Page Hilltop Elementary School

2025-2026 School Improvement Plan

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2025-2026 Reasons to Celebrate/Challenges

Challenges:

- Writing is a challenge. Our students are struggling with essay writing.
- Continued low growth in ELA and Math

Celebrations:

- Science achievement- We met our target.
- Met our target for absenteeism.
- Professional support for teachers through coaching and professional educational consultants continues to be available to teachers on a regular basis.
- Our fall data looks promising.

Goal 1: *Page Hilltop students will increase their mathematics proficiency scores by 10% and increase their growth by 10 points.*

Why: In order to better instruct students in the area of mathematics, our goal is to focus on the achievement of students and to make greater strides in supporting the specific learning needs of students.

Steps:

- Teachers will collect and analyze data to make informed decisions around next steps in instruction.
- Small group instruction and intentional academic lessons will be used.
- Math centers will allow for independent practice of skills taught.
- We will provide teachers with feedback from walkthroughs to support ongoing growth in instruction.

Success:

- Teachers will have a solid understanding of standards that we are strong in and and those we need to work on
- A scheduled tri-annual assessment system that will provide student benchmark math levels which will highlight our growth trends
- Teachers/staff will understand the data in a way that allows them to utilize it to tier instruction and support student learning.
- Specific students are identified for intentional targeted interventions.
- The STAT process may be considered for select students.
- Teachers will use data to create/adjust fluid small instructional groups.
- Parents/guardians will be able to support their children by focusing on specific skill sets and practice at home through assigned homework.

Goal 2: *Page Hilltop students will increase their ELA proficiency scores by 10% and increase their growth by 10 points. Specific growth in the area of writing will increase by 10%.*

Why: In order to better instruct students in the area of English Language Arts, our goal is to focus on the achievement of students and to make greater strides in supporting the specific learning needs of students.

Steps:

- Teachers will collect and analyze data to make informed decisions around next steps in instruction.
- We will begin using baseline data from fall data collection and set goals for the middle of the year.
- Small group instruction and intentional academic lessons will be used.
- We will support teachers during Professional Learning Community (PLC) meetings to share multiple data points, including STAR, DIBELs and curriculum embedded assessments to analyze these assessments which will therefore drive instruction and support specific student learning goals.
- A shift to a focus on writing will help us in this area of growth. More professional development in the area of writing especially in the upper grades, working with our district literacy coach and literacy consultant to align HMH Into Reading writing content with our SRSD writing structures along with more opportunities for students to write.
- ELA Amplify tutoring for early elementary students.

Success:

- Teachers will have a solid understanding of standards that we are strong in and and those we need to work on
- A scheduled tri-annual assessment system that will provide student benchmark levels which will highlight our growth trends
- Teachers/staff will understand the data in a way that allows them to utilize it to tier instruction and support student learning.
- Students will be able to compose and edit writing in a variety of genres, (narrative, opinion and expository) as well as write a response to their reading.
- Specific students are identified for intentional targeted interventions.
- The STAT process may be considered for select students.
- Teachers will use data to create/adjust fluid small instructional groups.
- Parents/guardians will be able to support their children by focusing on specific skill sets and practice at home through assigned homework.

Goal 3: *Page Hilltop students will increase their ability to communicate their feelings and needs while also developing understanding and empathy for others. This will decrease the number of behavior incidents in students by 10% or more.*

Why: In order to better support and instruct students in the area of Social Emotional Learning, our goal is to focus on the ability of our students to communicate how they are feeling and what they need and also develop the ability to have empathy and understanding for others.

Steps:

- Working with students to discuss how we want to feel this year and what kinds of behavior we have to have to make sure we are all able to feel this way. Creating a schoolwide charter.
- Validating students' feelings, whatever they are, and helping them to transition to an emotionally safe and stable place will help students feel heard and get them back on track sooner.
- Teaching students to think of another's perspective and point of view will help foster the ability to have empathy and understanding for what someone else is feeling and what they need.
- Monthly SEL meetings with teachers to discuss their students' social emotional needs.
- Leadership opportunities for fourth and fifth graders. (Panther Leadership Team and Safety Patrol)

Results:

- Teachers and support staff will have more strategies and better understanding in working with students with SEL needs
- Teachers and support staff will be able to support students with SEL needs and see a decline in the number of incidents for behavior
- Teachers/staff will understand the data in a way that allows them to create consistent and effective support systems for students with SEL needs.
- Parents/guardians will be able to support their children's SEL needs by focusing on specific strategies and practices that have been identified as successful.

Questions?