

Fern Hill El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Fern Hill El Sch		124159002
Address 1		
915 Lincoln Ave		
Address 2		
City	State	Zip Code
West Chester	PA	19380
Chief School Administrator		Chief School Administrator Email
Dr David Christopher		dchristopher@wcasd.net
Principal Name		
Jennifer Southmayd		
Principal Email		
jsouthmayd@wcasd.net		
Principal Phone Number		Principal Extension
4842661600		
School Improvement Facilitator Name		School Improvement Facilitator Email
Jim Ronayne		jronayne1@wcasd.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Southmayd	Principal	Fern Hill Elementary School	jsouthmayd@wcasd.net
Ashley Vanegas	Teacher	Fern Hill Elementary School	avanegas@wcasd.net
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Vision for Learning

Vision for Learning

Our mission is to educate and inspire students to achieve their personal best. We believe all students can learn at their personal best when given the support, the means, and the opportunity. We commit to providing a safe, engaging, and supportive community where we value respect, communication, and collaboration.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

ELA achievement is a schoolwide strength with 60.5% of students scoring Proficient or Advanced, exceeding state averages. Achievement levels indicate that a majority of students are meeting grade-level literacy expectations.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	White students demonstrated the highest reported ELA achievement at 63.2% proficient/advanced. This subgroup contributes significantly to the school's overall strong literacy performance.
Combined Ethnicity	Nearly half of students (46.9%) achieved proficiency despite historically lower performance trends often seen among diverse student populations.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities had the lowest proficiency rate (14.7%). This subgroup represents the most significant literacy achievement gap within the school.
Hispanic	Hispanic students achieved 38.1% proficiency, well below both the All Student Group and White student subgroup. Achievement data indicate a need for continued focus on equitable access to grade-level literacy instruction and targeted supports.
Economically Disadvantaged	While 41.5% of students achieved proficiency, performance remains nearly 20 percentage points below the All Student Group. Achievement gaps associated with economic disadvantage remain evident.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Mathematics achievement remains strong with 59.0% of students scoring Proficient or Advanced. The school met its interim achievement target.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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White	White students demonstrated the highest achievement level at 64.7% proficient/advanced. Nearly two-thirds of students are meeting grade-level mathematics expectations.
Students with Disabilities	Although proficiency remains low, Mathematics was the only area where Students with Disabilities demonstrated year-over-year improvement based on the performance indicator.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Proficiency remains low at 14.7%, representing the largest mathematics achievement gap in the school.
Hispanic	Only 33.3% of Hispanic students achieved proficiency. Performance trails both the All Student Group and White student subgroup.
Economically Disadvantaged	Mathematics proficiency is 34.1%, indicating a substantial gap compared to schoolwide performance.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Fern Hill exceeded the state growth standard with a PVAAS growth score of 78.0. Students are making more than a year's worth of academic growth in literacy.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	White students exceeded the growth standard with a score of 77.0. This subgroup demonstrates the desirable combination of both high achievement and strong growth.
	White students exceeded the growth standard with a score of 77.0. This subgroup demonstrates the desirable combination of both high achievement and strong growth.
Economically Disadvantaged	Economically Disadvantaged students achieved a growth score of 76.0, exceeding the state standard. Despite lower achievement levels, students are making strong progress and demonstrating evidence of acceleration.
Combined Ethnicity	Combined Ethnicity students also achieved a growth score of 76.0, exceeding the state growth benchmark. Growth data suggest current literacy supports are having a positive impact on historically underserved learners.

Challenges

ESSA Student Subgroups	Indicator
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Students with Disabilities	Growth data are unavailable due to insufficient sample size. Without growth information, it is difficult to determine whether achievement gaps are narrowing over time.
Hispanic	Growth data are unavailable due to insufficient sample size. Additional local progress-monitoring measures may be needed to understand learning trends for this subgroup.

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

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group achieved a growth score of 50.0, well below the state growth standard. This indicates that students are not making expected annual growth despite strong achievement levels.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically Disadvantaged students achieved a growth score of 69.0, narrowly missing the state benchmark of 70. Relative to other math subgroups, this group came closest to meeting expected growth.
Students with Disabilities	While growth data were unavailable, achievement indicators suggest positive movement compared to the previous year, providing an encouraging signal for continued improvement efforts.

Challenges

ESSA Student Subgroups	Indicator
White	White students achieved a growth score of 53.0, substantially below the growth benchmark. Strong achievement is not translating into expected annual growth.
Combined Ethnicity	Combined Ethnicity students achieved a growth score of 59.0, below the state standard. Additional acceleration strategies may be needed to support greater annual progress.

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group achieved 50.0% English Language Growth and Attainment, substantially exceeding the statewide average of 32.4%. Although the school did not meet its interim goal/improvement target, performance remains notably stronger than the state average. The upward trend indicator suggests improvement from the previous year despite not yet reaching the federal target. The gap between current performance (50.0%) and the statewide 2033 goal (70.3%) indicates continued opportunity for growth, particularly among historically underserved student groups.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	English Learners demonstrated the strongest subgroup performance, matching the All Student Group at 50.0%. The subgroup showed an increase from the previous year, indicating positive momentum. Results suggest supports for English language acquisition are helping students make progress toward language growth and attainment expectations.
Hispanic	Hispanic students performed close to the All Student Group average. Achievement exceeded the statewide average by more than 15 percentage points. Performance suggests many students are successfully progressing toward English language growth benchmarks.
Combined Ethnicity	Combined Ethnicity students performed well above the statewide average. The subgroup is approaching the overall school performance level, suggesting positive outcomes across diverse student populations.
Economically Disadvantaged	Economically Disadvantaged students significantly exceeded the statewide average. Despite facing additional barriers, this subgroup is demonstrating meaningful progress in English Language Growth and Attainment. Results suggest targeted supports and instructional interventions are positively impacting student outcomes.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	While performance exceeds the statewide average, achievement remains below the All Student Group by approximately 6.5 percentage points. Continued focus on reducing barriers and accelerating progress is warranted.
Combined Ethnicity	Performance remains below the overall school average. Additional efforts may help close the remaining gap between this subgroup and the All Student Group.
Hispanic	Although relatively strong, performance remains slightly below overall school results. Continued monitoring is needed to ensure progress continues and achievement gaps do not widen.

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The All Student Group attendance rate of 93.4% represents a significant schoolwide strength. The upward trend indicator suggests attendance improved from the previous year. Most reported subgroups demonstrate attendance rates above 85%, reflecting strong overall student engagement and family commitment to school attendance. The largest attendance gaps occur among historically underserved groups, including Hispanic students, Economically Disadvantaged students, English Learners, and students within the Combined Ethnicity group. White students demonstrate exceptionally strong attendance at 97.0%, creating a notable gap when compared to several other student groups.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	White students demonstrated the highest attendance rate among all reported subgroups. Attendance improved from the previous year as indicated by the upward trend. At 97.0%, students in this subgroup are attending school consistently and maximizing access to instruction.
Students with Disabilities	Attendance remains close to 90%. Students are attending at relatively high rates despite needing additional supports and services.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students demonstrated the lowest attendance rate among reported student groups. Attendance is more than 10 percentage points below the All Student Group.
English Learners	Attendance falls more than six percentage points below the All Student Group average. Attendance declined from the previous year.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Overall Observation Fern Hill's All Student Group achieved 93.3% on the Career Standards Benchmark, indicating that the vast majority of students are successfully completing the career awareness and readiness experiences required at the elementary level. This suggests strong implementation of career exploration standards and intentional exposure to future-ready skills across grade levels.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	All students in this subgroup met the Career Standards Benchmark. Demonstrates equitable access to career awareness and exploration experiences. Suggests school systems are effectively supporting participation regardless of socioeconomic status.
White	Performance is slightly above the overall school average. Consistent evidence of successful career standards implementation for this subgroup.

Challenges

ESSA Student Subgroups	Indicator
American Indian or Alaskan Native	insufficient data in all other subgroups
	insufficient data

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

The All Student Group achieved 50.0% English Language Growth and Attainment, substantially exceeding the statewide average of 32.4%. Although the school did not meet its interim goal/improvement target, performance remains notably stronger than the state average. The upward trend indicator suggests improvement from the previous year despite not yet reaching the federal target. The gap between current performance (50.0%) and the statewide 2033 goal (70.3%) indicates continued opportunity for growth, particularly among historically underserved student groups.

Overall Observation Fern Hill's All Student Group achieved 93.3% on the Career Standards Benchmark, indicating that the vast majority of students are successfully completing the career awareness and readiness experiences required at the elementary level. This suggests strong implementation of career exploration standards and intentional exposure to future-ready skills across grade levels.

The All Student Group attendance rate of 93.4% represents a significant schoolwide strength. The upward trend indicator suggests attendance improved from the previous year. Most reported subgroups demonstrate attendance rates above 85%, reflecting strong overall student engagement and family commitment to school attendance. The largest attendance gaps occur among historically underserved groups, including Hispanic students, Economically Disadvantaged students, English Learners, and students within the Combined Ethnicity group. White students demonstrate exceptionally strong attendance at 97.0%, creating a notable gap when compared to several other student groups.

Fern Hill exceeded the state growth standard with a PVAAS growth score of 78.0. Students are making more than a year's worth of academic growth in literacy.

Challenges

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

The All Student Group achieved a growth score of 50.0, well below the state growth standard. This indicates that students are not making expected annual growth despite strong achievement levels.

Mathematics achievement remains strong with 59.0% of students scoring Proficient or Advanced. The school met its interim achievement target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Benchmark Assessments	Acadience benchmark scores show grade-level proficiency at higher rates than PSSA data.
IXL Diagnostic Benchmark Assessments	IXL ELA data shows 32-47% of learners being below benchmark in the winter and minimal change by end of year which demonstrates that students are not showing growth throughout the year on benchmark assessments to reflect response to instructional programming or lack of differentiation to meet student needs.

English Language Arts Summary

Strengths

5th grade ELA IXL data aligns with PA Future Ready to show 71% of learners were on grade level at the end of 5th grade.

Challenges

Students are not making enough incremental growth from one quarterly benchmark window to the next to shift from being below benchmark to being on benchmark which would reflect that they are being responsive to instruction.

Concern for the achievement of 4th and 5th grade with Acadience benchmark assessments. Need to identify what gaps are growing from foundational literacy instruction that are carrying themselves through to upper grades literacy instruction.

Mathematics

Data	Comments/Notable Observations
Happy Numbers K-1	Students are demonstrating significant growth from beginning of year to end of year in Kindergarten and 1st grade with more than 80% of learners "on grade level"
IXL Quarterly Benchmark Diagnostic Assessment	From the beginning of year to mid-year more students fell below grade level. By end of year, they moved back to being on grade level with 64% of 4th graders on grade level and 20.3% of fifth-graders falling below grade level.

Mathematics Summary

Strengths

3rd grade students demonstrate significant growth and 85% are on grade level at the end of the school year. Similarly, 5th grade ended the year with 80% of learners showing on grade level.

Challenges

There is discrepancy between student performance on IXL and PSSA with regard to proficiency status. Based on IXL scores, PSSA math scores should have yielded higher results. This leads to concerns about the depth of conceptual understanding rather than the short-term focus on skill acquisition. Additionally, we're wondering if the rigor within our IXL benchmark and assessment tool is too low compared to PSSA grade level rigor.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Firefly	74% of students were "near target" or "prepared" on the spring Firefly administration compared with 66% in the winter.

Science, Technology, and Engineering Education Summary

Strengths

There was some growth in the number of learners reaching near target. This was our first year using Firefly, and we are still awaiting Science scores from the state to determine it's alignment with our science state testing results.
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Challenges

Without our state science testing data, it is too soon to determine the challenges in this area.
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Related Academics

Career Readiness

Data	Comments/Notable Observations
93.3% of fifth-grade students completed their college and career readiness portfolio.	A proficient number of students are completing this requirement with the exception of intensive autistic support learners.

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.

93.3% of learners completed their college and career readiness portfolio.

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.

None

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.

- | |
|---|
| 1. Strong ELA Growth Across Multiple Subgroups While proficiency levels vary, several student groups are demonstrating growth that meets or exceeds annual expectations in ELA. This suggests instructional practices are helping learners make progress even when proficiency has not yet caught up. |
| 2. Consistently Strong Attendance Rates Regular attendance remains a bright spot for many student groups, creating the conditions necessary for academic growth and intervention effectiveness. |
| 3. Mathematics Proficiency Outperforming ELA Proficiency Compared to ELA achievement, mathematics proficiency appears to be a relative strength for several student groups and for the school overall |
| 4. Evidence of Growth Despite Achievement Gaps Several historically underperforming student groups are showing growth trends even when they have not yet reached state proficiency benchmarks. This indicates that supports are moving students in the right direction. |
| 5. Positive Foundation for Schoolwide Improvement Subgroup performance suggests that core systems, including MTSS, specialist support, and intervention structures, are helping many students access growth opportunities and demonstrate progress over time. (Leadership observation informed by growth patterns.) |

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.

- | |
|---|
| 1. Increase ELA Proficiency Levels The most significant need remains increasing the percentage of students reaching proficient and advanced levels in ELA, particularly among historically underserved subgroups. The school did not meet the interim improvement target for all-student-group ELA proficiency. |
|---|

- | |
|--|
| 2. Accelerate Mathematics Growth Although mathematics proficiency is relatively strong, annual academic growth expectations in mathematics were not met at the all-student level, suggesting a need to focus on growth for students below benchmark |
| 3. Close Achievement Gaps Between Student Groups Subgroup results likely reflect persistent differences between higher- and lower-performing groups. Strategic focus should remain on reducing disparities while maintaining achievement for all learners. |
| 4. Support English Learners English language growth and attainment measures remain an area for improvement. Continued language-development supports and classroom scaffolds will be essential for accelerating achievement. |
| 5. Move More Students from Growth to Proficiency Many students appear to be making progress but have not yet crossed the proficiency threshold. A key next step is converting positive growth into proficient and advanced performance on state assessments. |

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	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

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	Exemplary
Implement evidence-based strategies to engage families to support learning	Emerging
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	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary

Summary

Strengths

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

>

Foster a culture of high expectations for success for all students, educators, families, and community members
Implement a multi-tiered system of supports for academics and behavior
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Use multiple professional learning designs to support the learning needs of staff

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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Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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 achieved 50.0% English Language Growth and Attainment, substantially exceeding the statewide average of 32.4%. Although the school did not meet its interim goal/improvement target, performance remains notably stronger than the state average. The upward trend indicator suggests improvement from the previous year despite not yet reaching the federal target. The gap between current performance (50.0%) and the statewide 2033 goal (70.3%) indicates continued opportunity for growth, particularly among historically underserved student groups.	True
Overall Observation Fern Hill's All Student Group achieved 93.3% on the Career Standards Benchmark, indicating that the vast majority of students are successfully completing the career awareness and readiness experiences required at the elementary level. This suggests strong implementation of career exploration standards and intentional exposure to future-ready skills across grade levels.	False
The All Student Group attendance rate of 93.4% represents a significant schoolwide strength. The upward trend indicator suggests attendance improved from the previous year. Most reported subgroups demonstrate attendance rates above 85%, reflecting strong overall student engagement and family commitment to school attendance. The largest attendance gaps occur among historically underserved groups, including Hispanic students, Economically Disadvantaged students, English Learners, and students within the Combined Ethnicity group. White students demonstrate exceptionally strong attendance at 97.0%, creating a notable gap when compared to several other student groups.	False
Fern Hill exceeded the state growth standard with a PVAAS growth score of 78.0. Students are making more than a year's worth of academic growth in literacy.	True
Mathematics achievement remains strong with 59.0% of students scoring Proficient or Advanced. The school met its interim achievement target.	False
ELA achievement is a schoolwide strength with 60.5% of students scoring Proficient or Advanced, exceeding state averages. Achievement levels indicate that a majority of students are meeting grade-level literacy expectations.	False
5th grade ELA IXL data aligns with PA Future Ready to show 71% of learners were on grade level at the end of 5th grade.	False
3rd grade students demonstrate significant growth and 85% are on grade level at the end of the school year. Similarly, 5th grade ended the year with 80% of learners showing on grade level.	False

There was some growth in the number of learners reaching near target. This was our first year using Firefly, and we are still awaiting Science scores from the state to determine it's alignment with our science state testing results.	False
93.3% of learners completed their college and career readiness portfolio.	False
1. Strong ELA Growth Across Multiple Subgroups While proficiency levels vary, several student groups are demonstrating growth that meets or exceeds annual expectations in ELA. This suggests instructional practices are helping learners make progress even when proficiency has not yet caught up.	True
2. Consistently Strong Attendance Rates Regular attendance remains a bright spot for many student groups, creating the conditions necessary for academic growth and intervention effectiveness.	False
3. Mathematics Proficiency Outperforming ELA Proficiency Compared to ELA achievement, mathematics proficiency appears to be a relative strength for several student groups and for the school overall	False
4. Evidence of Growth Despite Achievement Gaps Several historically underperforming student groups are showing growth trends even when they have not yet reached state proficiency benchmarks. This indicates that supports are moving students in the right direction.	True
5. Positive Foundation for Schoolwide Improvement Subgroup performance suggests that core systems, including MTSS, specialist support, and intervention structures, are helping many students access growth opportunities and demonstrate progress over time. (Leadership observation informed by growth patterns.)	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Implement a multi-tiered system of supports for academics and behavior	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Use multiple professional learning designs to support the learning needs of staff	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
The All Student Group achieved a growth score of 50.0, well below the state growth standard. This indicates that students are not making expected annual growth despite strong achievement levels.	False
Mathematics achievement remains strong with 59.0% of students scoring Proficient or Advanced. The school met its interim achievement target.	False
Students are not making enough incremental growth from one quarterly benchmark window to the next to shift from being below benchmark to being on benchmark which would reflect that they are being responsive to instruction.	False

Concern for the achievement of 4th and 5th grade with Acadience benchmark assessments. Need to identify what gaps are growing from foundational literacy instruction that are carrying themselves through to upper grades literacy instruction.	True
There is discrepancy between student performance on IXL and PSSA with regard to proficiency status. Based on IXL scores, PSSA math scores should have yielded higher results. This leads to concerns about the depth of conceptual understanding rather than the short-term focus on skill acquisition. Additionally, we're wondering if the rigor within our IXL benchmark and assessment tool is too low compared to PSSA grade level rigor.	False
Without our state science testing data, it is too soon to determine the challenges in this area.	False
None	False
1. Increase ELA Proficiency Levels The most significant need remains increasing the percentage of students reaching proficient and advanced levels in ELA, particularly among historically underserved subgroups. The school did not meet the interim improvement target for all-student-group ELA proficiency.	True
2. Accelerate Mathematics Growth Although mathematics proficiency is relatively strong, annual academic growth expectations in mathematics were not met at the all-student level, suggesting a need to focus on growth for students below benchmark	False
3. Close Achievement Gaps Between Student Groups Subgroup results likely reflect persistent differences between higher- and lower-performing groups. Strategic focus should remain on reducing disparities while maintaining achievement for all learners.	True
4. Support English Learners English language growth and attainment measures remain an area for improvement. Continued language-development supports and classroom scaffolds will be essential for accelerating achievement.	True
5. Move More Students from Growth to Proficiency Many students appear to be making progress but have not yet crossed the proficiency threshold. A key next step is converting positive growth into proficient and advanced performance on state assessments.	True
Implement evidence-based strategies to engage families to support learning	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Concern for the achievement of 4th and 5th grade with Acadience benchmark assessments. Need to identify what gaps are growing from foundational literacy instruction that are carrying themselves through to upper grades literacy instruction.	With a shift to structured literacy, team concerns lie around the gaps that have formed and snowballed in the upper grades and a gap of instructional understanding in foundational literacy within 4-5 teachers.	True
1. Increase ELA Proficiency Levels The most significant need remains increasing the percentage of students reaching proficient and advanced levels in ELA, particularly among historically underserved subgroups. The school did not meet the interim improvement target for all-student-group ELA proficiency.		False
3. Close Achievement Gaps Between Student Groups Subgroup results likely reflect persistent differences between higher- and lower-performing groups. Strategic focus should remain on reducing disparities while maintaining achievement for all learners.		False
4. Support English Learners English language growth and attainment measures remain an area for improvement. Continued language-development supports and classroom scaffolds will be essential for accelerating achievement.		False
5. Move More Students from Growth to Proficiency Many students appear to be making progress but have not yet crossed the proficiency threshold. A key next step is converting positive growth into proficient and advanced performance on state assessments.	We need to better utilize our MTSS for targeted interventions and strengthening our core and Tier II classroom-based instructional strategies to meet the needs of more learners.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The All Student Group achieved 50.0% English Language Growth and Attainment, substantially exceeding the statewide average of 32.4%. Although the school did not meet its interim goal/improvement target, performance remains notably stronger than the state average. The upward trend indicator suggests improvement from the previous year despite not yet reaching the federal target. The gap between	We are seeing English Language growth which should create more opportunity for literacy growth now that learners are acquiring more language.

current performance (50.0%) and the statewide 2033 goal (70.3%) indicates continued opportunity for growth, particularly among historically underserved student groups.	
Fern Hill exceeded the state growth standard with a PVAAS growth score of 78.0. Students are making more than a year's worth of academic growth in literacy.	Our PVAAS growth score is trending in the right direction and we want to see it continue to grow in response to quality, intentional instruction tailored to learner needs.
1. Strong ELA Growth Across Multiple Subgroups While proficiency levels vary, several student groups are demonstrating growth that meets or exceeds annual expectations in ELA. This suggests instructional practices are helping learners make progress even when proficiency has not yet caught up.	
4. Evidence of Growth Despite Achievement Gaps Several historically underperforming student groups are showing growth trends even when they have not yet reached state proficiency benchmarks. This indicates that supports are moving students in the right direction.	
Use multiple professional learning designs to support the learning needs of staff	Our team expects and engages in high levels of professional learning. We want to maximize on their interest and involvement in growing their own instructional toolbox of effective strategies.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we intentionally use vertically aligned, evidence-based instructional strategies that are responsive to formative assessment data, then all students will experience rigorous, grade-level core instruction supported by targeted scaffolds and tiered interventions that accelerate learning.
	In the 2026–2027 school year, our school community will strengthen its shared understanding of the district's Portrait of a Graduate (POG) traits through a collaborative home-school partnership as we shift to school-wide Title I status and focus on intentional alignment of our existing PBIS framework with integrated instructional experiences. Through continuous improvement efforts, all stakeholders will work together to provide meaningful, real-world opportunities for students to apply and demonstrate Portrait of a Graduate competencies in authentic ways.

Goal Setting

Priority: If we intentionally use vertically aligned, evidence-based instructional strategies that are responsive to formative assessment data, then all students will experience rigorous, grade-level core instruction supported by targeted scaffolds and tiered interventions that accelerate learning.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027 71% of students in grades K-5 across all student groups will demonstrate typical or above reading composite score pathway using Acadience benchmark testing.			
Measurable Goal Nickname (35 Character Max)			
Acadience Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30 2026, 70% of students in grades K-5 across all student groups will demonstrate typical or above reading composite score pathway using Acadience benchmark testing.	By December 31, 2026, 73% of students in grades K-5 across all student groups will demonstrate typical or above reading composite score pathway using Acadience benchmark testing.	By March 30, 2027, 64% of students in grades 2-5 across all student groups will demonstrate on or above grade level and/or 60 points of growth from their beginning-of-year IXL diagnostic assessment in Reading in grades 2-5.	By June 30, 2027 71% of students in grades K-5 across all student groups will demonstrate typical or above reading composite score pathway using Acadience benchmark testing.

Priority: In the 2026–2027 school year, our school community will strengthen its shared understanding of the district’s Portrait of a Graduate (POG) traits through a collaborative home-school partnership as we shift to school-wide Title I status and focus on intentional alignment of our existing PBIS framework with integrated instructional experiences. Through continuous improvement efforts, all stakeholders will work together to provide meaningful, real-world opportunities for students to apply and demonstrate Portrait of a Graduate competencies in authentic ways.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027 80% of students in all student groups will demonstrate either proficiency (score = 3) or growth from Trimester 2 in one school-wide identified POG trait.			
Measurable Goal Nickname (35 Character Max)			
POG Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30 2026, 90% of students in grades 2-5 will complete a self-reflection of their proficiency with new	By December 31, 2026, 100% of students will receive POG-aligned Learning	By March 30, 2027, 80% of students in all student groups will demonstrate either proficiency (score = 3) or growth from	By June 30, 2027 80% of students in all student groups will demonstrate either proficiency (score = 3) or growth from

district-wide Learning Related Behaviors aligned to the Portrait of a Graduate Traits.	Related Behavior scores on the Trimester 1 Report Card.	Trimester 1 in one school-wide identified POG trait.	Trimester 2 in one school-wide identified POG trait.
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Action Plan

Measurable Goals

Acadience Goal	POG Goal
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Action Plan For: Informative Positive Communications with Parents for Increased Engagement

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2027 80% of students in all student groups will demonstrate either proficiency (score = 3) or growth from Trimester 2 in one school-wide identified POG trait.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop teacher resources to align POG, PBIS, & Second Step for BOY Instruction		2026-06-12	2026-08-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Instructional Coach, Counselor, & PBIS Coordinator	POG Resources, Second Step Scope & Sequence, PBIS Resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Planning: Sneak-A-Peak/Open House		2026-08-03	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Team Leaders	Blue Card Compensation for Staff Attendance to plan before start of the district contract	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan August Inservice with focus on the purpose of POG and BOY POG Classroom Resources		2026-08-03	2026-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Instructional Coach, Counselor, & PBIS Coordinator	Blue Card Compensation for Staff to Complete Planning	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Building our Professional Learning Communities: Team Leader Development		2026-08-17	2026-08-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Instructional Coach	3 hours of Blue Card Compensation for Team Leaders to attend (before start of the district contract)	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Planning: Portrait of a Graduate Parent Session #1 (Introduction to POG)		2026-08-17	2026-09-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Selected Teachers	POG Resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Parent-Family Engagement Event: Sneak-A-Peek/Open House		2026-08-19	2026-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
All Professional Staff	Grade-level resources for families	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan September Staff Workshop (Morning Meeting)		2026-08-24	2026-09-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Instructional Coach	POG Resources & PD Slide Deck	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate August Inservice with focus on the purpose of POG and BOY POG Classroom Resources		2026-08-26	2026-08-27

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Instructional Coach, Counselor, & PBIS Coordinator	POG Resources & PD Slide Deck	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
POG Trait #1 - bi-monthly Instagram posts - "POG Recap"		2026-09-04	2026-09-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	School Instagram Account & POG Content	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate September Staff Workshop (Morning Meeting)		2026-09-10	2026-09-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Instructional Coach	POG Resources & PD Slide Deck	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Portrait of a Graduate Parent Session #1 aligned with Fall PTO meeting		2026-09-14	2026-09-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Selected Teachers	CIP Budget: Blue Card Compensation for Staff Attendance	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Planning: Academic-focused parent session #1 and community playdate (Interpreting assessment reports)		2026-09-14	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Math/Reading Specialists	Collaboration with PTO for playdate; resources for comprehending Benchmark Assessments	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan October Staff Workshop (Reflective Practices aligned to POG)		2026-09-21	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Instructional Coach	POG Resources & PD Slide Deck	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
POG Trait #2 - bi-monthly Instagram posts - "POG Recap"		2026-10-02	2026-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	School Instagram Account & POG Content	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate October Staff Workshop (Reflective Practices aligned to POG)		2026-10-08	2026-10-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Instructional Coach	POG Resources & PD Slide Deck	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Academic-focused parent session #1 with community playdate		2026-10-12	2026-10-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Math/Reading Specialists	CIP Budget: Blue Card Compensation for Staff Attendance	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan November Staff Workshop (LRBs- trends and planning for the future)		2026-10-26	2026-11-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Instructional Coach	POG Resources & PD Slide Deck	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
POG Trait #3 - bi-monthly Instagram posts - "POG Recap"		2026-11-06	2026-11-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	School Instagram Account & POG Content	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Facilitate November Staff Workshop (LRBs- trends and planning for the future)		2026-11-12	2026-11-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal & Instructional Coach	POG and LRB Resources & PD Slide Deck	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Parent-Teacher Conferences - Fall		2026-11-23	2026-11-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
All Professional, Instructional Staff	Conference Sign-Up Schedule	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
POG Trait #4 - bi-monthly Instagram posts - "POG Recap"		2026-12-04	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	School Instagram Account & POG Content	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Planning: Portrait of a Graduate Parent Session #2 (Promoting POG traits at home)		2026-12-07	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, PTO Executive Board, & Selected Teachers	POG Resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
POG Trait #5 - bi-monthly Instagram posts - "POG Recap"		2027-01-08	2027-01-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	School Instagram Account & POG Content	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Portrait of a Graduate Parent Session #2		2027-01-11	2027-01-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, PTO Executive Board, & Selected Teachers	CIP Budget: Blue Card Compensation for Staff Attendance	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Planning: Academic-focused parent session #2		2027-01-02	2027-02-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Instructional Coach, Math/Reading Specialists, and Selected Teachers	Survey data from Families	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
POG Highlight Reel - bi-monthly Instagram posts to highlight POG traits in action "POG in the Wild"		2027-02-01	2027-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal	School Instagram Account & POG Content	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Academic-focused parent session #2		2027-02-08	2027-02-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Principal, Instructional Coach, Math/Reading Specialists, and Selected Teachers	CIP Budget: Blue Card Compensation for Staff Attendance	No	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Planning: Bobcat Brain Builders: WCU Partnership for family game night		2027-03-01	2027-04-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title I Specialists & WCU Partner	Collaboration with WCU Practicum Professors	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Bobcat Brain Builders: WCU Partnership for family game night		2027-04-05	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Title I Specialists, WCU Students, & Volunteer Teachers	CIP Budget: Blue Card Compensation for Staff Attendance	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Parent-Teacher Conferences - Spring		2027-04-15	2027-04-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
All Professional, Instructional Staff	Conference Sign-Up Schedule	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Community engagement (caregiver participation) will increase in comparison to last year's participation due to the changes in format structures, content, and timing for families. Students will also grow in their evaluation of learning related behaviors related to Portrait of a Graduate competencies across trimesters.	The school will monitor the implementation of this plan by meeting quarterly to review completion of action steps and modify as needed to ensure we are making progress relative to our goal. All staff will be involved in implementing this plan.

Action Plan For: Small-group targeted intervention based on data-informed PLC collaboration.

Measurable Goals:			
<ul style="list-style-type: none"> By June 30, 2027 71% of students in grades K-5 across all student groups will demonstrate typical or above reading composite score pathway using Acadience benchmark testing. 			

Action Step		Anticipated Start Date	Anticipated Completion Date
BOY Specialist Co-teaching Window to extend through Q1 Benchmark Testing		2026-09-07	2026-10-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Reading Specialists, & Math Specialist	Co-Teaching Resources; systematic plan for K-3 across the 3 weeks of co-taught instruction	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Trimester 1 Planning (K-3: Team & Reading Specialists & ELD, 4/5 Team)		2026-09-14	2026-09-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Instructional Coach, Reading Specialist, ELD Teacher	CIP Budget for Sub Coverage	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Qtr 1 Benchmark Assessment ELA		2026-09-21	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Reading Specialists	IXL and Acadience	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Qtr 1 Benchmark Assessment Math		2026-09-21	2026-10-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Math Specialists	IXL, Happy Numbers, and Acadience	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Benchmark Meeting - Qtr 1 Math		2026-09-29	2026-09-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Math Specialist	Benchmark Protocol to facilitate data-informed conversation and action planning for targeted intervention; LinkIt! for access to data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Trimester 1 Planning (K-3: Team & Math Specialist, 4/5 Content Focus)		2026-10-05	2026-10-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Instructional Coach, Math Specialist	CIP Budget for Sub Coverage	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Benchmark Meeting- Qtr 1 ELA		2026-10-06	2026-10-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Reading Specialists	Benchmark Protocol to facilitate data-informed conversation and action planning for targeted intervention; LinkIt! for access to data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Learning Walk #1 with a focus on Math Tools		2026-10-19	2026-10-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Instructional Coach & Math Specialist	Learning Walk Look-Fors Resource & Schedule	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan for December Staff Workshop: Literacy instruction, Part 1		2026-11-02	2026-11-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach, Principal or District Supervisor	Access to Reading League district-level PD resources	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Trimester 2 Planning (K-3: Team & Reading Specialists & ELD, 4/5 Team)		2026-11-30	2026-12-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Instructional Coach, Reading Specialist, ELD Teacher	CIP Budget for Sub Coverage	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Qtr 2 Benchmark Assessment ELA		2026-11-30	2026-12-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Reading Specialists	IXL and Acadience	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Qtr 2 Benchmark Assessment Math		2026-11-30	2026-12-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Math Specialist	IXL and Happy Numbers	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan for January Staff Workshop: Literacy instruction, Part 2		2026-12-07	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Instructional Coach, Principal or District Supervisor	Access to Reading League district- level PD resources	Yes	
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Action Step		Anticipated Start Date	Anticipated Completion Date
December Staff Workshop: Literacy Instruction, Part 1		2026-12-10	2026-12-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach, Principal or District Supervisor	none	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Benchmark Meeting - Qtr 2 ELA		2026-12-22	2026-12-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Math Specialist	Benchmark Protocol to facilitate data- informed conversation and action planning for targeted intervention; LinkIt! for access to data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Trimester 2 Planning (K-3: Team & Math Specialist, 4/5 Content Focus)		2027-01-04	2027-01-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Instructional Coach, Math Specialist	CIP Budget for Sub Coverage	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Post-Benchmark Specialist Co-teaching Window (Q2)		2027-01-04	2027-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Reading Specialists, & Math Specialist	systematic plan for K-3 co-taught instruction and benchmark results data analysis	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Benchmark Meeting - Qtr 2 Math		2027-01-05	2027-01-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Math Specialist	Benchmark Protocol to facilitate data-informed conversation and action planning for targeted intervention; LinkIt! for access to data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Plan for February Staff Workshop: Literacy Instruction, Part 3		2027-01-11	2027-01-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach, Principal or District Supervisor	Access to Reading League district-level PD resources	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
January Staff Workshop: Literacy Instruction, Part 2		2027-01-14	2027-01-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Instructional Coach, Principal or District Supervisor	none	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Learning Walk #2 with a focus on Literacy small group instruction		2027-02-01	2027-02-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Instructional Coach	Learning Walk Look-Fors Resource & Schedule	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
February Staff Workshop: Literacy Instruction, Part 3		2027-02-11	2027-02-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Instructional Coach, Principal or District Supervisor	none	Yes	
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Action Step		Anticipated Start Date	Anticipated Completion Date
Trimester 3 Planning (K-3: Team & Reading Specialists & ELD, 4/5 Team)		2027-03-08	2027-03-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Instructional Coach, Reading Specialist, ELD Teacher	CIP Budget for Sub Coverage	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Qtr 3 Benchmark Assessment ELA		2027-03-08	2027-03-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Reading Specialists	IXL	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Qtr 3 Benchmark Assessment Math		2027-03-08	2027-03-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Math Specialists	IXL and Happy Numbers	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Post-Benchmark Specialist Co-teaching Window (Q3)		262027-03-22	2027-03-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Reading Specialists, & Math Specialist	systematic plan for K-3 co-taught instruction and benchmark results data analysis	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Benchmark Meeting - Qtr 3 ELA		2027-03-23	2027-03-23
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Math Specialist	Benchmark Protocol to facilitate data-informed conversation and action planning for targeted intervention; LinkIt! for access to data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Trimester 3 Planning (K-3: Team & Math Specialist, 4/5 Content Focus)		2027-03-29	2027-04-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Instructional Coach, Math Specialist	CIP Budget for Sub Coverage	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Benchmark Meeting - Qtr 3 Math		2027-03-30	2027-04-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Math Specialist	Benchmark Protocol to facilitate data-informed conversation and action planning for targeted intervention; LinkIt! for access to data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Qtr 4 Benchmark Assessment ELA		2027-05-10	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Reading Specialists	IXL and Acadience	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer Qtr 4 Benchmark Assessment Math		2027-05-10	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers & Math Specialist	IXL and Happy Numbers	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Vertical Alignment Meetings with an Instructional Focus		2026-09-26	2026-08-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers and Instructional Coach	Agenda and meeting protocol	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Math Tools Professional Learning with new manipulatives and organizational system		2026-08-26	2026-08-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers, Math Specialist, & Instructional Coach	Presentation agenda and math manipulatives	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Team Leader Meetings monthly to provide professional learning for PLC facilitation		2026-08-28	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Instructional Coach	Team Leader Agenda	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Team Leader Fall Retreat (Offsite)		2026-10-19	2026-10-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and Instructional Coach	Team Leader Agenda	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Team Leader Spring Retreat (Offsite)		2027-03-15	2027-03-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Principal and Instructional Coach	Team Leader Agenda	Yes	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate improved growth between benchmark assessments to reflect responsiveness to small group, targeted instruction. Teachers practice will expand to include more diverse tiered literacy strategies to respond in real time to literacy needs.	This action plan will be monitored through benchmark Acadience testing, teacher observation cycles and walk-throughs and learning walks. All staff who instruct literacy will be included in the development of this plan.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

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	
Instruction	<ul style="list-style-type: none">Small-group targeted intervention based on data-informed PLC collaboration.	Reading specialist salary and benefits	105890	
Total Expenditures				105890

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Informative Positive Communications with Parents for Increased Engagement	Plan August Inservice with focus on the purpose of POG and BOY POG Classroom Resources
Informative Positive Communications with Parents for Increased Engagement	Building our Professional Learning Communities: Team Leader Development
Informative Positive Communications with Parents for Increased Engagement	Plan September Staff Workshop (Morning Meeting)
Informative Positive Communications with Parents for Increased Engagement	Facilitate August Inservice with focus on the purpose of POG and BOY POG Classroom Resources
Informative Positive Communications with Parents for Increased Engagement	Facilitate September Staff Workshop (Morning Meeting)
Informative Positive Communications with Parents for Increased Engagement	Facilitate October Staff Workshop (Reflective Practices aligned to POG)
Informative Positive Communications with Parents for Increased Engagement	Plan November Staff Workshop (LRBs- trends and planning for the future)
Informative Positive Communications with Parents for Increased Engagement	Facilitate November Staff Workshop (LRBs- trends and planning for the future)
Small-group targeted intervention based on data-informed PLC collaboration.	Trimester 1 Planning (K-3: Team & Reading Specialists & ELD, 4/5 Team)
Small-group targeted intervention based on data-informed PLC collaboration.	Trimester 1 Planning (K-3: Team & Math Specialist, 4/5 Content Focus)
Small-group targeted intervention based on data-informed PLC collaboration.	Plan for December Staff Workshop: Literacy instruction, Part 1
Small-group targeted intervention based on data-informed PLC collaboration.	Trimester 2 Planning (K-3: Team & Reading Specialists & ELD, 4/5 Team)
Small-group targeted intervention based on data-informed PLC collaboration.	Plan for January Staff Workshop: Literacy instruction, Part 2
Small-group targeted intervention based on data-informed PLC collaboration.	December Staff Workshop: Literacy Instruction, Part 1
Small-group targeted intervention based on data-informed PLC collaboration.	Trimester 2 Planning (K-3: Team & Math Specialist, 4/5 Content Focus)
Small-group targeted intervention based on data-informed PLC collaboration.	Post-Benchmark Specialist Co-teaching Window (Q2)
Small-group targeted intervention based on data-informed PLC collaboration.	Plan for February Staff Workshop: Literacy Instruction, Part 3
Small-group targeted intervention based on data-informed PLC collaboration.	January Staff Workshop: Literacy Instruction, Part 2
Small-group targeted intervention based on data-informed PLC collaboration.	Learning Walk #2 with a focus on Literacy small group instruction
Small-group targeted intervention based on data-informed PLC collaboration.	February Staff Workshop: Literacy Instruction, Part 3
Small-group targeted intervention based on data-informed PLC collaboration.	Trimester 3 Planning (K-3: Team & Reading Specialists & ELD, 4/5 Team)

Small-group targeted intervention based on data-informed PLC collaboration.	Post-Benchmark Specialist Co-teaching Window (Q3)
Small-group targeted intervention based on data-informed PLC collaboration.	Trimester 3 Planning (K-3: Team & Math Specialist, 4/5 Content Focus)
Small-group targeted intervention based on data-informed PLC collaboration.	Vertical Alignment Meetings with an Instructional Focus
Small-group targeted intervention based on data-informed PLC collaboration.	Math Tools Professional Learning with new manipulatives and organizational system
Small-group targeted intervention based on data-informed PLC collaboration.	Team Leader Meetings monthly to provide professional learning for PLC facilitation
Small-group targeted intervention based on data-informed PLC collaboration.	Team Leader Fall Retreat (Offsite)
Small-group targeted intervention based on data-informed PLC collaboration.	Team Leader Spring Retreat (Offsite)

POG Reflective Practices PD

Action Step		
<ul style="list-style-type: none"> Plan August Inservice with focus on the purpose of POG and BOY POG Classroom Resources Plan September Staff Workshop (Morning Meeting) Facilitate August Inservice with focus on the purpose of POG and BOY POG Classroom Resources Facilitate September Staff Workshop (Morning Meeting) Facilitate October Staff Workshop (Reflective Practices aligned to POG) Plan November Staff Workshop (LRBs- trends and planning for the future) Facilitate November Staff Workshop (LRBs- trends and planning for the future) 		
Audience		
Professional Staff (~45 staff members)		
Topics to be Included		
Reflective practices aligned to our Portrait of a Graduate plan		
Evidence of Learning		
Students' trimester-based report cards will indicate growth in specific Portrait of a Graduate competencies across the school year.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal and Instructional Coach	2026-08-26	2026-11-28

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2b: Establishing a Culture for Learning 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	

Small Group Literacy Instruction PD

Action Step

<ul style="list-style-type: none"> • Trimester 1 Planning (K-3: Team & Reading Specialists & ELD, 4/5 Team) • Building our Professional Learning Communities: Team Leader Development • Trimester 1 Planning (K-3: Team & Math Specialist, 4/5 Content Focus) • Plan for December Staff Workshop: Literacy instruction, Part 1 • Plan for January Staff Workshop: Literacy instruction, Part 2 • December Staff Workshop: Literacy Instruction, Part 1 • Post-Benchmark Specialist Co-teaching Window (Q2) • Plan for February Staff Workshop: Literacy Instruction, Part 3 • January Staff Workshop: Literacy Instruction, Part 2 • February Staff Workshop: Literacy Instruction, Part 3 • Trimester 3 Planning (K-3: Team & Reading Specialists & ELD, 4/5 Team) • Post-Benchmark Specialist Co-teaching Window (Q3) • Vertical Alignment Meetings with an Instructional Focus • Team Leader Meetings monthly to provide professional learning for PLC facilitation • Team Leader Fall Retreat (Offsite) • Team Leader Spring Retreat (Offsite) 		
Audience		
K-5 classroom teachers, literacy specialists, instructional coach, learning support teachers, English learner teachers		
Topics to be Included		
Small group literacy practices, diagnostic assessment facilitation and data analysis, co-taught literacy instruction		
Evidence of Learning		
Acadience benchmark testing will reflect student growth across quarterly administration.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Instructional Coach, Literacy Specialists	2026-12-01	2027-04-15

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Jennifer Southmayd	2026-09-17
School Improvement Facilitator Signature	Date