

Drexel Hill MS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

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

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Daniel McGarry	Chief School Administrator	Upper Darby School District	dmcgarry@upperdarbysd.org
Kelley Simone	District Level Leaders	Upper Darby School District	ksimone@upperdarbysd.org
Jill Palladino	Principal	Drexel Hill Middle School	jpalladino@upperdarbysd.org
Theresa Dick	Teacher	Drexel Hill Middle School	tdick@upperdarbysd.org
Kevin Cleary	Teacher	Drexel Hill Middle School	kcleary@upperdarbysd.org
Christina Kime	Community Member	Drexel Hill Middle School	dhmshomeandschool@gmail.org
Lisa Murray	Teacher	Drexel Hill Middle School	lmurray@upperdarbysd.org
Jen Rosen	Other	Drexel Hill Middle School	jrosen@upperdarbysd.org
Victor Aristeo	Teacher	Drexel Hill Middle School	varisteo@upperdarbysd.org
Haad Mobeen	Student	Drexel Hill Middle School	
Charlotte Elisio	Student	Drexel Hill Middle School	
Veronica Moyse	Teacher	Drexel Hill Middle School	vmoyse@upperdarbysd.org

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	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations

Challenges

Indicator	Comments/Notable Observations

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ESSA Student Subgroups	Comments/Notable Observations

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. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

80% of the English Learners subgroup had regular attendance SY 2023-24 - increased from SY 2022-23 (72.7%)
All student group met and exceeded the statewide average at 100% - Career Standards
78% of the Hispanic subgroup had regular attendance SY 2023-24 - increase from SY 2022-23 (74.2%)
73.8% of the all student group had regular attendance SY 2023-24 - remained the same from SY 2022-23
EL subgroup SY 2024-25 - 10.6% are proficient which is an increase from previous SY 23-24 (10%) - English Language Proficiency - ACCESS testing

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

All student group SY 2024-25 - 27.1% are proficient or advanced which decreased from previous SY 23-24 (29.3%) ELA
Economically Disadvantaged subgroup SY 2024-25 - 23.7% are proficient or advanced which decreased from previous SY 23-24 (24.9%) - ELA PSSA
Hispanic subgroup SY 2024-25 - 18.1% are proficient or advanced which decrease from previous SY 23-24 (26.7%) - ELA PSSA
All student group SY 2024-25 - 12.2% are proficient or advanced which decreased from previous SY 23-24 (13.7%) - Math PSSA
English Learners subgroup SY 2024-25 - 7.4% are proficient or advanced which decreased from previous SY 23-24 (9.9%) - Math PSSA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2025-26 SY Data NWEA MAP - Winter Reading - Achievement All Student Population	6th grade: 33% of the 398 6th graders are in the 61st%ile or higher, 7th grade: 33% of the 384 7th graders are in the 61st%ile or higher, 8th grade: 39% of the 371 8 8th graders are in the 61st %ile or higher
2025-26 SY Data NWEA MAP - Fall to Winter Reading - Growth All Student Population	6th grade: 48% of the 387 6th graders exceeded expected growth 7th grade: 53% of the 375 7th graders exceeded expected growth 8th grade: 49% of the 353 8 8th graders exceeded expected growth

English Language Arts Summary

Strengths

NWEA Fall to Winter Reading Growth - each grade level had close to 50% of the students exceeding expected growth
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Challenges

NWEA Winter Reading Achievement - 1/3 of each grade level are in the 61st%ile or higher

Mathematics

Data	Comments/Notable Observations
2025-26 SY Data NWEA MAP - Winter Math - Achievement All Student Population	6th grade: 34% of the 404 6th graders are in the 61st%ile or higher, 7th grade: 28% of the 384 7th graders are in the 61st%ile or higher, 8th grade: 29% of the 383 8 8th graders are in the 61st %ile or higher
2025-26 SY Data NWEA MAP - Fall to Winter Math - Growth All Student Population	6th grade: 46% of the 390 6th graders exceeded expected growth 7th grade: 42% of the 369 7th graders exceeded expected growth 8th grade: 46% of the 374 8 8th graders exceeded expected growth

Mathematics Summary

Strengths

NWEA Fall to Winter Math Growth - each grade level had close to 50% of the students exceeding expected growth

Challenges

NWEA Winter Math Achievement - 1/3 of each grade level are in the 61st%ile or higher
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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.
7th and 8th grade course offering - Engineering	This course is offered full year. Students will complete a project and present at Future Cities STEAM competition. This group also participated in STEAM activities at the TGR Lab based in Philadelphia. In the SY 2025-26, The Drexel Hill Middle School Engineering Team participated in the 2026 Future Cities Regional Competition . Drexel Hill saved their best presentation of the year for the competition and represented Upper Darby greatly winning the award for the Most Sustainable Solutions Award presented by Skanska USA Inc.

Science, Technology, and Engineering Education Summary

Strengths

Courses are offered in Engineering and Technology focused on problem solving, collaboration and hands on activities

Challenges

24-25 PSSA Science scores were waived

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark- all student group and subgroups	DHMS is at 100%, which is above the state average
Career Day	DHMS will hold their annual Career Day in May 2026

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 a strict building wide PBIS expectation of no electronics in the building
PBIS Tiered Fidelity inventory scores: Tier 1: 87%, Tier 2: 77%

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 with late to class and cell phone violations being the highest infractions for the 25-26 sy

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
2025 - 26 SY Data NWEA MAP Math EL Subgroup	72 Students of the EL subgroup completed the Fall and Winter NWEA MAP assessment in Math. 8th Grade Fall and Winter Math MAP Achievement (23 EL students) -Fall above 60th percentile: 13% -Winter above 60th percentile: 4% -Fall lowest 20th percentile: 74% -Winter lowest 20th percentile: 74% 8th Grade Fall and Winter Math MAP Growth - 39% students exceeded projected growth from Fall to Winter. - 7th Grade Fall and Winter Math MAP Achievement (25 EL students) -Fall above 60th percentile: 4% -Winter above 60th percentile: 8% -Fall lowest 20th percentile: 56% -Winter lowest 20th percentile: 64% 7th Grade Fall and Winter Math MAP Growth - 32% students exceeded projected growth from Fall to Winter. 6th Grade Fall and Winter Math MAP Achievement (24 EL students) -Fall above 60th percentile: 13% -Winter above 60th percentile: 8% -Fall lowest 20th percentile: 50% -Winter lowest 20th percentile: 42% 6th Grade Fall and Winter Math MAP Growth - 45% students exceeded projected growth from Fall to Winter.
2025 - 26 SY Data NWEA MAP Reading - Growth & Achievement EL Subgroup	70 Students of the EL subgroup completed the Fall and Winter NWEA MAP assessment in Reading. 8th Grade Fall and Winter Reading MAP Achievement (20 EL students) -Fall above 60th percentile: 10% -Winter above 60th percentile: 5% -Fall lowest 20th percentile: 65% -Winter lowest 20th percentile: 60% 8th Grade Fall and Winter Reading MAP Growth - 30% students exceeded projected growth from Fall to Winter. 7th Grade Fall and Winter Reading MAP Achievement (25 EL students) -Fall above 60th percentile: 4% -Winter above 60th percentile: 4% -Fall lowest 20th percentile: 76% -Winter lowest 20th percentile: 56% 7th Grade Fall and Winter Reading MAP Growth - 36% students exceeded projected growth from Fall to Winter. 6th Grade Fall and Winter Reading MAP Achievement (25 EL students) -Fall above 60th percentile: 0% -Winter above 60th percentile: 12% -Fall lowest 20th percentile: 64% -Winter lowest 20th percentile: 60% 6th Grade Fall and Winter Reading MAP Growth -56% students exceeded projected growth from Fall to Winter.
ACCESS testing participation SY 2025 - 26	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
2025- 26 SY Data NWEA MAP Math - Growth and Achievement	Economically Disadvantage subgroup 677 total students completed the Fall 2025 and Winter Math MAP 2026 assessments 8th Grade Fall and Winter Math MAP Achievement (211 ED students) -Fall above 60th percentile: 24% -Winter above 60th percentile: 23% -Fall lowest 20th percentile: 31% -Winter lowest 20th percentile: 26% 8th Grade Fall and Winter Math MAP Growth - 46% students exceeded projected growth from Fall to Winter. 7th Grade Fall and Winter Math MAP Achievement (230 ED students) --Fall above 60th percentile: 24% -Winter above 60th percentile: 28% -Fall lowest 20th percentile: 39% - Winter lowest 20th percentile: 40% 7th Grade Fall and Winter Math MAP Growth - 43% students exceeded projected growth from Fall to Winter. 6th Grade Fall and Winter Math MAP Achievement (236 ED students) -Fall above 60th percentile: 23% -Winter above 60th

	percentile: 31% -Fall lowest 20th percentile: 28% -Winter lowest 20th percentile: 28% 6th Grade Fall and Winter Math MAP Growth - 43% students exceeded projected growth from Fall to Winter.
2025 - 26 SY Data NWEA MAP Reading - Growth and Achievement	Economically Disadvantage subgroup 662 students total took the Fall 2025 and Winter 2026 assessments 8th Grade Fall and Winter Reading MAP Achievement (193 ED students) -Fall above 60th percentile: 25% -Winter above 60th percentile: 33% -Fall lowest 20th percentile: 24% -Winter lowest 20th percentile: 18% 8th Grade Fall and Winter Reading MAP Growth - 47% students exceeded projected growth from Fall to Winter. 7th Grade Fall and Winter Reading MAP Achievement (235 ED students) -Fall above 60th percentile: 23% -Winter above 60th percentile: 30% -Fall lowest 20th percentile: 41% -Winter lowest 20th percentile: 29% 7th Grade Fall and Winter Reading MAP Growth - 52% students exceeded projected growth from Fall to Winter. 6th Grade Fall and Winter Reading MAP Achievement (234 ED students) -Fall above 60th percentile: 24% -Winter above 60th percentile: 29% -Fall lowest 20th percentile: 33% -Winter lowest 20th percentile: 30% 6th Grade Fall and Winter Reading MAP Growth - 45% students exceeded projected growth from Fall to Winter.
Economically Disadvantage population	70.2% of DHMS students are considered economically disadvantaged (Increase from 67.5% in SY 2024-25 and 60% in SY 2023-24)

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Reading Data - MAP Hispanic subgroup 102 students total took the Fall 2025 and Winter 2026 assessments 8th Grade Fall and Winter Reading MAP Achievement (_30_ Hispanic students) -Fall above 60th percentile: 17% -Winter above 60th percentile: 27% -Fall lowest 20th percentile: 30% -Winter lowest 20th percentile: 27% 8th Grade Fall and Winter Reading MAP Growth - _44_% students exceeded projected growth from Fall to Winter. 7th Grade Fall and Winter Reading MAP Achievement (38 Hispanic students) -Fall above 60th percentile: 29% -Winter above 60th percentile: 26% -Fall lowest 20th percentile: 47% -Winter lowest 20th percentile: 37% 7th Grade Fall and Winter Reading MAP Growth - 50% students exceeded projected growth from Fall to Winter. 6th Grade Fall and Winter Reading MAP Achievement (34 Hispanic students) -Fall above 60th percentile: 15% -Winter above 60th percentile: 15% -Fall lowest 20th percentile: 38% -Winter lowest 20th percentile: 29% 6th Grade Fall and Winter Reading MAP Growth - _47% students exceeded projected growth from Fall to Winter.
Hispanic	Math Data MAP Hispanic subgroup 104 students total took the Fall 2025 and Winter 2026 assessments 8th Grade Fall and Winter Math MAP Achievement (33 Hispanic students) -Fall above 60th percentile: 27% -Winter above 60th percentile: 30% -Fall lowest 20th percentile: 43% -Winter lowest 20th percentile: 34% 8th Grade Fall and Winter Math MAP Growth - 58% students exceeded projected growth from Fall to Winter. 7th Grade Fall and Winter Math MAP Achievement (38 Hispanic students) -Fall above 60th percentile: 13% -Winter above 60th percentile: 16% -Fall lowest 20th percentile: 32% -Winter lowest 20th percentile: 39% 7th Grade Fall and Winter Math MAP Growth - 40% students exceeded projected growth from Fall to Winter. 6th Grade Fall and Winter Math MAP Achievement (33 Hispanic students) -Fall above 60th percentile: 27% -Winter above 60th percentile: 24% -Fall lowest 20th percentile: 18% -Winter lowest 20th percentile: 21% 6th Grade Fall and Winter Math MAP Growth - 58% students exceeded projected growth from Fall to Winter.

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
Students in the lowest 20th percentile on NWEA Reading MAP EL subgroup decreased in each grade from Fall to Winter

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.

Small percentage of students are above the 61st%ile in NWEA MAP Math EL subgroup acheivement
Students in the lowest 20th percentile on NWEA MAP Math EL subgroup is not decreasing
Small percentage of students are above the 61st%ile in NWEA Reading Math EL subgroup acheivement in 7th and 8th grade
Students in the lowest 20th percentile on NWEA MAP Math EL subgroup is not decreasing, specifically in 8th grade

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	Operational

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	Operational
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	Emerging

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?

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The implementation of Action Research Groups implementing hallway sweeps with clear DHMS expectations and consequences.
Consistent learning community meetings per grade level and content.
Consistent communication with families through Wednesday folder, Parent link, Schoology and Talking Points

MDET - consistent special education staff meetings with the grade level Assistant Principals, school psychologist, department heads and district level special education supervisor; support for teachers to ensure there is special education compliance.
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Tier II Support "Check and Connect" Program and SAP

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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Consistency with PBIS behavioral flow chart and connecting with code of character.
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Partnering with local businesses - incorporate local businesses into partnering with DHMS during school events
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Inconsistent responses to student behavior across administrators and teachers have resulted in unclear expectations and uneven enforcement of consequences.

A challenge exists in ensuring administrators consistently communicate when and why consequences may differ due to student disabilities in order to promote understanding and maintain trust among staff.

Partnerships between veteran teachers and new teachers - established program would support this challenge

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
78% of the Hispanic subgroup had regular attendance SY 2023-24 - increase from SY 2022-23 (74.2%)	True
80% of the English Learners subgroup had regular attendance SY 2023-24 - increased from SY 2022-23 (72.7%)	False
All student group met and exceeded the statewide average at 100% - Career Standards	True
English Learner subgroup - met the statewide growth standard at 74.0 - Math PSSA	True
73.8% of the all student group had regular attendance SY 2023-24 - remained the same from SY 2022-23	False
EL subgroup SY 2024-25 - 10.6% are proficient which is an increase from previous SY 23-24 (10%) - English Language Proficiency - ACCESS testing	False
NWEA Fall to Winter Reading Growth - each grade level had close to 50% of the students exceeding expected growth	False
NWEA Fall to Winter Math Growth - each grade level had close to 50% of the students exceeding expected growth	False
Courses are offered in Engineering and Technology focused on problem solving, collaboration and hands on activities	False
Career Standard Benchmarks	False
DHMS has a strict building wide PBIS expectation of no electronics in the building	False
PBIS Tiered Fidelity inventory scores: Tier 1: 87%, Tier 2: 77%	False
100% of students completed the ACCESS testing	False
Students in the lowest 20th percentile on NWEA Reading MAP EL subgroup decreased in each grade from Fall to Winter	False
The implementation of Action Research Groups implementing hallway sweeps with clear DHMS expectations and consequences.	True
Consistent learning community meetings per grade level and content.	False
Consistent communication with families through Wednesday folder, Parent link, Schoology and Talking Points	False
MDET - consistent special education staff meetings with the grade level Assistant Principals, school psychologist, department heads and district level special education supervisor; support for teachers to ensure there is special education compliance.	True
Tier II Support "Check and Connect" Program and SAP	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 student group SY 2024-25 - 27.1% are proficient or advanced which decreased from previous SY 23-24 (29.3%) ELA	False
Economically Disadvantaged subgroup SY 2024-25 - 23.7% are proficient or advanced which decreased from previous SY 23-24 (24.9%) - ELA PSSA	True

Hispanic subgroup SY 2024-25 - 18.1% are proficient or advanced which decrease from previous SY 23-24 (26.7%) - ELA PSSA	True
All student group SY 2024-25 - 12.2% are proficient or advanced which decreased from previous SY 23-24 (13.7%) - Math PSSA	False
English Learners subgroup SY 2024-25 - 7.4% are proficient or advanced which decreased from previous SY 23-24 (9.9%) - Math PSSA	True
All student group SY 2024-25 - did not meet the statewide growth standard for growth expectations - ELA PSSA	True
All student group SY 2024-25 - did not meet the statewide growth standard for growth expectations - Math PSSA	True
NWEA Winter Reading Achievement - 1/3 of each grade level are in the 61st%ile or higher	False
NWEA Winter Math Achievement - 1/3 of each grade level are in the 61st%ile or higher	False
24-25 PSSA Science scores were waived	False
ESchool discipline data with late to class and cell phone violations being the highest infractions for the 25-26 sy	False
Small percentage of students are above the 61st%ile in NWEA MAP Math EL subgroup acheivement	False
Students in the lowest 20th percentile on NWEA MAP Math EL subgroup is not decreasing	False
SY 2024-25 - 6.9% are proficient - English Language Proficiency - ACCESS testing	False
SY 2024-25 - 5% are proficient which is a decrease from SY 2023-24 (11.5%) - English Language Proficiency - ACCESS testing	True
All student group SY 2024-25 - 12.2% are proficient or advanced which decreased from previous SY 23-24 (13.7%) MATH PSSA *****Hispanic subgroup SY 2024-25 - 7.0% are proficient or advanced which decreased from previous SY 23-24 (12%)	False
Consistency with PBIS behavioral flow chart and connecting with code of character.	False
Partnering with local businesses - incorporate local businesses into partnering with DHMS during school events	False
Inconsistent responses to student behavior across administrators and teachers have resulted in unclear expectations and uneven enforcement of consequences.	False
A challenge exists in ensuring administrators consistently communicate when and why consequences may differ due to student disabilities in order to promote understanding and maintain trust among staff.	True
Partnerships between veteran teachers and new teachers - established program would support this challenge	True
Small percentage of students are above the 61st%ile in NWEA Reading Math EL subgroup acheivement in 7th and 8th grade	False
Students in the lowest 20th percentile on NWEA MAP Math EL subgroup is not decreasing, specifically in 8th grade	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.

-All Student Group, including the subgroups of Hispanic, Economically Disadvantaged and EL, are significantly underperforming in Math growth and proficiency -ACCESS Testing proficiency decreased from the previous school year - The adminisistration will implement with fidently the consistent and ongoing review/professional development of school level behavioral data and the PBIS Framework

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Economically Disadvantaged subgroup SY 2024-25 - 23.7% are proficient or advanced which decreased from previous SY 23-24 (24.9%) - ELA PSSA		False
Hispanic subgroup SY 2024-25 - 18.1% are proficient or advanced which decrease from previous SY 23-24 (26.7%) - ELA PSSA		False
English Learners subgroup SY 2024-25 - 7.4% are proficient or advanced which decreased from previous SY 23-24 (9.9%) - Math PSSA		False
All student group SY 2024-25 - did not meet the statewide growth standard for growth expectations - ELA PSSA	This challenge has been identified as a goal area due to 72% of the all student group are identified as Economically Disadvantaged. Our focus will be growth in order to increase achievement.	True
All student group SY 2024-25 - did not meet the statewide growth standard for growth expectations - Math PSSA	This challenge has been identified as a goal area due to 72% of the all student group are identified as Economically Disadvantaged. Our focus will be growth in order to increase achievement.	True
SY 2024-25 - 5% are proficient which is a decrease from SY 2023-24 (11.5%) - English Language Proficiency - ACCESS testing	This challenge has been identified as a goal area due to a decrease in proficiency from the previous school year. Our EL population continues to increase.	True
A challenge exists in ensuring administrators consistently communicate when and why consequences may differ due to student disabilities in order to promote understanding and maintain trust among staff.		False
Partnerships between veteran teachers and new teachers - established program would support this challenge		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
78% of the Hispanic subgroup had regular attendance SY 2023-24 - increase from SY 2022-23 (74.2%)	
All student group met and exceeded the statewide average at 100% - Career Standards	
English Learner subgroup - met the statewide growth standard at 74.0 - Math PSSA	Our Math department has received professional development in meeting EL student needs through scaffolds. The Math department collaborates with the EL teachers to meet the EL students needs. Push In support is also occurring throughout the school.
The implementation of Action Research Groups implementing hallway sweeps with clear DHMS expectations and consequences.	

MDET - consistent special education staff meetings with the grade level Assistant Principals, school psychologist, department heads and district level special education supervisor; support for teachers to ensure there is special education compliance.	
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If DHMS implements IXL with fidelity for targeted interventions and teachers use data to drive differentiated instruction for all students, including EL, ED and Hispanic subgroups, then achievement gaps will decrease and students will demonstrate measurable growth in reading.
	If DHMS implements IXL with fidelity for targeted interventions and teachers use data to drive differentiated instruction for all students, including EL, ED and Hispanic subgroups, then achievement gaps will decrease and students will demonstrate measurable growth in math.
	If teachers implement targeted language supports across content areas and use ACCESS data to monitor and adjust to student growth goals, then English Language Learners will demonstrate increased proficiency on ACCESS.

Goal Setting

Priority: If DHMS implements IXL with fidelity for targeted interventions and teachers use data to drive differentiated instruction for all students, including EL, ED and Hispanic subgroups, then achievement gaps will decrease and students will demonstrate measurable growth in reading.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 60% of students in the designated subgroups, Economically Disadvantage, will achieve RIT score at/above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 55% of students in the designated subgroups, Economically Disadvantaged, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 50% of students in the designated subgroups, Hispanic, will achieve RIT score at/above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 55% of students in the designated subgroups, Hispanic, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 25% of students in the designated subgroups, English Learners, will achieve RIT score at/above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 50% of students in the designated subgroups, English Learner, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 70% of students in grades 6 - 8 will successfully complete 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
MAP Growth By September 30, 2026, 40% Reading students (from ____% Spring 2026-TBD) in the designated subgroups, English learners, ED and Hispanic will acheive growth above the 61st %ile or higher on Reading MAP through targeted instruction, differentiated supports, and data-driven interventions.	IXL ELA By December 30, 2026, students in grades 6 - 8 will achieve at least 60% proficiency on an average of 2.0 IXL skills per week in ELA.	MAP Acheivement and Growth ELA MAP Achievement By March 30, 2027, 15% of ELA students in the designated subgroups, English learners, will achieve a RIT score above the 41st percentile. 45% of ELA students in the designated subgroups, Hispanic, will achieve a RIT score above the 41st percentile. 50% of ELA students in the designated subgroups, Economically Disadvantage, will achieve RIT score above the 41st percentile. MAP Growth by March 30, 2027, 15% ELA students in the designated subgroups, English learners, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. 30% ELA students in the designated subgroups, Hispanic, will met their projected growth through	MAP Acheivement and Growth ELA MAP Achievement By June 30, 2027, 25% of ELA students in the designated subgroups, English learners, will achieve a RIT score above the 41st percentile. 50% of ELA students in the designated subgroups, Hispanic, will achieve a RIT score above the 41st percentile. 60% of ELA students in the designated subgroups, Economically Disadvantage, will achieve RIT score above the 41st percentile. MAP Growth By June 30, 2027, 25% ELA students in the designated subgroups, English learners, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. 55% ELA students in the designated subgroups, Hispanic, will met their projected growth through targeted instruction,

		targeted instruction, differentiated supports, and data-driven interventions. 40% 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 March 30, 2027, students in grades 6 - 8 will achieve at least 65% proficiency on an average of 1.5 IXL skills per week in ELA.	differentiated supports, and data-driven interventions. 50% 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, 2027, students in grades 6 - 8 will achieve at least 70% proficiency on an average of 1.5 IXL skills per week in ELA.
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Priority: If DHMS implements IXL with fidelity for targeted interventions and teachers use data to drive differentiated instruction for all students, including EL, ED and Hispanic subgroups, then achievement gaps will decrease and students will demonstrate measurable growth in math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, decrease the percentage of students in the designated subgroup, economically disadvantaged, scoring in the lowest 20th percentile from 32% (winter 2026) to 20% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, decrease the percentage of students in the designated subgroup, English learners, scoring in the lowest 20th percentile from 60% (winter 2026) to 50% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, decrease the percentage of students in the designated subgroup, Hispanic, scoring in the lowest 20th percentile from 32% (winter 2026) to 25% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, increase the percentage of students in the designated subgroup, economically disadvantaged, by achieving growth in the 61st%ile or higher from 44% (winter 2026) to 50% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, increase the percentage of students in the designated subgroup, English learners, by achieving growth in the 61st %ile or higher from 39% (winter 2026) to 50% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, increase the percentage of students in the designated subgroup, Hispanic, by achieving growth in the 61st %ile or higher from 51% (winter 2026) to 60% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 70% of students will successfully complete an average of 2.0 IXL skills per week in Math.			
Measurable Goal Nickname (35 Character Max)			
Math - Achievement and Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MAP Growth By September 30, 2026, 40% Math students (from ____% Spring 2026-TBD) in the designated subgroups, English learners, ED and Hispanic will acheive growth above the 61st %ile or higher on Math MAP	IXL Math Practice By December 30, 2026, 70% of students in grades 6 - 8, in the designated subgroups, EL, Hispanic, and ED, who are receiving a math intervention will gain proficiency on an average of 2.0 IXL skills per week in Math. IXL	MAP Achievement By March 30, 2027, *decrease the percentage of Math students in the designated subgroup, English learners, scoring in the lowest 20th percentile from 60% (winter 2026) to 55% on the NWEA MAP Math assessment *decrease the percentage of Math	MAP Achievement By June 30, 2027, *decrease the percentage of Math students in the designated subgroup, English learners, scoring in the lowest 20th percentile from 60% (winter 2026) to 50% on the NWEA MAP Math assessment *decrease the percentage of Math

through targeted instruction, differentiated supports, and data-driven interventions.	Math Growth By December 30, 2025, 70% of students in grades 6 - 8, in the designated subgroups, EL, Hispanic, and ED, who are receiving a math intervention will improve their IXL diagnostic score by 30 points.	students in the designated subgroup, economically disadvantaged, scoring in the lowest 20th percentile from 32% (winter 2026) to 25% on the NWEA MAP Math assessment *decrease the percentage of Math students in the designated subgroup, Hispanic, scoring in the lowest 20th percentile from 32% (winter 2026) to 28% on the NWEA MAP Math assessment MAP Growth By March 30, 2027, *increase the percentage of Math students in the designated subgroup, English learners, will achieve growth above the 61st %ile or higher from 39% (winter 2026) to 45% on the NWEA MAP Math assessment *increase the percentage of Math students in the designated subgroup, economically disadvantaged, will achieve growth above the 61st %ile or higher from 44% (winter 2026) to 48% on the NWEA MAP Math assessment. *increase the percentage of Math students in the designated subgroup, Hispanic, will achieve growth above the 61st %ile or higher from 51% (winter 2026) to 55% on the NWEA MAP Math assessment. IXL Math Practice By March 30, 2027, 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, 2027, 70% of students in grades 6 - 8 who are receiving a math intervention will improve their IXL diagnostic score by 60 points.	students in the designated subgroup, economically disadvantaged, scoring in the lowest 20th percentile from 32% (winter 2026) to 20% on the NWEA MAP Math assessment *decrease the percentage of Math students in the designated subgroup, Hispanic, scoring in the lowest 20th percentile from 32% (winter 2026) to 25% on the NWEA MAP Math assessment MAP Growth By June 30, 2027, *increase the percentage of Math students in the designated subgroup, English learners, will achieve growth above the 61st %ile or higher from 39% (winter 2026) to 50% on the NWEA MAP Math assessment *increase the percentage of Math students in the designated subgroup, economically disadvantaged, will achieve growth above the 61st %ile or higher from 44% (winter 2026) to 50% on the NWEA MAP Math assessment. *increase the percentage of Math students in the designated subgroup, Hispanic, will achieve growth above the 61st %ile or higher from 51% (winter 2026) to 60% on the NWEA MAP Math assessment. IXL Math Practice By March 30, 2027, 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, 2027, 70% of students in grades 6 - 8 who are receiving a math intervention will improve their IXL diagnostic score by 60 points.
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Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: If teachers implement targeted language supports across content areas and use ACCESS data to monitor and adjust to student growth goals, then English Language Learners will demonstrate increased proficiency on ACCESS.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By June 30, 2027, 25% of EL students (from 17% winter 2026) will achieve a Reading RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 50% EL students (from 41% winter 2026) will achieve growth above the 61st %ile or higher on Reading MAP through targeted instruction, differentiated supports, and data-driven interventions.			
Measurable Goal Nickname (35 Character Max)			
English Learners - Achievement and Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
MAP Baseline By September 30, 2026, 40% ELA students (from ____% Spring 2026-TBD) in the designated subgroups, English learners, will achieve growth above the 61st %ile or higher on Reading MAP through targeted instruction, differentiated supports, and data-driven interventions.	IXL ELA By December 30, 2026, EL students in grades 6 - 8 will achieve at least 60% proficiency on an average of 2.0 IXL skills per week in ELA.	MAP Achievement and Growth ELA MAP Achievement By March 30, 2027, -15% of ELA students in the designated subgroups, English learners, will achieve a RIT score above the 41st percentile. MAP Growth by March 30, 2027, -45% ELA students in the designated subgroups, English learners, will achieve growth above the 61st %ile or higher on Reading MAP through targeted instruction, differentiated supports, and data-driven interventions.	MAP Achievement and Growth ELA MAP Achievement By June 30, 2027, -25% of ELA students in the designated subgroups, English learners, will achieve a RIT score above the 41st percentile. MAP Growth By June 30, 2027, -50% ELA students in the designated subgroups, English learners, will achieve growth above the 61st %ile or higher on Reading MAP through targeted instruction, differentiated supports, and data-driven interventions. -IXL ELA By June 30, 2027, students in grades 6 - 8 will achieve at least 70% proficiency on an average of 1.5 IXL skills per week in ELA.

Action Plan

Measurable Goals

ELA - Achievement and Growth	Math - Achievement and Growth
	English Learners - Achievement and Growth

Action Plan For: Common Language Assessment

Measurable Goals:
By June 30, 2027, 25% of EL students (from 17% winter 2026) will achieve a Reading RIT score above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 50% EL students (from 41% winter 2026) will achieve growth above the 61st %ile or higher on Reading MAP through targeted instruction, differentiated supports, and data-driven interventions.

Action Step		Anticipated Start Date	Anticipated Completion Date
Review curriculum map and used backward designed instruction to support instruction lined to the CLA's		2026-08-31	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Theresa Dick, and TBD	Curriculum maps, ACCESS Key Uses, assessment calendar and CLA assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
100% of EL students will complete the CLA's in the following areas: Reading, Writing, Speaking and Listening		2026-11-01	2026-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Theresa Dick, and TBD	CLA assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
100% of EL students will complete the CLA's in the following areas: Reading, Writing, Speaking and Listening		2027-03-01	2027-03-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Theresa Dick, and TBD	CLA assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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100% of EL students will complete the CLA's in the following areas: Reading, Writing, Speaking and Listening		2027-06-01	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Theresa Dick, and TBD	CLA Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Meetings		2026-11-15	2026-12-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joanna DeMarco, Kevin Cleary, Theresa Dick, and TBD	Student data from CLA Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Meetings		2027-04-01	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joanna DeMarco, Kevin Cleary, Theresa Dick, and TBD	Student data from CLA Assessment	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Data Meetings		2027-06-01	2027-06-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joanna DeMarco, Kevin Cleary, Theresa Dick, and TBD	Student data from CLA Assessment and ACCESS Results	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Theresa Dick, and TBD	Student Data from ACCESS Results and CLA Final Assessment from 25-26 SY	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2026-12-01	2026-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Theresa Dick, and TBD	CLA Results, ACCESS scores, IXL scores, MAP Results, Teacher input	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2027-04-01	2027-04-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Theresa Dick, and TBD	CLA Results, ACCESS scores, IXL scores, MAP Results, Teacher input	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Conferencing and Goal Setting		2027-06-01	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Theresa Dick, and TBD	CLA Results, ACCESS scores, IXL scores, MAP Results, Teacher input	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute ACCESS Test Results from 25-26 SY to parents/guardians		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joanna DeMarco, Daniel Kitchen	Individual Student Access Test Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute CLA Test Results from 25-26 SY to parents/guardians		2026-12-01	2026-12-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Teresa Dick, and TBD	Individual Student CLA Test Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute CLA Test Results from 25-26 SY to parents/guardians		2027-04-01	2027-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Teresa Dick, and TBD	Individual Student CLA Test Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Distribute CLA Test Results from 25-26 SY to parents/guardians		2027-06-01	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Teresa Dick, and TBD	Individual Student CLA Test Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Collaborate and provide suggested practices based on WIDA "Can Do" descriptors - EL teacher and grade level core content teachers		2026-09-01	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Teresa Dick, and TBD	Individual Student ACCESS Scores	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monthly ongoing collaboration amongst EL team and Grade Level Learning Community Teachers		2026-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kevin Cleary, Teresa Dick, and TBD Core Content Teachers Grade level AP	Student work, observation, CLA's, ACCESS data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
DHMS will prioritize and fully implement targeted academic interventions. Teachers will regularly analyze data to drive differentiated instruction and culturally responsive practices to support all students and our designated subgroups, EL, Hispanic and ED. This will allow for achievement gaps to close, while ensuring equitable access to high-quality learning and measurable growth and proficiency in both reading and math.	EL District Supervisor EL teachers DHMS Administrative Team on quarterly basis Learning walks review of lesson plans ACCESS, CLA, 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: IXL Reading and Math

Measurable Goals:
- By June 30, 2027, 60% of students in the designated subgroups, Economically Disadvantage, will achieve RIT score at/above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 55% of students in the designated subgroups, Economically Disadvantaged, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 50% of students in the designated subgroups, Hispanic, will achieve RIT score at/above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 55% of students in the designated subgroups, Hispanic, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 25% of students in the designated subgroups, English Learners, will achieve RIT score at/above the 41st percentile through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 50% of students in the designated subgroups, English Learner, will met their projected growth through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 70% of students in grades 6 - 8 will successfully complete an average of 2.0 IXL skills per week in ELA. - By June 30, 2027, decrease the percentage of students in the designated subgroup, economically disadvantaged, scoring in the lowest 20th percentile from 32% (winter 2026) to 20% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, decrease the percentage of students in the designated subgroup, English learners, scoring in the lowest 20th percentile from 60% (winter 2026) to 50% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, decrease the percentage of students in the designated subgroup, Hispanic, scoring in the lowest 20th percentile from 32% (winter 2026) to 25% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, increase the percentage of students in the designated subgroup, economically disadvantaged, by acheiving growth in the 61st%ile or higher from 44% (winter 2026)

to 50% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, increase the percentage of students in the designated subgroup, English learners, by achieving growth in the 61st %ile or higher from 39% (winter 2026) to 50% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, increase the percentage of students in the designated subgroup, Hispanic, by achieving growth in the 61st %ile or higher from 51% (winter 2026) to 60% through targeted instruction, differentiated supports, and data-driven interventions. By June 30, 2027, 70% of students will successfully complete an average of 2.0 IXL skills per week in Math.

Action Step		Anticipated Start Date	Anticipated 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.		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jill Palladino/Principal	Staff Agenda, Testing Calendar, Goal Document	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide targeted training and support for district wide assessment and interventions		2026-08-24	2026-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jill Palladino and district curriculum supervisors	Training guides	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Ongoing communication will be provided to families regarding benchmark assessment results and timelines		2026-08-31	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jill Palladino	IXL and MAP Family Resources	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Administer IXL and MAP assessments		2026-08-31	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
DHMS Staff	Assesment Calendar, IXL and MAP platforms, students	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Data meetings		2026-08-31	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Grade level learning communities, Intervention staff	goal setting documents, LC agendas and assessment data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
DHMS will prioritize and fully implement interventions and instruction for targeted academics. Teachers will regularly analyze the data to drive differentiated instruction and culturally responsive practices to support all students and our designated subgroups, EL, Hispanic, 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

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 district wide assessment and interventions

Intervention Training

Action Step		
Provide targeted training and support for district wide assessment and interventions		
Audience		
DHMS Intervention Staff		
Topics to be Included		
Program implementation, materials, analysis of data, goal setting, data recording		
Evidence of Learning		
Learning Walks, student goal document, staff goal setting		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jill Palladino/Joanna DeMarco	2026-08-31	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	at least 2 times per year as needed and monthly early dismissal
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