



COMPREHENSIVE PLAN



2026 - 2029

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NORTHWOOD ACADEMY CHARTER SCHOOL | COMPREHENSIVE PLAN 2026-2029

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LEA Profile

Northwood Academy Charter School is a K–8 charter school located in the Frankford section of Philadelphia. Founded in 2005, we proudly serve 788 students from diverse neighborhoods across the city. Throughout our history, we have consistently ranked among the top-performing schools compared to both our neighborhood peers and other charter schools. Demand for enrollment remains strong, with more than 4,000 applications submitted annually through our lottery. Our high staff and student retention rates reflect the strength of our supportive and inclusive school community.

Like many schools across Pennsylvania, we are focused on improving PSSA outcomes in alignment with ESSA expectations. We continuously evaluate and refine our instructional practices to ensure all students receive high-quality, targeted support. At the same time, we remain deeply committed to addressing the social and emotional needs of our students and families, ensuring our school continues to be a safe, supportive, and nurturing learning environment.

We invest significant resources in cultivating a workplace that attracts and retains exceptional educators and staff, promoting quality, continuity, and consistency across our programs. Our Board of Trustees—comprised of dedicated, long-standing community and business leaders—provides strong governance and oversight. Through active collaboration with school leadership, the Board ensures operational, fiscal, and organizational excellence while valuing diverse perspectives and stakeholder voices.

Mission and Vision

Mission

Northwood Academy Charter School empowers every student to achieve academic excellence, develop strong character, and become responsible, lifelong learners. Through rigorous instruction, supportive relationships, and a commitment to equity, we prepare students to succeed in college, careers, and their communities.

Vision

Northwood Academy Charter School will be a model of educational excellence where all students thrive in a safe, inclusive, and engaging environment. We envision graduates who are confident, compassionate, and equipped with the knowledge and skills to lead and positively impact the world.

Educational Values

Students

Students at Northwood will treat each other like they would like to be treated and thus be kind to all students. They will be role models to one another. Students will also work hard to meet the academic expectations of their teachers, families, and self. They will Work Hard and Be Nice.

Staff

The staff at Northwood will provide a safe, culturally responsive, and inviting school community where all students can feel they belong and are welcomed. They will collaborate with colleagues, continuously advance their knowledge base, review data, and plan effectively to provide rigorous and relevant instruction to meet the needs of each learner in the classroom and beyond. Staff will also contribute by establishing relationships throughout our community with students, families, and each other to create our sanctuary of learning.

Administration

The Administration at Northwood will provide a sound environment for academic, social, and emotional health of all. They will have an open door approach will allow students, families, and staff to feel supported and welcomed. The Administration will provide the structure, resources, and guidance to attract and retain staff who can perform and develop as professionals to serve the needs of the students and community, as they create an equitable learning sanctuary for the whole child.

Parents

The Northwood parents and families will support and collaborate with teachers, staff, and administration and play an active role in their child's education. They will uphold school policy and procedure while supporting their child to achieve to their highest potential by ensuring a strong home- school connection. Parents will communicate regularly with school staff to strengthen the partnership and also provide feedback towards continuous improvement,

Community

The community will support Northwood staff and students by providing a watchful eye for the overall safety of our school. They will support Northwood's endeavors by extending resources and making space for active partnerships to benefit all.

Other (Optional)

Omit selected.

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA Academic Growth (PVAAS)	Northwood's strongest area is English Language Arts academic growth. The school earned an ELA PVAAS growth score of 100.0, exceeding both the statewide average (75.4) and the statewide growth standard (70.0). Northwood is classified as "Exceeds the Standard Demonstrating Growth" in ELA, indicating that students are making stronger-than-expected academic progress compared to peers statewide. This suggests that literacy instruction and intervention systems are producing measurable acceleration and year-over-year improvement. The implementation of structured literacy programs such as Into Reading and Foundations may be contributing to sustained literacy growth across grade levels.
ELA Achievement Relative to Math	Although ELA proficiency remains below the statewide average, literacy performance is substantially stronger than mathematics performance. Northwood achieved 29.7% proficient/advanced in ELA compared to the state average of 49.9%, while math proficiency was 8.8% proficient/advanced compared to the statewide average of 41.7%. These results indicate that literacy outcomes currently provide the strongest foundation for continued academic improvement and suggest greater instructional effectiveness in reading than in mathematics.
Assessment Participation / Accountability Stability	The report does not identify participation concerns in either ELA or Math assessments. Consistent participation rates support accountability compliance and indicate operational stability in assessment administration. Stable participation is an important indicator because schools experiencing broader organizational challenges often demonstrate inconsistent testing participation alongside lower performance outcomes.

Challenges

Indicator	Comments/Notable Observations
Mathematics Achievement	Mathematics proficiency remains a significant area of concern. Northwood achieved 8.8% proficient/advanced in Mathematics/Algebra compared to the statewide average of 41.7%. The gap indicates a need for strengthened Tier 1 instruction, intervention systems, and alignment of instructional practices to grade-level standards and rigor.
Mathematics Academic Growth (PVAAS)	Northwood did not meet the statewide growth standard in Mathematics. The school earned a Math PVAAS growth score of 50.0, below both the statewide average growth score (74.9) and the growth benchmark (70.0). This indicates that

	students are not yet making sufficient annual academic progress in mathematics relative to statewide expectations.
Advanced Performance Levels	A limited percentage of students are performing at the Advanced level on state assessments. In ELA, 2.4% of students scored Advanced compared to the statewide average of 12.2%. In Mathematics, only 0.8% of students scored Advanced compared to the statewide average of 16.3%. These results suggest a need to strengthen instructional rigor, enrichment opportunities, and differentiation to increase high-level student performance.
Overall Proficiency Rates	While ELA growth demonstrates positive momentum, overall proficiency levels in both ELA and Mathematics remain below state averages. This indicates that continued focus is needed on accelerating student achievement while sustaining growth gains, particularly in closing performance gaps and increasing the percentage of students meeting proficiency standards.

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

Strengths

Indicator Our EL subgroup showed an increase in proficiency in ELA during the 2024-2025 school year. ESSA Student Subgroups African-American/Black, English Learners, Students with Disabilities	Comments/Notable Observations Students are making significantly stronger academic growth in ELA than expected compared to similar students across Pennsylvania. Northwood's literacy initiatives appear to be producing measurable results, particularly in student growth rather than overall proficiency. The school's ELA growth performance suggests that instructional practices and interventions are effectively accelerating student learning year over year. Structured literacy programs such as Into Reading and Foundations may be creating a stronger foundational reading pipeline that is contributing to sustained improvement across grade levels. Although overall proficiency rates remain below statewide averages, the exceptionally strong growth data indicates that students are moving in a positive academic direction. ELA systems and practices may serve as a model for strengthening instructional approaches in other content areas, particularly mathematics. The "Exceeds the Standard Demonstrating Growth" designation reflects evidence of consistent instructional impact and student progress despite ongoing achievement challenges.
Indicator Our students with disabilities showed an increase in growth in Math during the 2024-2025 school year. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with disabilities demonstrated improved academic growth in Mathematics during the 2024–2025 school year, indicating positive progress within targeted intervention and support systems. The increase in math growth suggests that instructional strategies, accommodations, and specialized supports for students with disabilities may be becoming more effective. Growth among students with disabilities reflects encouraging momentum in addressing achievement gaps and improving access to grade-level mathematical content. The improvement indicates that focused interventions and differentiated instruction are helping students with disabilities make stronger year-to-year academic progress in mathematics. Continued

	emphasis on evidence-based math supports and inclusive instructional practices may help sustain and expand this positive trend.
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Challenges

Indicator All student groups saw a decrease in achievement in math during the 2024-2025 school year. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All student groups experienced a decline in Mathematics achievement during the 2024–2025 school year, indicating a schoolwide need to strengthen math instruction and student performance outcomes. The decrease across all student groups suggests that mathematics challenges are systemic rather than isolated to a single subgroup. Declining math achievement highlights the need for increased focus on curriculum alignment, instructional rigor, intervention effectiveness, and consistent implementation of evidence-based math practices. While some student groups demonstrated growth improvements, overall achievement declines indicate that students may still be struggling to reach proficiency-level expectations in mathematics. The data suggests a need to analyze instructional practices, assessment performance trends, and student support structures to identify barriers impacting math achievement across grade levels. Continued monitoring of subgroup performance will be important to ensure targeted supports are effectively addressing learning gaps and preventing further declines in achievement.
Indicator Advanced Performance Levels ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Advanced performance levels in both ELA and Mathematics remain significantly below statewide averages, indicating that relatively few students are achieving at the highest levels of academic performance. The low percentage of students scoring Advanced suggests a need to strengthen instructional rigor, enrichment opportunities, and opportunities for higher-order thinking across content areas. While ELA growth demonstrates positive academic momentum, the limited number of students reaching Advanced performance levels indicates that many students may still require support in mastering grade-level standards at deeper levels. In Mathematics, extremely low Advanced performance rates reflect ongoing challenges with conceptual understanding,

	problem-solving, and readiness for advanced academic tasks. Increasing Advanced performance levels will require targeted strategies to both accelerate struggling learners and extend learning opportunities for high-performing students. The data suggests an opportunity to strengthen differentiation, enrichment, and rigorous instructional practices to move more students beyond proficiency toward advanced achievement.
Indicator Mathematics Academic Growth (PVAAS) ESSA Student Subgroups	Comments/Notable Observations Northwood did not meet the statewide growth standard in Mathematics during the 2024–2025 school year, indicating that students are not yet making sufficient year-to-year academic progress in math. The school earned a Mathematics PVAAS growth score of 50.0, which is below both the statewide average growth score and the state growth benchmark of 70.0. Mathematics growth data suggests a need to strengthen instructional practices, intervention systems, and supports to accelerate student learning outcomes in math. While certain subgroups, including students with disabilities, demonstrated growth improvements, overall math growth remains an area requiring continued focus and targeted improvement efforts. The data indicates that students may be struggling to consistently build foundational mathematical skills and apply grade-level concepts at expected rates. Improving mathematics growth will be critical to increasing overall proficiency rates and achieving Future Ready PA Index performance targets. Continued analysis of curriculum implementation, instructional consistency, and intervention effectiveness may help identify barriers impacting mathematics growth across grade levels.
Indicator Overall proficiency rates in both ELA and Mathematics remain below statewide averages, indicating continued challenges in meeting grade-level academic expectations. While ELA growth data demonstrates positive student progress, overall proficiency levels suggest that many students have not yet reached mastery of state standards. Mathematics proficiency remains a significant concern, with achievement levels substantially lower than state averages across student groups. The gap	Comments/Notable Observations Overall proficiency rates in both ELA and Mathematics remain below statewide averages, indicating continued challenges in meeting grade-level academic expectations. While ELA growth data demonstrates positive student progress, overall proficiency levels suggest that many students have not yet reached mastery of state standards. Mathematics proficiency remains a significant concern, with achievement levels substantially lower than state averages across student groups. The gap between growth and proficiency indicates

between growth and proficiency indicates that students are making academic gains, but additional acceleration is needed to close existing achievement gaps. Continued focus on Tier 1 instruction, targeted interventions, and data-driven instructional practices will be necessary to improve overall student proficiency outcomes. The data suggests a need for sustained support in both foundational skill development and grade-level rigor to increase the percentage of students performing at proficient and advanced levels. Improving overall proficiency rates will be critical to meeting Future Ready PA Index targets and strengthening long-term academic outcomes for all student groups. ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	that students are making academic gains, but additional acceleration is needed to close existing achievement gaps. Continued focus on Tier 1 instruction, targeted interventions, and data-driven instructional practices will be necessary to improve overall student proficiency outcomes. The data suggests a need for sustained support in both foundational skill development and grade-level rigor to increase the percentage of students performing at proficient and advanced levels. Improving overall proficiency rates will be critical to meeting Future Ready PA Index targets and strengthening long-term academic outcomes for all student groups.
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Summary

Strengths

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

ELA Academic Growth (PVAAS) This strength has likely had the most significant impact because it demonstrates that students are making accelerated academic progress in literacy despite overall proficiency challenges. Strong ELA growth suggests that instructional systems, interventions, and literacy programming are effectively improving student outcomes over time.
ELA Achievement Relative to Math ELA performance provides evidence of a stronger instructional foundation in literacy compared to mathematics. This relative success indicates that current literacy practices are producing more positive outcomes and can serve as a model for strengthening instructional systems in other content areas.
Assessment Participation / Accountability Stability Consistent assessment participation supports accountability compliance and reflects organizational stability. Reliable participation ensures that student performance data is accurate and usable for identifying needs, monitoring progress, and planning targeted improvement efforts.

Challenges

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

Mathematics Achievement Improving mathematics proficiency would likely have the greatest impact on Future Ready PA Index targets because current performance levels are significantly below the

statewide average. Strengthening math instruction and student achievement would directly improve overall academic performance indicators.
Mathematics Academic Growth (PVAAS) Increasing mathematics growth is critical because the school did not meet the statewide growth standard in math. Improving student growth outcomes would positively impact accountability measures and demonstrate that students are making sufficient year-to-year progress.
Advanced Performance Levels Increasing the percentage of students performing at the Advanced level in both ELA and Mathematics would strengthen overall academic achievement indicators and improve performance on state accountability measures tied to student proficiency and rigor.
Overall Proficiency Rates Raising overall proficiency rates in both ELA and Mathematics remains essential for meeting Future Ready PA Index targets. Continued focus on accelerating achievement and closing performance gaps will be necessary to increase the percentage of students meeting grade-level expectations.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
MAP Data (ELA)	Northwood’s overall ELA performance indicates consistent underperformance relative to national norms, with most grade levels performing between the 30th and 46th percentiles and no grade exceeding average performance expectations. Kindergarten (41st percentile) and Grade 8 (46th percentile) demonstrate the strongest relative performance, while Grade 3 represents the most significant area of concern at the 19th percentile. The data shows a clear decline in achievement from Kindergarten through Grade 3, followed by only partial recovery in later grades, suggesting that students lose academic ground early and never fully regain it. A critical trend across grade levels is the heavy concentration of students within the lowest performance bands. In most grades, approximately 60–75% of students score below the 40th percentile, indicating that the challenges are systemic rather than isolated to small subgroups of learners. This pattern suggests that Tier 1 core instruction is not consistently meeting the needs of the majority of students and that too many students require Tier 2 and Tier 3 interventions to access grade-level content successfully. The data also reveals a very small population of high-performing students, with limited numbers scoring above the 80th percentile. This suggests weaknesses in instructional rigor, enrichment opportunities, and differentiation practices for advanced learners. The absence of a strong high-performing pipeline limits the school’s ability to increase advanced achievement levels over time. Early literacy trends are particularly concerning. While Kindergarten students demonstrate a relatively stronger starting point, achievement declines sharply in Grades 1 and 2, indicating that early literacy systems are not sustaining initial gains. Potential contributing factors include gaps in phonics transfer from Foundations to authentic reading, inconsistent fluency development, and insufficient progression from decoding skills to comprehension. Grades 3–5 represent the school’s most critical instructional concern. Students appear to be entering the “reading to learn” phase without strong foundational literacy skills, resulting in comprehension difficulties, vocabulary deficits, and reduced access to grade-level academic content. The significant concentration of students below the 40th percentile in these grades demonstrates the urgent need for targeted literacy intervention and stronger classroom instructional supports. While middle school grades show modest stabilization and some improvement, students remain below grade-level expectations overall. Slight increases in students performing within middle percentile bands suggest some recovery may be occurring due to stronger instructional alignment and content-area literacy supports; however, early learning gaps continue to impact long-term achievement outcomes. The findings point to several key instructional implications. Tier 1 core instruction requires strengthening across all grade levels through greater consistency in curriculum implementation, explicit modeling, guided practice, frequent checks for understanding, and data-driven regrouping practices. Early literacy systems, particularly in Grades 1–2, represent the highest-leverage opportunity for improvement and should prioritize phonics fidelity, structured fluency development, and stronger connections between decoding and comprehension. Additionally, Grades 3–5 require urgent intervention supports focused on vocabulary development, fluency remediation, and comprehension instruction within classroom settings. Overall, the data suggests that strengthening early literacy systems, improving Tier 1 instructional effectiveness, refining interventions, and increasing rigor and

	differentiation for higher-performing students will be essential to improving long-term ELA achievement outcomes across the school.
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English Language Arts Summary

Strengths

Strong ELA Academic Growth (PVAAS) Northwood's strongest contributing factor is its exceptional ELA academic growth performance. The school exceeded the statewide growth standard in ELA, demonstrating that students are making stronger-than-expected academic progress over time. This reflects effective literacy instruction, intervention systems, and targeted supports that can be leveraged to strengthen achievement in other content areas, particularly mathematics.
Structured Early Literacy Programs and Systems The implementation of structured literacy programs such as Into Reading and Foundations provides a strong instructional foundation aligned to the school's mission of improving student achievement. These systems create opportunities to strengthen phonics, decoding, fluency, and comprehension instruction while supporting long-term literacy growth across grade levels.
Signs of Stabilization in Upper Grades Middle school grades demonstrated modest stabilization and slight improvement in performance trends, particularly within middle percentile bands. This may indicate stronger instructional alignment, improving content-area literacy practices, or more effective intervention systems in upper grades that can be replicated and strengthened across additional grade levels.

Challenges

Grades 3–5 Achievement and Intervention Needs Grades 3–5 represent the school's most critical academic concern, with large percentages of students performing within the lowest percentile bands. Students are entering upper elementary grades without strong foundational reading and mathematics skills, limiting access to grade-level content. Strengthening intervention systems and classroom instruction in these grades would significantly improve both achievement and growth measures.
Tier 1 Instructional Effectiveness The data suggests that core instruction is not consistently producing grade-level outcomes for the majority of students. Strengthening Tier 1 instruction through consistent implementation, explicit teaching practices, data-driven reteaching, and stronger differentiation would improve overall proficiency, reduce the number of students requiring intensive intervention, and positively impact multiple Future Ready PA Index measures.
Weak Early Literacy and Foundational Skill Development (Grades 1–2) Data indicates that students begin losing academic ground shortly after Kindergarten, particularly in foundational literacy skills such as phonics, decoding, fluency, and comprehension. Strengthening early literacy systems would provide the highest-leverage opportunity for long-term improvement by preventing later achievement gaps and improving both proficiency and growth outcomes across content areas.

Mathematics

Data	Comments/Notable Observations
MAP Data (Math)	Overall mathematics performance at Northwood remains below national averages across nearly all grade levels, with most grade-level median scores falling between the 22nd and 39th percentiles. Kindergarten demonstrates the strongest relative performance at the 48th percentile; however, achievement declines steadily through the elementary grades, indicating a pattern of schoolwide underperformance relative to national norms. The data

reveals a significant downward trend from Kindergarten through Grade 5. Students begin near average levels in Kindergarten but progressively lose academic ground in each subsequent grade, with Grade 5 representing the lowest performance point. This trend suggests that students are not catching up over time and that early mathematics instruction may not be producing sufficient acceleration to sustain long-term growth. A critical concern is the concentration of students within the lowest performance bands. Across most grades, approximately 60–75% of students perform below the 40th percentile, indicating that the challenges extend beyond isolated student groups and instead reflect systemic Tier 1 and Tier 2 instructional concerns. The data suggests that core mathematics instruction and intervention systems are not consistently meeting the needs of the majority of learners. The school also demonstrates a very limited population of high-performing students. Most grades have only 0–6% of students scoring above the 80th percentile, with some grade levels showing almost no representation in the highest achievement band. This indicates limited enrichment opportunities, insufficient differentiation, and a weak pipeline for advanced mathematics achievement. Grade-band analysis highlights several notable patterns. In Grades K–2, students demonstrate a relatively strong starting point in Kindergarten followed by a sharp decline in Grades 1 and 2. This suggests weaknesses in foundational mathematical skill development and indicates that instructional practices following Kindergarten may not be sufficiently rigorous or effective in building conceptual understanding and procedural fluency. Grades 3–5 represent the school’s most significant mathematics concern. Students in these grades consistently perform within the 20th percentile range, with a large percentage scoring within the bottom 20th percentile nationally. These findings suggest that students are entering upper elementary mathematics without the foundational skills necessary to successfully engage with grade-level problem solving and conceptual application. Middle school grades show modest stabilization and slight improvement, with some increases in students performing within middle percentile bands. This may reflect stronger instructional alignment or improved intervention practices in upper grades. However, performance remains below grade-level expectations overall, and earlier mathematical skill gaps continue to impact achievement outcomes. Several key systemic challenges emerge from the data. The school lacks a consistent upward growth trajectory in mathematics, with students falling further behind as they progress through elementary grades. A large percentage of students require intervention-level support, indicating that current Tier 1 systems are not sufficiently effective. Additionally, the limited number of high-achieving students reflects a need for stronger rigor, differentiation, and extension opportunities. The instructional implications are significant. Tier 1 core mathematics instruction requires strengthening through consistent lesson structures, explicit modeling, guided practice, frequent checks for understanding, and data-driven reteaching practices. Intervention systems must become more targeted, skill-specific, and consistent across grade levels to address foundational learning gaps effectively. Strategically, Northwood should prioritize strengthening foundational mathematics instruction in the early grades, implementing urgent intervention supports in Grades 3–5, improving Tier 1 instructional consistency, and developing a stronger pipeline of advanced mathematics learners through increased rigor and differentiation. Sustained focus on these priorities will be essential for improving mathematics achievement and long-term student outcomes across the school.

Mathematics Summary

Strengths

Improved Growth Among Students with Disabilities Students with disabilities demonstrated improved growth in Mathematics during the 2024–2025 school year. This suggests that targeted interventions, differentiated supports, and specialized instructional practices are beginning to positively impact student outcomes and may serve as a model for expanding effective intervention practices schoolwide.
Mathematics Achievement and Proficiency Rates Mathematics achievement remains significantly below state and national averages across grade levels and student groups. Improving mathematics proficiency would have the greatest impact on Future Ready PA Index targets because current performance levels directly affect State Assessment Measures and overall academic achievement outcomes. Strengthening math instruction and increasing the percentage of students meeting proficiency standards is critical to advancing the school’s mission and long-term academic goals.

Challenges

Tier 1 Instructional Effectiveness The data suggests that core instruction is not consistently producing grade-level outcomes for the majority of students. Strengthening Tier 1 instruction through consistent implementation, explicit teaching practices, data-driven reteaching, and stronger differentiation would improve overall proficiency, reduce the number of students requiring intensive intervention, and positively impact multiple Future Ready PA Index measures.
Grades 3–5 Achievement and Intervention Needs Grades 3–5 represent the school’s most critical academic concern, with large percentages of students performing within the lowest percentile bands. Students are entering upper elementary grades without strong foundational reading and mathematics skills, limiting access to grade-level content. Strengthening intervention systems and classroom instruction in these grades would significantly improve both achievement and growth measures.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
MAP Data (Science)	We do not offer rigorous science instruction below 5th grade. Middle School science is lagging.

Science, Technology, and Engineering Education Summary

Strengths

Structured Literacy Systems Support Science Learning The implementation of structured literacy programs such as Into Reading and Foundations may positively contribute to science instruction by strengthening students’ ability to read informational texts, interpret academic vocabulary, and engage with content-area reading demands.
Signs of Instructional Stabilization in Upper Grades Middle school grades demonstrated modest stabilization and improvement trends in overall academic performance. This may indicate stronger instructional alignment and increasing readiness for more complex content-area learning, including science instruction.

Challenges

Students struggling with reading comprehension and vocabulary may experience difficulty interpreting scientific texts, analyzing data, and explaining scientific reasoning. Strengthening content-area literacy

practices within science instruction could improve student access to rigorous science content and support overall academic achievement.

Need for Greater Instructional Rigor and Inquiry-Based Learning The limited number of students performing at advanced levels across content areas may also indicate a need for increased rigor, inquiry-based learning opportunities, and higher-order thinking tasks within science instruction. Strengthening opportunities for problem solving, scientific reasoning, and application-based learning would support college and career readiness goals.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Participation in Career Fairs	Career fair participation supports College and Career Measures within the Future Ready PA Index by promoting career exploration, postsecondary readiness, and student engagement in future planning opportunities.
High School Preview Fairs	Participation in high school preview fairs helps students and families better understand academic pathways, career programs, extracurricular opportunities, and postsecondary preparation options, supporting long-term college and career readiness goals.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
Student Grades	Positive Student Performance in Arts and Humanities Courses Strong student grades in arts and humanities courses indicate that many students are successfully engaging with creative, analytical, and discussion-based learning experiences. Demonstration of Student Engagement and Motivation Higher performance in arts and humanities classes may reflect increased student engagement, participation, and confidence in learning environments that encourage creativity and self-expression. Strengthening Literacy and Communication Skills Success in humanities-related coursework supports the development of reading comprehension, writing, vocabulary, critical thinking, and communication skills that transfer across academic content areas. Opportunities for Student Success Beyond State-Tested Areas Positive grades in arts and humanities provide additional pathways for students to demonstrate achievement and academic strengths outside of traditional tested subjects such as ELA and Mathematics. Support for Whole-Child Development Student achievement in arts and humanities reflects opportunities for social-emotional growth, collaboration, creativity, and cultural awareness, supporting the development of well-rounded learners. Potential Indicator of Instructional Strengths Consistently positive student performance in arts and humanities courses may indicate strong instructional relationships, engaging classroom environments, and effective differentiation practices within these content areas. Contribution to School Climate and Student Confidence Success in arts and humanities courses can improve student confidence, increase school connectedness, and promote positive academic identity, particularly for students who may struggle in other academic areas. Support for College and Career Readiness Achievement in arts and humanities courses helps students develop transferable skills such as collaboration, presentation, interpretation, and problem solving that are essential for future academic and career success.

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)

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

Data	Comments/Notable Observations
Student Grades	Support for Literacy and Critical Thinking Skills Social studies instruction strengthens reading comprehension, academic vocabulary, analytical thinking, and written communication skills, supporting achievement across multiple academic areas. Development of Civic Awareness and Responsibility Social studies coursework helps students build an understanding of citizenship, government, history, and civic responsibility, supporting the development of informed and engaged community members. Opportunities for Student Discussion and Engagement Social studies classrooms often promote collaboration, discussion, inquiry, and evidence-based reasoning, helping students develop communication and problem-solving skills. Connection to Real-World Learning Social studies instruction allows students to make connections between historical events, current issues, cultures, and communities, increasing relevance and student engagement in learning. Support for College and Career Readiness Participation and success in social studies courses help students develop research, analysis, presentation, and reasoning skills that are essential for postsecondary education and future careers. Promotion of Cultural Awareness and Inclusion Social studies instruction exposes students to diverse perspectives, cultures, and historical experiences, helping to foster empathy, inclusivity, and global awareness. Potential Indicator of Student Engagement Strengths Positive student performance in social studies may reflect strong classroom engagement, effective instructional practices, and opportunities for students to actively participate in learning. Integration of Content-Area Literacy Skills Social studies instruction reinforces content-area literacy through reading informational texts, interpreting sources, analyzing evidence, and constructing written responses. Support for Whole-Child Development Social studies programs contribute to student growth in leadership, collaboration, ethical reasoning, and decision-making skills that support overall student development. Opportunities for Interdisciplinary Learning Social studies provides opportunities to integrate literacy, writing, discussion, and research skills across content areas while supporting broader academic achievement goals.

Articulation Agreements

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

Summary

Strengths

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

College and Career Readiness Opportunities Participation in career fairs and high school preview fairs has strengthened student exposure to postsecondary pathways, career exploration, and future planning opportunities. These experiences support student engagement, motivation, and alignment to Future Ready PA Index College and Career Measures.

Student Engagement Through Arts, Humanities, and Social Studies Positive student performance and engagement in arts, humanities, and social studies courses provide additional opportunities for students to demonstrate academic strengths, build communication and critical thinking skills, and remain connected to school. These programs support whole-child development and may contribute positively to overall school climate and student motivation.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Limited Advanced Performance and Rigor Very few students are performing at advanced levels in ELA and Mathematics, indicating a need for increased instructional rigor, differentiation, enrichment opportunities, and support for high-achieving students. Building a stronger pipeline of advanced learners would improve overall academic performance and strengthen long-term college and career readiness outcomes.

College and Career Readiness We need to have a more structured manner to instruct and collect data on student performance relative to career readiness.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Structured Literacy Programs Supporting Diverse Learners The implementation of Into Reading and Foundations provides structured, research-based literacy instruction that supports struggling learners and helps strengthen foundational reading skills for diverse student populations, including intervention and subgroup students.
Strong ELA Academic Growth Across Student Groups Northwood’s ELA PVAAS growth performance indicates that students are making stronger-than-expected academic progress overall. This growth suggests that literacy instruction and intervention systems are supporting subgroup improvement and accelerating student learning despite proficiency challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Weak Foundational Literacy Skills Among Struggling Student Groups Early literacy declines in Grades 1–2 suggest that many student groups are not developing strong foundational skills in phonics, decoding, fluency, and comprehension. Addressing these early literacy gaps is critical because they continue to impact long-term academic achievement across content areas.
Inconsistent Instructional Effectiveness Across Grade Levels and Student Groups The data suggests variability in instructional effectiveness across grade levels and student populations. Improving consistency in curriculum implementation, data-driven instruction, intervention delivery, and differentiated supports would help ensure stronger outcomes for all student groups and improve progress toward the school’s mission and vision.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Data indicates that students with disabilities demonstrated improved growth in Mathematics during the 2024–2025 school year, suggesting that targeted interventions, accommodations, and specialized instructional supports are positively impacting student outcomes. However, overall proficiency rates remain low across content areas, indicating a continued need to strengthen inclusionary practices, progress monitoring systems, and alignment between Tier 1 instruction and specially designed instruction. Continued focus on foundational literacy and mathematics skill development, differentiated instruction, and evidence-based interventions will remain critical to improving outcomes for students with disabilities.
Title 1 Program	Title I programming remains essential in addressing the school's significant academic achievement gaps and high percentage of students performing below grade-level expectations. Data suggests that a large number of students require Tier 2 and Tier 3 supports, particularly in early literacy and mathematics. Continued alignment between Title I services, core instruction, intervention systems, and progress monitoring processes will be necessary to strengthen foundational skills, improve proficiency rates, and accelerate academic growth for at-risk learners.
Student Services	Student services continue to play an important role in supporting student attendance, engagement, behavior, social-emotional wellness, and overall academic readiness. Career fairs, high school preview fairs, and enrichment opportunities have provided students with increased exposure to postsecondary pathways and college and career readiness experiences. Continued collaboration between student services, instructional teams, and intervention supports will be important to addressing barriers to student achievement and improving overall student outcomes.
K-12 Guidance Plan (339 Plan)	The K-12 Guidance Plan supports student academic planning, career awareness, and social-emotional development. Participation in career exploration activities and high school preview opportunities has strengthened student exposure to future academic and career pathways. Continued emphasis on career readiness, goal setting, academic planning, and student transition supports will help align the guidance program to Future Ready PA Index College and Career Measures.
Technology Plan	Technology resources continue to support instruction, assessment administration, intervention programs, and student access to digital learning opportunities. Ongoing focus is needed to ensure consistent integration of instructional technology, data analysis tools, and digital intervention supports across grade levels. Continued professional development and alignment of technology tools to instructional priorities will support differentiated instruction, progress monitoring, and student engagement.
English Language Development Programs	English Language Development programming supports multilingual learners through language acquisition, academic vocabulary development, and access to grade-level content. Continued collaboration between ELD services and core instructional programs will be important to ensuring that multilingual learners

	receive targeted language supports while accessing rigorous academic instruction. Strengthening literacy development, vocabulary instruction, and differentiated supports will remain important priorities for improving outcomes for English learners.
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Strengths

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

Improved Growth Among Students with Disabilities The Special Education Plan has contributed positively to increased mathematics growth among students with disabilities during the 2024–2025 school year. Targeted interventions, accommodations, and specialized instructional supports have helped address subgroup achievement gaps and improve academic progress.
Collaboration Between ELD, Intervention, and Core Instructional Programs English Language Development services have helped support multilingual learners through vocabulary development, language acquisition, and access to grade-level content. Increased collaboration between ELD supports and core instruction has strengthened efforts to improve literacy and academic achievement for diverse student populations.
Alignment of Title I Supports with Intervention Systems Title I programming has supported the implementation of Tier 2 and Tier 3 interventions for students performing below grade-level expectations. These supports have helped strengthen foundational literacy and mathematics instruction while providing additional academic assistance to at-risk learners.

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.

Inconsistent Tier 1 Instructional Effectiveness Data across multiple programs and plans indicates that core instruction is not consistently producing grade-level outcomes for the majority of students. Strengthening Tier 1 instruction through consistent curriculum implementation, explicit instructional practices, differentiation, and data-driven reteaching would significantly improve achievement across all student groups and content areas.
Low Overall Proficiency and Advanced Performance Rates Overall proficiency rates and advanced performance levels remain below state and national expectations across student groups. Increasing instructional rigor, enrichment opportunities, and differentiated supports for both struggling and advanced learners would improve achievement outcomes and strengthen readiness for college and career pathways.
Need for Greater Alignment Across Programs and Student Supports Continued alignment between Special Education, Title I, ELD services, student services, intervention systems, and core instruction is necessary to ensure consistent supports for all learners. Strengthening collaboration, progress monitoring, and coordinated instructional planning across programs would improve efficiency, reduce redundancies, and better address the academic and social-emotional needs of students.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

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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Collectively shape the vision for continuous improvement of teaching and learning Northwood has demonstrated ongoing commitment to continuous improvement through the analysis of academic data, alignment of instructional priorities, and development of targeted school improvement goals. This collaborative focus provides a strong foundation for implementing strategic instructional improvements aligned to the school's mission, vision, and Future Ready PA Index goals.

Identify and address individual student learning needs The school has established intervention supports, specialized instruction, and differentiated learning opportunities to address the needs of diverse learners, including students with disabilities and multilingual learners. These systems provide a strong foundation for strengthening Tier 2 and Tier 3 interventions and improving subgroup performance outcomes.

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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Align curricular materials and lesson plans to the PA Standards Strengthening alignment between curriculum, instructional materials, pacing, and the PA Standards would significantly improve instructional consistency and access to grade-level content across classrooms and grade levels. Improved alignment would support stronger Tier 1 instruction, increase academic rigor, and help address low proficiency rates in ELA and Mathematics.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based Strengthening collaborative planning structures would improve instructional consistency, intervention alignment, and implementation fidelity across grade levels. More coordinated planning would support stronger instructional transitions between grades, reduce gaps in foundational skill development, and improve student outcomes in literacy and mathematics.

Provide frequent, timely, and systematic feedback and support on instructional practices Increasing instructional coaching, classroom feedback, and ongoing support for teachers would strengthen instructional effectiveness and improve implementation of evidence-based practices. Focused feedback around differentiation, intervention delivery, foundational literacy instruction, and mathematics instruction would directly support improved student achievement and growth.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
ELA Academic Growth (PVAAS) This strength has likely had the most significant impact because it demonstrates that students are making accelerated academic progress in literacy despite overall proficiency challenges. Strong ELA growth suggests that instructional systems, interventions, and literacy programming are effectively improving student outcomes over time.	True
ELA Achievement Relative to Math ELA performance provides evidence of a stronger instructional foundation in literacy compared to mathematics. This relative success indicates that current literacy practices are producing more positive outcomes and can serve as a model for strengthening instructional systems in other content areas.	False
Assessment Participation / Accountability Stability Consistent assessment participation supports accountability compliance and reflects organizational stability. Reliable participation ensures that student performance data is accurate and usable for identifying needs, monitoring progress, and planning targeted improvement efforts.	True
Assessment Participation / Accountability Stability Consistent assessment participation supports accountability compliance and reflects organizational stability. Reliable participation ensures that student performance data is accurate and usable for identifying needs, monitoring progress, and planning targeted improvement efforts.	False
Strong ELA Academic Growth (PVAAS) Northwood's strongest contributing factor is its exceptional ELA academic growth performance. The school exceeded the statewide growth standard in ELA, demonstrating that students are making stronger-than-expected academic progress over time. This reflects effective literacy instruction, intervention systems, and targeted supports that can be leveraged to strengthen achievement in other content areas, particularly mathematics.	True
Structured Early Literacy Programs and Systems The implementation of structured literacy programs such as Into Reading and Foundations provides a strong instructional foundation aligned to the school's mission of improving student achievement. These systems create opportunities to strengthen phonics, decoding, fluency, and comprehension instruction while supporting long-term literacy growth across grade levels.	False
Improved Growth Among Students with Disabilities Students with disabilities demonstrated improved growth in Mathematics during the 2024–2025 school year. This suggests that targeted interventions, differentiated supports, and specialized instructional practices are beginning to positively impact student	True

outcomes and may serve as a model for expanding effective intervention practices schoolwide.	
Mathematics Achievement and Proficiency Rates Mathematics achievement remains significantly below state and national averages across grade levels and student groups. Improving mathematics proficiency would have the greatest impact on Future Ready PA Index targets because current performance levels directly affect State Assessment Measures and overall academic achievement outcomes. Strengthening math instruction and increasing the percentage of students meeting proficiency standards is critical to advancing the school's mission and long-term academic goals.	False
	False
Structured Literacy Systems Support Science Learning The implementation of structured literacy programs such as Into Reading and Foundations may positively contribute to science instruction by strengthening students' ability to read informational texts, interpret academic vocabulary, and engage with content-area reading demands.	False
Signs of Instructional Stabilization in Upper Grades Middle school grades demonstrated modest stabilization and improvement trends in overall academic performance. This may indicate stronger instructional alignment and increasing readiness for more complex content-area learning, including science instruction.	False
College and Career Readiness Opportunities Participation in career fairs and high school preview fairs has strengthened student exposure to postsecondary pathways, career exploration, and future planning opportunities. These experiences support student engagement, motivation, and alignment to Future Ready PA Index College and Career Measures.	False
Student Engagement Through Arts, Humanities, and Social Studies Positive student performance and engagement in arts, humanities, and social studies courses provide additional opportunities for students to demonstrate academic strengths, build communication and critical thinking skills, and remain connected to school. These programs support whole-child development and may contribute positively to overall school climate and student motivation.	False
Structured Literacy Programs Supporting Diverse Learners The implementation of Into Reading and Foundations provides structured, research-based literacy instruction that supports struggling learners and helps strengthen foundational reading skills for diverse student populations, including intervention and subgroup students.	False
Strong ELA Academic Growth Across Student Groups Northwood's ELA PVAAS growth performance indicates that students are making stronger-than-expected academic progress overall. This growth suggests that literacy instruction and intervention systems are supporting subgroup improvement and accelerating student learning despite proficiency challenges.	False
Improved Growth Among Students with Disabilities The Special Education Plan has contributed positively to increased mathematics growth among students with disabilities during the 2024–2025 school year. Targeted interventions, accommodations, and specialized instructional supports have helped address subgroup achievement gaps and improve academic progress.	False

Collaboration Between ELD, Intervention, and Core Instructional Programs English Language Development services have helped support multilingual learners through vocabulary development, language acquisition, and access to grade-level content. Increased collaboration between ELD supports and core instruction has strengthened efforts to improve literacy and academic achievement for diverse student populations.	False
Alignment of Title I Supports with Intervention Systems Title I programming has supported the implementation of Tier 2 and Tier 3 interventions for students performing below grade-level expectations. These supports have helped strengthen foundational literacy and mathematics instruction while providing additional academic assistance to at-risk learners.	False
Collectively shape the vision for continuous improvement of teaching and learning Northwood has demonstrated ongoing commitment to continuous improvement through the analysis of academic data, alignment of instructional priorities, and development of targeted school improvement goals. This collaborative focus provides a strong foundation for implementing strategic instructional improvements aligned to the school's mission, vision, and Future Ready PA Index goals.	False
Identify and address individual student learning needs The school has established intervention supports, specialized instruction, and differentiated learning opportunities to address the needs of diverse learners, including students with disabilities and multilingual learners. These systems provide a strong foundation for strengthening Tier 2 and Tier 3 interventions and improving subgroup performance outcomes.	False
Signs of Stabilization in Upper Grades Middle school grades demonstrated modest stabilization and slight improvement in performance trends, particularly within middle percentile bands. This may indicate stronger instructional alignment, improving content-area literacy practices, or more effective intervention systems in upper grades that can be replicated and strengthened across additional grade levels.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter 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
Mathematics Achievement Improving mathematics proficiency would likely have the greatest impact on Future Ready PA Index targets because current performance levels are significantly below the statewide average. Strengthening math instruction and student achievement would directly improve overall academic performance indicators.	True
Mathematics Academic Growth (PVAAS) Increasing mathematics growth is critical because the school did not meet the statewide growth standard in math. Improving student growth outcomes would positively impact accountability	False

measures and demonstrate that students are making sufficient year-to-year progress.	
Advanced Performance Levels Increasing the percentage of students performing at the Advanced level in both ELA and Mathematics would strengthen overall academic achievement indicators and improve performance on state accountability measures tied to student proficiency and rigor.	False
Overall Proficiency Rates Raising overall proficiency rates in both ELA and Mathematics remains essential for meeting Future Ready PA Index targets. Continued focus on accelerating achievement and closing performance gaps will be necessary to increase the percentage of students meeting grade-level expectations.	True
Overall Proficiency Rates Raising overall proficiency rates in both ELA and Mathematics remains essential for meeting Future Ready PA Index targets. Continued focus on accelerating achievement and closing performance gaps will be necessary to increase the percentage of students meeting grade-level expectations.	False
Grades 3–5 Achievement and Intervention Needs Grades 3–5 represent the school’s most critical academic concern, with large percentages of students performing within the lowest percentile bands. Students are entering upper elementary grades without strong foundational reading and mathematics skills, limiting access to grade-level content. Strengthening intervention systems and classroom instruction in these grades would significantly improve both achievement and growth measures.	True
Tier 1 Instructional Effectiveness The data suggests that core instruction is not consistently producing grade-level outcomes for the majority of students. Strengthening Tier 1 instruction through consistent implementation, explicit teaching practices, data-driven reteaching, and stronger differentiation would improve overall proficiency, reduce the number of students requiring intensive intervention, and positively impact multiple Future Ready PA Index measures.	False
Weak Early Literacy and Foundational Skill Development (Grades 1–2) Data indicates that students begin losing academic ground shortly after Kindergarten, particularly in foundational literacy skills such as phonics, decoding, fluency, and comprehension. Strengthening early literacy systems would provide the highest-leverage opportunity for long-term improvement by preventing later achievement gaps and improving both proficiency and growth outcomes across content areas.	True
Tier 1 Instructional Effectiveness The data suggests that core instruction is not consistently producing grade-level outcomes for the majority of students. Strengthening Tier 1 instruction through consistent implementation, explicit teaching practices, data-driven reteaching, and stronger differentiation would improve overall proficiency, reduce the number of students requiring intensive intervention, and positively impact multiple Future Ready PA Index measures.	True
Grades 3–5 Achievement and Intervention Needs Grades 3–5 represent the school’s most critical academic concern, with large percentages of students performing within the lowest percentile bands. Students are entering upper elementary grades without strong foundational reading and mathematics skills, limiting access to grade-level content. Strengthening intervention systems and	False

classroom instruction in these grades would significantly improve both achievement and growth measures.	
Students struggling with reading comprehension and vocabulary may experience difficulty interpreting scientific texts, analyzing data, and explaining scientific reasoning. Strengthening content-area literacy practices within science instruction could improve student access to rigorous science content and support overall academic achievement.	False
Need for Greater Instructional Rigor and Inquiry-Based Learning The limited number of students performing at advanced levels across content areas may also indicate a need for increased rigor, inquiry-based learning opportunities, and higher-order thinking tasks within science instruction. Strengthening opportunities for problem solving, scientific reasoning, and application-based learning would support college and career readiness goals.	False
Limited Advanced Performance and Rigor Very few students are performing at advanced levels in ELA and Mathematics, indicating a need for increased instructional rigor, differentiation, enrichment opportunities, and support for high-achieving students. Building a stronger pipeline of advanced learners would improve overall academic performance and strengthen long-term college and career readiness outcomes.	False
Weak Foundational Literacy Skills Among Struggling Student Groups Early literacy declines in Grades 1–2 suggest that many student groups are not developing strong foundational skills in phonics, decoding, fluency, and comprehension. Addressing these early literacy gaps is critical because they continue to impact long-term academic achievement across content areas.	False
Inconsistent Instructional Effectiveness Across Grade Levels and Student Groups The data suggests variability in instructional effectiveness across grade levels and student populations. Improving consistency in curriculum implementation, data-driven instruction, intervention delivery, and differentiated supports would help ensure stronger outcomes for all student groups and improve progress toward the school’s mission and vision.	False
Inconsistent Tier 1 Instructional Effectiveness Data across multiple programs and plans indicates that core instruction is not consistently producing grade-level outcomes for the majority of students. Strengthening Tier 1 instruction through consistent curriculum implementation, explicit instructional practices, differentiation, and data-driven reteaching would significantly improve achievement across all student groups and content areas.	False
Low Overall Proficiency and Advanced Performance Rates Overall proficiency rates and advanced performance levels remain below state and national expectations across student groups. Increasing instructional rigor, enrichment opportunities, and differentiated supports for both struggling and advanced learners would improve achievement outcomes and strengthen readiness for college and career pathways.	False
Need for Greater Alignment Across Programs and Student Supports Continued alignment between Special Education, Title I, ELD services, student services, intervention systems, and core instruction is necessary to ensure consistent supports for all learners. Strengthening collaboration, progress monitoring, and coordinated instructional planning across programs would improve efficiency,	False

reduce redundancies, and better address the academic and social-emotional needs of students.	
Align curricular materials and lesson plans to the PA Standards Strengthening alignment between curriculum, instructional materials, pacing, and the PA Standards would significantly improve instructional consistency and access to grade-level content across classrooms and grade levels. Improved alignment would support stronger Tier 1 instruction, increase academic rigor, and help address low proficiency rates in ELA and Mathematics.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based Strengthening collaborative planning structures would improve instructional consistency, intervention alignment, and implementation fidelity across grade levels. More coordinated planning would support stronger instructional transitions between grades, reduce gaps in foundational skill development, and improve student outcomes in literacy and mathematics.	False
College and Career Readiness We need to have a more structured manner to instruct and collect data on student performance relative to career readiness.	False
Provide frequent, timely, and systematic feedback and support on instructional practices Increasing instructional coaching, classroom feedback, and ongoing support for teachers would strengthen instructional effectiveness and improve implementation of evidence-based practices. Focused feedback around differentiation, intervention delivery, foundational literacy instruction, and mathematics instruction would directly support improved student achievement and growth.	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.

Several important themes emerged throughout the needs assessment process that directly connect to Northwood's most pressing academic and organizational challenges. The data consistently demonstrates that overall student achievement in both ELA and Mathematics remains below state and national averages, with the most significant concerns occurring in foundational skill development and upper elementary performance. Students demonstrate a clear decline in achievement beginning in Grades 1 and 2, with many students continuing to fall further behind through Grades 3–5. These findings indicate that early literacy and foundational mathematics systems require immediate strengthening to prevent long-term academic gaps. A major observation across multiple data sources is the large percentage of students performing within intervention ranges. In many grade levels, approximately 60–75% of students perform below the 40th percentile, suggesting that the challenges are systemic rather than isolated to small student groups. This indicates that Tier 1 core instruction is not consistently producing grade-level outcomes and that intervention systems must become more targeted, skill-specific, and consistently implemented across grade levels. The data also highlighted significant concerns related to Mathematics achievement and academic growth. Mathematics proficiency and growth remain substantially below expectations across most student groups, demonstrating the need for

stronger instructional alignment, consistent implementation of evidence-based practices, and increased focus on foundational mathematical concepts and problem-solving skills. At the same time, the school identified several important strengths that can be leveraged to address these challenges. Northwood demonstrated exceptionally strong ELA academic growth, exceeding statewide growth expectations in English Language Arts. This suggests that literacy interventions, structured instructional programs, and targeted supports are positively impacting student growth and may serve as a model for improving instruction in other content areas. Additional notable observations included improved mathematics growth among students with disabilities, stable assessment participation and accountability systems, increased opportunities for college and career readiness through career fairs and high school preview events, and positive student engagement through arts, humanities, and social studies programming. These areas demonstrate organizational strengths that can support broader school improvement efforts. The needs assessment also emphasized the importance of strengthening instructional consistency, curriculum alignment, progress monitoring, professional learning, and implementation fidelity across all programs and grade levels. Increased collaboration between Special Education, Title I, ELD services, intervention systems, student services, and core instruction was identified as essential to ensuring equitable access to high-quality instruction and support for all learners. Overall, the needs assessment reinforced the need to prioritize strengthening Tier 1 instruction, improving foundational literacy and mathematics systems, increasing rigor and differentiation, refining intervention practices, and building stronger alignment across instructional programs in order to improve student achievement and progress toward the school's mission, vision, and Future Ready PA Index goals.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Mathematics Achievement Improving mathematics proficiency would likely have the greatest impact on Future Ready PA Index targets because current performance levels are significantly below the statewide average. Strengthening math instruction and student achievement would directly improve overall academic performance indicators.	Mathematics achievement remains significantly below state and national averages due to inconsistent Tier 1 instructional practices, gaps in foundational mathematical skill development, and insufficient alignment between curriculum, instruction, intervention, and assessment practices. Many students are entering upper elementary grades without strong number sense, procedural fluency, and problem-solving skills, limiting their ability to access grade-level content successfully. Inconsistent differentiation and limited instructional rigor may also contribute to low achievement and limited advanced performance.	True
Overall Proficiency Rates Raising overall proficiency rates in both ELA and Mathematics remains essential for meeting Future Ready PA Index targets. Continued focus on accelerating achievement and closing performance gaps will be necessary to increase the percentage of students meeting grade-level expectations.	Overall proficiency rates remain low because students are not consistently mastering foundational literacy and mathematics skills in the early grades, leading to long-term achievement gaps across content areas. A large percentage of students require Tier 2 and Tier 3 interventions, indicating that core instruction alone is not sufficiently meeting student needs. Inconsistent implementation of interventions, limited opportunities for rigorous and differentiated instruction, and gaps in instructional alignment contribute to continued low proficiency outcomes across student groups.	True
Grades 3–5 Achievement and Intervention Needs Grades 3–5 represent the school’s most critical academic concern, with large percentages of students performing within the lowest percentile bands. Students are entering upper elementary grades without strong foundational reading and mathematics skills, limiting access to grade-level content. Strengthening intervention systems and classroom instruction in these		False

grades would significantly improve both achievement and growth measures.		
Weak Early Literacy and Foundational Skill Development (Grades 1–2) Data indicates that students begin losing academic ground shortly after Kindergarten, particularly in foundational literacy skills such as phonics, decoding, fluency, and comprehension. Strengthening early literacy systems would provide the highest-leverage opportunity for long-term improvement by preventing later achievement gaps and improving both proficiency and growth outcomes across content areas.		False
Tier 1 Instructional Effectiveness The data suggests that core instruction is not consistently producing grade-level outcomes for the majority of students. Strengthening Tier 1 instruction through consistent implementation, explicit teaching practices, data-driven reteaching, and stronger differentiation would improve overall proficiency, reduce the number of students requiring intensive intervention, and positively impact multiple Future Ready PA Index measures.	Core instruction is not consistently producing grade-level outcomes because of variability in curriculum implementation, instructional delivery, pacing, differentiation, and use of evidence-based instructional practices across grade levels and classrooms. Collaborative planning structures, progress monitoring systems, and instructional feedback processes may not yet be consistently implemented schoolwide, resulting in uneven instructional quality and a high percentage of students requiring intervention supports.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA Academic Growth (PVAAS) This strength has likely had the most significant impact because it demonstrates that students are making accelerated academic progress in literacy despite overall proficiency challenges. Strong ELA growth suggests that instructional systems, interventions, and literacy programming are effectively improving student outcomes over time.	Northwood's strong ELA academic growth demonstrates that targeted interventions, structured instructional programs, progress monitoring, and data-driven instructional adjustments can positively impact student achievement. These practices can be leveraged to strengthen Mathematics achievement and Tier 1 instructional effectiveness by applying similar systems of instructional alignment, intervention fidelity, progress monitoring, and evidence-based instructional strategies across content areas. The school's success in accelerating literacy growth suggests that consistent implementation of structured instructional practices can improve overall proficiency outcomes over time.
Assessment Participation / Accountability Stability Consistent assessment participation	Consistent assessment participation provides Northwood with reliable student performance data

supports accountability compliance and reflects organizational stability. Reliable participation ensures that student performance data is accurate and usable for identifying needs, monitoring progress, and planning targeted improvement efforts.	that can be used to identify learning gaps, monitor academic growth, and guide targeted instructional decision-making. Strong accountability systems support continuous improvement efforts by ensuring that instructional priorities, intervention planning, and progress monitoring are based on accurate and comprehensive student data. This organizational stability can be leveraged to strengthen Tier 1 instructional effectiveness, improve Mathematics achievement, and increase overall proficiency rates through more responsive and data-driven instructional practices.
Strong ELA Academic Growth (PVAAS) Northwood's strongest contributing factor is its exceptional ELA academic growth performance. The school exceeded the statewide growth standard in ELA, demonstrating that students are making stronger-than-expected academic progress over time. This reflects effective literacy instruction, intervention systems, and targeted supports that can be leveraged to strengthen achievement in other content areas, particularly mathematics.	Northwood's exceptional ELA growth demonstrates that structured instructional programs, targeted interventions, progress monitoring systems, and evidence-based literacy practices are positively impacting student learning outcomes. The systems and instructional practices contributing to strong literacy growth can be leveraged to strengthen Mathematics achievement and overall Tier 1 instructional effectiveness across content areas. Applying similar approaches to curriculum alignment, intervention fidelity, differentiation, and data-driven instructional adjustments may help improve overall proficiency rates and accelerate student achievement schoolwide.
Improved Growth Among Students with Disabilities Students with disabilities demonstrated improved growth in Mathematics during the 2024–2025 school year. This suggests that targeted interventions, differentiated supports, and specialized instructional practices are beginning to positively impact student outcomes and may serve as a model for expanding effective intervention practices schoolwide.	Increased mathematics growth among students with disabilities suggests that differentiated instruction, targeted interventions, accommodations, and progress monitoring systems are producing positive results for struggling learners. These successful practices can be expanded to support broader Tier 1 and intervention efforts across all student groups. Leveraging specialized instructional strategies and data-driven supports may help strengthen mathematics achievement, improve overall proficiency rates, and reduce the number of students requiring intensive interventions.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Northwood will strengthen mathematics instruction through consistent implementation of standards-aligned curriculum, evidence-based instructional practices, targeted interventions, and data-driven progress monitoring to improve

	student proficiency, academic growth, and problem-solving skills across all grade levels.
	Northwood will improve overall student proficiency in ELA and Mathematics by strengthening foundational literacy and mathematics instruction, increasing instructional rigor and differentiation, and ensuring consistent implementation of targeted intervention and progress monitoring systems to accelerate achievement for all student groups.
	Northwood will strengthen Tier 1 instructional effectiveness through consistent curriculum implementation, collaborative planning, explicit instructional practices, ongoing instructional coaching and feedback, and the use of data-driven instructional adjustments to ensure all students have access to high-quality, grade-level instruction.

Goal Setting

Priority: Northwood will strengthen mathematics instruction through consistent implementation of standards-aligned curriculum, evidence-based instructional practices, targeted interventions, and data-driven progress monitoring to improve student proficiency, academic growth, and problem-solving skills across all grade levels.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2028–2029 school year, Northwood Academy Charter School will increase the percentage of students scoring proficient or advanced on the Pennsylvania Mathematics assessment from 8.8% to 25% through consistent implementation of standards-aligned curriculum, evidence-based Tier 1 instructional practices, targeted interventions, and data-driven progress monitoring across all grade levels.			
Measurable Goal Nickname (35 Character Max)			
Math Achievement			
Target Year 1	Target Year 2	Target Year 3	
Increase Mathematics proficiency from 8.8% to 14% through strengthened Tier 1 instruction, intervention implementation, and progress monitoring systems.	Increase Mathematics proficiency from 14% to 19% through improved instructional consistency, targeted intervention supports, and increased instructional rigor.	By the end of the 2028–2029 school year, Northwood Academy Charter School will increase the percentage of students scoring proficient or advanced on the Pennsylvania Mathematics assessment from 8.8% to 25% through consistent implementation of standards-aligned curriculum, evidence-based Tier 1 instructional practices, targeted interventions, and data-driven progress monitoring across all grade levels.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Implement consistent mathematics instructional frameworks, establish intervention schedules, and complete baseline assessment and progress monitoring systems across grade levels.	Increase the percentage of students demonstrating benchmark growth on mathematics diagnostic and formative assessments through targeted Tier 1 reteaching and	Demonstrate measurable improvement in mathematics benchmark assessment performance and intervention progress monitoring data across grade levels and student groups.	Increase Mathematics proficiency from 8.8% to 14% through strengthened Tier 1 instruction, intervention implementation, and progress monitoring systems.

	intervention supports.		
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Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2027–2028 school year, Northwood Academy Charter School will improve Mathematics academic growth by increasing the percentage of students meeting annual growth expectations on PVAAS and increasing the Mathematics growth score from 50.0 to at least 70.0 through consistent Tier 1 instruction, targeted interventions, and data-driven instructional practices.			
Measurable Goal Nickname (35 Character Max)			
Math Growth			
Target Year 1	Target Year 2	Target Year 3	
Increase the Mathematics PVAAS growth score from 50.0 to 58.0 through strengthened instructional consistency, intervention implementation, and progress monitoring systems.	Increase the Mathematics PVAAS growth score from 58.0 to 64.0 through improved differentiation, instructional rigor, and targeted small-group supports.	By the end of the 2027–2028 school year, Northwood Academy Charter School will improve Mathematics academic growth by increasing the percentage of students meeting annual growth expectations on PVAAS and increasing the Mathematics growth score from 50.0 to at least 70.0 through consistent Tier 1 instruction, targeted interventions, and data-driven instructional practices.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Implement schoolwide mathematics instructional expectations, establish progress monitoring systems, and provide professional learning focused on evidence-based mathematics instruction.	Increase the percentage of students demonstrating benchmark growth on mathematics diagnostics and common assessments through targeted intervention and reteaching practices.	Demonstrate measurable improvement in mathematics benchmark assessment growth trends and intervention progress monitoring data across grade levels and student groups.	Increase the Mathematics PVAAS growth score from 50.0 to 58.0 through strengthened Tier 1 instruction, targeted interventions, and data-driven instructional practices.

Priority: Northwood will improve overall student proficiency in ELA and Mathematics by strengthening foundational literacy and mathematics instruction, increasing instructional rigor and differentiation, and ensuring consistent implementation of targeted intervention and progress monitoring systems to accelerate achievement for all student groups.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2028–2029 school year, Northwood Academy Charter School will increase the percentage of students scoring proficient or advanced in ELA and Mathematics by strengthening foundational literacy and mathematics instruction, increasing instructional rigor and differentiation, and ensuring consistent implementation of targeted interventions and progress monitoring systems across all grade levels and student groups.			
Measurable Goal Nickname (35 Character Max)			
Overall Achievement			
Target Year 1	Target Year 2	Target Year 3	
Increase overall proficiency rates in ELA and Mathematics through strengthened Tier 1 instruction, intervention implementation, and schoolwide progress monitoring systems.	Demonstrate continued increases in ELA and Mathematics proficiency rates through improved instructional consistency, differentiation, and intervention fidelity across grade levels and student groups.	By the end of the 2028–2029 school year, Northwood Academy Charter School will increase the percentage of students scoring proficient or advanced in ELA and Mathematics by strengthening foundational literacy and mathematics instruction, increasing instructional rigor and differentiation, and ensuring consistent implementation of targeted interventions and progress monitoring systems across all grade levels and student groups.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish schoolwide instructional expectations, progress monitoring systems, intervention schedules, and data review processes for ELA and Mathematics instruction.	Increase the percentage of students meeting benchmark growth expectations on formative and diagnostic assessments through targeted reteaching, intervention, and differentiated	Demonstrate measurable improvement in benchmark assessment performance, subgroup growth trends, and intervention progress monitoring data in ELA and Mathematics.	Increase overall proficiency rates in ELA and Mathematics through strengthened Tier 1 instruction, intervention implementation, and data-driven instructional adjustments.

	instructional supports.		
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Priority: Northwood will strengthen Tier 1 instructional effectiveness through consistent curriculum implementation, collaborative planning, explicit instructional practices, ongoing instructional coaching and feedback, and the use of data-driven instructional adjustments to ensure all students have access to high-quality, grade-level instruction.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2028–2029 school year, Northwood Academy Charter School will strengthen Tier 1 instructional effectiveness by ensuring consistent implementation of standards-aligned curriculum, collaborative planning structures, explicit instructional practices, instructional coaching cycles, and data-driven instructional adjustments across all grade levels, resulting in increased student proficiency and academic growth in ELA and Mathematics.			
Measurable Goal Nickname (35 Character Max)			
Tier 1			
Target Year 1	Target Year 2	Target Year 3	
Establish and implement consistent Tier 1 instructional expectations, collaborative planning protocols, coaching supports, and progress monitoring systems across all grade levels and content areas.	Demonstrate improved instructional consistency, increased implementation fidelity of evidence-based instructional practices, and measurable improvement in benchmark assessment performance across grade levels and student groups.	By the end of the 2028–2029 school year, Northwood Academy Charter School will strengthen Tier 1 instructional effectiveness by ensuring consistent implementation of standards-aligned curriculum, collaborative planning structures, explicit instructional practices, instructional coaching cycles, and data-driven instructional adjustments across all grade levels, resulting in increased student proficiency and academic growth in ELA and Mathematics.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Develop and communicate schoolwide Tier 1 instructional expectations, collaborative planning structures,	Implement regular coaching cycles, collaborative data meetings, and classroom walkthrough processes focused on explicit instruction,	Demonstrate measurable improvement in instructional implementation fidelity, benchmark assessment performance, and progress monitoring outcomes	Establish and implement consistent Tier 1 instructional expectations, collaborative planning protocols,

walkthrough tools, and instructional coaching priorities aligned to ELA and Mathematics goals.	differentiation, and student engagement strategies.	across grade levels and student groups.	coaching supports, and progress monitoring systems across all grade levels and content areas.
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Action Plan

Measurable Goals

Math Achievement	Math Growth
Overall Achievement	Tier 1

Action Plan For: Data-Driven Decision Making

Measurable Goals:
- By the end of the 2028–2029 school year, Northwood Academy Charter School will increase the percentage of students scoring proficient or advanced on the Pennsylvania Mathematics assessment from 8.8% to 25% through consistent implementation of standards-aligned curriculum, evidence-based Tier 1 instructional practices, targeted interventions, and data-driven progress monitoring across all grade levels. - By the end of the 2027–2028 school year, Northwood Academy Charter School will improve Mathematics academic growth by increasing the percentage of students meeting annual growth expectations on PVAAS and increasing the Mathematics growth score from 50.0 to at least 70.0 through consistent Tier 1 instruction, targeted interventions, and data-driven instructional practices. - By the end of the 2028–2029 school year, Northwood Academy Charter School will increase the percentage of students scoring proficient or advanced in ELA and Mathematics by strengthening foundational literacy and mathematics instruction, increasing instructional rigor and differentiation, and ensuring consistent implementation of targeted interventions and progress monitoring systems across all grade levels and student groups. - By the end of the 2028–2029 school year, Northwood Academy Charter School will strengthen Tier 1 instructional effectiveness by ensuring consistent implementation of standards-aligned curriculum, collaborative planning structures, explicit instructional practices, instructional coaching cycles, and data-driven instructional adjustments across all grade levels, resulting in increased student proficiency and academic growth in ELA and Mathematics.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a schoolwide data-driven decision-making process using DIBELS, LinkIt Benchmark Assessments, formative assessments, progress monitoring tools, and collaborative data meetings to guide Tier 1 instruction, intervention planning, and instructional adjustments in ELA and Mathematics.		2026-08-24	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CEO Principal Assistant Principals	DIBELS assessment tools, LinkIt Benchmark platform and reports, benchmark and formative assessment data, progress monitoring systems, collaborative planning time, instructional coaching support, student data tracking tools, intervention resources	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Revised mathematics curriculum alignment documents, consistent Tier 1 instructional expectations, collaborative planning protocols, and increased instructional consistency across grade levels.	The administration team and grade-level leaders will monitor implementation through monthly collaborative planning meetings, classroom walkthroughs, lesson plan reviews, benchmark assessment analysis, and instructional coaching cycles. Data from walkthrough tools, assessment results, intervention progress monitoring, and teacher feedback will be reviewed regularly to assess implementation fidelity and instructional effectiveness.

Action Plan For: Structured Literacy

Measurable Goals:
- By the end of the 2028–2029 school year, Northwood Academy Charter School will increase the percentage of students scoring proficient or advanced in ELA and Mathematics by strengthening foundational literacy and mathematics instruction, increasing instructional rigor and differentiation, and ensuring consistent implementation of targeted interventions and progress monitoring systems across all grade levels and student groups. - By the end of the 2028–2029 school year, Northwood Academy Charter School will strengthen Tier 1 instructional effectiveness by ensuring consistent implementation of standards-aligned curriculum, collaborative planning structures, explicit instructional practices, instructional coaching cycles, and data-driven instructional adjustments across all grade levels, resulting in increased student proficiency and academic growth in ELA and Mathematics.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a structured literacy framework focused on phonics, decoding, fluency, vocabulary, and comprehension through consistent implementation of Into Reading, Foundations, explicit instruction, and targeted intervention supports across Grades K–5.		2026-08-24	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CEO Principal Assistant Principals	Into Reading materials, Foundations resources, decodable texts, intervention programs, benchmark and diagnostic assessments, progress monitoring tools, collaborative planning time, instructional coaching support, professional development materials	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased consistency in structured literacy implementation across grade levels; improved foundational reading skills in phonics, decoding, fluency, vocabulary, and	The Principal, Assistant Principals, Reading Specialist, and Grade-Level Teams will monitor implementation through monthly classroom walkthroughs, collaborative planning meetings,

comprehension; increased use of data-driven literacy interventions and progress monitoring practices; measurable improvement in student benchmark and proficiency outcomes in ELA.	coaching cycles, lesson plan reviews, benchmark assessment analysis, and intervention progress monitoring. Student literacy data, implementation fidelity checklists, walkthrough evidence, and assessment results will be reviewed regularly to assess instructional effectiveness, student growth, and consistency of structured literacy practices across classrooms and grade levels.
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Action Plan For: Progress Monitoring & Benchmark Assessment Systems

Measurable Goals:
- By the end of the 2028–2029 school year, Northwood Academy Charter School will increase the percentage of students scoring proficient or advanced in ELA and Mathematics by strengthening foundational literacy and mathematics instruction, increasing instructional rigor and differentiation, and ensuring consistent implementation of targeted interventions and progress monitoring systems across all grade levels and student groups. - By the end of the 2028–2029 school year, Northwood Academy Charter School will strengthen Tier 1 instructional effectiveness by ensuring consistent implementation of standards-aligned curriculum, collaborative planning structures, explicit instructional practices, instructional coaching cycles, and data-driven instructional adjustments across all grade levels, resulting in increased student proficiency and academic growth in ELA and Mathematics.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a structured literacy and progress monitoring framework using DIBELS as a universal screener for Grades K–3 and LinkIt Benchmark Assessments for Grades 3–8 to identify student needs, guide Tier 1 instruction, monitor intervention effectiveness, and improve literacy achievement outcomes.		2026-08-24	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
CEO Principal Assistant Principals	DIBELS assessment materials, LinkIt Benchmark platform and reports, Into Reading resources, Foundations materials, progress monitoring tools, intervention programs, collaborative planning time, instructional coaching support, student data tracking systems	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent implementation of DIBELS universal screening in Grades K–3 and LinkIt Benchmarks in Grades 3–8; improved identification of student literacy needs;	The Principal, Assistant Principals, Reading Specialist, and Grade-Level Teams will monitor implementation through quarterly DIBELS and LinkIt Benchmark data reviews, monthly collaborative

increased use of data-driven instructional adjustments and intervention grouping; measurable improvement in foundational literacy skills, benchmark performance, and ELA proficiency outcomes.	planning meetings, classroom walkthroughs, intervention progress monitoring, and coaching cycles. Student literacy performance data, intervention records, benchmark reports, and implementation fidelity checklists will be reviewed regularly to assess instructional effectiveness, student growth trends, and consistency of literacy practices across grade levels.
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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	Data-Driven Decision Making	Staffing to support students	700000	
Other Expenditures	Data-Driven Decision Making	Curricular purchases to support students' achievement and growth	100,000	
Total Expenditures				700100

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data-Driven Decision Making	Implement a schoolwide data-driven decision-making process using DIBELS, LinkIt Benchmark Assessments, formative assessments, progress monitoring tools, and collaborative data meetings to guide Tier 1 instruction, intervention planning, and instructional adjustments in ELA and Mathematics.
Structured Literacy	Implement a structured literacy framework focused on phonics, decoding, fluency, vocabulary, and comprehension through consistent implementation of Into Reading, Foundations, explicit instruction, and targeted intervention supports across Grades K–5.
Progress Monitoring & Benchmark Assessment Systems	Implement a structured literacy and progress monitoring framework using DIBELS as a universal screener for Grades K–3 and LinkIt Benchmark Assessments for Grades 3–8 to identify student needs, guide Tier 1 instruction, monitor intervention effectiveness, and improve literacy achievement outcomes.

Collaborative PD

Action Step		
Implement a schoolwide data-driven decision-making process using DIBELS, LinkIt Benchmark Assessments, formative assessments, progress monitoring tools, and collaborative data meetings to guide Tier 1 instruction, intervention planning, and instructional adjustments in ELA and Mathematics.		
Audience		
K–8 Teachers, Special Education Teachers, Interventionists, Administrators		
Topics to be Included		
Standards-aligned mathematics instruction, explicit instruction, mathematical discourse, differentiation strategies, small-group instruction, progress monitoring, intervention implementation, data analysis, checks for understanding, and evidence-based instructional practices		
Evidence of Learning		
Classroom walkthrough data, lesson plans, benchmark assessment growth, teacher implementation reflections, intervention progress monitoring data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2026-08-24	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Communications					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Teachers, Instructional Staff, Interventionists, Administrators, Families, Board	Mathematics curriculum alignment, PA Standards expectations, Tier 1 instructional expectations, intervention systems, assessment and progress monitoring practices, instructional consistency, school improvement priorities, and student achievement goals	Principal	08/24/2026	06/30/2027

Communications

Type of Communication	Frequency
Memorandum	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Steven Yanni	2026-05-24
Building Principal Signature	Date
School Improvement Facilitator Signature	Date
Steven Yanni	2026-05-24