learning opportunities.	False
7th Grade Scores on Spring Math showed 12% average growth	False
8th Grade Scores on Spring Math showed 18% average growth	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	False
8th Grade Science showed a 12% increase in achievement	False
Coordinate and monitor supports aligned with students' and families' needs	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
SFHS - Failure to meet PVAAS growth expectations in both ELA and Math.	True
SFHS - Low academic proficiency in ELA and Math across all students, with Math as a critical area of concern.	False
SFES - Low Grade 3 reading proficiency, indicating foundational literacy concerns.	False
SFES - Failure to meet PVAAS growth expectations in both content area	True
SFES - The number of students identified as having a disability in reading is disproportionate to the state average.	False
SFHS - 7th Grade ELA PSSA scores showed a 0.01% decrease from winter to spring	False
Limited access to and participation in rigorous coursework and career pathways (e.g., low CTE concentration, minimal college course enrollment) indicates a need to expand opportunities that prepare students for high-demand careers	False
Postsecondary transition rates are below the statewide average (60.5% vs. 76.5%), suggesting a need to strengthen pathways to college, career, military, and workforce readiness.	False
Limited teacher capacity and professional development in designing rigorous, standards-aligned STEM performance tasks impacts the depth and quality of instruction.	False
The most significant area of concern is 4th grade, where all classes show low skill completion (6–9 of 18) and are flagged for inconsistent growth and intervention use.	False
Vertical alignment weakens after Grade 3, with a noticeable dip in consistency and effectiveness of intervention implementation in Grades 4–6.	False

Overall, low proficiency skills in Math (7, 8, Algebra)	True
Low percentages of students achieving advanced performance levels across all groups, particularly among students with disabilities, indicate limited access to rigorous instruction and opportunities for high-level academic achievement.	False
Economically disadvantaged students consistently underperform compared to their peers in ELA and Math, highlighting persistent equity gaps in access to academic success.	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	False
Ensure effective, standards-aligned curriculum and assessment	False
Insufficient use of performance task data to inform instruction and intervention reduces the effectiveness of these assessments in improving student outcomes.	False
Limited time in the schedule for students to elect STEM/STEAM if outside of the block schedule	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.

Throughout the needs assessment process, several consistent and significant themes emerged across both the elementary and secondary levels. At the high school level (SFHS), the team noted a continued failure to meet PVAAS growth expectations in both ELA and Mathematics, indicating that students are not demonstrating adequate academic progress year over year. Similarly, at the elementary level (SFES), students also failed to meet PVAAS growth expectations across content areas, suggesting that foundational skill development is not accelerating at the rate necessary to support long-term success. A particularly notable concern identified by the team is the persistent low proficiency in mathematics. This trend is evident at the elementary level in grades 3 through 6, as well as at the secondary level in grades 7 and 8 and in Algebra. These areas were repeatedly highlighted as critical transition points where students struggle to master essential concepts, which subsequently impacts performance in higher-level coursework. In addition, the team observed a clear and ongoing equity gap. Economically disadvantaged students consistently underperform when compared to their non-economically disadvantaged peers in both ELA and Math. This trend reflects systemic challenges related to access, support, and opportunity, and was identified as a priority area requiring targeted intervention. Collectively, these observations underscore the need for a more cohesive and data-driven approach to instruction, including strengthened Tier 1 core instruction, targeted interventions through MTSS, and intentional strategies to address equity gaps. The team emphasized the importance of aligning curriculum, assessment, and instructional practices while increasing the use of data to inform decision-making and monitor student growth.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SFHS - Failure to meet PVAAS growth expectations in both ELA and Math.	The root cause of SFHS not meeting PVAAS growth expectations in ELA and Mathematics is inconsistent implementation of standards-aligned Tier 1 instruction, coupled with limited use of data to inform instructional decisions. Variability in instructional rigor, differentiation, and alignment to eligible content has resulted in gaps in student learning. Additionally, inconsistent progress monitoring and underdeveloped MTSS practices at the secondary level limit timely interventions and support. There is also a need for targeted professional development in evidence-based literacy and mathematics instructional strategies to ensure consistent, high-quality instruction across classrooms.	True
SFES - Failure to meet PVAAS growth expectations in both content area	The root cause of SFES not meeting PVAAS growth expectations across content areas is inconsistent implementation of standards-aligned Tier 1 instruction, particularly in foundational literacy and mathematics skills. While MTSS structures are in place and provide a strong foundation for supporting students, there is a lack of a fully aligned, consistent core curriculum to guide instruction. This results in variability in instructional practices, differentiation, and alignment to grade-level expectations, leading to gaps in student learning. Additionally, limited use of formative data to consistently drive instructional decisions impacts the ability to maximize student growth.	True
Economically disadvantaged students consistently underperform compared to their peers in ELA and Math, highlighting persistent equity gaps in access to academic success.	The root cause of economically disadvantaged students underperforming compared to their peers in ELA and Mathematics is inconsistent access to rigorous, standards-aligned Tier 1 instruction and targeted academic supports. While MTSS structures are in place and provide a strong framework for intervention, there is a need for more intentional alignment of resources, instructional practices, and supports to address the specific needs of this student group. Variability in differentiation, access to high-quality curriculum, and consistent use of data to guide instruction contributes to gaps in learning	True

	opportunities. Additionally, external factors impacting economically disadvantaged students require more coordinated academic and support systems to ensure equitable access to success.	
Overall, low proficiency skills in Math (7, 8, Algebra)	The root cause of low proficiency in Mathematics in grades 7, 8, and Algebra is inconsistent implementation of a vertically aligned, standards-based curriculum and instructional practices. While systems such as MTSS are in place to support students, there is a lack of a cohesive core curriculum and instructional consistency across grade levels, leading to gaps in foundational skills. Variability in instructional rigor, problem-solving opportunities, and alignment to eligible content, combined with inconsistent use of data to guide instruction and intervention, limits students' ability to build the skills necessary for success in higher-level mathematics.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Career Standards Benchmark performance exceeds the statewide average, demonstrating strong student engagement in career awareness, exploration, and preparation activities (JSHS: 96.1%; Elementary: 95.8%).	The LEA's strong performance in Career Standards Benchmark achievement—exceeding the statewide average at both the elementary (95.8%) and secondary (96.1%) levels—demonstrates a high level of student engagement in career awareness, exploration, and preparation. This strength can be leveraged to improve academic outcomes in ELA and Mathematics by increasing the integration of real-world, career-connected learning experiences into core instruction. By embedding career-relevant applications, problem-based learning, and authentic tasks into ELA and Math classrooms, the district can enhance student engagement, particularly for students who may struggle with traditional instructional approaches. This is especially important for improving mathematics proficiency in grades 3–8 and Algebra, as well as increasing growth at both the elementary and secondary levels. Additionally, leveraging career pathways and CTE connections can help address equity gaps by providing economically disadvantaged students with meaningful, relevant learning experiences that build both academic and transferable skills. The district can also utilize existing partnerships and programs through the Fulton County Center for Career and Technology to reinforce literacy and numeracy skills in applied settings. Overall, this strength provides an opportunity to connect academic learning to students' future goals, increasing

	motivation, engagement, and ultimately improving growth and proficiency outcomes across identified priority areas.
High graduation rates, including a 92.3% four-year cohort and 97.7% five-year cohort, indicate that students are successfully completing programs of study and remaining on track for postsecondary pathways.	The LEA's high graduation rates, including a 92.3% four-year cohort and 97.7% five-year cohort, demonstrate that systems are in place to support student persistence and completion. This strength can be leveraged to improve academic growth and proficiency by building on existing supports and structures that keep students engaged and on track. By analyzing the practices contributing to strong graduation outcomes—such as student monitoring, intervention supports, and relationship-building—the district can replicate and extend these strategies into earlier grade levels and core academic areas, particularly ELA and Mathematics. This is especially critical for addressing low math proficiency in grades 3–8 and Algebra, as well as improving PVAAS growth at both the elementary and secondary levels. Additionally, these established systems can be intentionally aligned with MTSS to ensure earlier identification and support for struggling students, including economically disadvantaged learners. Leveraging this strength allows the district to shift from ensuring completion to accelerating academic growth, ensuring students are not only graduating, but doing so with the skills necessary for postsecondary success.
Strong attendance rates across both buildings (JSHS: 83.3%; Elementary: 87.9%) support consistent student engagement, which is a key predictor of career readiness and long-term success.	The LEA's strong attendance rates across both the junior-senior high school (83.3%) and elementary school (87.9%) reflect consistent student engagement and provide a solid foundation for academic improvement. This strength can be leveraged to improve PVAAS growth and academic proficiency by maximizing instructional time and ensuring students have consistent access to high-quality, standards-aligned instruction. With students regularly present, the district can focus on strengthening Tier 1 instruction in ELA and Mathematics, particularly in addressing low proficiency in grades 3–8 and Algebra. Consistent attendance also supports the effective implementation of MTSS by allowing for ongoing progress monitoring, timely interventions, and sustained academic support for all students, including economically disadvantaged learners. Additionally, strong attendance provides an opportunity to increase engagement through relevant, rigorous instruction and career-connected learning experiences, further supporting both academic growth and long-term student success.

Students with disabilities demonstrate evidence of academic growth (meeting or approaching growth expectations in select areas), indicating that supports and interventions are having a positive impact on progress	The demonstrated academic growth of students with disabilities indicates that targeted supports and interventions are having a positive impact. This strength can be leveraged to improve overall student outcomes by expanding effective practices used within special education to the broader student population. Strategies such as differentiated instruction, progress monitoring, and individualized supports can be more intentionally integrated into Tier 1 instruction in ELA and Mathematics, particularly to address low proficiency in grades 3–8 and Algebra, as well as improve PVAAS growth at both the elementary and secondary levels. The existing MTSS framework provides a strong foundation to scale these practices, ensuring that all students, including economically disadvantaged learners, receive timely and targeted support. By analyzing and replicating the interventions and instructional strategies contributing to success for students with disabilities, the district can strengthen core instruction and close achievement gaps across all student groups.
Classroom-based STEM performance tasks provide students with authentic, hands-on learning experiences that promote critical thinking, problem-solving, and real-world application of knowledge.	The use of classroom-based STEM performance tasks provides students with authentic, hands-on learning experiences that foster critical thinking and problem-solving skills. This strength can be leveraged to improve academic growth and proficiency by increasing the integration of inquiry-based and application-driven instruction within ELA and Mathematics. By embedding STEM-aligned tasks into core content areas, the district can enhance student engagement and deepen conceptual understanding, particularly in mathematics for grades 3–8 and Algebra. These approaches support the development of higher-order thinking skills and align well with efforts to improve PVAAS growth at both the elementary and secondary levels. Additionally, expanding access to these engaging, real-world learning opportunities can help address equity gaps by providing all students, including economically disadvantaged learners, with meaningful and relevant academic experiences. Leveraging this strength supports a shift toward more rigorous, student-centered instruction that promotes both achievement and long-term success.

Priority Challenges

Analyzing Priority Challenges	Priority Statements

	SFHS will establish and implement a consistent, standards-aligned Tier 1 instructional framework in ELA and Mathematics that emphasizes rigorous, grade-level instruction, intentional differentiation, and the consistent use of formative data to inform teaching and learning. Additionally, the district will strengthen MTSS practices at the secondary level to ensure timely progress monitoring and targeted interventions that support all students in achieving expected academic growth.
	SFES will implement a consistent, standards-aligned core curriculum across all content areas, with a focus on strengthening Tier 1 instruction in foundational literacy and mathematics. The district will enhance instructional consistency, differentiation, and the use of formative data to guide teaching practices, while leveraging existing MTSS structures to ensure all students receive timely, targeted support to accelerate academic growth.
	The district will implement a coordinated, equity-focused system of supports to ensure economically disadvantaged students have consistent access to rigorous, standards-aligned Tier 1 instruction and targeted academic interventions in ELA and Mathematics. This includes strengthening differentiation practices, aligning resources and supports, and consistently using data to identify needs and monitor progress, ensuring all students are provided equitable opportunities to achieve academic success.
	The district will implement a vertically aligned, standards-based mathematics curriculum and instructional framework in grades 7, 8, and Algebra that emphasizes conceptual understanding, problem-solving, and consistent instructional practices. This includes strengthening Tier 1 instruction, ensuring alignment to eligible content, and utilizing data to inform instruction and targeted supports through MTSS to improve student proficiency and achievement.

Goal Setting

Priority: SFHS will establish and implement a consistent, standards-aligned Tier 1 instructional framework in ELA and Mathematics that emphasizes rigorous, grade-level instruction, intentional differentiation, and the consistent use of formative data to inform teaching and learning. Additionally, the district will strengthen MTSS practices at the secondary level to ensure timely progress monitoring and targeted interventions that support all students in achieving expected academic growth.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, SFHS will meet or exceed the state growth standard (PVAAS Growth Index of 0.0 or higher) in both ELA and Mathematics, as measured by PVAAS reporting.		
Measurable Goal Nickname (35 Character Max)		
HS PVAAS Growth ELA/Math		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2026–2027): Reduce negative PVAAS growth index in ELA and Math by at least 50% from baseline.	Year 2 (2027–2028): Achieve a PVAAS growth index between -1.0 and 0.0 (approaching growth standard) in both ELA and Math.	By the end of the 2028–2029 school year, SFHS will meet or exceed the state growth standard (PVAAS Growth Index of 0.0 or higher) in both ELA and Mathematics, as measured by PVAAS reporting.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, 100% of SFHS teachers will consistently implement standards-aligned Tier 1 instructional practices, including the use of formative assessment and data-driven instruction, and participate in a fully operational MTSS framework with documented progress monitoring and targeted interventions, as measured by walkthrough data, lesson plan reviews, and MTSS documentation.		
Measurable Goal Nickname (35 Character Max)		
Tier 1 & MTSS Implementation		
Target Year 1	Target Year 2	Target Year 3
60% of teachers demonstrate consistent use of standards-aligned Tier 1 practices and formative assessment.	80% of teachers demonstrate consistent implementation of Tier 1 practices and data use. MTSS includes regular progress monitoring cycles and documented adjustments to interventions.	By the end of the 2028–2029 school year, 100% of SFHS teachers will consistently implement standards-aligned Tier 1 instructional practices, including the use of formative assessment and data-driven instruction, and participate in a fully operational MTSS framework with documented progress monitoring and targeted interventions, as measured by walkthrough data, lesson plan reviews, and MTSS documentation.

Priority: SFES will implement a consistent, standards-aligned core curriculum across all content areas, with a focus on strengthening Tier 1 instruction in foundational literacy and mathematics. The district will enhance instructional consistency, differentiation, and the use of formative data to guide teaching practices, while leveraging existing MTSS structures to ensure all students receive timely, targeted support to accelerate academic growth.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, SFES will meet or exceed the state growth standard (PVAAS Growth Index of 0.0 or higher) across all assessed content areas, as measured by PVAAS reporting.		
Measurable Goal Nickname (35 Character Max)		
ES PVAAS Growth All Content		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2026–2027): Reduce negative PVAAS growth index across content areas by at least 50% from baseline.	Year 2 (2027–2028): Achieve a PVAAS growth index between -1.0 and 0.0 (approaching growth standard) across content areas.	By the end of the 2028–2029 school year, SFES will meet or exceed the state growth standard (PVAAS Growth Index of 0.0 or higher) across all assessed content areas, as measured by PVAAS reporting.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, 100% of SFES teachers will consistently implement a standards-aligned core curriculum in literacy and mathematics, including differentiated instruction and the use of formative data to guide instruction, while utilizing MTSS structures to provide timely, targeted support, as measured by walkthrough data, lesson plan reviews, and MTSS documentation.		
Measurable Goal Nickname (35 Character Max)		
ES Tier 1 Curriculum Fidelity		
Target Year 1	Target Year 2	Target Year 3
60% of teachers demonstrate consistent implementation of aligned core curriculum and use of formative data. MTSS structures are consistently used to identify and support students with documented interventions.	80% of teachers demonstrate consistent instructional practices, differentiation, and data use. MTSS includes regular progress monitoring and instructional adjustments.	By the end of the 2028–2029 school year, 100% of SFES teachers will consistently implement a standards-aligned core curriculum in literacy and mathematics, including differentiated instruction and the use of formative data to guide instruction, while utilizing MTSS structures to provide timely, targeted support, as measured by walkthrough data, lesson plan reviews, and MTSS documentation.

Priority: The district will implement a coordinated, equity-focused system of supports to ensure economically disadvantaged students have consistent access to rigorous, standards-aligned Tier 1 instruction and targeted academic interventions in ELA and Mathematics. This includes strengthening differentiation practices, aligning resources and supports, and consistently using data to identify needs and monitor progress, ensuring all students are provided equitable opportunities to achieve academic success.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the district will reduce the achievement gap between economically disadvantaged students and their non-economically disadvantaged peers in ELA and Mathematics proficiency by at least 15 percentage points, as measured by state assessment data.		
Measurable Goal Nickname (35 Character Max)		
Close Economic Achievement Gap		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2026–2027): Reduce the proficiency gap by at least 5 percentage points in ELA and Math.	Year 2 (2027–2028): Reduce the proficiency gap by at least 10 percentage points from baseline.	By the end of the 2028–2029 school year, the district will reduce the achievement gap between economically disadvantaged students and their non-economically disadvantaged peers in ELA and Mathematics proficiency by at least 15 percentage points, as measured by state assessment data.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, 100% of economically disadvantaged students will have access to consistent, standards-aligned Tier 1 instruction and targeted academic supports, including interventions through MTSS, as evidenced by walkthrough data, intervention logs, and progress monitoring records.		
Measurable Goal Nickname (35 Character Max)		
Equitable Instruction & Supports		
Target Year 1	Target Year 2	Target Year 3
60% of classrooms demonstrate consistent implementation of differentiated, standards-aligned Tier 1 instruction. MTSS processes identify and provide interventions for at least 70% of economically disadvantaged students in need of support.	80% of classrooms demonstrate consistent differentiated instruction and equitable practices. MTSS includes regular progress monitoring and adjustments for at least 85% of identified students.	By the end of the 2028–2029 school year, 100% of economically disadvantaged students will have access to consistent, standards-aligned Tier 1 instruction and targeted academic supports, including interventions through MTSS, as evidenced by walkthrough data, intervention logs, and progress monitoring records.

Priority: The district will implement a vertically aligned, standards-based mathematics curriculum and instructional framework in grades 7, 8, and Algebra that emphasizes conceptual understanding, problem-solving, and consistent instructional practices. This includes strengthening Tier 1 instruction, ensuring alignment to eligible content, and utilizing data to inform instruction and targeted supports through MTSS to improve student proficiency and achievement.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the percentage of students scoring proficient or advanced in Mathematics (grades 3–8 and Algebra) will increase by at least 20 percentage points, as measured by state assessment data.		
Measurable Goal Nickname (35 Character Max)		
Math Curriculum & Instruction; K-8 Math Proficiency Growth		
Target Year 1	Target Year 2	Target Year 3
Year 1 (2026–2027): Increase proficiency by at least 7 percentage points from baseline.	Year 2 (2027–2028): Increase proficiency by at least 14 percentage points from baseline.	By the end of the 2028–2029 school year, the percentage of students scoring proficient or advanced in Mathematics (grades 3–8 and Algebra) will increase by at least 20 percentage points, as measured by state assessment data.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, 100% of teachers in grades K–8 and Algebra will implement a vertically aligned, standards-based mathematics curriculum with consistent instructional practices focused on conceptual understanding, problem-solving, and use of data to inform instruction, as measured by walkthrough data, lesson plan reviews, and assessment practices.		
Measurable Goal Nickname (35 Character Max)		
K-8 Math Curriculum Fidelity		
Target Year 1	Target Year 2	Target Year 3
60% of teachers demonstrate implementation of aligned curriculum and consistent instructional practices. Curriculum materials and pacing guides are established and in use across all grade levels.	80% of teachers demonstrate consistent instructional practices, including problem-solving and conceptual instruction. Data is regularly used to adjust instruction and provide targeted supports.	By the end of the 2028–2029 school year, 100% of teachers in grades K–8 and Algebra will implement a vertically aligned, standards-based mathematics curriculum with consistent instructional practices focused on conceptual understanding, problem-solving, and use of data to inform instruction, as measured by walkthrough data, lesson plan reviews, and assessment practices.

Action Plan

Measurable Goals

HS PVAAS Growth ELA/Math	Tier 1 & MTSS Implementation
ES PVAAS Growth All Content	ES Tier 1 Curriculum Fidelity
Close Economic Achievement Gap	Equitable Instruction & Supports
Math Curriculum & Instruction; K-8 Math Proficiency Growth	K-8 Math Curriculum Fidelity

Action Plan For: Standards-Aligned Tier 1 Instruction with Data-Driven MTSS Support

Measurable Goals:
• By the end of the 2028–2029 school year, SFHS will meet or exceed the state growth standard (PVAAS Growth Index of 0.0 or higher) in both ELA and Mathematics, as measured by PVAAS reporting. • By the end of the 2028–2029 school year, SFES will meet or exceed the state growth standard (PVAAS Growth Index of 0.0 or higher) across all assessed content areas, as measured by PVAAS reporting. • By the end of the 2028–2029 school year, 100% of economically disadvantaged students will have access to consistent, standards-aligned Tier 1 instruction and targeted academic supports, including interventions through MTSS, as evidenced by walkthrough data, intervention logs, and progress monitoring records. • By the end of the 2028–2029 school year, 100% of teachers in grades K–8 and Algebra will implement a vertically aligned, standards-based mathematics curriculum with consistent instructional practices focused on conceptual understanding, problem-solving, and use of data to inform instruction, as measured by walkthrough data, lesson plan reviews, and assessment practices.

Action Step		Anticipated Start Date	Anticipated Completion Date
Standards-Aligned Tier 1 Instruction with Data-Driven MTSS Support		2026-07-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/MTSS Coordinators	Danielson Framework, PDE resources, model lesson structures	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide Professional Development on Instruction & Data Use		2026-08-17	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Superintendent, IU, Consultants	PD time, AI tools (data analysis support), instructional materials	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen MTSS Structures & Progress Monitoring		2026-08-19	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
MTSS Coordinator, Principals, School Counselors	Universal screeners, progress monitoring tools, data dashboards	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Walkthroughs & Provide Feedback		2026-10-05	2028-05-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals, Mentors, Superintendent	Walkthrough tools, observation protocols	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Defined Tier 1 instructional framework Walkthrough tool with “look-fors” Shared staff expectations document MTSS schedules and intervention groups Progress monitoring data logs Documented intervention plans	Admin Team, Quarterly, Observations, Data Analysis

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards-Aligned Tier 1 Instruction with Data-Driven MTSS Support	Standards-Aligned Tier 1 Instruction with Data-Driven MTSS Support
Standards-Aligned Tier 1 Instruction with Data-Driven MTSS Support	Provide Professional Development on Instruction & Data Use
Standards-Aligned Tier 1 Instruction with Data-Driven MTSS Support	Strengthen MTSS Structures & Progress Monitoring

Tier 1 Instructional Framework Implementation

Action Step		
• Provide Professional Development on Instruction & Data Use		
Audience		
K–12 Teachers, Principals, MTSS Coordinators		
Topics to be Included		
Standards-aligned instruction (ELA & Math) Instructional rigor and differentiation Lesson design aligned to eligible content Instructional “look-fors” and expectations		
Evidence of Learning		
esson plans aligned to standards and framework Walkthrough data showing implementation of look-fors Classroom observations demonstrating rigor and differentiation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals/Admin Team	2026-08-10	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly with ongoing coaching support
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Communications Activities

Tier 1 Instructional Framework Rollout					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers, Principals, Instructional Staff	Tier 1 instructional expectations and "look-fors" Alignment to standards and district priorities Implementation timeline and expectations Available supports and coaching	Superintendent, Building Principals	08/17/2026	05/28/2027

Communications

Type of Communication	Frequency
Presentation	Twice a year
Email	Monthly

Curriculum Implementation Updates					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers, School Board, Parents/Guardians	Curriculum selection process and rationale Alignment to standards and student needs Expected impact on student achievement Implementation timeline	Superintendent, Principal	06/22/2026	05/28/2027

Communications

Type of Communication	Frequency
Email	Quarterly

Approvals & Signatures

Uploaded Files
• SFSD Comp Plan Board Affirmation Statement.pdf

Chief School Administrator	Date
Meredith M Hendershot	2026-06-16