Drexel Hill MS
ATSI non-Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Drexel Hill Middle School		125239452
Address 1		
3001 State Road		
Address 2		
City	**State**	**Zip Code**
Drexel Hill	PA	19026
Chief School Administrator		**Chief School Administrator Email**
Daniel McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Jill Palladino		
Principal Email		
jpalladino@upperdarbysd.org		
Principal Phone Number		**Principal Extension**
6108534580		5204
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Denise Flavin-Lefferts		dflavin-lefferts@dciu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jen Rosen	Other	DHMS	jrosen@upperdarbysd.org
Pete Schiller	Assistant Principal	DHMS	pschiller@upperdarbysd.org
Lisa Murray	Classroom Teacher	DHMS	lmurray@upperdarbysd.org
Sheila Bell	Social Worker	DHMS	stbell@upperdarbysd.org
Erin Troy	Community Member	DHMS	ladyeronoftroy@hotmail.com
Jill Palladino	Principal	DHMS	jpalladino@upperdarbysd.org
Joanna DeMarco	District Level Leaders	DHMS	jmdemarco@upperdarbysd.org
Kelley Simone	District Level Leaders	DHMS	ksimone@upperdarbysd.org
Dr. Daniel McGarry	Chief School Administrator	DHMS	dmcgarry@upperdarbysd.org
Donovan Berger	Teacher	DHMS	dberger@upperdarbysd.org
Theresa Dick	Teacher	DHMS	tdick@upperdarbysd.org
Christina Kime	Parent	DHMS	ckime@upperdarbysd.org
Ciah Mattia	Student	DHMS	
Harmony Daye-Lee	Student	DHMS	
Ron Cole	Other	DHMS	
Andrea Simpson	Other	DHMS	

Vision for Learning

Vision for Learning

The Faculty and Staff at Drexel Hill Middle School will provide a comprehensive and challenging educational program which encourages all learners in a safe environment to respect others, value education, and appreciate and contribute to their community as confident, independent thinkers.

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
Math Growth SY 23-24	All student population growth score of 52; up from the growth score of 51 in 2022-23 SY
WIDA English Proficiency	All student population proficiency score was 10%; up from 7.7% in 2022-23 SY
Reporting Year 23-24 College and Career - Career Standards Benchmark	99.% of the all student population; up from 94.2%; exceeding the statewide average;

Challenges

Indicator	Comments/Notable Observations
ELA Proficient or Advance SY 23-24	All student population 29.3%; down from 40.2% in 2023-24 SY; not yet at the statewide goal
ELA Growth SY 23-24	All student group Growth score of 50, which is lower than previous SY which was a 54, growth is is not meeting the state expected growth standard
Math Proficient or Advance SY 23-24	All student group is still 13% which is the same as the previous SY
Science Growth SY 23-24	All student group growth score of 60; which is lower than the previous SY which was 79.
Science Proficient or Advance SY 23-24	All student population 29%; down from 33% in 2023-24 SY

Attendance SY 23-24	All student population was 74% which is lower than the previous SY 23-24 77.3%; under the statewide average

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

Strengths

Indicator WIDA English Language Proficiency SY 23-24 **ESSA Student Subgroups** Economically Disadvantaged, English Learners	**Comments/Notable Observations** English Learners subgroup increased proficiency to 10% from 7.7% in SY 2022-23. Economically Disadvantage subgroup increased proficiency to 11.5% from 0% in SY 2022-23.
Indicator Career Standards Benchmark SY 23-24 **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically Disadvantage subgroup increased to 100% from 92.6% in SY 2022-23
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator 2023-2024 Future Ready Index Math Growth **ESSA Student Subgroups** Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** English Learners subgroup increased growth to 77 from the previous school year of 74 Economically Disadvantage subgroup increased growth to 54 from the previous school year of 52. Students with Disabilities subgroup increased growth to 62 form the previous school year or 50
Indicator 2023-24 Future Ready Index Math Achievement **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with Disabilities subgroup increased math proficiency to 6.8% from the previous SY of 4.3%.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator 2023-2024 Future Ready Index Science Proficiency **ESSA Student Subgroups**	**Comments/Notable Observations** Students with Disabilities subgroup increased proficiency to 9.5% from 3.6% in the previous SY 2023-24

Students with Disabilities	

Challenges

Indicator 2023-2024 Future Ready Index Science Growth **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically Disadvantage subgroup decreased growth to 63 from the previous school year of 81
Indicator 2023-2024 Future Ready Index Math Proficiency **ESSA Student Subgroups** Economically Disadvantaged, English Learners	**Comments/Notable Observations** English Learners subgroup decreased proficiency to 9.9% from the previous school year of 10.7% Economically Disadvantage subgroup decreased proficiency to 10.5% from the previous school year of 10.6%
Indicator 2023-24 Future Ready Index ELA Proficiency **ESSA Student Subgroups** Economically Disadvantaged, English Learners	**Comments/Notable Observations** English Learners subgroup decreased proficiency to 15.5% from the previous school year of 20% Economically Disadvantage subgroup decreased proficiency to 24.9% from the previous school year of 34.8%
Indicator 2023-2024 Future Ready PA Index ELA Growth **ESSA Student Subgroups** Economically Disadvantaged, English Learners	**Comments/Notable Observations** English Learners subgroup decreased growth to 75 from the previous school year of 84. Economically Disadvantage subgroup decreased growth to 50 from the previous school year of 69.
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator 2023-2024 Future Ready Index Regular Attendance **ESSA Student Subgroups** Economically Disadvantaged,	**Comments/Notable Observations** English Learners subgroup decreased to 72.7% from the previous school year of 83.3% Economically Disadvantage subgroup decreased to 65.6% from the previous school year of 69.6%

English Learners	
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator 2023-2024 Future Ready Index Science Proficiency **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically Disadvantage subgroup decreased proficiency to 29% from the previous school year of 33%

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.

2023-24 School Year WIDA English Language Proficiency English Learners subgroup increased proficiency to 10% from 7.7% in SY 2022-23. Economically Disadvantage subgroup increased proficiency to 11.5% from 0% in SY 2022-23.
2023-2024 Future Ready Index Math Growth English Learners subgroup increased growth to 77 from the previous school year of 74 Economically Disadvantage subgroup increased growth to 54 from the previous school year of 52. Students with Disabilities subgroup increased growth to 62 form the previous school year or 50
2023-24 Future Ready Index Math Achievement Students with Disabilities subgroup increased math proficiency to 6.8% from the previous SY of 4.3%.
2023-24 SY Math Growth All student population growth score of 52; up from the growth score of 51 in 22-23 SY
2023-24 SY Math Achievement Students with Disabilities subgroup increased math proficiency to 6.8% from the previous SY of 4.3%.

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.

ELA Proficient or Advance SY 23-24 All student population 29.3%; down from 40.2% in 2023-24 SY
ELA Growth SY 23-24 All student group Growth score of 50, which is lower than previous SY which was a 54
Math Proficiency SY 23-24 All student group is still 13% which is the same as the previous SY
2023-24 Future Ready Index ELA Proficiency English Learners subgroup decreased proficiency to 15.5% from the previous school year of 20% Economically Disadvantage subgroup decreased proficiency to 24.9% from the previous school year of 34.8%
Attendance SY 23-24 All student population was 74% which is lower than the previous SY 23-24 of 77.3% English Learners subgroup decreased to 72.7% from the previous school year of 83.3% Economically Disadvantage subgroup decreased to 65.6% from the previous school year of 69.6%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2024-25 SY Data NWEA MAP - Winter Reading - Growth All Student Population	6th grade: 32% of the 363 6th graders exceeded expected growth 7th grade: 34% of the 364 7th graders exceeded expected growth 8th grade: 48% of the 407 8 8th graders exceeded expected growth
2024-25 SY Data NWEA MAP - Winter Reading - Achievement All Student Population	6th grade: 26% of the 363 6th graders are in the 61st%ile or higher, 7th grade: 30% of the 364 7th graders are in the 61st%ile or higher, 8th grade: 30% of the 407 8 8th graders are in the 61st %ile or higher

English Language Arts Summary

Strengths

Fall to Winter ELA MAP growth 8th grade had 38% exceeded expected growth 7th grade had 34% exceeded expected growth 6th grade had 32% exceeded expected growth
Created and implemented a schedule for screening all student population, teacher evaluation aligned with data meeting, data meetings held around screener three times per year
Current schedule and structure of student courses allows ongoing teacher collaboration to work with the curriculum, standards, modifying instruction based on data on a regular basis within teams or with respective departments or district supervisors
ELA MAP Winter assessment participation 92% of 8th grade students completed the Fall 2024 and Winter 2025 91% of 7th grade students completed the Fall 2024 and Winter 2025 91% of 6th grade students completed the Fall 2024 and Winter 2025

Challenges

ELA MAP Winter achievement - 30% of all students are scoring in the lowest 20th percentile; 9% scoring above the 80th percentile
ELA MAP Winter growth - 49% of all students did not meet expected growth.

Mathematics

Data	Comments/Notable Observations
2024-25 SY Data NWEA MAP Math Achievement - Winter All Student Population	6th Grade: 21% of the 368 6th graders are in the 61st%ile or higher 7th grade: 20% of the 362 7th graders were in the 61st%ile or higher, 8th grade: 21% of the 416 8th graders were in the 61st%ile or higher
2024-25 SY Data NWEA MAP Math Growth - Fall to Winter All Student Population	6th Grade: 29% of the 368 6th graders exceeded expected growth 7th grade: 29% of the 362 7th graders exceeded expected growth 8th grade: 35% of the 416 8th graders exceeded expected growth

Mathematics Summary

Strengths

Teacher evaluation aligned with data meeting. Data meetings held around screener three times per year
Fall to Winter Math MAP growth 8th grade had 35% exceeded projected growth
Math MAP assessment participation 95% of 8th grade students completed the Fall 2024 and Winter 2025 90% of 7th grade students completed the Fall 2024 and Winter 2025 92% of 6th grade students completed the Fall 2024 and Winter 2025

Challenges

According to the Fall 2024 to Winter 2025 Math MAP growth - 52% of all students did not meet expected growth.
According to the Winter 2025 Math MAP achievement 40% of all students are scoring in the lowest 20th percentile; 8% in 80th or above

Science, Technology, and Engineering Education

Data	**Comments/Notable Observations**
Technology course offerings: Technology and Engineering,	This course introduces students to various Engineering & Technology concepts focusing on problem-solving using the Technical Design Loop. Through collaborative, computer-based, and hands-on activities, students will gain experience with structural engineering, 3D design, and architecture.
8th grade course offering - Engineering	This course is offered full year. Students will complete a project and present at Future Cities STEAM competition. In the SY 2024-25, students placed 7th in the overall competition.

Science, Technology, and Engineering Education Summary

Strengths

In the SY 2023-24, students in our Engineering Future Cities STEAM competition received Computer Technology Award and The Women in Transportation Award.
DHMS offers 5 Science based electives to all students.

Challenges

DHMS does not have nationally normed Science assessment to determine student growth.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark- all student group and subgroups	DHMS is at 99.8%, which is above the state average of 91.4%

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.

Career Standard Benchmarks
DHMS has put a strict building wide PBIS expectations no personal electronic devices.
Staff is following a strict policy on writing referrals within their Learning communities.
PBIS Tiered Fidelity Inventory Scores (2024-2025 School Year): 87% in Tier 1 85% in Tier 2

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.

eSchool Discipline Data - Cell phone violation is the most common referred behavior, with the next highest being Late to Class.
There is an average of 45 behavioral infractions (all types of disciplinary infractions together) that rose to the level of a teacher needing to write a referral approximately every 2 day.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
2024 - 25 SY Data NWEA MAP Math EL Subgroup	70 Students of the EL subgroup completed the Fall and Winter NWEA MAP assessment in Math. 8th Grade Fall and Winter Math MAP Achievement (26 EL students) -Fall above 60th percentile: 4% -Winter above 60th percentile: 12% -Fall lowest 20th percentile: 77% -Winter lowest 20th percentile: 73% 8th Grade Fall and Winter Math MAP Growth - 34% students exceeded projected growth from Fall to Winter. - all students are in general education 7th Grade Fall and Winter Math MAP Achievement (18 EL students) -Fall above 60th percentile: 0% -Winter above 60th percentile: 0% -Fall lowest 20th percentile: 72% -Winter lowest 20th percentile: 83% 7th Grade Fall and Winter Math MAP Growth - 39% students exceeded projected growth from Fall to Winter. - all students are in general education 6th Grade Fall and Winter Math MAP Achievement (26 EL students) -Fall above 60th percentile: 4% -Winter above 60th percentile: 4% -Fall lowest 20th percentile: 65% -Winter lowest 20th percentile: 77% 6th Grade Fall and Winter Math MAP Growth - 34% students exceeded projected growth from Fall to Winter. - all students are in general education
2024 - 25 SY Data NWEA MAP Reading - Growth & Achievement EL Subgroup	67 Students of the EL subgroup completed the Fall and Winter NWEA MAP assessment in Reading. 8th Grade Fall and Winter Reading MAP Achievement (25 EL students) -Fall above 60th percentile: 0% -Winter above 60th percentile: 4% -Fall lowest 20th percentile: 80% -Winter lowest 20th percentile: 76% 8th Grade Fall and Winter Reading MAP Growth - 20% students exceeded projected growth from Fall to Winter. 7th Grade Fall and Winter Reading MAP Achievement (18 EL students) -Fall above 60th percentile: 0% -Winter above 60th percentile: 5% -Fall lowest 20th percentile: 78% -Winter lowest 20th percentile: 67% 7th Grade Fall and Winter Reading MAP Growth - 39% students exceeded projected growth from Fall to Winter. 6th Grade Fall and Winter Reading MAP Achievement (24 EL students) -Fall above 60th percentile: 4% -Winter above 60th percentile: 0% -Fall lowest 20th percentile: 71% -Winter lowest 20th percentile: 71% 6th Grade Fall and Winter Reading MAP Growth - 25% students exceeded projected growth from Fall to Winter.
2024 - 25 School Year Data Languages spoken at Drexel Hill Middle School	21 different home languages are spoken amongst 86 student. (Up from 57 in 2023 - 24) Albanian Arabic Bengali Creoles and pidgins (English-based) Creoles and pidgins (French-based) Creoles and pidgins (other) English (Jamaican) French Fulah Haitian Creole Hausa Hindi Pahto Persian Pushto Spanish Thai Turkish Twi

	Urdu Vietnamese Wolof
2024 - 25 School Year Data - EL Staff	Currently 1 full time EL teaching position filled with an emergency certified EL instructor with additional certifications of PK-Grade 6; this is the conclusion of her 2nd year. 0.25 EL teaching position - certified in EL and ELA -EL staff, and all secondary staff received Reading Apprenticeship training during full day trainings during the 2024 - 25 SY. -DHMS EL teacher schedule does not align to other secondary EL teacher schedules, excluding they from Supervisor-led PDs; she receives the training directly from supervisor, not receiving the networking opportunity with his peers from the other middle school or high school -DHMS EL Teacher has an additional non-instructional periods to support general education teachers, check-in with students, assess students, family interviews, manage incoming EL student cases
2024-2025 School Year Data Enrollment	SY 2024 - 25 EL population is currently 86 total students SY 2021-2022 EL population was 22 total students SY 2022-2023 EL population was 57 total students SY 2023-24 EL population is currently 69 total students
2024 - 25 School Year Data Trainings for General Education Teachers/EL teachers to support EL students	DCIU EL liaison delivered professional development to content area teachers to support EL students once a month
2024 - 25 School Year Data Culturally Responsive Goals CRP Goal	As part of all staff professional plans we are required to write goals addressing culturally responsive instruction/needs
20224 - 25 School Year Data - Equity Trainings	School Equity Leadership team (consisting of 7 teachers and administrators) of DHMS participates in Equity training to turn it around for our full staff multiple times per school year. The 2024 - 25 SY training focuses were: Gender Identity Actionable Equity, Inclusion and Belonging Practices Going Beyond the Surface (SLIFE)
ACESS testing participation SY 2024 - 25	100% of students completed the ACCESS testing

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2024 - 25 SY Data NWEA MAP Math - Growth and Achievement	Economically Disadvantage subgroup 746 total students completed the Fall 2024 and Winter Math MAP 2025 assessments 8th Grade Fall and Winter Math MAP Achievement (256 ED students) -Fall above 60th percentile: 16% -Winter above 60th percentile: 18% -Fall lowest 20th percentile: 40% -Winter lowest 20th percentile: 40% 8th Grade Fall and Winter Math MAP Growth - 38% students exceeded projected growth from Fall to Winter. 7th Grade Fall and Winter Math MAP Achievement (237 ED students) -Fall above 60th percentile: 21% -Winter above 60th percentile: 17% -Fall lowest 20th percentile: 34% -Winter lowest 20th percentile: 41% 7th Grade Fall and Winter Math MAP Growth - 29% students exceeded projected growth from Fall to Winter. 6th Grade Fall and Winter Math MAP Achievement (253 ED students) -Fall above 60th percentile: 20% -Winter above 60th percentile: 19% -Fall lowest 20th percentile: 43% -Winter lowest 20th percentile: 48% 6th Grade Fall and Winter Math MAP Growth - 29% students exceeded projected growth from Fall to Winter.
2024 - 25 SY Data NWEA MAP Reading - Growth and Achievement	Economically Disadvantage subgroup 734 students total took the Fall 2024 and Winter 2025 assessments 8th Grade Fall and Winter Reading MAP Achievement (249 ED students) -Fall above 60th percentile: 26% -Winter above 60th percentile: 28% -Fall lowest 20th percentile: 30% -Winter lowest 20th percentile: 28% 8th Grade Fall and Winter Reading MAP Growth - 27% students exceeded projected growth from Fall to Winter. 7th Grade Fall and Winter Reading MAP Achievement (237 ED students) -Fall above 60th percentile: 25% -Winter above 60th percentile: 26% -Fall lowest 20th percentile: 33% -Winter lowest 20th percentile: 32% 7th Grade Fall and Winter Reading MAP Growth - 34% students exceeded projected growth from Fall to Winter. 6th Grade Fall and Winter Reading MAP Achievement (248 ED students) -Fall above 60th percentile: 28% -Winter above 60th percentile: 24% -Fall lowest 20th percentile: 36% -Winter lowest 20th percentile: 39% 6th Grade Fall and Winter Reading MAP Growth - 32% students exceeded projected growth from Fall to Winter.
Economically Disadvantage population	67.5% of DHMS students are considered economically disadvantaged (Increase from 60% in SY 2023-24)

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.

100% of students completed the ACCESS testing
DCIU EL liaison delivered professional development to content area teachers to support EL students once a month
Level 1 and 2 English Learners received an intervention every day. Level 3 and 4 English Learners received an intervention every other day.
DHMS has created and implemented a digital platform for resources for all content area teachers to access adapted lessons for diverse learner, specifically for Students with Disabilities and English Learner student subgroups. Monthly faculty meetings have had content that is intentionally developed to create this platform after reviewing schoolwide data in all subject areas and classroom walkthroughs.

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.

EL student subgroup - 7th grade Math MAP proficiency was at 0% for both Fall 2024 to Winter 2025 EL student subgroup ELA MAP proficiency went down 4% in Fall 2024 and 0% in the Winter 2025
EL student subgroup - all grades Math MAP growth 36% of student met their projected growth
67.5% of DHMS students are considered economically disadvantaged (Increase from 60% in SY 2023-24)
The integration of English Learner (EL) students from a self-contained ELA setting into general education ELA classrooms after the start of the school year impacted the consistency of their language and literacy support.
Increasing student EL population without additional staff >Current schedule and structure of student courses does not allow ongoing teacher collaboration between core content teachers and EL teacher to work with the curriculum, standards, modifying instruction based on data on a regular basis within teams or with respective departments or district supervisors

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports
Identify and address individual student learning needs
Implement an evidence-based system of schoolwide positive behavior interventions and supports
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?

Monitor and evaluate the impact of professional learning on staff practices and student learning
Provide frequent, timely, and systematic feedback and support on instructional practices. Frequent and timely need improvement.
Implement evidence-based strategies to engage families to support learning

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
2023-24 SY Math Achievement Students with Disabilities subgroup increased math proficiency to 6.8% from the previous SY of 4.3%.	False
2023-2024 Future Ready Index Math Growth English Learners subgroup increased growth to 77 from the previous school year of 74 Economically Disadvantage subgroup increased growth to 54 from the previous school year of 52. Students with Disabilities subgroup increased growth to 62 form the previous school year or 50	True
2023-24 Future Ready Index Math Achievement Students with Disabilities subgroup increased math proficiency to 6.8% from the previous SY of 4.3%.	False
2023-24 SY Math Growth All student population growth score of 52; up from the growth score of 51 in 22-23 SY	False
2023-24 School Year WIDA English Language Proficiency English Learners subgroup increased proficiency to 10% from 7.7% in SY 2022-23. Economically Disadvantage subgroup increased proficiency to 11.5% from 0% in SY 2022-23.	True
Fall to Winter ELA MAP growth 8th grade had 38% exceeded expected growth 7th grade had 34% exceeded expected growth 6th grade had 32% exceeded expected growth	False
Created and implemented a schedule for screening all student population, teacher evaluation aligned with data meeting, data meetings held around screener three times per year	False
Fall to Winter Math MAP growth 8th grade had 35% exceeded projected growth	False
Math MAP assessment participation 95% of 8th grade students completed the Fall 2024 and Winter 2025 90% of 7th grade students completed the Fall 2024 and Winter 2025 92% of 6th grade students completed the Fall 2024 and Winter 2025	True
DHMS offers 5 Science based electives to all students.	False
2023-24 School Year WIDA English Language Proficiency English Learners subgroup increased proficiency to 10% from 7.7% in SY 2022-23. Economically Disadvantage subgroup increased proficiency to 11.5% from 0% in SY 2022-23.	False
Current schedule and structure of student courses allows ongoing teacher collaboration to work with the curriculum, standards, modifying instruction based on data on a regular basis within teams or with respective departments or district supervisors	False
ELA MAP Winter assessment participation 92% of 8th grade students completed the Fall 2024 and Winter 2025 91% of 7th grade students completed the Fall 2024 and Winter 2025 91% of 6th grade students completed the Fall 2024 and Winter 2025	True
Teacher evaluation aligned with data meeting. Data meetings held around screener three times per year	False

In the SY 2023-24, students in our Engineering Future Cities STEAM competition received Computer Technology Award and The Women in Transportation Award.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Career Standard Benchmarks	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Identify and address individual student learning needs	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
DHMS has put a strict building wide PBIS expectations no personal electronic devices.	False
Staff is following a strict policy on writing referrals within their Learning communities.	False
PBIS Tiered Fidelity Inventory Scores (2024-2025 School Year): 87% in Tier 1 85% in Tier 2	True
100% of students completed the ACCESS testing	True
DCIU EL liaison delivered professional development to content area teachers to support EL students once a month	False
Level 1 and 2 English Learners received an intervention every day. Level 3 and 4 English Learners received an intervention every other day.	True
DHMS has created and implemented a digital platform for resources for all content area teachers to access adapted lessons for diverse learner, specifically for Students with Disabilities and English Learner student subgroups. Monthly faculty meetings have had content that is intentionally developed to create this platform after reviewing schoolwide data in all subject areas and classroom walkthroughs.	False

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
ELA Growth SY 23-24 All student group Growth score of 50, which is lower than previous SY which was a 54	False
Math Proficiency SY 23-24 All student group is still 13% which is the same as the previous SY	False
ELA Proficient or Advance SY 23-24 All student population 29.3%; down from 40.2% in 2023-24 SY	False
2023-24 Future Ready Index ELA Proficiency English Learners subgroup decreased proficiency to 15.5% from the previous school year of 20% Economically Disadvantage subgroup decreased proficiency to 24.9% from the previous school year of 34.8%	True
ELA MAP Winter achievement - 30% of all students are scoring in the lowest 20th percentile; 9% scoring above the 80th percentile	True
According to the Fall 2024 to Winter 2025 Math MAP growth - 52% of all students did not meet expected growth.	False
	False

	False
There is an average of 45 behavioral infractions (all types of disciplinary infractions together) that rose to the level of a teacher needing to write a referral approximately every 2 day.	False
eSchool Discipline Data - Cell phone violation is the most common referred behavior, with the next highest being Late to Class.	False
According to the Winter 2025 Math MAP achievement 40% of all students are scoring in the lowest 20th percentile; 8% in 80th or above	False
DHMS does not have nationally normed Science assessment to determine student growth.	False
Attendance SY 23-24 All student population was 74% which is lower than the previous SY 23-24 of 77.3% English Learners subgroup decreased to 72.7% from the previous school year of 83.3% Economically Disadvantage subgroup decreased to 65.6% from the previous school year of 69.6%	True
	False
ELA MAP Winter growth - 49% of all students did not meet expected growth.	True
EL student subgroup - 7th grade Math MAP proficiency was at 0% for both Fall 2024 to Winter 2025 EL student subgroup ELA MAP proficiency went down 4% in Fall 2024 and 0% in the Winter 2025	True
EL student subgroup - all grades Math MAP growth 36% of student met their projected growth	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Provide frequent, timely, and systematic feedback and support on instructional practices. Frequent and timely need improvement.	False
Implement evidence-based strategies to engage families to support learning	False
Increasing student EL population without additional staff >Current schedule and structure of student courses does not allow ongoing teacher collaboration between core content teachers and EL teacher to work with the curriculum, standards, modifying instruction based on data on a regular basis within teams or with respective departments or district supervisors	True
67.5% of DHMS students are considered economically disadvantaged (Increase from 60% in SY 2023-24)	False
The integration of English Learner (EL) students from a self-contained ELA setting into general education ELA classrooms after the start of the school year impacted the consistency of their language and literacy support.	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.

Overall for the full student population we have many systems and practices in place that promote growth and achievement such as the curriculum alignment to state standards, regular intervals of testing with set professional development and practices for analyzing and using data from screeners to make decisions. Students develop personal academic goals based on local assessment data. We have interventions built in to the daily schedule. There is ongoing professional development for new systems and initiatives, including Equity and Reading Apprenticeship, collaboration

with Lakeside Neurological help with staff and student regulation. The challenges faced at DHMS are the higher than desirable levels of behavioral infractions that may be impacting student achievement. Through the current schedule and rostering practices teachers do have system-built in time for content-alike or grade-alike peers to collaborate to enhance instruction through analysis. In previous years, teachers reported not feeling connected to each other; however, with the learning community approach teachers are connected and collaborating to support students. For the students in our EL department we have 1 full time non-certified EL teacher. DHMS gained a 0.25 certified EL and ELA teacher. There is a need for additional staff training for all content areas and staff in the EL department. Currently there is limited time for the EL teacher to collaborate with the content area teachers supporting the EL students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	**Discussion Points**	**Check for Priority**
2023-24 Future Ready Index ELA Proficiency English Learners subgroup decreased proficiency to 15.5% from the previous school year of 20% Economically Disadvantage subgroup decreased proficiency to 24.9% from the previous school year of 34.8%		True
ELA MAP Winter achievement - 30% of all students are scoring in the lowest 20th percentile; 9% scoring above the 80th percentile		False
Increasing student EL population without additional staff >Current schedule and structure of student courses does not allow ongoing teacher collaboration between core content teachers and EL teacher to work with the curriculum, standards, modifying instruction based on data on a regular basis within teams or with respective departments or district supervisors		False
EL student subgroup - 7th grade Math MAP proficiency was at 0% for both Fall 2024 to Winter 2025 EL student subgroup ELA MAP proficiency went down 4% in Fall 2024 and 0% in the Winter 2025		True
Attendance SY 23-24 All student population was 74% which is lower than the previous SY 23-24 of 77.3% English Learners subgroup decreased to 72.7% from the previous school year of 83.3% Economically Disadvantage subgroup decreased to 65.6% from the previous school year of 69.6%		True
ELA MAP Winter growth - 49% of all students did not meet expected growth.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA MAP Winter assessment participation 92% of 8th grade students completed the Fall 2024 and Winter 2025 91% of 7th grade students completed the Fall 2024 and Winter 2025 91% of 6th grade students completed the Fall 2024 and Winter 2025	
2023-2024 Future Ready Index Math Growth English Learners subgroup increased growth to 77 from the previous school year of 74 Economically Disadvantage subgroup increased growth to 54 from the previous school year of 52. Students with Disabilities subgroup increased growth to 62 form the previous school year or 50	
Math MAP assessment participation 95% of 8th grade students completed the Fall 2024 and Winter 2025 90% of 7th grade students completed the Fall 2024 and Winter 2025 92% of 6th grade students completed the Fall 2024 and Winter 2025	
2023-24 School Year WIDA English Language Proficiency English Learners subgroup increased proficiency to 10% from 7.7% in SY 2022-23. Economically Disadvantage subgroup increased proficiency to 11.5% from 0% in SY 2022-23.	
PBIS Tiered Fidelity Inventory Scores (2024-2025 School Year): 87% in Tier 1 85% in Tier 2	
100% of students completed the ACCESS testing	

Level 1 and 2 English Learners received an intervention every day. Level 3 and 4 English Learners received an intervention every other day.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If DHMS prioritizes and fully implements IXL for targeted academic interventions, and teachers regularly analyze the data to drive differentiated instruction and culturally responsive practices to support all students and our designated subgroups, EL and ED, then, achievement gaps will close, ensuring equitable access to high-quality learning and measurable growth and proficiency in both reading and math.
	If DHMS prioritizes and fully implements IXL for targeted academic interventions, and teachers regularly analyze the data to drive differentiated instruction and culturally responsive practices to support all students and our designated subgroups, EL and ED, then, achievement gaps will close, ensuring equitable access to high-quality learning and measurable growth and proficiency in both reading and math.
	If we provide targeted supports, inclusive practices, and culturally responsive family engagement for all students and our designated subgroups, English learners and Economically Disadvantaged, then attendance rates and ensure more equitable access to academic success.

Goal Setting

Priority: If DHMS prioritizes and fully implements IXL for targeted academic interventions, and teachers regularly analyze the data to drive differentiated instruction and culturally responsive practices to support all students and our designated subgroups, EL and ED, then, achievement gaps will close, ensuring equitable access to high-quality learning and measurable growth and proficiency in both reading and math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2026, decrease the percentage of Math students in the designated subgroup, English learners, scoring in the lowest 20th percentile from 78% (winter 2025) to 70% through targeted instruction, differentiated supports, and data-driven interventions on the NWEA MAP Math assessment. By June 30, 2026, decrease the percentage of Math students in the designated subgroup, economically disadvataged, scoring in the lowest 20th percentile from 46% (winter 2025) to 35% through targeted instruction, differentiated supports, and data-driven interventions on the NWEA MAP Math assessment. By June 30, 2026, increase the percentage of Math students in the designated subgroup, English learners, exceeding their expected growth from 26% (winter 2025) to 35% through targeted instruction, differentiated supports, and data-driven interventions on the NWEA MAP Math assessment. By June 30, 2026, increase the percentage of Math students in the designated subgroup, economically disadvantaged, exceeding their expected growth from 29% (winter 2025) to 40% through targeted instruction, differentiated supports, and data-driven interventions on the NWEA MAP Math assessment. By June 30, 2026, 70% of students in grades 6 - 8 who are receiving a math intervention will gain proficiency on an average of 2.0 IXL skills per week in Math. By June 30, 2026, 70% of students in grades 6 - 8 who are receiving a math intervention will improve their IXL diagnostic score by 100 points (equivalent to one grade level).			
Measurable Goal Nickname (35 Character Max)			
Math - Achievement and Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
MAP Baseline By September 30, 2025, 100% of students in the designated subgroups, EL and ED, will complete the fall math MAP test. IXL Baseline By September 30, 2025, 100% of students receving a math intervention will complete the initial IXL diagnostic.	IXL Math Practice By December 30, 2025, 70% of students in grades 6 - 8 who are receiving a math intervention will gain proficiency on an average of 2.0 IXL skills per week in Math. IXL Math Growth By December 30, 2025, 70% of students in grades 6 - 8 who are receiving a math intervention will improve their IXL diagnostic score by 30 points.	MAP Achievement By March 30, 2026, decrease the percentage of Math students in the designated subgroup, English learners, scoring in the lowest 20th percentile from 78% (winter 2025) to 74% on the NWEA MAP Math assessment. By March 30, 2026, decrease the percentage of Math students in the designated subgroup, economically disadvataged, scoring in the lowest 20th percentile from 46% (winter	MAP Achievement By June 30, 2026, decrease the percentage of Math students in the designated subgroup, English learners, scoring in the lowest 20th percentile from 78% (winter 2025) to 70% on the NWEA MAP Math assessment. By June 30, 2026, decrease the percentage of Math students in the designated subgroup, economically disadvataged, scoring in the lowest 20th percentile from 46% (winter 2025) to 35% on the NWEA

		2025) to 40% on the NWEA MAP Math assessment. MAP Growth By March 30, 2026, increase the percentage of Math students in the designated subgroup, English learners, exceeding their expected growth from 26% (winter 2025) to 30% on the NWEA MAP Math assessment. By March 30, 2026, increase the percentage of Math students in the designated subgroup, economically disadvantaged, exceeding their expected growth from 29% (winter 2025) to 35% on the NWEA MAP Math assessment. IXL Math Practice By March 30, 2026, 70% of students in grades 6 - 8 who are receiving a math intervention will gain proficiency on an average of 2.0 IXL skills per week in Math. IXL Math Growth By March 30, 2026, 70% of students in grades 6 - 8 who are receiving a math intervention will improve their IXL diagnostic score by 60 points.	MAP Math assessment. MAP Growth By June 30, 2026, increase the percentage of Math students in the designated subgroup, English learners, exceeding their expected growth from 26% (winter 2025) to 35% on the NWEA MAP Math assessment. By June 30, 2026, increase the percentage of Math students in the designated subgroup, economically disadvantaged, exceeding their expected growth from 29% (winter 2025) to 40% on the NWEA MAP Math assessment. IXL Math Practice By June 30, 2026, 70% of students in grades 6 - 8 who are receiving a math intervention will gain proficiency on an average of 2.0 IXL skills per week in Math. IXL Math Growth By June 30, 2026, 70% of students in grades 6 - 8 who are receiving a math intervention will improve their IXL diagnostic score by 100 points.

Priority: If DHMS prioritizes and fully implements IXL for targeted academic interventions, and teachers regularly analyze the data to drive differentiated instruction and culturally responsive practices to support all students and our designated subgroups, EL and ED, then, achievement gaps will close, ensuring equitable access to high-quality learning and measurable growth and proficiency in both reading and math.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By June 30, 2026, 10% of ELA students in the designated subgroups, English learners, will achieve a RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2026, 35% of ELA students in the designated subgroups,

Economically Disadvantage, will achieve RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2026, 35% ELA students in the designated subgroups, English learners, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2026, 45% of ELA students in the designated subgroups, Economically Disadvantaged, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2026, students in grades 6 - 8 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week in ELA.			
Measurable Goal Nickname (35 Character Max)			
ELA - Achievement and Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
ELA MAP Achievement By September 30, 2025, 5% of ELA students in the designated subgroups, English learners, will achieve a RIT score above the 41st percentile 25% of ELA students in the designated subgroups, Economically Disadvantage, will achieve RIT score above the 41st percentile	ELA MAP Achievement By December 30, 2025, 7% of ELA students in the designated subgroups, English learners, will achieve a RIT score above the 41st percentile. By December 30, 2025, 30% of ELA students in the designated subgroups, Economically Disadvantage, will achieve RIT score above the 41st percentile. MAP Growth By December 30, 2025, 20% ELA students in the designated subgroups, English learners, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By December 30, 2025, 25% of ELA students in the designated subgroups, Economically Disadvantaged, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. IXL ELA By December 30, 2025, students in grades 6 - 8 will achieve at least 80% proficiency on an average of 1.5 IXL skills per week in ELA.	IXL ELA By March 30, 2026, students in grades 6 - 8 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week in ELA.	ELA MAP Achievement By June 30, 2026, 10% of ELA students in the designated subgroups, English learners, will achieve a RIT score above the 41st percentile By June 30, 2025, 35% of ELA students in the designated subgroups, Economically Disadvantage, will achieve RIT score above the 41st percentile ELA MAP Growth By June 30, 2026, 35% ELA students in the designated subgroups, English learners, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2026, 45% of ELA students in the designated subgroups, Economically Disadvantaged, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. IXL ELA By June 30, 2026, students in grades 6 - 8 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week in ELA.

Priority: If we provide targeted supports, inclusive practices, and culturally responsive family engagement for all students and our designated subgroups, English learners and Economically Disadvantaged, then attendance rates and ensure more equitable access to academic success.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-26 school year, attendance for English learners subgroup will increase the regular attendance average from 73% to 80% through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach. By the end of the 2025-26 school year, attendance for Economically Disadvantaged subgroup will increase the regular attendance average from 66% to 75% through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By September 30, 2025, attendance for English learners subgroup will increase the regular attendance average to 95% and attendance for Economically Disadvantaged subgroup will increase the regular attendance average 90% through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach.	By January 30, 2026, attendance for English learners subgroup will increase the regular attendance average to 90% and attendance for Economically Disadvantaged subgroup will increase the regular attendance average 85% through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach.	By March 30, 2026, attendance for English learners subgroup will increase the regular attendance average to 85% and attendance for Economically Disadvantaged subgroup will increase the regular attendance average 80% through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach.	By June 30, 2026, attendance for English learners subgroup will increase the regular attendance average to 80% and attendance for Economically Disadvantaged subgroup will increase the regular attendance average 75% through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach.

Action Plan

Measurable Goals

Math - Achievement and Growth	Attendance
	ELA - Achievement and Growth

Action Plan For: IXL-Reading and Math

Measurable Goals:

- By June 30, 2026, decrease the percentage of Math students in the designated subgroup, English learners, scoring in the lowest 20th percentile from 78% (winter 2025) to 70% through targeted instruction, differentiated supports, and data-driven interventions on the NWEA MAP Math assessment. By June 30, 2026, decrease the percentage of Math students in the designated subgroup, economically disadvataged, scoring in the lowest 20th percentile from 46% (winter 2025) to 35% through targeted instruction, differentiated supports, and data-driven interventions on the NWEA MAP Math assessment. By June 30, 2026, increase the percentage of Math students in the designated subgroup, English learners, exceeding their expected growth from 26% (winter 2025) to 35% through targeted instruction, differentiated supports, and data-driven interventions on the NWEA MAP Math assessment. By June 30, 2026, increase the percentage of Math students in the designated subgroup, economically disadvantaged, exceeding their expected growth from 29% (winter 2025) to 40% through targeted instruction, differentiated supports, and data-driven interventions on the NWEA MAP Math assessment. By June 30, 2026, 70% of students in grades 6 - 8 who are receiving a math intervention will gain proficiency on an average of 2.0 IXL skills per week in Math. By June 30, 2026, 70% of students in grades 6 - 8 who are receiving a math intervention will improve their IXL diagnostic score by 100 points (equivalent to one grade level).
- By June 30, 2026, 10% of ELA students in the designated subgroups, English learners, will achieve a RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2026, 35% of ELA students in the designated subgroups, Economically Disadvantage, will achieve RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2026, 35% ELA students in the designated subgroups, English learners, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2026, 45% of ELA students in the designated subgroups, Economically Disadvantaged, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2026, students in grades 6 - 8 will achieve at least 80% proficiency on an average of 2.0 IXL skills per week in ELA.

Action Step		**Anticipated Start/Completion Date**	
Building level goals will be shared in the areas of Reading and Math as they relate to IXL. Testing calendar will be shared with staff as well.		2025-08-18	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jill Palladino/Principal	Staff Agenda, Testing Calendar, Goal Document	No	
Action Step		**Anticipated**	

		Start/Completion Date	
Provide targeted training and support for MAP assessment and IXL, as needed		2025-08-18	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jill Palladino, Principal District Level Curriculum Supervisors	IXL and MAP Training Guides	Yes	
Action Step		**Anticipated Start/Completion Date**	
Ongoing communication will be provided to families regarding IXL and MAP assessments		2025-08-18	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jill Palladino, Principal	IXL and MAP Family Resources	No	
Action Step		**Anticipated Start/Completion Date**	
Administer IXL and MAP Assessments in Reading and Math		2025-08-18	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
DHMS Teaching Staff	Testing calendar, class lists, testing material	No	
Action Step		**Anticipated Start/Completion Date**	
Whole school data meetings MAP and IXL data meetings		2025-08-25	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Grade level learning communities and whole staff	MAP and IXL data Grade level learning community agendas, goal setting documents	No	
Action Step		**Anticipated Start/Completion Date**	
Whole school data meetings MAP and IXL data meetings		2025-10-01	2025-12-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Grade level learning communities and whole staff	MAP and IXL data Grade level learning community agendas, goal setting documents	No	
Action Step		**Anticipated Start/Completion Date**	
Whole school data meetings MAP and IXL data meetings		2026-01-01	2026-03-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Grade level learning communities and whole staff	MAP and IXL data Grade level learning community agendas, goal setting documents	No	
Action Step		**Anticipated**	

		Start/Completion Date	
Whole school data meetings MAP and IXL data meetings		2026-04-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Grade level learning communities and whole staff	MAP and IXL data Grade level learning community agendas, goal setting documents	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
DHMS will prioritize and fully implement IXL for targeted academic interventions, and teachers will regularly analyze the data to drive differentiated instruction and culturally responsive practices to support all students and our designated subgroups, EL and ED, in order for achievement gaps to close, ensuring equitable access to high-quality learning and measurable growth and proficiency in both reading and math.	DHMS Administrative Team on quarterly basis Learning walks review of lesson plans IXL and MAP data Goal Setting Information Beginning, Middle and End of Year data meetings Semi Annual and Annual Goal Setting Meetings Completed Learning Community Agendas

Action Plan For: PBIS

Measurable Goals:
• By the end of the 2025-26 school year, attendance for English learners subgroup will increase the regular attendance average from 73% to 80% through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach. By the end of the 2025-26 school year, attendance for Economically Disadvantaged subgroup will increase the regular attendance average from 66% to 75% through targeted interventions, including personalized check-ins, mentorship, and culturally responsive family outreach.

Action Step		**Anticipated Start/Completion Date**	
Monthly Tier 1 meetings, weekly Tier 2 meetings, Citizenship lessons, weekly attendance meetings, parent communication, SAIP meetings, Absence Notices, Student of the Month Assembly, weekly family reminders		2025-08-25	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
DHMS Staff and Administration	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, SAP and outside agency support, PBIS visuals, school store, DH dollars	No	
Action Step		**Anticipated Start/Completion Date**	
Monthly Tier 1 meetings, weekly Tier 2 meetings, Citizenship lessons, weekly attendance meetings, parent communication, SAIP meetings, Absence Notices, Student of the Month Assembly, weekly family reminders		2025-10-01	2025-12-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
DHMS Staff and Administration	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, SAP and outside agency support, PBIS visuals, school store, DH dollars	No	
Action Step		**Anticipated Start/Completion Date**	
Monthly Tier 1 meetings, weekly Tier 2 meetings, Citizenship lessons, weekly attendance meetings, parent communication, SAIP meetings, Absence Notices, Student of the Month Assembly, weekly family reminders		2026-01-01	2026-03-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
DHMS Staff and Administration	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, SAP and outside agency support, PBIS visuals, school store, DH dollars	No	
Action Step		**Anticipated Start/Completion Date**	
Monthly Tier 1 meetings, weekly Tier 2 meetings, Citizenship lessons, weekly attendance meetings, parent communication, SAIP meetings, Absence Notices, Student of the Month Assembly, weekly family reminders		2026-04-01	2025-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
DHMS Staff and Administration	PBIS Flowcharts, attendance logs by grade, attendance notes, PBIS meeting notes, SAP and outside agency support, PBIS visuals, school store, DH dollars	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
DHMS will provide targeted supports, inclusive practices, and culturally responsive family engagement for all students and our designated subgroups, English learners and Economically Disadvantaged, in order to increase attendance rates and ensure more equitable access to academic success.	DHMS administration and staff on a daily, weekly, monthly and quarterly basis via attendance logs

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
IXL-Reading and Math	Provide targeted training and support for MAP assessment and IXL, as needed

IXL/MAP Training

Action Step		
• Provide targeted training and support for MAP assessment and IXL, as needed		
Audience		
DHMS Staff		
Topics to be Included		
Purpose and administration of MAP and IXL, analysis of data, student goal setting using data		
Evidence of Learning		
student goal documents, learning walks, staff goal setting, Learning Community agenda notes		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Jill Palladino and DHMS Administrative Staff	2025-08-18	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	at least 2 times per year and as needed
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

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