

**J M Hill El Sch**

Schoolwide Title 1 School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
J M Hill El Sch		120452003
<b>Address 1</b>		
151 E Broad St		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
East Stroudsburg	PA	18301
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Margaret Vitale		margaret-vitale@esasd.net
<b>Principal Name</b>		
Jessica Reese		
<b>Principal Email</b>		
jessica-reese@esasd.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
570-424-8073		13420
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Tabitha Bradley		tabitha-bradley@esasd.net



## **Vision for Learning**

### **Vision for Learning**

The mission of J.M. Hill Elementary School is to prepare all students to maximize their individual potential and demonstrate their mastery of defined knowledge and skills. Our goal is to empower students to become contributing members of a diverse society.

## Future Ready PA Index

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

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Proficient or Advanced in English Language Arts/Literature

### Review of the School Level Performance

#### Strengths

Indicator	Comments/Notable Observations
2025 PSSA ELA emetric data	Even though proficient and above dropped by 11.1 from 2024 to 2025, we are still 7.1 percentage points above 2023
2025 PSSA Math emetric data	Proficient and above numbers continue to rise the past 3 years. 2023 - 29.5, 2024 - 32, and 2025 - 36 points.
2025 PSSA Math emetric data	Basic and below continue to decrease the past 3 years. 2023 - 70.5, 2024 - 68, 2025 - 64

#### Challenges

Indicator	Comments/Notable Observations
2025 Math PSSA future ready index	Proficient and above is 5.7 percentage points below the state.
2025 ELA PSSA future ready index	Basic and below numbers increased by 11.1 percentage points from 2024

## Proficient or Advanced in Mathematics/Algebra

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

#### Strengths

<b>Indicator</b> 2025 math PSSA emetric Data <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> African American Students grew 8.9 percentage points compared to 23/24. Hispanic students grew 2.8 percentage points from 23/24. Economically disadvantaged students grew 5.3 percentage points from 23/24.
<b>Indicator</b> 2025 ELA PSSA emetric Data <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> 3rd Grade - African American students grew 5 percentage points.

#### Challenges

<b>Indicator</b> ELA Achievement 2025 PSSA Emetric <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> All sub groups declined from 2024
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African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities	
<b>Indicator</b> Math Achievement 2025 PSSA Emetric <b>ESSA Student Subgroups</b> African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> Multiple ethnicities dropped by 14.4 percentage points.Students with IEPS declined by 6.5 percentage points.ELL Students declined by 8.6 percentage points

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

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

**English Language Growth and Attainment**

**Regular Attendance**

**Career Standards Benchmark**

**High School Graduation Rate Four-Year Cohort**

**Summary**

**Strengths**

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

African American Students grew 8.9 percentage points compared to 23/24. Hispanic students grew 2.8 percentage points from 23/24. Economically disadvantaged students grew 5.3 percentage points from 23/24.
3rd Grade - African American students grew 5 percentage points.
Math 2022-2023 - - Achievement above district by 2 points.

**Challenges**

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

All sub groups declined from 2024
Multiple ethnicities dropped by 14.4 percentage points.Students with IEPS declined by 6.5 percentage points.ELL Students declined by 8.6 percentage points

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
NWEA - 2024 - grades 3-5	Third Grade - low achievement/low growth Fourth Grade- Low achievement/low Growth Fifth Grade - Low Achievement/low Growth
Acadience 24/25	K - Achievement - 63% benchmark or above, Growth neg. 1 percentage point from 23/24 1st grade -Achievement - 62% benchmark or above, Growth neg 2 percentage points from 23/24 2nd Grade - Achievement- 58% benchmark or above, growth neg 6 percentage points from 23/24 3rd Grade - Achievement -62% benchmark or above, growth 15 percentage point growth from 23/24 4th Grade Achievement - 51% benchmark or above, Growth 3 percentage points growth from 23/24 5th Grade Achievement - 49% benchmark or above, Growth 4 percentage points growth from 23/24

### English Language Arts Summary

#### Strengths

2024-2025 ELA Acadience: 59% of second grade students had higher achievement from 47% in Spring of 2023. Third grade composite scores in Spring of 2024 to 62% from 48% in Spring of 2023. Fourth grade grew to 51% from 48% in Spring of 2023. First grade had high achievement and high growth for Spring 2024.

Spring 2025- Third grade fluency grew to 52% from 45% in Spring of 2023

2025 NWEA Third grade grew from 24 students at/above in the fall to 30 students at/above in the Spring.

#### Challenges

2025 NWEA grade 5 had 34 students at/above in the fall and declined to 31 students at/above in the Spring.

Second Grade over all composite scores dropped 6 percentage points from 23/24 - 24/25 spring to spring

### Mathematics

Data	Comments/Notable Observations
IXL diagnostic assessment fall to spring 2024-2025	Second grade- 36% of students hit 100 point growth target Third Grade - 54% of students hit 100 point growth target Fourth Grade - 46% of students hit 100 point growth target Fifth Grade - 53% of students hit 100 point growth target

### Mathematics Summary

#### Strengths

IXL - Second grade - 76% of students are on or above grade level for Spring of 2025

#### Challenges

IXL - Fourth grade 35% of students are at or above grade level for Spring of 2025. Third grade - 53% of students are at or above grade level for Spring of 2025

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
No local assessment	No local assessment

# Science, Technology, and Engineering Education Summary

## Strengths

no local assessment

## Challenges

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Pa Future Ready Index 2023-2024	2023-24 100% of students met/exceeded career standards benchmark. Exceeded the state average of 98.0%All student group and economically disadvantaged group exceeded the career standards benchmark

### 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.

2023-24 100% of students met/exceeded career standards benchmark. Exceeded the state average of 98.0%All student group and economically disadvantaged group exceeded the career standards benchmark
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### 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.

There are no Career Readiness Challenges.
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## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
Future Ready Index 2024-2025	ELA -16.7 Students were proficient and above. This is a decline of 12. 1 percentage points. All grades 3-5 saw a decline math - Proficient and above declined by 8.6 from 20024. All grades 3-5 all declined..
Future Ready Index 23/24 Attendance	86.7% -Decrease from previous year, but still met or exceeded state target

### Students with Disabilities

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

Data	Comments/Notable Observations
PVAAS 2025	Math - 4th grade: negative 13.6 growth measure - Below 5th grade: negative 28.1 growth measure - well below ELA 4th grade: negative 1.7 growth measure - meets 5th grade - negative 6.1 growth measure - meets ELA
Future Ready Index 2024-2025	ELA - Proficient and above declined 7.5 percentage points from 23/24 Math - proficient and above declined 6.5 percentage points from 23/24
Future Ready Index 23/24 Attendance	78.9% Increase from last year, but did not meet state target

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index 2024-25	Math- proficient and above gained 5.3 percentage points from 23/24 ELA- Proficient and above declined by 9.1 percentage points.
PVASS 2025	math 4th grade: negative 45.5 growth measure- well below 5th grade: negative 21.5 growth measure - well below ELA - 4th grade negative 16.3 growth measure - well below 5th grade positive 5.9 growth measure - meets
Future Ready Index 23/24 Attendance	78.6% -Increase from last year, but did not meet state target

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	Emetric: ELA Proficient and above declined 5 percentage points from 23/24 Math - proficient and above increased by 14. 6 percentage points from 23/24 PVAAs

	2025MATH 4th grade: neg. 31.6 growth measure - well below 5th grade: neg. 23.9 growth measure - well below ELA 4th grade: .2 pos. growth -meets 5th grade: 3.9 pos. growth - meets Future Ready Index 23/24 Attendance - 85.9% - increase from last year and met or exceeded state target
White	Emetric: ELA Proficient and above increased 4 percentage points from 23/24 Math - proficient and above increased by 10.3 percentage points from 23/24 PVAAS 2025math 4th grade: 24.7 neg growth - below 5th grade: 2.8 positive growth - meets ELA 4th grade: 17.4 neg growth - below 5th grade 3.6 neg growth - meets Future Ready Index 23/24 Attendance - 86.4 % - increase from last year and meets or exceeds state target
2 or More Races	emetric:ELA Proficient and above declined 20.4 percentage points from 23/24 Math - proficient and above declined 14.4 percentage points from 23/24 PVAAS 2025Math - 4th grade - 36.8 negative growth - well below 5th grade - n/a ELA - 4th grade: 9.2 neg growth - meets 5th grade: n/a Future Ready Index 23/24 Attendance - 82.5% - increase from last year and met or exceeded state target
Hispanic	emetric: ELA Proficient and above declined 13.1 percentage points from 23/24 PVAAS 20254th grade: -37.8 neg. growth - well below5th grade: n/a ELA 4th grade: 8.3 neg growth - meets Math - proficient and above increased by 2.8 percentage points from 23/24 Future Ready Index 23/24 Attendance- 80.2% - increase from last year but did not meet state target

## Summary

### Strengths

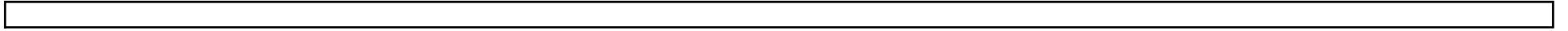
Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

emetric: Black, White, Hispanic sub groups all saw an increase in math scores
emetric: Economically disadvantaged students increased ELA scores by 5.3 percentage points.
PVAAS - MATH: 5th grade white students met the growth standard
PVAAS - ELA - 4th and 5th grade black students met the growth standard 5th grade economically disadvantaged students met the growth standard 4th grade Hispanic students met the growth standard 4th and 5th grade students with disabilities met the growth standard. 4th grade two or more races met the growth standard 5th grade white students met the growth standard
Future Ready Index 23/24 Attendance - all student groups - 83.% - increase over the previous year and met or exceeded state target

### 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.

emetric: ELA -16.7 Students were proficient and above. This is a decline of 12. 1 percentage points. All grades 3-5 saw a decline math - Proficient and above declined by 8.6 from 2024. All grades 3-5 all declined..
PVAAS: Math: 4th and 5th grade black and economically disadvantaged students were all well below the growth standard 4th grade Hispanic students were well below the growth standard 4th grade students with disabilities were below growth standard 5th grade students were well below growth standard 4th grade two or more races were well below growth standard 4th grade white students were below growth standard ELA 4th grade economically disadvantaged students were well below growth standard 4th grade students were below the growth standard
Emetric: ELA: Two or more races: ELA Proficient and above declined 20.4 percentage points from 23/24, Hispanic Students: ELA Proficient and above declined 13.1 percentage points from 23/24 Students with disabilities: ELA - Proficient and above declined 7.5 percentage points from 23/24 Black students: ELA Proficient and above declined 5 percentage points from 23/24
emetric: Math - 2 or more Races - proficient and above declined 14.4 percentage points from 23/24



## 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	Exemplary
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	Exemplary
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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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	Emerging

## Summary

### Strengths

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

Foster a culture of high expectations for success for all students, educators, families, and community members
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Align curricular materials and lesson plans to the PA Standards
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Implement a multi-tiered system of supports for academics and behavior

### 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?

Provide frequent, timely, and systematic feedback and support on instructional practices
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
African American Students grew 8.9 percentage points compared to 23/24. Hispanic students grew 2.8 percentage points from 23/24. Economically disadvantaged students grew 5.3 percentage points from 23/24.	True
3rd Grade - African American students grew 5 percentage points.	True
Math 2022-2023 - - Achievement above district by 2 points.	False
2024-2025 ELA Acadience: 59% of second grade students had higher achievement from 47% in Spring of 2023. Third grade composite scores in Spring of 2024 to 62% from 48% in Spring of 2023. Fourth grade grew to 51% from 48% in Spring of 2023. First grade had high achievement and high growth for Spring 2024.	True
Spring 2025- Third grade fluency grew to 52% from 45% in Spring of 2023	True
2025 NWEA Third grade grew from 24 students at/above in the fall to 30 students at/above in the Spring.	True
emetric: Economically disadvantaged students increased ELA scores by 5.3 percentage points.	True
2023-24 100% of students met/exceeded career standards benchmark. Exceeded the state average of 98.0%All student group and economically disadvantaged group exceeded the career standards benchmark	True
emetric: Black, White, Hispanic sub groups all saw an increase in math scores	True
Foster a culture of high expectations for success for all students, educators, families, and community members	True
no local assessment	False
IXL - Second grade - 76% of students are on or above grade level for Spring of 2025	True
PVAAS - MATH: 5th grade white students met the growth standard	False
PVAAS - ELA - 4th and 5th grade black students met the growth standard 5th grade economically disadvantaged students met the growth standard 4th grade Hispanic students met the growth standard 4th and 5th grade students with disabilities met the growth standard. 4th grade two or more races met the growth standard 5th grade white students met the growth standard	True
Future Ready Index 23/24 Attendance - all student groups - 83.% - increase over the previous year and met or exceeded state target	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Implement a multi-tiered system of supports for academics and behavior	False
Align curricular materials and lesson plans to the PA Standards	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
All sub groups declined from 2024	False
Multiple ethnicities dropped by 14.4 percentage points.Students with IEPS declined by 6.5 percentage points.ELL Students declined by 8.6 percentage points	False
2025 NWEA grade 5 had 34 students at/above in the fall and declined to 31 students at/above in the Spring.	True
IXL - Fourth grade 35% of students are at or above grade level for Spring of 2025. Third grade - 53% of students are at or above grade level for Spring of 2025	True
emetric: ELA -16.7 Students were proficient and above. This is a decline of 12. 1 percentage points. All grades 3-5 saw a declinemath - Proficient and above declined by 8.6 from 20024. All grades 3-5 all declined..	True
PVAAS: Math: 4th and 5th grade black and economically disadvantaged students were all well below the growth standard4th grade Hispanic students were well below the growth standard4th grade students with disabilities were below growth standard5th grade students were well below growth standard4th grade two or more races were well below growth standard4th grade white students were below growth standardELA 4th grade economically disadvantaged students were well below growth standard4th grade students were below the growth standard	True
There are no Career Readiness Challenges.	False
Implement evidence-based strategies to engage families to support learning	True
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Second Grade over all composite scores dropped 6 percentage points from 23/24 - 24/25 spring to spring	True
Emetric: ELA: Two or more races: ELA Proficient and above declined 20.4 percentage points from 23/24,Hispanic Students: ELA Proficient and above declined 13.1 percentage points from 23/24Students with disabilities: ELA - Proficient and above declined 7.5 percentage points from 23/24Black students: ELA Proficient and above declined 5 percentage points from 23/24	True
emetric: Math - 2 or more Races - proficient and above declined 14.4 percentage points from 23/24	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.

2023-24 Reading growth and achievement is still a concern for grades 2-4 according to acadience data,PVAAS, and NWEA results for grades 3-5. Math growth is a concern for grades 2-5 as they have not met IXL average 1 year growth.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
IXL - Fourth grade 35% of students are at or above grade level for Spring of 2025. Third grade - 53% of students are at or above grade level for Spring of 2025	District coaches will provide PD on how to interpret IXL data to target individual students needs.	True
Implement evidence-based strategies to engage families to support learning	Offer multiple events during the school year and summer to engage parents in their child's learning	False
Provide frequent, timely, and systematic feedback and support on instructional practices	Feedback will be given during admin walkthroughs and data interpretation and discussions during biweekly PLC meetings.	True
2025 NWEA grade 5 had 34 students at/above in the fall and declined to 31 students at/above in the Spring.	Feedback will be given during admin walkthroughs and data interpretation and discussions during biweekly PLC meetings.	False
emetric: ELA -16.7 Students were proficient and above. This is a decline of 12.1 percentage points. All grades 3-5 saw a decline math - Proficient and above declined by 8.6 from 2024. All grades 3-5 all declined..		False
PVAAS: Math: 4th and 5th grade black and economically disadvantaged students were all well below the growth standard 4th grade Hispanic students were well below the growth standard 4th grade students with disabilities were below growth standard 5th grade students were well below growth standard 4th grade two or more races were well below growth standard 4th grade white students were below growth standard ELA 4th grade economically disadvantaged students were well below growth standard 4th grade students were below the growth standard		False
Second Grade over all composite scores dropped 6 percentage points from 23/24 - 24/25 spring to spring		False
Emetric: ELA: Two or more races: ELA Proficient and above declined 20.4 percentage points from 23/24, Hispanic Students: ELA Proficient and above declined 13.1 percentage points from 23/24 Students with disabilities: ELA - Proficient and above declined 7.5 percentage points from 23/24 Black students: ELA Proficient and above declined 5 percentage points from 23/24	Small group discussion and math WIN will be discussed at bi monthly PLC meetings.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
2024-2025 ELA Acadience: 59% of second grade students had higher achievement from 47% in Spring of 2023. Third grade composite scores in Spring of 2024 to 62%	WIN will be used to provide increased support to maintain and increase growth

from 48% in Spring of 2023. Fourth grade grew to 51% from 48% in Spring of 2023. First grade had high achievement and high growth for Spring 2024.	
Spring 2025- Third grade fluency grew to 52% from 45% in Spring of 2023	WIN support will be used to continue to grow in this area
2025 NWEA Third grade grew from 24 students at/above in the fall to 30 students at/above in the Spring.	Win will be used to continue to grow in this area
emetric: Economically disadvantaged students increased ELA scores by 5.3 percentage points.	Win will be used to continue to grow in this area
emetric: Black, White, Hispanic sub groups all saw an increase in math scores	Win will be used to continue to grow in this area
African American Students grew 8.9 percentage points compared to 23/24. Hispanic students grew 2.8 percentage points from 23/24. Economically disadvantaged students grew 5.3 percentage points from 23/24.	Win will be used to continue to grow in this area
3rd Grade - African American students grew 5 percentage points.	will update when 2024/2025 data is available
IXL - Second grade - 76% of students are on or above grade level for Spring of 2025	Math WIN will be used to provide increased support to maintain and increase growth
2023-24 100% of students met/exceeded career standards benchmark. Exceeded the state average of 98.0%All student group and economically disadvantaged group exceeded the career standards benchmark	will update when 2024/2025 data is available
Foster a culture of high expectations for success for all students, educators, families, and community members	Frequent communication through dojo, blackboard, and newsletters regarding current events and academic expectations and growth
PVAAS - ELA - 4th and 5th grade black students met the growth standard 5th grade economically disadvantaged students met the growth standard 4th grade Hispanic students met the growth standard 4th and 5th grade students with disabilities met the growth standard. 4th grade two or more races met the growth standard 5th grade white students met the growth standard	Win will be used to continue to grow in this area
Future Ready Index 23/24 Attendance - all student groups - 83.% - increase over the previous year and met or exceeded state target	Weekly attendance meetings with attendance secretary and attendance consultant

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teacher knowledge of the assessment and learning tool is key to proper implementation and data interpretation for student growth.
	Feedback will be given during admin walkthroughs and data interpretation and discussions during biweekly PLC meetings.
	Proper ELA WIN implementation including data interpretation, small group organization.

## Goal Setting

**Priority: Teacher knowledge of the assessment and learning tool is key to proper implementation and data interpretation for student growth.**

<b>Outcome Category</b>			
Professional learning			
<b>Measurable Goal Statement (Smart Goal)</b>			
District coaches will provide 2 classroom coaching sessions per semester for each teacher team or teacher in grades 1-5.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
IXL Professional learning			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Professional development provided by district coaches. PLC discussions will center around using data for small group and WIN.	Teachers will bring data to PLC's for discussion and group development.	Teachers will continue to bring data for discussion and group development.	Evidence of IXL usage, data interpretation, and small groups is provided to show individual student needs are met.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
70% of students in each grade level in grades 1-5 will demonstrate one years growth on IXL from fall to spring 2026 by growing at least 100 points on their diagnostic assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
IXL Growth			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Baseline data collected for grades 1-5.	Students will demonstrate a 50 point growth from fall of 2025 on IXL diagnostic.	Students will demonstrate a 75 point growth from fall of 2025 on IXL diagnostic.	Students will demonstrate a 100 point growth from fall of 2025 on IXL diagnostic.

**Priority: Feedback will be given during admin walkthroughs and data interpretation and discussions during biweekly PLC meetings.**

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
Principal will conduct 1 informal walkthrough per classroom teacher per quarter and provide written feedback based on the monthly identified goal.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Admin Walkthroughs			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
30 informal walkthroughs	30 informal walkthroughs	30 informal walkthroughs	30 informal walkthroughs

**Priority: Proper ELA WIN implementation including data interpretation, small group organization.**

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			

From October through May, grade-level teachers will participate in bi-weekly Professional Learning Community (PLC) meetings to collaboratively review student performance data (Acadience,IXL, and classroom assessments) and plan targeted instruction for WIN (What I Need) groups.Evidence of progress will include PLC meeting notes, updated WIN group rosters, and documented instructional adjustments made in response to student data. Each team will record at least one data-driven instructional change per quarter.Teachers will be supported by the building instructional coach, intervention specialists, and administrators to analyze data, plan differentiated instruction, and implement effective interventions aligned to student needs.This goal aligns with the district and building improvement priorities to increase student proficiency and growth through differentiated instruction and intentional use of WIN time to meet the needs of all learners.

<b>Measurable Goal Nickname (35 Character Max)</b>			
PLC ELA WIN			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
1 completed PLC meetings to discuss purpose of PLC and begin to gather data.	2 PLC's completed with meeting notes and 1 new team data driven instructional change	2 PLC's completed with meeting notes and 1 new team data driven instructional change	2 PLC's completed with meeting notes and 1 new team data driven instructional change

## Action Plan

### Measurable Goals

IXL Professional learning	IXL Growth
Admin Walkthroughs	PLC ELA WIN

### Action Plan For: IXI Data Analysis

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>70% of students in each grade level in grades 1-5 will demonstrate one years growth on IXL from fall to spring 2026 by growing at least 100 points on their diagnostic assessment.</li> <li>District coaches will provide 2 classroom coaching sessions per semester for each teacher team or teacher in grades 1-5.</li> <li>Principal will conduct 1 informal walkthrough per classroom teacher per quarter and provide written feedback based on the monthly identified goal.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Principal will outline expectations at beginning of the school year. Coaches will assist in ongoing discussions regarding how to implement small group in the core and WIN planning will occur during grade level PLC's during the year		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jessica Reese, Principal	IXL usage and growth reports, Title I instructional coaches, Improving schools conference - sessions addressing small group instruction.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student growth on IXL skill levels as outlined in IXL math goal.	Principal, classroom teachers, coaches = weekly review of usage data and skill groups using IXL data report and student plans.

### Action Plan For: ELA Goal

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>From October through May, grade-level teachers will participate in bi-weekly Professional Learning Community (PLC) meetings to collaboratively review student performance data (Acadience, IXL, and classroom assessments) and plan targeted instruction for WIN (What I Need) groups. Evidence of progress will include PLC meeting notes, updated WIN group rosters, and documented instructional adjustments made in response to student data. Each team will record at least one data-driven instructional change per quarter. Teachers will be supported by the building instructional coach, intervention specialists, and administrators to analyze data, plan differentiated instruction, and implement effective interventions aligned to student needs. This goal aligns with the district and building improvement priorities to increase student proficiency and growth through differentiated instruction and intentional use of WIN time to meet the needs of all learners.</li> <li>Principal will conduct 1 informal walkthrough per classroom teacher per quarter and provide written feedback based on the monthly identified goal.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Principal will conduct quarterly walkthroughs on each classroom teacher using the district created engagement walkthrough tool.		2025-08-28	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jessica Reese - Principal	District engagement walkthrough rubric	No	

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Principal will outline expectations at the beginning of the school year. Ongoing discussions regarding how to implement small groups in the core will occur during grade level PLC's during the year.		2025-08-25	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Jessica Reese - Principal Julie Rubino -MTSS Specialist	progress monitoring materials Title I reading staff, instructional coaches and Title I resources. Improving schools conference - sessions addressing small group instruction. Additional small group instruction during before/after school program	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Acadience progress monitoring will be collected bi monthly on all students K-5 not reaching benchmark goals. Data will be analyzed and shared and used to create tiered reading intervention.		2025-08-25	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Laura Munch - Reading Specialist Catherine Kutteroff - Reading Specialist Julie Rubino -MTSS Specialist	Acadience progress monitoring materials, Title I reading staff & resources	No	
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Increase family engagement events to provide opportunities for parents to support student learning. Include summer programming and before/after school programs.		2025-08-25	2026-08-14
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Title I staff	Title I staff, resources & summer programs. Before/after school programming. Improving schools conference - family engagement sessions	No	
<b>Anticipated Output</b>		<b>Monitoring/Evaluation (People, Frequency, and Method)</b>	
Increased student growth on Acadience, progress monitoring and benchmark assessments, frequent regrouping for tiers 2 and 3 reading. Increased parent engagement in supporting student learning.		Laura Munch - Reading Specialist Catherine Kutteroff - Reading Specialist Julie Rubino -MTSS Specialist Bi Weekly monitoring using progress monitoring tools from acadience. Post event/program surveys.	

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Reading Specialists, reading paraprofessionals & Instructional Coaches - salaries	186774
Instruction	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Reading Specialists, reading paraprofessionals & Instructional Coaches - benefits	124265
Instruction	<ul style="list-style-type: none"> <li>ELA Goal</li> </ul>	Printing of Supplemental resources	540
Instruction	<ul style="list-style-type: none"> <li>ELA Goal</li> </ul>	Supplemental instructional resources	2064
Instruction	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Summer STEM program - salaries	19408
Instruction	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Summer STEM program - benefits	5152
Instruction	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Before & after school programs	9000
Instruction	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Quick Start to Kindergarten 2-week summer program - salaries	3387
Instruction	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Quick Start to Kindergarten 2-week summer program - benefits	926
Instruction	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Quick Start to Kindergarten 2-week summer program - supplies	577
Other Expenditures	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Conferences - fees	475
Other Expenditures	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Conferences - travel	1000
Other Expenditures	<ul style="list-style-type: none"> <li>IXI Data Analysis</li> <li>ELA Goal</li> </ul>	Parent & Family engagement - parent education/workshops - salaries	2070

Other Expenditures	<ul style="list-style-type: none"> <li>• ELA Goal</li> </ul>	Parent & Family engagement - parent education/workshops - benefits	552
Other Expenditures	<ul style="list-style-type: none"> <li>• ELA Goal</li> </ul>	Parent/family engagement contracted services	954
Other Expenditures	<ul style="list-style-type: none"> <li>• ELA Goal</li> </ul>	Parent/family engagement - printing, postage & parent conference travel	213
Other Expenditures	<ul style="list-style-type: none"> <li>• ELA Goal</li> </ul>	Parent/family engagement supplies (books, materials, refreshments, etc.)	10076
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> <li>• IXI Data Analysis</li> <li>• ELA Goal</li> </ul>	Summer STEM program - instructional salaries	12280
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> <li>• IXI Data Analysis</li> <li>• ELA Goal</li> </ul>	Summer STEM program - instructional benefits	3420
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> <li>• IXI Data Analysis</li> <li>• ELA Goal</li> </ul>	Contracted services for healthy child screenings, SMILE in-home mentoring services, and anti-poverty programs	8190
Total Expenditures			391323

# Professional Development

## Professional Development Action Steps

<b>Evidence-based Strategy</b>	<b>Action Steps</b>
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### IXL Implementation

<b>Action Step</b>		
• Principal will outline expectations at beginning of the school year. Coaches will assist in ongoing discussions regarding how to implement small group in the core and WIN planning will occur during grade level PLC's during the year		
<b>Audience</b>		
All professional staff		
<b>Topics to be Included</b>		
Usage, implementation, data interpretation, small group creation		
<b>Evidence of Learning</b>		
Weekly teacher/student usage report		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
District coaches/Admin	2025-09-02	2026-06-05

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	ongoing as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Jessica Reese	2025-12-03
<b>School Improvement Facilitator Signature</b>	<b>Date</b>