

Profile and Plan Essentials

School		AUN/Branch
Harrison Morton Middle School		121390302/2795
Address 1		
137 North Second Street		
Address 2		
City	State	Zip Code
Allentown	PA	18101
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Maria Spinoso		
Principal Email		
spinosaebertm@allentownsd.org		
Principal Phone Number		Principal Extension
484-765-5705		5705
School Improvement Facilitator Name		School Improvement Facilitator Email
Jamie Cameron		jcameron@massinsight.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Carolyn Hamilton	Other	Harrison Morton Middle School - Assistant Principal	hamiltonc@allentownsd.org
Nadine Coulter	Other	Harrison Morton Middle School - Assistant Principal	coultern@allentownsd.org
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Jennifer Schwartz	Education Specialist	Harrison Morton Middle School - Special Education Facilitator	schwartzj@allentownsd.org
Theresa Kemp	Teacher	Harrison Morton Middle School	kempt@allentownsd.org
Yazmin Velez	Teacher	Harrison Morton Middle School	velezy@allentownsd.org
Mark Weiss	District Level Leaders	Harrison Morton Middle School - ESOL Supervisor of Instruction	weissm@allentownsd.org
Brian Siket	District Level Leaders	Allentown School District, Central Office - Executive Director of Special Education	siketb@allentownsd.org
Rosimar Lloyd	Teacher	Harrison-Morton Middle School - ELL teacher	lloydr@allentownsd.org
Missy Smith	District Level Leaders	Allentown School District, Central Office - Executive Director of School Improvement and Compliance	smithm@allentownsd.org
Michele Sanchez	District Level Leaders	Harrison Morton Middle School	sanchezmi@allentownsd.org
Dr. Carol Birks	Chief School Administrator	Allentown School District	birksc@allentownsd.org
Jen Bryant	District Level Leaders	Allentown School District	bryantj@allentownsd.org
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Redwan Kholi	Community Member	Allentown	https://www.reddandco.com
Julie Kreck	Education Specialist	Allentown School District	kreckj@allentownsd.org

Vision for Learning

Vision for Learning

MISSION The mission of Harrison Morton is to serve the diverse educational needs of each student, by igniting their passion for learning and creating an academic culture. **VISION** Harrison Morton Middle School envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community. **HMMS Teachers will:** - Use diverse strategies and collaborative teaching methods such as discussions, workstations, peer feedback, and small group instruction to engage students and promote student voice. - Promote higher order thinking and project based tasks that leverages critical thinking and higher order thinking skills - Use formative and summative assessment data to guide instructional decisions to remediate and/or enrich skills. - Provide structures and conferencing opportunities for students to monitor academic progress. - Design or select problems that require conceptual understanding, analysis, or inquiry, including opportunities for students to formulate their own questions. - Plan lessons that will meet a range of individual student needs, including utilizing technology when applicable. Work to meet the needs of students leveraging restorative practices to support the whole student to maximize in school attendance and overall student achievement. **HMMS Students will:** - Participate actively in collaborative discussions, including: using habits of discussion to challenge and support peers, justifying their thinking, and, revise as appropriate, and apply real-life examples or situations to draw connections among ideas - Use personal data to set goals and monitor progress towards those goals. - Utilize diverse teaching methods like discussions, workstations, peer feedback, and small groups to engage student voice. Engage students in grade-aligned tasks while also addressing their individualized learning requirements. - Work on grade-appropriate tasks, in addition to tasks that meet their individual learning needs. - Advocate for themselves to manage conflict productively and leverage school resources to meet their needs. Take pride in their citizenship of HMMS such as regular attendance, being on time and prepared for the school day. **HMMS Families will:** - Actively participate in school community activities and PTO - Actively seek to engage other families and community resources to support learning community - Families will learn/seek out and leverage resources to monitor and support student progress (socially and academically) - Support regular, punctual attendance of students at HMMS - Engage in restorative practices to navigate tensions/issues that arise from the learning community at HMMS **HMMS Leadership will:** - Be physically present in classrooms/learning spaces via instructional/culture climate-focused visits/check-ins to progress monitor school priorities. - Aligned, coherent leadership team approach/priorities - Continue to model what is expected in interactions with students, staff, and families - Leverage time structures to support professional learning, growth and development of staff

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
College and Career Readiness benchmarks	SY24-25: 92.5% out of all HMMS students met the Career and College Readiness target in 2023-24
PVAAS	SY24.25: Academic score of 68 in science an increase from previous year (52)
English Language Proficiency	SY24.25: 9.9% of English learners demonstrated English language proficiency in 2023-24 up from 4.8% the previous year
Attendance Data	SY24.25: 58.4% of students were not marked chronically absent in 2023-24, an increase from 45.5% the previous year

Challenges

Indicator	Comments/Notable Observations
PSSA ELA Proficiency	SY24-25: 19.8 percent of students tested as proficient in ELA PSSA in 2023-24.
PSSA Math Proficiency	SY24-25: 4.9% of students tested as proficient for Math PSSA in 2023-24.
PVAAS	SY24.25: Academic growth score for ELA was 55, compared to State average of 75.4
PVAAS	SY24.25: Academic growth score for Math was 52.8, compared to State average of 74.9
Regular Attendance	SY24-25: 58.4% of students were not marked chronically absent in 2023-24, compared to the State average of 78.1%
English Language Proficiency	SY24-25: 9.9% of english learners demonstrated english language proficiency in 2023-24, compared to the State average of 31.7%

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

Strengths

Indicator PSSA ELA Proficiency ESSA Student Subgroups	Comments/Notable Observations SY23-24: 4.7% of students with disabilities tested proficient in ELA in SY22-23, up from 3% in SY21-22.
Indicator English Language Proficiency ESSA Student Subgroups	Comments/Notable Observations SY23-24: Percentage of students demonstrating English language proficiency increased from 2.6% in SY21-22 to 4.8% in SY22-23.

English Learners	
Indicator PSSA ELA Proficiency ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations SY23-24: 22% of Economically disadvantaged students tested proficient in ELA in SY22-23, up from 21.3% in SY21-22.
Indicator PSSA Math Proficiency ESSA Student Subgroups White	Comments/Notable Observations SY23-24: 15.5% of White students tested proficient in Math in SY22-23, up from 14.3% in SY21-22.
Indicator PSSA ELA Proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations SY24-25: 8.6% of students with disabilities were proficient in ELA in 2023-24, an increase from 4.7% in 2022-23.
Indicator Academic Growth (Math) ESSA Student Subgroups Hispanic, English Learners	Comments/Notable Observations SY24-25: The following sub groups demonstrated an increased academic growth score in math in 2023-24 compared to 2022-23. Hispanic: 55, up from 50 English Learners: 76, up from 73
Indicator Regular Attendance ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24-25: The following sub groups demonstrated an increase in the percentage of students not marked chronically absent in 2023-24, compared to 2022-23. Black: 51.4% up from 45.6% Hispanic: 58% up from 43.7 White: 68.1% up from 62.3% Students of 2 or more races: 61.9% up from 43.8% Economically disadvantaged: 53.8% up from 41.6% English learners: 51.4% up from 45.6% Students with disabilities: 67.9% up from 53.9% Students of combined ethnicity: 57.5% up from 43.8%

Challenges

Indicator PSSA ELA Proficiency ESSA Student Subgroups African-American/Black	Comments/Notable Observations SY23-24: 13.8% of black students tested proficient in ELA in SY22-23, down from 23.3% in SY21-22.
Indicator PSSA Math Proficiency ESSA Student Subgroups African-American/Black	Comments/Notable Observations SY23-24: 0% of black students tested proficient in Math in SY22-23, down from 1.4% in SY21-22.
Indicator PSSA Math Proficiency ESSA Student Subgroups English Learners	Comments/Notable Observations SY23-24: 0% of English Learners tested proficient in Math in SY22-23, down from 0.6% in SY21-22.

Indicator PSSA ELA Proficiency ESSA Student Subgroups English Learners	Comments/Notable Observations SY23-24: 11.6% of English Learners tested proficient in Math in SY22-23, down from 12% in SY21-22.
Indicator PSSA Math Proficiency ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24.25: The following sub groups demonstrated proficiency below state average Black students - 0% Hispanic students - 4.7% White students - 10.4% Students of two or more races - 0% Economically disadvantaged students - 5.1% English learners - 1.5% Students with disabilities - 1.6% Students with combined ethnicities - 4%
Indicator PSSA ELA Proficiency ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations SY24.25: The following sub groups demonstrated proficiency below state average Black students - 5.5% Hispanic students - 19.5% White students - 34.7% Students of two or more races - 23.8% Economically disadvantaged students - 20% English learners - 6.9% Students with disabilities - 8.6% Students with combined ethnicities - 18.2%
Indicator Academic Growth (Math) ESSA Student Subgroups African-American/Black, Combined Ethnicity, White, Economically Disadvantaged	Comments/Notable Observations SY24-25: The following sub groups demonstrated a decrease in their math academic growth score in 2023-24, compared to 2022-23. Black: 59, down from 76 White: 51, down from 68 Economically Disadvantaged: 52.8, down from 55 Students of combined ethnicity: 55, down from 55.3
Indicator Academic Growth (ELA) ESSA Student Subgroups	Comments/Notable Observations SY24-25: The following sub groups demonstrated a decrease in their ELA academic growth score in 2023-24, compared to 2022-23. Black: 66 down from 87 Hispanic: 58 down from 100 White: 64 down from 68 Economically disadvantaged: 54 down from 100 English learners: 73 down from 100 Students with disabilities: 73 down from 100 Students of combined ethnicity: 56 down from 100

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

SY24-25: 92.5% out of all HMMS students met the Career and College Readiness target in 2023-24
SY24.25: Academic score of 68 in science an increase from previous year (52)
SY24.25: 9.9% of English learners demonstrated English language proficiency in 2023-24 up from 4.8% the previous year
SY24.25: 58.4% of students were not marked chronically absent in 2023-24, an increase from 45.5% the previous year

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

SY24-25: 19.8 percent of students tested as proficient in ELA PSSA in 2023-24.
SY24-25: 4.9% of students tested as proficient for Math PSSA in 2023-24.
SY24-25: 58.4% of students were not marked chronically absent in 2023-24, compared to the State average of 78.1%
SY24-25: 9.9% of english learners demonstrated english language proficiency in 2023-24, compared to the State average of 31.7%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR ELA: SY24-25 - Q1 baseline proficiency (22.1%) trended above the end of year proficiency (17.6%) from SY23-24	Leadership team has dedicated significant time to instructional walkthroughs and ensuring curricular materials are used with efficacy.
STAR ELA: SY24-25 - Student proficiency has fluctuated throughout SY24-25. As of the end of Q3, proficiency (19.6%) fell from the beginning of SY24-25 (22.1%)	HMMS had a building displacement where students were displaced for 6 weeks of the 24-25 schools year.
SY24-25: Lexia - 88% of students are using Lexia with consistency	Teachers struggled with the design of instructional minutes to meet targets for instructional technology
SY24-25: 8th grade showing the highest average SGP (47)	8th grade team showed stability/consistency of execution of curricular materials
Star - ELA	SY23-24: Overall proficiency in STAR ELA decreased from 18.2% in Fall 2023 to 17.6% in Spring 2024
Star - ELA	SY23-24: Proficiency in STAR ELA among students of two or more races increased from 17.4% in Fall 2023 to 30% in Spring 2024

English Language Arts Summary

Strengths

SY24-25: Leadership team has been consistently executing instructional walkthroughs and provided instructional feedback to all faculty members
SY24-25: Implementation of curricular materials (year 2) has been more consistent throughout classrooms at HMMS.
SY24-25: There was no learning loss (increase in proficiency) from the spring of SY23-24 to the baseline data from SY24-25.

Challenges

SY24-25: Only 16% of students are meeting their weekly Lexia goal (30 units)
SY24-25: Overall STAR ELA proficiency decreased from 22.1% in Q1 to 19.6% at the end of Q3.
SY24-25: Teachers are struggling to implement small group instruction with consistency to support filling learning gaps and leveraging the progression of skills in ELA.

Mathematics

Data	Comments/Notable Observations
STAR Math: SY24-25 - Q1 baseline proficiency (8.7%) trended above the end of year proficiency (7.8%) from SY23-24	Leadership team has dedicated significant time to instructional walkthroughs and ensuring curricular materials are used with efficacy.
STAR Math: SY24-25 - Student proficiency has fluctuated throughout SY24-25. As of the end of Q3, proficiency (7.6%) fell from the beginning of SY24-25 (8.7%)	HMMS had a building displacement where students were displaced for 6 weeks of the 24-25 schools year.
SY24-25: ALEKS activity increased significantly throughout SY24-25 (+45%) on	Teachers embraced math targets for instructional technology

average, per student from Q1 to Q3	
Star - Math	SY23-24: Overall proficiency in STAR math fell from 8.6% in Fall 2023 to 7.8% in Spring 2024.
Star - Math	SY23-24: Proficiency of English learners in STAR Math increased from 1% in Fall 2023 to 1.5% in Spring 2024

Mathematics Summary

Strengths

STAR Math: SY24-25 - Q1 baseline proficiency (8.7%) trended above the end of year proficiency (7.8%) from SY23-24
SY24-25: ALEKS activity increased significantly throughout SY24-25 (+45%) on average, per student from Q1 to Q3

Challenges

SY24-25: Overall proficiency in STAR math fell from 8.7% in Q1 to 7.6% in Q3.
SY24-25: Proficiency in the math benchmark increased 0.3% over the 2024-25 school year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science CDT	SY23-24 1% of students in 8th Grade are testing 'middle of the green' in Science as measured by the CDT test administered to 8th Grade
Science CDT	SY23-24 1% of students in 7th Grade are testing 'middle of the green' in Science as measured by the CDT test administered to 7th Grade
Science CDT	SY23-24 2% of students in 6th Grade are testing 'middle of the green' in Science as measured by the CDT test administered to 6th Grade
Science CDT	SY24-25: 3% of tested HMMS students are 'on track' according to Science CDT.
Science CDT	SY24-25: 27% of tested HMMS students are 'at or above green' according to Science CDT.

Science, Technology, and Engineering Education Summary

Strengths

SY24-25: NA

Challenges

SY24-25: 3% of tested HMMS students are 'on track' according to Science CDT.
SY24-25: 27% of tested HMMS students are 'at or above green' according to Science CDT.

Related Academics

Career Readiness

Data	Comments/Notable Observations
SY24-25: 0% of 6th graders are on track with SMART Futures requirements at the end of the academic year.	Wide variation of implementation and completion by grade level. Completion increases with each grade level in 2024-25.
SY24-25: 45% of 7th graders are on track with SMART Futures requirements at the end of the academic year.	Wide variation of implementation and completion by grade level. Completion increases with each grade level in 2024-25.
SY24-25: 94% of 8th graders are on track with SMART Futures requirements at the end of the academic year.	Wide variation of implementation and completion by grade level. Completion increases with each grade level in 2024-25.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

SY24-25: 94% of 8th graders are on track with SMART Futures requirements at the end of the academic year.

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.

SY24-25: 0% of 6th graders are on track with SMART Futures requirements at the end of the academic year.
SY24-25: 45% of 7th graders are on track with SMART Futures requirements at the end of the academic year.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
SY24-25: The percentage of students demonstrating english language proficiency increased from 4.8% in SY22-23 to 9.9% in SY23-24.	ELD team had protected time to ensure co-ordinated and planned support for EL students
SY24-25: The percentage of students demonstrating english language proficiency increased in all sub-groups from SY22-23 to SY23-24.	ELD team had protected time to ensure co-ordinated and planned support for EL students
SY24-25: Attendance for english learners (67.9%) was below the statewide average of 78.1%	Attendance challenges with all sub-groups at HMMS, despite the work of the attendance committee
Las Links	SY23-24: 62% on English learners met or exceeded their language growth goals in SY23-24.
STAR Math	SY23-24: The proficiency of English Learners in STAR Math increased from 0.9% in Fall 2023 to 1.4% in Spring 2024.
STAR ELA	SY23-24: The proficiency of English Learners in STAR ELA increased from 2.6% in Fall 2024 to 3.9% in Spring 2024.
Regular Attendance	SY24-25: The percentage of English learners not marked chronically absent increased from 53.9% to 67.9%

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.

SY24-25: The percentage of students demonstrating english language proficiency increased from 4.8% in SY22-23 to 9.9% in SY23-24.
SY24-25: The percentage of students demonstrating english language proficiency increased in all sub-groups from SY22-23 to SY23-24.
SY24-25: The percentage of English learners not marked chronically absent increased from 53.9% to 67.9%

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.

SY24-25: Approximately 90% of english learners have not demonstrated english language proficiency
SY24-25: Attendance for english learners (67.9%) was below the statewide average of 78.1%
SY24-25: 32.1% of English learners were marked chronically absent.
SY24-25: Chronic absenteeism school wide was 42% at the end of Q4

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	Not Yet Evident
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	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	Operational
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	Not Yet Evident

Summary

Strengths

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Provide frequent, timely, and systematic feedback and support on instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members

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
SY24-25: 9.9% of English learners demonstrated English language proficiency in 2023-24 up from 4.8% the previous year	True
SY24-25: Academic score of 68 in science an increase from previous year (52)	False
SY24-25: 92.5% out of all HMMS students met the Career and College Readiness target in 2023-24	False
SY24-25: 58.4% of students were not marked chronically absent in 2023-24, an increase from 45.5% the previous year	True
SY24-25: Leadership team has been consistently executing instructional walkthroughs and provided instructional feedback to all faculty members	True
SY24-25: NA	False
SY24-25: The percentage of students demonstrating english language proficiency increased in all sub-groups from SY22-23 to SY23-24.	True
SY24-25: The percentage of students demonstrating english language proficiency increased from 4.8% in SY22-23 to 9.9% in SY23-24.	True
SY24-25: Implementation of curricular materials (year 2) has been more consistent throughout classrooms at HMMS.	True
SY24-25: There was no learning loss (increase in proficiency) from the spring of SY23-24 to the baseline data from SY24-25.	False
STAR Math: SY24-25 - Q1 baseline proficiency (8.7%) trended above the end of year proficiency (7.8%) from SY23-24	False
SY24-25: ALEKS activity increased significantly throughout SY24-25 (+45%) on average, per student from Q1 to Q3	True
SY24-25: 94% of 8th graders are on track with SMART Futures requirements at the end of the academic year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
SY24-25: The percentage of English learners not marked chronically absent increased from 53.9% to 67.9%	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
SY24-25: 58.4% of students were not marked chronically absent in 2023-24, compared to the State average of 78.1%	True

SY24-25: 4.9% of students tested as proficient for Math PSSA in 2023-24.	True
SY24-25: 19.8 percent of students tested as proficient in ELA PSSA in 2023-24.	True
SY24-25: Overall proficiency in STAR math fell from 8.7% in Q1 to 7.6% in Q3.	True
SY24-25: Only 16% of students are meeting their weekly Lexia goal (30 units)	False
SY24-25: 3% of tested HMMS students are 'on track' according to Science CDT.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
SY24-25: 9.9% of english learners demonstrated english language proficiency in 2023-24, compared to the State average of 31.7%	True
SY24-25: Overall STAR ELA proficiency decreased from 22.1% in Q1 to 19.6% at the end of Q3.	True
SY24-25: Teachers are struggling to implement small group instruction with consistency to support filling learning gaps and leveraging the progression of skills in ELA.	True
SY24-25: Approximately 90% of english learners have not demonstrated english language proficiency	True
SY24-25: Attendance for english learners (67.9%) was below the statewide average of 78.1%	True
SY24-25: 0% of 6th graders are on track with SMART Futures requirements at the end of the academic year.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
SY24-25: Proficiency in the math benchmark increased 0.3% over the 2024-25 school year.	True
SY24-25: 45% of 7th graders are on track with SMART Futures requirements at the end of the academic year.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
SY24-25: Chronic absenteeism school wide was 42% at the end of Q4	True
SY24-25: 27% of tested HMMS students are 'at or above green' according to Science CDT.	False
SY24-25: 32.1% of English learners were marked chronically absent.	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.

While there were gains in instructional systems and structures (instructional walkthroughs, monitoring lesson plan completion etc.) these didn't translate into increased growth and proficiency in assessment measures. There were significant improvements in the implementation of district curricular materials which is a platform to build on in SY25.26 At the beginning of SY24.25, lesson planning completion and quality was inconsistent, leading to uneven instructional quality and consistency.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
SY24-25: 58.4% of students were not marked chronically absent in 2023-24, compared to the State average of 78.1%	Increase of close to 13% in students not marked chronically absent	False
SY24-25: 4.9% of students tested as proficient for Math PSSA in 2023-24.	HMMS saw minimal increases in State testing proficiency for math.	False
SY24-25: 19.8 percent of students tested as proficient in ELA PSSA in 2023-24.	HMMS saw regression in State testing proficiency for ELA	False
SY24-25: Overall proficiency in STAR math fell from 8.7% in Q1 to 7.6% in Q3.	-teachers may not be fully aligning pacing guides with high leverage standards - instruction may not be targeting depth of knowledge or Math reasoning skills reflected in STAR	True
SY24-25: 9.9% of english learners demonstrated english language proficiency in 2023-24, compared to the State average of 31.7%	Close to a 50% increase in English language proficiency compared to previous school year	False
SY24-25: Overall STAR ELA proficiency decreased from 22.1% in Q1 to 19.6% at the end of Q3.	- teachers may not be emphasizing the high-leverage skills STAR assesses - students may not be regularly engaging with grade-level texts or tasks requiring deep comprehension	True
SY24-25: Teachers are struggling to implement small group instruction with consistency to support filling learning gaps and leveraging the progression of skills in ELA.	transitions or behaviors during independent tasks are not smooth	False
SY24-25: Approximately 90% of english learners have not demonstrated english language proficiency	-high number of level 1 ELs entering the US school for the first time - teachers may be using various data points to measure growth	False
SY24-25: Attendance for english learners (67.9%) was below the statewide average of 78.1%	attendance issues occurred during displacement - parents may not have fully understood the directives for displacement	True
SY24-25: Chronic absenteeism school wide was 42% at the end of Q4	displacement of each grade level may have contributed to the high percentage	True
SY24-25: Proficiency in the math benchmark increased 0.3% over the 2024-25 school year.	HMMS saw minimal increases in proficiency in math leveraging the local benchmark in 2024-25.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
SY24-25: The percentage of students demonstrating english language proficiency increased in all sub-groups from SY22-23 to SY23-24.	Using LAS Links data, along with curricular data to align our teaching practices to improve outcomes
SY24-25: The percentage of students demonstrating english language proficiency increased from 4.8% in SY22-23 to 9.9% in SY23-24.	Review past practices that substantially impacted student growth

SY24.25: 9.9% of English learners demonstrated English language proficiency in 2023-24 up from 4.8% the previous year	Increase, but significantly shy of State average
SY24.25: 58.4% of students were not marked chronically absent in 2023-24, an increase from 45.5% the previous year	Increase, but significantly shy of State average
SY24-25: Leadership team has been consistently executing instructional walkthroughs and provided instructional feedback to all faculty members	Continue with instructional walkthroughs and providing timely feedback offering strong supports for teacher success
SY24-25: Implementation of curricular materials (year 2) has been more consistent throughout classrooms at HMMS.	Teachers have become comfortable working with new materials and are experiencing success
SY24-25: ALEKS activity increased significantly throughout SY24-25 (+45%) on average, per student from Q1 to Q3	Teachers used ALEKS regularly and celebrated students who completed their units. Students began competing for completion.
SY24-25: The percentage of English learners not marked chronically absent increased from 53.9% to 67.9%	Exceeded gains in regular attendance from all students. Important condition to increasing English language proficiency school wide.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IF: we design and implement high impact learning experiences to drive academic excellence THEN: student academic achievement in mathematics will increase.
	IF: we design and implement high impact learning experiences to drive academic excellence THEN: student academic achievement in ELA will increase.
	IF: we provide high quality professional development and support for our teachers to implement comprehensive and tailored support for our English Language Learners that addresses their linguistic and academic needs THEN: they will have increased opportunities for language proficiency development and academic success.
	IF: we cultivate conditions where all students feel safe, valued, empowered, and loved. THEN: students and staff will experience a greater connection to school, leading to increased attendance and improved culture and climate

Goal Setting

Priority: IF: we design and implement high impact learning experiences to drive academic excellence THEN: student academic achievement in mathematics will increase.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will increase our student achievement on the Math PSSA by at least 3%			
Measurable Goal Nickname (35 Character Max)			
Math Growth and Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for the math benchmark	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will reduce the percentage of students testing 'below basic' in the math benchmark by 6%			
Measurable Goal Nickname (35 Character Max)			
Math Below Basic			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for 'below basic' in the math benchmark	-2% below basic from baseline	-4% below basic from baseline	-6% below basic from baseline

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2026, the HMMS leadership team will complete at least 128 instructional walkthroughs in math, with targeted feedback provided to teachers			
Measurable Goal Nickname (35 Character Max)			
Math Instructional Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 32 instructional walkthroughs completed	At least 64 instructional walkthroughs completed	At least 96 instructional walkthroughs completed	At least 128 instructional walkthroughs completed

Priority: IF: we design and implement high impact learning experiences to drive academic excellence THEN: student academic achievement in ELA will increase.

Outcome Category

English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will increase our student achievement on the ELA PSSA by at least 3%			
Measurable Goal Nickname (35 Character Max)			
ELA Growth and Proficiency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for the math benchmark	+3% from baseline	+6% from baseline	+10% from baseline

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will reduce the percentage of students testing 'below basic' in the ELA benchmark by 6%			
Measurable Goal Nickname (35 Character Max)			
ELA Below Basic			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish a baseline for 'below basic' in the math benchmark	-2% below basic from baseline	-4% below basic from baseline	-6% below basic from baseline

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2026, the HMMS leadership team will complete at least 192 instructional walkthroughs in ELA, with targeted feedback provided to teachers			
Measurable Goal Nickname (35 Character Max)			
ELA Instructional Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
At least 48 instructional walkthroughs completed	At least 96 instructional walkthroughs completed	At least 144 instructional walkthroughs completed	At least 192 instructional walkthroughs completed

Priority: IF: we provide high quality professional development and support for our teachers to implement comprehensive and tailored support for our English Language Learners that addresses their linguistic and academic needs THEN: they will have increased opportunities for language proficiency development and academic success.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment.			

Measurable Goal Nickname (35 Character Max)			
WIDA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish WIDA baseline	NA	NA	+3% from baseline

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By June 2026, the % of students meeting or exceeding their language growth goals will increase by 5%			
Measurable Goal Nickname (35 Character Max)			
LAS Links			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish LAS Links baseline	NA	NA	+5% from baseline

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will increase the proficiency of EL students in the math benchmark by 6%			
Measurable Goal Nickname (35 Character Max)			
EL Math Benchmark			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline for EL students in the math benchmark	+2% from baseline	+4% from baseline	+6% from baseline

Priority: IF: we cultivate conditions where all students feel safe, valued, empowered, and loved. THEN: students and staff will experience a greater connection to school, leading to increased attendance and improved culture and climate

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will decrease chronic absenteeism from 42% to 20%			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 36.5% of students are chronically absent	No more than 31.5% of students are chronically absent	No more than 26.5% of students are chronically absent	No more than 20% of students are chronically absent

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2026, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey.			
Measurable Goal Nickname (35 Character Max)			
SEL Survey			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline SEL score	NA	NA	3.4 SEL domain score

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By June 2026, we will host a Parent University event at least quarterly, with at least 10 parents graduating from Parent University by the end of Q4			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Host Q1 Parent University Event	Host Q2 Parent University Event	Host Q3 Parent University Event	Host Q4 Parent University Event At least 10 parents graduate from Parent University

Action Plan

Measurable Goals

Math Growth and Proficiency	Math Below Basic
ELA Growth and Proficiency	ELA Below Basic
WIDA	LAS Links
Math Instructional Walkthroughs	ELA Instructional Walkthroughs
EL Math Benchmark	Regular Attendance
SEL Survey	Parent and Family Engagement

Action Plan For: ECED

Measurable Goals:
- By June 2026, we will increase our student achievement on the Math PSSA by at least 3% - By June 2026, the HMMS leadership team will complete at least 128 instructional walkthroughs in math, with targeted feedback provided to teachers - By June 2026, we will reduce the percentage of students testing 'below basic' in the math benchmark by 6%

Action Step		Anticipated Start/Completion Date	
Incorporate School Based Instructional Rounds (at least twice annually) and School Quality Reviews to improve teaching and learning systematically through the development of a problem of practice. Engage teachers and school leaders to improve instruction.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Math Coach, ILT	Schedule and provide coverage for teachers to observe other teachers classrooms.	No	
Action Step		Anticipated Start/Completion Date	
ILT will conduct classroom visits and use instructional walkthrough data to assess how to support teachers with professional development, curriculum implementation, modeling strategies, planning using formative assessment data to meet student needs. ILT will develop next steps based on data in ILT meetings, and leverage professional learning to roll out next steps to faculty.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Math Coach, ILT	Instructional Math Coach Walk Through Data Collection Log, Support from McGraw Hill ASD Coach, Director of Mathematics	Yes	
Action Step		Anticipated Start/Completion Date	
Curriculum Implementation/Math PSSA/Benchmark Professional Development: Math instructional Coach, McGraw Hill Coach, and ILT		2025-08-	2026-06-

will create a professional development scope and sequence to better utilize differentiated resources in the curriculum along with other resources to prepare students to be successful on benchmark testing and state testing. ILT will offer feedback, support and resources based off of classroom visit data and monitor the implementation of professional learning in classroom instruction.		18	05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Math Coach, ILT	Support from McGraw Hill ASD Coach, Director of Mathematics	Yes	
Action Step		Anticipated Start/Completion Date	
Math teachers, with support from the instructional math coach and ILT will collaborate using student data to support the differentiated learning of each student and track their progress, using Reveal, ALEKS, benchmark tests data, with progress monitoring.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Math Coach, ILT	Data Reports from Reveal, ALEKS, Quarterly Benchmarks, and PSSA	No	
Action Step		Anticipated Start/Completion Date	
Establish and implement consistent Leadership Team meeting structures that utilize DataWise protocols to analyze student data, identify instructional gaps, and develop targeted action plans to increase student proficiency across content areas.		2025-08-18	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Math Coach, ILT	Data Reports from Reveal, ALEKS, Quarterly Benchmarks, and PSSA	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to the consistency of curriculum implementation Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: ECED

Measurable Goals:
- By June 2026, the HMMS leadership team will complete at least 192 instructional walkthroughs in ELA, with targeted feedback provided to teachers - By June 2026, we will increase our student achievement on the ELA PSSA by at least 3% - By June 2026, we will reduce the percentage of students testing 'below basic' in the ELA benchmark by 6%

Action Step	Anticipated
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		Start/Completion Date	
Incorporate School Based Instructional Rounds (at least twice annually) and School Quality Reviews to improve teaching and learning systematically through the development of a problem of practice. Engage teachers and school leaders to improve instruction.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, ELA Coach, ILT	Schedule and provide coverage for teachers to observe other teachers classrooms.	No	
Action Step		Anticipated Start/Completion Date	
ILT will conduct classroom visits and use instructional walkthrough data to assess how to support teachers with professional development, curriculum implementation, modeling strategies, planning using formative assessment data to meet student needs. ILT will develop next steps based on data in ILT meetings, and leverage professional learning to roll out next steps to faculty.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, ELA Coach, ILT	Instructional Coach Walk Through Data Collection Log for ELA	Yes	
Action Step		Anticipated Start/Completion Date	
Curriculum Implementation/ELA PSSA/Benchmark Professional Development: ELA instructional coach and ILT will create a professional development scope and sequence to better utilize differentiated resources in the curriculum along with other resources to prepare students to be successful on benchmark testing and state testing. ILT will offer feedback, support and resources based off of classroom visit data and monitor the implementation of professional learning in classroom instruction.		2025-08-18	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, ELA Coach, ILT	Support from ILT, central office as needed	Yes	
Action Step		Anticipated Start/Completion Date	
ELA teachers, with support from the instructional math coach and ILT will collaborate using student data to support the differentiated learning of each student and track their progress, using StudySync resources, benchmark tests data, with progress monitoring.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, ELA Coach, ILT	Data Reports from curriculum, Quarterly Benchmarks, and PSSA	No	
Action Step		Anticipated Start/Completion Date	
Establish and implement consistent Leadership Team meeting structures that utilize DataWise protocols to analyze student data, identify instructional gaps, and develop targeted action plans to increase student proficiency across content areas.		2025-08-18	2025-09-26
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, ELA Coach, ILT	Data Reports from curriculum, Quarterly Benchmarks, and PSSA	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to the consistency of curriculum implementation Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: PBIS

Measurable Goals:
- By June 2026, we will decrease chronic absenteeism from 42% to 20% - By June 2026, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey. - By June 2026, we will host a Parent University event at least quarterly, with at least 10 parents graduating from Parent University by the end of Q4

Action Step	Anticipated Start/Completion Date	
Implement a school-wide, data-informed behavior support system by consistently applying Tier 1 PBIS strategies, providing alternatives to OSS such as restorative practices and reflection spaces, training staff in de-escalation and trauma-informed care, and using behavior data to proactively identify and support at-risk students.	2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Assistant Principals	PBIS training, behavior matrix, Staff coverage, reflection forms, De-escalation kits & binders, Behavior dashboard SAPPHIRE/Powerschool, Dojo/PBIS	Yes
Action Step	Anticipated Start/Completion Date	
Strengthen student attendance through targeted supports and engagement by launching incentive programs, assigning staff mentors to chronically absent students using the Check & Connect model, and holding bi-weekly attendance team meetings to analyze data and implement timely interventions.	2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Assistant Principals	Prizes, tracking tools, Schedule, training, Data reports, meeting logs, Scripts, contact logs	No
Action Step	Anticipated Start/Completion Date	

Enhance family engagement by hosting quarterly events and through Parent University with a focus on academics, culture, and community; providing consistent multilingual communication through platforms like ClassDojo and newsletters; recognizing families through monthly appreciation initiatives; and using surveys to assess satisfaction and address barriers to involvement.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Flyers, food, staff support, Translation tools, templates, Certificates, photos, bulletin board, prizes, Google Forms	No	
Action Step		Anticipated Start/Completion Date	
Strengthen the MTSS framework by formalizing the leadership team and meeting calendar, training staff on Tier 1 instruction, SEL, and academic supports, implementing Tier 2 interventions with fidelity, and monitoring referrals to ensure timely Tier 3 meetings and targeted supports.		2025-09-15	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant Principals	Meeting schedule, roles, PD providers, SEL materials, Intervention plans, time, Referral forms, follow-up systems	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Attendance committee and other structures to support increased regular attendance Regularly scheduled events to bring parent/families/community into the school Building out systems and structures relating to PBIS	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Action Plan For: Teacher Study Groups

Measurable Goals:
- By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment. - By June 2026, the % of students meeting or exceeding their language growth goals will increase by 5% - By June 2026, we will increase the proficiency of EL students in the math benchmark by 6%

Action Step	Anticipated Start/Completion Date
ELD teachers will develop and implement personalized learning plans for 100% of their English Learners, using WIDA, LAS Links data,	2025-09-2026-06-

Literacy grades, attendance and discipline data to set individualized language and academic growth goals per student, with regularly scheduled progress monitoring.		15	05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, ILT, EL SOI, EL Facilitator	24-25 Personalized Learning Plan for ELs HMMS	Yes	
Action Step		Anticipated Start/Completion Date	
All ELD and content-area teachers of ELs will integrate the four language domains (Listening, Speaking, Reading, and Writing) into every lesson plan by incorporating structured opportunities for students to engage in each skill daily. This includes the use of collaborative conversations, academic vocabulary routines, close reading strategies, writing-to-learn tasks aligned to lesson objectives.		2025-09-08	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, ILT, EL SOI, EL Facilitator	language objectives included in the lesson plan	Yes	
Action Step		Anticipated Start/Completion Date	
Develop a school-wide intervention plan that provides designated time for advanced academic language instruction tailored to the needs of LTELs. This includes focused instruction on complex sentence structures, grammar for academic writing, and higher-order thinking skills in English. Teachers will use data (e.g., WIDA scores, writing samples, classroom performance) to group students and deliver small-group instruction.		2025-10-06	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, ILT, EL SOI, EL Facilitator	Personalized Learning Plan Targeted Lesson Plans	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Multiple instances of instructional rounds Increased instructional walkthroughs and instructional coaching Teacher PD relating to instructional strategies that support english learners Consistent implementation of the Data Wise process via the instructional leadership team	Consistent monitoring of action steps through regularly cadenced meeting structures such as leadership team meetings and the instructional leadership team. Implementation support meetings with SIF twice monthly A monthly progress monitoring event (monthly or quarterly progress monitoring) to surface celebrations and barriers to implementation and/or to take stock of data that indicates progress towards goals

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

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

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

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

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ECED	ILT will conduct classroom visits and use instructional walkthrough data to assess how to support teachers with professional development, curriculum implementation, modeling strategies, planning using formative assessment data to meet student needs. ILT will develop next steps based on data in ILT meetings, and leverage professional learning to roll out next steps to faculty.
ECED	Curriculum Implementation/Math PSSA/Benchmark Professional Development: Math instructional Coach, McGraw Hill Coach, and ILT will create a professional development scope and sequence to better utilize differentiated resources in the curriculum along with other resources to prepare students to be successful on benchmark testing and state testing. ILT will offer feedback, support and resources based off of classroom visit data and monitor the implementation of professional learning in classroom instruction.
ECED	ILT will conduct classroom visits and use instructional walkthrough data to assess how to support teachers with professional development, curriculum implementation, modeling strategies, planning using formative assessment data to meet student needs. ILT will develop next steps based on data in ILT meetings, and leverage professional learning to roll out next steps to faculty.
ECED	Curriculum Implementation/ELA PSSA/Benchmark Professional Development: ELA instructional coach and ILT will create a professional development scope and sequence to better utilize differentiated resources in the curriculum along with other resources to prepare students to be successful on benchmark testing and state testing. ILT will offer feedback, support and resources based off of classroom visit data and monitor the implementation of professional learning in classroom instruction.
PBIS	Implement a school-wide, data-informed behavior support system by consistently applying Tier 1 PBIS strategies, providing alternatives to OSS such as restorative practices and reflection spaces, training staff in de-escalation and trauma-informed care, and using behavior data to proactively identify and support at-risk students.
Teacher Study Groups	ELD teachers will develop and implement personalized learning plans for 100% of their English Learners, using WIDA, LAS Links data, Literacy grades, attendance and discipline data to set individualized language and academic growth goals per student, with regularly scheduled progress monitoring.
Teacher Study Groups	All ELD and content-area teachers of ELs will integrate the four language domains (Listening, Speaking, Reading, and Writing) into every lesson plan by incorporating structured opportunities for students to engage in each skill daily. This includes the use of collaborative conversations, academic vocabulary routines, close reading strategies, writing-to-learn tasks aligned to lesson objectives.
Teacher Study Groups	Develop a school-wide intervention plan that provides designated time for advanced academic language instruction tailored to the needs of LTELs. This includes focused instruction on complex sentence structures, grammar for academic writing, and higher-order thinking skills in English. Teachers will use data (e.g., WIDA scores, writing samples, classroom performance) to group students and deliver small-group instruction.

Instructional Walkthroughs

Action Step
ILT will conduct classroom visits and use instructional walkthrough data to assess how to support teachers with professional development, curriculum implementation, modeling strategies, planning using formative assessment data to meet student needs. ILT will develop next steps based on data in ILT

meetings, and leverage professional learning to roll out next steps to faculty.		
ILT will conduct classroom visits and use instructional walkthrough data to assess how to support teachers with professional development, curriculum implementation, modeling strategies, planning using formative assessment data to meet student needs. ILT will develop next steps based on data in ILT meetings, and leverage professional learning to roll out next steps to faculty.		
Audience		
Teachers		
Topics to be Included		
School-wide findings from instructional walkthroughs, next steps for classroom instruction		
Evidence of Learning		
Implementation evidence of next steps from instructional walkthroughs		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Instructional Coaches, ILT	2025-08-25	2026-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Curriculum Based PD

Action Step
- Curriculum Implementation/Math PSSA/Benchmark Professional Development: Math instructional Coach, McGraw Hill Coach, and ILT will create a professional development scope and sequence to better utilize differentiated resources in the curriculum along with other resources to prepare students to be successful on benchmark testing and state testing. ILT will offer feedback, support and resources based off of classroom visit data and monitor the implementation of professional learning in classroom instruction. - Curriculum Implementation/ELA PSSA/Benchmark Professional Development: ELA instructional coach and ILT will create a professional development scope and sequence to better utilize differentiated resources in the curriculum along with other resources to prepare students to be successful on benchmark testing and state testing. ILT will offer feedback, support and resources based off of classroom visit data and monitor the implementation of professional learning in classroom instruction.
Audience
Teachers (ELA, Math)
Topics to be Included
Curriculum features, expectations for curriculum implementation in classroom instruction
Evidence of Learning
Implementation evidence of next steps from curriculum PD

Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Instructional Coaches, ILT	2025-08-25	2026-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi-weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

PBIS

Action Step		
Implement a school-wide, data-informed behavior support system by consistently applying Tier 1 PBIS strategies, providing alternatives to OSS such as restorative practices and reflection spaces, training staff in de-escalation and trauma-informed care, and using behavior data to proactively identify and support at-risk students.		
Audience		
Teachers, Support Staff		
Topics to be Included		
Tier 1 PBIS classroom systems and structures		
Evidence of Learning		
Implementation of school-wide PBIS expectations in all classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Principals	2025-08-25	2026-06-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Personalized Learning Plans for EL Students

Action Step
ELD teachers will develop and implement personalized learning plans for 100% of their English Learners, using WIDA, LAS Links data, Literacy grades, attendance and discipline data to set individualized language and academic growth goals per student, with regularly scheduled progress monitoring.

Audience		
ELD Teachers		
Topics to be Included		
Development of personalized learning plans for EL students		
Evidence of Learning		
Execution of learning targets from PLP for EL students		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator	2025-08-20	2026-01-15

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

EL Planning Support

Action Step		
All ELD and content-area teachers of ELs will integrate the four language domains (Listening, Speaking, Reading, and Writing) into every lesson plan by incorporating structured opportunities for students to engage in each skill daily. This includes the use of collaborative conversations, academic vocabulary routines, close reading strategies, writing-to-learn tasks aligned to lesson objectives.		
Audience		
Faculty		
Topics to be Included		
Understanding domains of language acquisition, domains/instructional strategies of focus for classroom instruction		
Evidence of Learning		
Consistent implementation of ELOs and other strategies to support EL students in lesson plans and classroom instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator	2025-08-20	2026-05-01

Learning Format

Type of Activities	Frequency
Inservice day	Stand Alone (beginning of the year)
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

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LTEs

Action Step		
Develop a school-wide intervention plan that provides designated time for advanced academic language instruction tailored to the needs of LTEs. This includes focused instruction on complex sentence structures, grammar for academic writing, and higher-order thinking skills in English. Teachers will use data (e.g., WIDA scores, writing samples, classroom performance) to group students and deliver small-group instruction.		
Audience		
ELD Teachers		
Topics to be Included		
Overview of intervention plan for LTE students		
Evidence of Learning		
Implementation of intervention plan for LTE students. Teachers can provide monitoring data on progress towards goals		
Lead Person/Position	Anticipated Start	Anticipated Completion
EL SOI, EL Facilitator	2025-08-20	2026-05-01

Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date