

Profile and Plan Essentials

School		AUN/Branch
Bywood El Sch		125239452
Address 1		
330 Avon Rd		
Address 2		
City	State	Zip Code
Upper Darby	PA	19082
Chief School Administrator		Chief School Administrator Email
Dr Daniel P McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Kristin Meehan		
Principal Email		
kmeehan@upperdarbysd.org		
Principal Phone Number		Principal Extension
610-389-7826		
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Ashwina Mosakowski		Amosakowski@upperdarbysd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kristin Meehan	Principal	Bywood	kmeehan@upperdarbysd.org
Janet Newby	Other	Bywood	jnewby@upperdarbysd.org
Jeanine Gannon	Teacher	Bywood	kgannon@upperdarbysd.org
Marissa Klepac	Teacher	Bywood	Mklepac@upperdarbysd.org
Skyler Dougherty	Teacher	Bywood	sdougherty@upperdarbysd.org
Kaela McGinnis	Teacher	Bywood	kamcginnis@upperdarbysd.org
Anna Wilson	Teacher	Bywood	awilson@upperdarbysd.org
Troy Medford	Parent	Community Member	troymedford15@icloud.com
Dana Mondevergine	Education Specialist	Bywood	Dmondevergine@upperdarbysd.org
Amy Ingram	Teacher	Bywood	aingram@upperdarbysd.org
Natasha Peachey	Teacher	Bywood	Npeachey@upperdarbysd.org
Carolyn Woods	Teacher	Bywood	cwoods@upperdarbysd.org
Nickarena Labashoski	Education Specialist	UDSD Central Administration	Nlabashoski@upperdarbysd.org
Dr. Dan McGarry	Chief School Administrator	UDSD Central Administration	Dmcgarry@upperdarbysd.org
Dr. Ashwina Mosakowski	District Level Leaders	UDSD Central Administration	amosakowski@upperdarbysd.org

Vision for Learning

Vision for Learning

At Bywood Elementary School, we believe that together we can impart a world of understanding into the minds and hearts of every Bywood student. Bywood Elementary School's vision for learning is to provide a rigorous educational program where effective instructional practices and student engagement practices are utilized across all learning environments. All staff, students, parents and administrators continue to create and sustain a positive school culture through our core values; Collaboration, Engagement, Communication, Leadership, Hard Work, Respect, Responsibility, Safety and Courage. We will focus on writing instruction, oral reading fluency and best student engagement practices. Our goal is to have every Bywood student learn to love learning, grow academically in reading, science and mathematics and be fully engaged throughout every classroom at Bywood Elementary.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

The All Student Group has a growth score of 78, which exceeds the statewide growth standard of 70 and is above the state average 74.9. Multiple subgroups are meeting or exceeding growth expectations, demonstrating consistency across the building.

The All Student Group is at 60.1%, which meets the interim goal and is well above the statewide average of 32.4%. However, it is still below the long-term 2033 goal of 70.3%, indicating room for continued growth. Subgroup performance is consistently strong across the board, with many groups clustered in the mid-to-high 50s and 60s.

While achievement for ELL students are 9.3% proficient/advanced, their growth score is 92, well above the state standard.

The All Student Group is at 100%, which exceeds the statewide average of 91.5% and the statewide performance average of 98.0%. This is a perfect score across all reported subgroups, indicating full participation and completion. Every subgroup (Asian, Black, Hispanic, Economically Disadvantaged, English Learners, etc.) is at 100%.

The All Student Group attendance rate is 83.1%, which meets the statewide performance standard and is above the statewide average of 79.6%. However, it remains well below the 2033 goal of 94.1%, indicating significant room for improvement.

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Overall performance in ELA is 15.5% proficient/advanced, which is significantly below the statewide average of 49.9% and far from the 2033 goal of 81.1%. The All Student Group did not meet the interim goal, indicating a need for school wide instructional shifts. The percent advanced is extremely low (0.5%), indicating a lack of high-end achievement and need for enrichment and rigor.

The All Student Group has a growth score of 50, which is well below the statewide growth standard of 70 and the state average of 75. Most subgroups are also below the growth standard, showing this is a system-wide issue, not isolated to one group.

Students with Learning Disabilities - 0.0% proficient/advanced, the lowest-performing subgroup.

77.3% attendance, the lowest-performing subgroup. Falls below both the school average and state average.

The All Student Group is at 60.1%, which meets the interim goal and is well above the statewide average of 32.4%. However, it is still below the long-term 2033 goal of 70.3%, indicating room for continued growth.

Subgroup performance is consistently strong across the board, with many groups clustered in the mid-to-high 50s and 60s.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	ELA growth is not consistent across grade levels. -PSSA ELA data shows improvement from Grade 4 to Grade 5, moving from Below (Grade 4) to Meets (Grade 5). -There is evidence of student growth over time, but earlier grades (especially Grade 4) are not yet on track, indicating a need to strengthen Tier 1 instruction before students reach testing grades.
Aimswweb	Aimswweb Oral Reading Fluency shows consistently strong performance, with most grades performing at Well Above benchmark. Students demonstrate strong foundational reading skills (fluency), but this strength is not fully translating into comprehension and overall ELA achievement on MAP and PSSA.
MAP	-Most grades are showing above-average growth (Grades 3–5 especially in the 60th–75th percentile range). -Even with strong growth, many grades are still performing in the bottom percentiles (13th–30th in fall, improving but still below average in winter). -Across multiple grades, achievement increases from fall to winter: Grade 3 moves from 28th ? 47th percentile Grade 5 moves from 26th ? 49th percentile

English Language Arts Summary

Strengths

Students are demonstrating strong oral reading fluency across grades. Built in fluency time has contributed to student's oral reading fluency scores across all grade levels.
English Learner programming is producing strong language development outcomes across subgroups.
Staff participated in MTSS Data meetings every 6 weeks to review classroom and individual data to guide their instruction.
Professional development opportunities are provided for teachers and administrators. There is a focus on effective reading instruction in all five areas of reading.

Challenges

Low ELA Achievement (PSSA – 15.5% Proficient/Advanced)
Extremely Low Overall Achievement Across Grades (Bottom Quartile Concentration) Fall data shows: Grade 1: 13th percentile Grade 2: 19th percentile Grade 4: 17th percentile
ELA- Growth is Strong, but not translating to Achievement Growth percentiles are strong: Grade 3: 74th percentile Grade 5: 75th percentile Grade 4: 62nd percentile
Grades 1–2 are consistently: Low achievement (13th–25th percentile range) Only moderate growth (50th percentile)

Mathematics

Data	Comments/Notable Observations
MAP	Strong Growth Across All Grades (Especially Grades 3–5) Growth percentiles are high: Grade 3: 80th Grade 5: 87th Grades 1–2: mid-to-high 60s
MAP	Achievement is Improving from Fall to Winter Across All Grades Gains: Grade 1: 27th ? 45th Grade 2: 25th ? 38th Grade 5: 26th ? 47th
MAP	Achievement Still Below Grade-Level Expectations (Especially Grades 2 & 4) Winter achievement remains below average: Grade 2: 38th percentile Grade 4: 25th percentile

Mathematics Summary

Strengths

Most grades performing above the 60th percentile in growth in MAP testing.
All grades show movement from fall to winter MAP benchmark
Upper Grades (3–5) Showing Strongest Growth Trends Grades 3–5 consistently in high growth bands (80th+ percentile)

Challenges

Achievement Not Yet at Proficiency Levels in MAP Even after growth, most grades remain below the 50th percentile
Persistent Low Performance in Certain Grades (Especially Grade 4) Grade 4: Low achievement (20th to 25th percentile) Only moderate growth compared to others
High Percentage of Students in Lowest Achievement Bands in MAP Many grades still have 25–50% of students in the lowest band (red)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science PSSA Testing	Statewide goal- 83%

Science, Technology, and Engineering Education Summary

Strengths

TWIG curriculum

Challenges

It is challenging to fit in science into every child's schedule.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	The All Student Group did meet the performance standard with 100% . The statewide average is 91.5% and the statewide performance standard is 98%

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

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.

School Counselor continues to support college and career readiness and provides lessons to students that enhances their social and emotional development, and equips them for experiences outside of the school in their local communities.
Career Standards Benchmark (FRPAI) - The All Student Group did meet the performance standard with 100% compared to the statewide average of 91.5%

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.

Maintaining 100% participation for career standards especially with a very transient population and attendance issues.
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Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ACCESS	All student group did meet the interim goal/improvement target in English Language Growth and Attainment. 60.1% growth and statewide average- 32.4%
PSSA	4th grade growth index- math- -.033 and ELA- -3.59 5th grade growth index- math-+3.51 and ELA- -0.21

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA	4th Grade-Growth index ELA- -1.19. Math- -0.22 5th Grade Growth Index ELA--0.52. Math- 0.85

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA	4th Grade-Growth index ELA- -4.92 Math- -2.57 5th Grade Growth Index ELA--. -0.05 Math- +3.62

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	The Hispanic student group in fifth grade demonstrated moderate evidence that they exceeded the growth standard for PA Academic Growth in mathematics on the PSSA. The Hispanic student group in fifth grade demonstrated that they meet the standard for PA Academic Growth in ELA on the PSSA. 5th Grade- ELA--0.42 growth index-Meets the growth standard. -Math-3.34- Well Above the growth standard
Asian	There is significant evidence that the Asian student group for fourth grade did meet the standard for PA Academic Growth in ELA on the NWEA MAP Growth Assessment. There is also significant evidence that the Asian student group met the growth standard in ELA on the PSSA's for fourth grade.
Black	The 5th grade students in math and ELA were above the growth index.

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.

Our Asian population continue to meet or exceed the growth measure in math and ELA in 4th and 5th grade.
Our Asian population continue to meet or exceed the growth measure in MAP testing.
There is significant evidence that the Black student group in fifth grade exceeded the standard for PA Academic Growth in Math on the PSSA Math Assessment. There is also evidence that the Black student group in fifth grade met the growth standard for PA Academic Growth in ELA on the PSSA.
All student group did meet the interim goal/improvement target in English Language Growth and Attainment. 60.1% growth and statewide average- 32.4%

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.

Daily attendance continues to be a challenge
Students in the Black student group in fourth were well below the PA Academic Growth standard on the NWEA MAP Assessment for ELA.
All student group did meet the interim goal/improvement target in English Language Growth and Attainment. 60.1% growth and statewide average- 32.4%

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

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Implement an evidence-based system of school wide positive behavior interventions and supports
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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
--

Provide frequent, timely, and systematic feedback and support on instructional practices
--

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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Identify and address individual student learning needs
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Foster a culture of high expectations for success for all students, educators, families, and community members
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Implement evidence-based strategies to engage families to support learning
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Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The All Student Group has a growth score of 78, which exceeds the statewide growth standard of 70 and is above the state average 74.9. Multiple subgroups are meeting or exceeding growth expectations, demonstrating consistency across the building.	False
The All Student Group is at 60.1%, which meets the interim goal and is well above the statewide average of 32.4%. However, it is still below the long-term 2033 goal of 70.3%, indicating room for continued growth. Subgroup performance is consistently strong across the board, with many groups clustered in the mid-to-high 50s and 60s.	False
While achievement for ELL students are 9.3% proficient/advanced, their growth score is 92, well above the state standard.	True
The All Student Group is at 100%, which exceeds the statewide average of 91.5% and the statewide performance average of 98.0%. This is a perfect score across all reported subgroups, indicating full participation and completion. Every subgroup (Asian, Black, Hispanic, Economically Disadvantaged, English Learners, etc.) is at 100%.	False
The All Student Group attendance rate is 83.1%, which meets the statewide performance standard and is above the statewide average of 79.6%. However, it remains well below the 2033 goal of 94.1%, indicating significant room for improvement.	True
Students are demonstrating strong oral reading fluency across grades. Built in fluency time has contributed to student's oral reading fluency scores across all grade levels.	True
English Learner programming is producing strong language development outcomes across subgroups.	False
Staff participated in MTSS Data meetings every 6 weeks to review classroom and individual data to guide their instruction.	False
Professional development opportunities are provided for teachers and administrators. There is a focus on effective reading instruction in all five areas of reading.	True
Most grades performing above the 60th percentile in growth in MAP testing.	False
All grades show movement from fall to winter MAP benchmark	False
Upper Grades (3–5) Showing Strongest Growth Trends Grades 3–5 consistently in high growth bands (80th+ percentile)	False
TWIG curriculum	False
School Counselor continues to support college and career readiness and provides lessons to students that enhances their social and emotional development, and equips them for experiences outside of the school in their local communities.	False
Career Standards Benchmark (FRPAI) - The All Student Group did meet the performance standard with 100% compared to the statewide average of 91.5%	False
Our Asian population continue to meet or exceed the growth measure in math and ELA in 4th and 5th grade.	False
Our Asian population continue to meet or exceed the growth measure in MAP testing.	False

There is significant evidence that the Black student group in fifth grade exceeded the standard for PA Academic Growth in Math on the PSSA Math Assessment. There is also evidence that the Black student group in fifth grade met the growth standard for PA Academic Growth in ELA on the PSSA.	False
All student group did meet the interim goal/improvement target in English Language Growth and Attainment. 60.1% growth and statewide average- 32.4%	False
Implement an evidence-based system of school wide positive behavior interventions and supports	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Provide frequent, timely, and systematic feedback and support on instructional practices	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School 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
Overall performance in ELA is 15.5% proficient/advanced, which is significantly below the statewide average of 49.9% and far from the 2033 goal of 81.1%. The All Student Group did not meet the interim goal, indicating a need for school wide instructional shifts. The percent advanced is extremely low (0.5%), indicating a lack of high-end achievement and need for enrichment and rigor.	True
The All Student Group has a growth score of 50, which is well below the statewide growth standard of 70 and the state average of 75. Most subgroups are also below the growth standard, showing this is a system-wide issue, not isolated to one group.	False
Students with Learning Disabilities - 0.0% proficient/advanced, the lowest-performing subgroup.	True
77.3% attendance, the lowest-performing subgroup. Falls below both the school average and state average.	False
The All Student Group is at 60.1%, which meets the interim goal and is well above the statewide average of 32.4%. However, it is still below the long-term 2033 goal of 70.3%, indicating room for continued growth. Subgroup performance is consistently strong across the board, with many groups clustered in the mid-to-high 50s and 60s.	False
Low ELA Achievement (PSSA – 15.5% Proficient/Advanced)	False
Extremely Low Overall Achievement Across Grades (Bottom Quartile Concentration) Fall data shows: Grade 1: 13th percentile Grade 2: 19th percentile Grade 4: 17th percentile	False
ELA- Growth is Strong, but not translating to Achievement Growth percentiles are strong: Grade 3: 74th percentile Grade 5: 75th percentile Grade 4: 62nd percentile	True
Grades 1–2 are consistently: Low achievement (13th–25th percentile range) Only moderate growth (50th percentile)	False
Achievement Not Yet at Proficiency Levels in MAP Even after growth, most grades remain below the 50th percentile	False

Persistent Low Performance in Certain Grades (Especially Grade 4) Grade 4: Low achievement (20th to 25th percentile) Only moderate growth compared to others	False
High Percentage of Students in Lowest Achievement Bands in MAP Many grades still have 25–50% of students in the lowest band (red)	False
It is challenging to fit in science into every child's schedule.	False
Maintaining 100% participation for career standards especially with a very transient population and attendance issues.	False
Daily attendance continues to be a challenge	True
Students in the Black student group in fourth were well below the PA Academic Growth standard on the NWEA MAP Assessment for ELA.	False
All student group did meet the interim goal/improvement target in English Language Growth and Attainment. 60.1% growth and statewide average- 32.4%	False
Identify and address individual student learning needs	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Implement evidence-based strategies to engage families to support learning	True

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.

A review of the selected strengths and challenges reveals a clear pattern: Bywood demonstrates strong systems for growth and implementation, but these strengths are not yet translating into consistent ELA achievement and proficiency across all grades and student groups. One of the most significant observations is that student growth is strong across multiple measures, including a Math PVAAS growth score of 78 and MAP growth percentiles above the 60th percentile in most grades. English Language Growth and Attainment (60.1%) exceeds the state average, and systems such as MTSS data meetings, professional development, and consistent instructional feedback and learning walks are firmly in place. However, despite these strengths, ELA achievement remains critically low (15.5% proficient/advanced), with many students performing in the lowest achievement bands across grades, particularly in Grades 1–2 and Grade 4. This indicates a disconnect where growth is occurring but is not accelerating students fast enough to reach grade-level expectations. I believe the problem lies in the core, tier one reading instruction.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Overall performance in ELA is 15.5% proficient/advanced, which is significantly below the statewide average of 49.9% and far from the 2033 goal of 81.1%. The All Student Group did not meet the interim goal, indicating a need for school wide instructional shifts. The percent advanced is extremely low (0.5%), indicating a lack of high-end achievement and need for enrichment and rigor.	Overall ELA performance (15.5% proficient/advanced) is significantly below the state average (49.9%) and far from the long-term goal (81.1%), indicating a need for systemic instructional improvement across all grade levels. -There is a need for greater consistency in Tier 1 instruction, including alignment to standards, use of complex texts, and clear learning targets/success criteria. -Limited opportunities for students to engage in extended writing, discourse, and critical thinking, which are essential for proficiency and advanced performance on ELA assessments.	True
Students with Learning Disabilities - 0.0% proficient/advanced, the lowest-performing subgroup.		False
ELA- Growth is Strong, but not translating to Achievement Growth percentiles are strong: Grade 3: 74th percentile Grade 5: 75th percentile Grade 4: 62nd percentile		False
Daily attendance continues to be a challenge	-Daily attendance remains inconsistent, impacting students' access to Tier 1 instruction, interventions, and enrichment opportunities. -Inconsistent attendance disrupts continuity of instruction, making it difficult for students to build skills, engage in small group instruction, and meet learning targets. -Family-level barriers such as transportation challenges, health concerns, and competing responsibilities are impacting consistent attendance.	True
Implement evidence-based strategies to engage families to support learning	-Family engagement in supporting academic learning is inconsistent across grade levels, limiting reinforcement of literacy skills outside of school. -Strengthening family partnerships is critical to ensuring consistent practice, attendance, and reinforcement of learning goals beyond the school day. -Communication gaps, including language barriers or unclear messaging, limiting families' ability to effectively support learning at home.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
While achievement for ELL students are 9.3% proficient/advanced, their growth score is 92, well above the state standard.	-Structured peer observations and learning walks can help scale these high-impact practices school wide. -Family engagement strategies used with ELL populations can also be expanded to strengthen home-school connections and support learning beyond the classroom.
The All Student Group attendance rate is 83.1%, which meets the statewide performance standard and is above the statewide average of 79.6%. However, it remains well below the 2033 goal of 94.1%, indicating significant room for improvement.	-The school's attendance rate exceeding the statewide average (83.1% vs. 79.6%) indicates that current systems and expectations around attendance are having a positive impact and can serve as a strong foundation for continued improvement. -Building on this momentum, the school can implement more targeted interventions for chronically absent students by using data to identify patterns and provide individualized outreach and supports
Students are demonstrating strong oral reading fluency across grades. Built in fluency time has contributed to student's oral reading fluency scores across all grade levels.	-Teachers can build on this success by incorporating more rigorous, grade-level texts during fluency practice to ensure students are not only reading accurately and smoothly, but also engaging with complex content. -Existing fluency progress monitoring structures can be expanded to include comprehension checks, ensuring that gains in fluency translate into improved performance on assessments such as PSSA and MAP.
Professional development opportunities are provided for teachers and administrators. There is a focus on effective reading instruction in all five areas of reading.	-This strength can be leveraged by ensuring that professional development is not only delivered, but consistently implemented through coaching, learning walks, and ongoing feedback cycles to improve instructional fidelity across classrooms. -Teacher expertise developed through PD can be utilized to build internal capacity by identifying teacher leaders who can model best practices and facilitate peer observations.
Provide frequent, timely, and systematic feedback and support on instructional practices	The school's established practice of providing frequent, timely, and systematic feedback to teachers can be leveraged to strengthen Tier 1 ELA instruction by ensuring consistent implementation of standards-aligned lessons, rigorous tasks, and clear learning targets and success criteria across classrooms. -Instructional feedback can be intentionally focused on increasing rigor and higher-order thinking, helping teachers incorporate more complex texts, questioning strategies, and writing opportunities to move students toward proficiency and advanced levels. -Consistent feedback and support create a culture of accountability and continuous improvement, which can be leveraged to ensure alignment across classrooms and sustain

	progress toward school-wide goals. -Feedback systems can be expanded to include monitoring and supporting student engagement practices, which can positively impact attendance by ensuring classrooms are engaging, structured, and responsive to student needs.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to strengthen and monitor Tier 1 core ELA instruction by ensuring consistent implementation of rigorous, standards-aligned practices
	We need to improve daily attendance by creating a more proactive and consistent system for responding early to attendance concerns and partnering with families to remove any barriers.
	We need to improve family engagement by creating structured, consistent opportunities and tools that empower families to actively support their child's learning, particularly in literacy.

Goal Setting

Priority: We need to strengthen and monitor Tier 1 core ELA instruction by ensuring consistent implementation of rigorous, standards-aligned practices

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
When reviewing MAP scores from Fall to winter, we will follow the national norms. All student groups will move up one percentile category.			
Measurable Goal Nickname (35 Character Max)			
MAP ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
During the 1st quarter baseline benchmark data will be collected. On the NWEA MAP ELA fall 2026 assessments all grade student groups 'RIT scores will be analyzed with district and national mean scores. Quadrant Report- Baseline	All student groups will meet or exceed the student growth norm targets on the winter 2026 NWEA MAP ELA benchmark assessments. - Quadrant Report-# 2 -Target- 50% growth target.	During the 3rd quarter student achievement on classroom assessments will be reviewed as benchmark data points.	All student groups will meet or exceed the student growth norm targets on the spring 2027 NWEA ELA benchmark assessments. ` - All Grades average will be above the 50% growth target on the Quadrant report.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2027, 85% of students K–5 will consistently demonstrate grade-level writing conventions during classroom assignments and assessments, including complete sentence responses, correct capitalization/punctuation, and properly writing first and last names, as measured through common writing rubrics and classroom walkthrough data.			
Measurable Goal Nickname (35 Character Max)			
Writing Interventions			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline- First and Last name By the end of the first quarter, 90 % of students will be able to write their first and last name properly. Data Binders Graphs/Rubrics will measure data collected.	By the end of the second quarter, 80% students will be able to use correct capitalization and punctuation when writing sentences. Data Binders Graphs/Rubrics will measure data collected.	By the end of the third quarter, 80% of students will be able to demonstrate complete sentence responses. Data Binders Graphs/Rubrics will measure data collected.	By the end of the third quarter, 95% of students will be able to write their first and last name, use correct punctuation and capitalization, and also demonstrate complete sentence responses. Data Binders Graphs/Rubrics will measure data collected.

Priority: We need to improve daily attendance by creating a more proactive and consistent system for responding early to attendance concerns and partnering with families to remove any barriers.

Outcome Category
Regular Attendance

Measurable Goal Statement (Smart Goal)			
During the 2026–2027 school year, the school will decrease the percentage of students who are chronically absent (missing 18 or more days) by 5% , as measured by end-of-year attendance data.			
Measurable Goal Nickname (35 Character Max)			
Attendance Improvement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify students with a history of chronic absenteeism and begin proactive outreach to families. Launch school-wide attendance incentives and aim to keep chronic absenteeism below 15% by the end of Q1.	Implement individualized attendance support plans for identified students. Host at least one family engagement session focused on the importance of attendance. Target chronic absenteeism reduction to 14% or lower by the end of Q2.	Monitor student progress and adjust support plans as needed. Recognize and reward improvement. Strive to reduce chronic absenteeism to 13% or lower by the end of Q3.	Conduct final attendance interventions and end-of-year celebrations for improved attendance. Achieve the goal of reducing chronic absenteeism to 12% or lower by the end of the school year.

Priority: We need to improve family engagement by creating structured, consistent opportunities and tools that empower families to actively support their child’s learning, particularly in literacy.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2027, students in grades 3–5 will increase average weekly completion rates to at least 5 IXL Reading skills mastered per week, with at least 85% of students consistently meeting the weekly expectation.			
Measurable Goal Nickname (35 Character Max)			
IXL Reading			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
55% of students meeting the 5-skill expectation	65% of students meeting the 5-skill expectation	75% of students meeting the 5-skill expectation	85% of students meeting the 5-skill expectation

Action Plan

Measurable Goals

MAP ELA	Attendance Improvement
Writing Interventions	IXL Reading

Action Plan For: Instructional Learning Walk and Observations

Measurable Goals:	
- When reviewing MAP scores from Fall to winter, we will follow the national norms. All student groups will move up one percentile category. - By June 2027, 85% of students K–5 will consistently demonstrate grade-level writing conventions during classroom assignments and assessments, including complete sentence responses, correct capitalization/punctuation, and properly writing first and last names, as measured through common writing rubrics and classroom walkthrough data.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct weekly instructional learning walks and classroom observations focused on high-impact teaching strategies. Provide timely, actionable feedback to teachers within 48 hours and use collected data to inform ongoing professional development and instructional support.		2026-09-07	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Vice Principal	Instructional Support Resources	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased consistency and quality of instructional practices across classrooms, as evidenced by observation data trends, teacher feedback, and improved student engagement and achievement.	Learning Walks by the Principal, Vice Principal, Supervisor of Reading, Math and Science will provide the teacher with ongoing feedback and will guide instructional decision making and professional development. Learning walks will happen 5-8 times a week for the length of the school year.

Action Plan For: Teacher-Principal Data Review Meetings

Measurable Goals:	
When reviewing MAP scores from Fall to winter, we will follow the national norms. All student groups will move up one percentile category.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct fall teacher one-on-one data meetings to review MAP Growth Quadrant Reports and identify students performing below the 50th growth percentile. Anticipated Start Date: September 2026 Anticipated Completion Date: October 2026		2026-09-08	2026-10-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	MAP Growth Quadrant Reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and implement individualized instructional action plans for identified students, including targeted writing supports, small-group instruction, and progress-monitoring strategies. Anticipated Start Date: October 2026 Anticipated Completion Date: June 2027		2026-10-14	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	IXL data and classroom assessment data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Hold mid year follow-up data meetings with teachers to evaluate Winter student growth, revise intervention plans, and identify successful instructional practices. Winter bench		2027-02-01	2027-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	MAP Winter Benchmark - Week of Jan. 19th - Updated MAP results	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
-Completed one-on-one teacher data meetings -List of identified students below the 50th growth percentile -Individualized student support/intervention plans -Progress monitoring documentation and updated student data - Revised Student action plans -	School leadership teams including the school level planning committee will review quarterly benchmark data, MAP growth reports, and intervention effectiveness during leadership meetings, team-level meetings and reading weekly team meetings. Data will be compared quarter-to-quarter to determine student growth trends and instructional impact. Leadership will also review lesson planning notes weekly.

Action Plan For: Fluency/Accuracy

Measurable Goals:
When reviewing MAP scores from Fall to winter, we will follow the national norms. All student groups will move up one percentile category.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implement Really Great Reading resources to strengthen students' phonemic awareness and phonics/ word recognition skills and increase reading accuracy. Blast will be used in Grade 1 to build the early foundational skills students need to progress through the MAP Fluency Phonics and Word Recognition ZPD levels, including letter-sound knowledge, phonemic awareness, decoding, spelling, and reading of words, phrases, and sentences. HD Word will be used in Grades 2–5 to provide continued explicit instruction in advanced phonics patterns, syllable types, multisyllabic word reading, prefixes, suffixes, and word analysis. Together, these resources provide a	2026-09-07	2027-06-07

systematic pathway for helping students move through the ZPD progression and become more accurate, automatic readers.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Vice Principal, Reading Coaches, and Reading Supervisor	-Really Great Reading Blast materials (Grade 1) -Really Great Reading HD Word materials (Grades 2–5) -Teacher manuals and student consumables -MAP Reading Fluency data reports -Professional development and coaching support	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
-Consistent implementation of Blast in Grade 1 and HD Word in Grades 2–5 -Increased use of explicit, systematic foundational literacy instruction during Tier 1 and intervention blocks -Student movement through MAP Reading Fluency foundational skills and ZPD levels -Improved reading accuracy, decoding, and fluency data -Walkthrough data showing consistent instructional routines and fidelity of implementation of program.	The implementation of this action plan will be monitored regularly by the principal, assistant principal, coaches and reading specialists, through classroom walkthroughs, lesson plan reviews, coaching cycles, and data meetings. Monitoring will occur biweekly during instructional walkthroughs and monthly during MTSS and grade-level data meetings.

Action Plan For: Writing Instruction

Measurable Goals:
By June 2027, 85% of students K–5 will consistently demonstrate grade-level writing conventions during classroom assignments and assessments, including complete sentence responses, correct capitalization/punctuation, and properly writing first and last names, as measured through common writing rubrics and classroom walkthrough data.

Action Step	Anticipated Start Date	Anticipated Completion Date
Arts and Letters: Implement Arts & Letters with fidelity to strengthen writing across grade levels. Students will engage in a coherent progression of narrative, informative, and opinion writing while responding to a variety of texts connected to each module’s theme and genre focus. Through the Arts & Letters writing approach, students will analyze writing models, collect evidence, practice language skills, orally rehearse ideas, apply writing structures, and complete culminating End-of-Module Tasks. This will support students in developing stronger written responses by integrating content knowledge, text evidence, language, and writing skills across grade levels.	2026-09-07	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal, Vice Principal, Reading Coaches, and Reading Supervisor.	-Trade books from Arts and Letters -Student Learn Books - Teacher Presentation Tools - Teacher guides - Chart Paper/Markers	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent implementation of Arts & Letters writing routines and End-of-Module Tasks across grade levels. Student writing samples demonstrating increased use of text evidence, organized writing structures, grade-level vocabulary, and complete written responses. Classroom walkthrough data showing students actively engaged in writing instruction, oral rehearsal, evidence collection, and text-based discussion. Increased alignment of writing instruction across classrooms through common writing expectations, rubrics, and instructional practices.	The implementation of Arts & Letters writing instruction will be monitored regularly by the principal, assistant principal, instructional coaches, reading specialists, and grade-level teams through classroom walkthroughs, lesson plan reviews, student work analysis, and collaborative data meetings. Monitoring will occur biweekly during instructional walkthroughs and monthly during grade-level and MTSS meetings.

Action Plan For: Attendance Interventions

Measurable Goals:
During the 2026–2027 school year, the school will decrease the percentage of students who are chronically absent (missing 18 or more days) by 5% , as measured by end-of-year attendance data.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implement a tiered attendance intervention system focused on proactive monitoring, family communication, student engagement, and early intervention to improve daily attendance and reduce chronic absenteeism. The school will utilize attendance data, family outreach, incentives, and collaborative problem-solving to address barriers to attendance and increase student connectedness to school.	2026-09-07	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal, Vice Principal, Social Worker, and School Counselor	- Attendance reports - SAIP Plans - Incentives for daily attendance -Punch Cards	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Weekly attendance reports and intervention tracking systems consistently utilized by staff. Increased communication with families regarding attendance expectations, barriers, and supports. Implementation of school-wide attendance incentives, celebrations, and recognition systems to promote positive attendance habits. Attendance team meetings occurring regularly to identify and support at-risk students. Reduced	The implementation of attendance interventions will be monitored regularly by the principal, assistant principal, school counselor, social worker, classroom teachers, and attendance team. Attendance data will be reviewed weekly to identify patterns of absenteeism, tardiness, and students at risk for chronic absenteeism. SAIPS will be written and revised as needed. Monitoring tools and data sources will include: Daily attendance reports Chronic absenteeism reports Attendance intervention documentation Student support plans School-wide

rates of chronic absenteeism and improved average daily attendance.	attendance incentive participation data The attendance team will meet monthly to review attendance trends, evaluate intervention effectiveness, and adjust supports for individual students and families as needed.
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Action Plan For: IXL Homework

Measurable Goals:
By June 2027, students in grades 3–5 will increase average weekly completion rates to at least 5 IXL Reading skills mastered per week, with at least 85% of students consistently meeting the weekly expectation.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a school-wide IXL homework system to provide students with consistent practice in reading skills aligned to individualized learning needs. Students will complete weekly IXL skill practice at home to reinforce classroom instruction, increase skill mastery, and promote independent learning habits. Teachers will utilize IXL diagnostic data and skill analytics to assign targeted practice and monitor student progress toward school-wide achievement goals.		2026-09-07	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Vice Principal Teaching Staff	- Incentives -IXL Program -IXL Parent Night	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Host family IXL engagement nights at Bywood to teach parents and caregivers how to effectively utilize the IXL platform to support learning at home. During these sessions, families will learn how to access student accounts, monitor progress, support weekly skill practice, and encourage achievement of school-wide IXL goals. Staff will provide hands-on demonstrations, troubleshooting support, and strategies for creating consistent homework routines that reinforce classroom instruction in reading.		2026-09-21	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal Vice Principal Teaching Staff Computer Technician	- Dinner for families -IXL Program -Incentives	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased family participation in IXL parent engagement nights and workshops. Families demonstrating increased understanding of how to access and monitor student IXL progress and assignments. Increased student completion of IXL homework and weekly skill mastery goals.	The implementation of family IXL engagement nights will be monitored by the principal, assistant principal, classroom teachers, instructional support staff, and family engagement team. Attendance records and family feedback surveys will be reviewed following each event to measure participation and identify additional family

Improved communication between school and families regarding student academic progress and at-home learning support. Increased family engagement in supporting reading and math practice outside of school hours.	support needs. Monitoring tools and data sources will include: Parent sign-in sheets and attendance data Family feedback surveys IXL student usage reports and homework completion data Weekly skill mastery reports
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Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Total Expenditures				

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Fluency/Accuracy	Implement Really Great Reading resources to strengthen students' phonemic awareness and phonics/ word recognition skills and increase reading accuracy. Blast will be used in Grade 1 to build the early foundational skills students need to progress through the MAP Fluency Phonics and Word Recognition ZPD levels, including letter-sound knowledge, phonemic awareness, decoding, spelling, and reading of words, phrases, and sentences. HD Word will be used in Grades 2–5 to provide continued explicit instruction in advanced phonics patterns, syllable types, multisyllabic word reading, prefixes, suffixes, and word analysis. Together, these resources provide a systematic pathway for helping students move through the ZPD progression and become more accurate, automatic readers.
Writing Instruction	Arts and Letters: Implement Arts & Letters with fidelity to strengthen writing across grade levels. Students will engage in a coherent progression of narrative, informative, and opinion writing while responding to a variety of texts connected to each module's theme and genre focus. Through the Arts & Letters writing approach, students will analyze writing models, collect evidence, practice language skills, orally rehearse ideas, apply writing structures, and complete culminating End-of-Module Tasks. This will support students in developing stronger written responses by integrating content knowledge, text evidence, language, and writing skills across grade levels.

Science of Reading: Fluency and Accuracy Instruction Using Really Great Reading

Action Step		
Implement Really Great Reading resources to strengthen students' phonemic awareness and phonics/ word recognition skills and increase reading accuracy. Blast will be used in Grade 1 to build the early foundational skills students need to progress through the MAP Fluency Phonics and Word Recognition ZPD levels, including letter-sound knowledge, phonemic awareness, decoding, spelling, and reading of words, phrases, and sentences. HD Word will be used in Grades 2–5 to provide continued explicit instruction in advanced phonics patterns, syllable types, multisyllabic word reading, prefixes, suffixes, and word analysis. Together, these resources provide a systematic pathway for helping students move through the ZPD progression and become more accurate, automatic readers.		
Audience		
Classroom Teachers Reading Specialist Special Education Teachers ELL Teachers		
Topics to be Included		
Science of Reading instructional practices Explicit phonemic awareness and phonics instruction Effective implementation of Really Great Reading Blast and HD Word Building reading fluency and automaticity Word recognition and multisyllabic word instruction		
Evidence of Learning		
Teachers consistently implementing Blast and HD Word instructional routines with fidelity Lesson plans reflecting explicit phonics and fluency instruction Classroom walkthrough data showing evidence of systematic foundational literacy instruction Student data demonstrating progress in reading fluency, accuracy, and word recognition		
Lead Person/Position	Anticipated Start	Anticipated Completion

Reading Supervisor	2026-08-26	2027-06-07
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Learning Format

Type of Activities	Frequency
Inservice day	1. August 26, 2026- 8:30 am- 3:30 pm 2. August 27, 2026- 8:30 am- 3:30 pm 3. September 3, 2026 8:30 am-3:30 pm 4. September 9, 2026- 1:30 pm-3:30pm 5. February 3, 2027- 1:30pm-3:30 pm 6. February 15, 2027 - 8:30am-3:30pm
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Writing Development

Action Step		
Arts and Letters: Implement Arts & Letters with fidelity to strengthen writing across grade levels. Students will engage in a coherent progression of narrative, informative, and opinion writing while responding to a variety of texts connected to each module's theme and genre focus. Through the Arts & Letters writing approach, students will analyze writing models, collect evidence, practice language skills, orally rehearse ideas, apply writing structures, and complete culminating End-of-Module Tasks. This will support students in developing stronger written responses by integrating content knowledge, text evidence, language, and writing skills across grade levels.		
Audience		
Classroom Teachers		
Topics to be Included		
Writing across the curriculums		
Evidence of Learning		
- Student writing samples and End-of-Module Tasks Common writing rubrics and scoring tools Classroom walkthrough and observation data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2026-08-24	2027-06-07

Learning Format

Type of Activities	Frequency
Book study	Monthly Faculty Meetings all school year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Kristin Meehan	2026-04-29
School Improvement Facilitator Signature	Date