

Profile and Plan Essentials

School		AUN/Branch
Highland Park El Sch		125239452
Address 1		
8301 West Chester Pike		
Address 2		
City	State	Zip Code
Upper Darby	PA	19082
Chief School Administrator		Chief School Administrator Email
Dr Daniel P McGarry		dmcgarry@upperdarbysd.org
Principal Name		
Joanne M. DeVito		
Principal Email		
JDeVito@upperdarbysd.org		
Principal Phone Number		Principal Extension
6108534530		6613
School Improvement Facilitator Name		School Improvement Facilitator Email
Joanne M. DeVito		jdevito@upperdarbysd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Joanne M. DeVito	Principal	Highland Park Elementary School	JDeVito@upperdarbysd.org
Michelle Beaky	Teacher	Highland Park Elementary School	MBeaky@upperdarbysd.org
Maureen Mylotte	Teacher	Highland Park Elementary School	MMylotte@upperdarbysd.org
Alexandra Gentile	Teacher	Highland Park Elementary School	AGentile@upperdarbysd.org
Valentina Grabocka	Teacher	Highland Park Elementary School	VGrabocka@upperdarbysd.org
Susan Farley	Teacher	Highland Park Elementary School	SFarley@upperdarbysd.org
Dena Koser-Hanna	Education Specialist	Highland Park Elementary School	DKoserHanna@upperdarbysd.org
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Aleesha Evans	Community Member	Highland Park Elementary School	AleeshaJordan@gmail.com
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Malina DiLella	Education Specialist	Highland Park Elementary School	MDiLella@upperdarbysd.org
Michelle May	Teacher	Highland Park Elementary School	MMay@upperdarbysd.org
Ashwina Mosakowski	District Level Leaders	Upper Darby School District	AMosakowski@upperdarbysd.org
Daniel McGarry	Chief School Administrator	Upper Darby School District	DMcGarry@upperdarbysd.org

Vision for Learning

Vision for Learning

Highland Park Elementary School provides an educational environment that promotes outstanding citizens and independent learners and thinkers who are able to deal with the complexities of our changing world. Highland Park recognizes and celebrates our diversity and provides opportunities for all students to achieve their full potential in a motivating, educational environment. We attend to each student's full range of educational needs, preparing them for continued learning in middle school and beyond. The cooperative efforts of a dedicated staff, involved parents, wonderful students, and a supportive community help to meet our goal.

Future Ready PA Index

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

False K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 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.

48.6% Asian students proficient or advanced in English Language Arts which is close to the state average of 49.9%
58.3% Asian students proficient or advanced in Mathematics in 2024-2025 which was above the state average of 41.7%
English Language Arts Growth Score for all student group is 74 in 2024-25 which was close to the state average of 75.4., and above the Meeting Statewide Growth Standard of 70.
100% Academic Growth Score in Mathematics in 2024-2025 for ALL student groups

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 groups was 29.6% Proficient or Advanced in English Language Arts in 2024-2025
24.6% Black Students proficient or advanced in English Language Arts in 2024-2025
15.9% Hispanic students proficient or advanced in English Language Arts in 2024-2025

Local Assessment

English Language Arts

Data	Comments/Notable Observations
NWEA MAP 2025-2026 Reading Winter Scores	NWEA MAP 2025-2026 Reading Winter Scores indicated the following percentage of students at or above Norm Grade Level Mean RIT scores: 1st grade - 27.66%; 2nd grade 40.6%, 3rd grade- 46.1%, 4th grade- 41.5%, 5th grade- 50% .
NWEA Growth Projections NWEA MAP 2025-2026 Reading Winter Scores	The 2025-2026 NWEA Winter Reading Scores indicated the following percentage of students who met their growth projections: 1st grade - 50%; 2nd grade 61%, 3rd grade- 63%, 4th grade- 65%, 5th grade- 63% .
IXL ELA Diagnostic Levels - 5/8/2026	IXL ELA Diagnostic Levels as 5/8/2026 - Percentage of students on or above grade levels- 3rd grade- 52%; 4th grade- 55%; 5th grade- 47%

English Language Arts Summary

Strengths

We continued using the Into Reading program. This program focuses on explicitly and systemically teaching the key components of reading. It is a balanced guided reading approach which focuses on reading, writing, listening, and speaking skills.
Professional development opportunities are provided for teachers and administrators. There is a focus on effective reading instruction, developing learning targets, reading curriculum lesson developments, student engagement strategies, trauma informed care strategies, and restorative practices.
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, IXL Flex Diagnostics, PSSA, and NWEA MAP .
MTSS reading targeted instructional groups. Foundations is used for all 1st grade tier 1 and tier 2. In 2nd - 5th Foundations is used for all tier 2. PALS, Word Study Studio, Comprehension Intervention, Read Naturally and HMH Structured Literacy Pathways are also used for various groups.

Challenges

All student groups did not meet the the interim ELA achievement goal in the 2024-2025 PSSA tests.
Hispanic, English Learners, and Student with Disabilities did not meet the ELA standard for demonstrating growth in the 2024-2025 PSSA tests.

Mathematics

Data	Comments/Notable Observations
NWEA MAP 2025-2026 MATH Winter Scores	The 2025-2026 NWEA Winter Mathematics Scores indicated the following percentage of students at or above Norm Grade Level Mean RIT scores: 1st grade - 41.8%; 2nd grade 65.4%, 3rd grade- 57.34%, 4th grade- 53.3%, 5th grade- 40.52% .
NWEA Growth Projections	The 2025-2026 NWEA Winter Mathematics Scores indicated the following percentage of students who met their growth projections: 1st grade - 52%; 2nd grade 72%, 3rd grade- 76%, 4th grade- 77%, 5th grade- 57% .
IXL MATH Diagnostic Levels - 5/8/2026	IXL MATH Diagnostic Levels as 5/8/2026 - Percentage of students on or above grade levels: 1st grade- 60%; 2nd grade- 68%; 3rd grade- 50%; 4th grade- 51%; 5th grade- 43%

Mathematics Summary

Strengths

The Upper Darby School District continued with the mathematics program, Envision. This program focuses on problem-based learning. It incorporates intervention activities and resources for all learning levels. The district also is implementing an additional resource, IXL Math, which is personalized learning that provides teachers with real-time analytics.

IXL Math, which is personalized online learning that provides teachers with real-time analytics, was used daily by all students.

Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, IXL Diagnostics, PSSA, and NWEA MAP .

All student groups exceeded the MATH standard demonstrating growth.

Challenges

All student groups did not meet the MATH interim goal/improvement achievement goal in the 2024-2025 PSSA tests.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science from 2023-2024	In the 2023-2024 Science PSSA tests, 55.3% of Highland Park students scored Proficient or Advanced. The statewide average was 59.2%.

Science, Technology, and Engineering Education Summary

Strengths

The district implemented a new science program, TWIG, beginning with the 2022-2023 school year.

Challenges

PSSA moved the Science testing year from 4th to 5th grade beginning with the 2024-2025 school year. No data was provided for the 2024-2025 tests.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Future Ready Career Standards Benchmark	For 2024-2025, Highland Park scored 100%. The statewide average was 91.5%.

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.

Highland Park scored 100% on the PA Future Ready Career Standards Benchmark in 2024-2025.

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.

The Highland Park Guidance counselor will continue to provide lessons and assist teachers in gathering information regarding future careers for students.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

ALL student groups exceeded the Math standard demonstrating growth in the 2024-2025 PSSA tests.
Asian, Black, Economically disadvantaged , and Combined ethnicity students met the ELA standard demonstrating growth in the 2024-2025 PSSA tests.

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.

Hispanic, English Learners, and Students with Disabilities did not meet the ELA standard demonstrating growth in the 2024-2025 PSSA tests.
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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	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	Exemplary
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? =

A culture of high expectations for success for all students, educators, families, and community members.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Implement an evidence-based system of schoolwide positive behavior interventions and supports, including trauma informed care and restorative practice strategies.
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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

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?

Implement evidence-based strategies to engage families to support learning *
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Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

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
48.6% Asian students proficient or advanced in English Language Arts which is close to the state average of 49.9%	False
58.3% Asian students proficient or advanced in Mathematics in 2024-2025 which was above the state average of 41.7%	False
English Language Arts Growth Score for all student group is 74 in 2024-25 which was close to the state average of 75.4., and above the Meeting Statewide Growth Standard of 70.	True
100 Academic Growth Score in Mathematics in 2024-2025 for ALL student groups	True
We continued using the Into Reading program. This program focuses on explicitly and systemically teaching the key components of reading. It is a balanced guided reading approach which focuses on reading, writing, listening, and speaking skills.	False
Professional development opportunities are provided for teachers and administrators. There is a focus on effective reading instruction, developing learning targets, reading curriculum lesson developments, student engagement strategies, trauma informed care strategies, and restorative practices.	True
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, IXL Flex Diagnostics, PSSA, and NWEA MAP .	True
MTSS reading targeted instructional groups. Foundations is used for all 1st grade tier 1 and tier 2. In 2nd - 5th Foundations is used for all tier 2. PALS, Word Study Studio, Comprehension Intervention, Read Naturally and HMH Structured Literacy Pathways are also used for various groups.	True
The Upper Darby School District continued with the mathematics program, Envision. This program focuses on problem-based learning. It incorporates intervention activities and resources for all learning levels. The district also is implementing an additional resource, IXL Math, which is personalized learning that provides teachers with real-time analytics.	True
IXL Math, which is personalized online learning that provides teachers with real-time analytics, was used daily by all students.	True
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, IXL Diagnostics, PSSA, and NWEA MAP .	True
All student groups exceeded the MATH standard demonstrating growth.	True
The district implemented a new science program, TWIG, beginning with the 2022-2023 school year.	False
Highland Park scored 100% on the PA Future Ready Career Standards Benchmark in 2024-2025.	True
ALL student groups exceeded the Math standard demonstrating growth in the 2024-2025 PSSA tests.	True

Asian, Black, Economically disadvantaged , and Combined ethnicity students met the ELA standard demonstrating growth in the 2024-2025 PSSA tests.	False
A culture of high expectations for success for all students, educators, families, and community members.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports, including trauma informed care and restorative practice strategies.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	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 groups was 29.6% Proficient or Advanced in English Language Arts in 2024-2025	True
15.9% Hispanic students proficient of advanced in English Language Arts in 2024-2025	False
24.6% Black Students proficient or advanced in English Language Arts in 2024-2025	False
All student groups did not meet the the interim ELA achievement goal in the 2024-2025 PSSA tests.	True
Hispanic, English Learners, and Student with Disabilities did not meet the ELA standard for demonstrating growth in the 2024-2025 PSSA tests.	False
All student groups did not meet the MATH interim goal/improvement achievement goal in the 2024-2025 PSSA tests.	True
PSSA moved the Science testing year from 4th to 5th grade beginning with the 2024-2025 school year. No data was provided for the 2024-2025 tests.	False
The Highland Park Guidance counselor will continue to provide lessons and assist teachers in gathering information regarding future careers for students.	False
Hispanic, English Learners, and Students with Disabilities did not meet the ELA standard demonstrating growth in the 2024-2025 PSSA tests.	True
Implement evidence-based strategies to engage families to support learning *	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	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.

Highland Park students are not meeting the achievement benchmarks.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student groups was 29.6% Proficient or Advanced in English Language Arts in 2024-2025	More targeted interventions based on data meetings. New reading program beginning in the 2026-2027 school year.	False
All student groups did not meet the the interim ELA achievement goal in the 2024-2025 PSSA tests.	More targeted interventions based on data meetings. New reading program beginning in the 2026-2027 school year.	True
All student groups did not meet the MATH interim goal/improvement achievement goal in the 2024-2025 PSSA tests.	Fidelity implementing Savaas Envision Mathematics program. Program focuses on conceptual math understanding utilizing problem based and visual learning. Utilize the Math Diagnosis and Intervention System built into the enVision Math program. Use the IXL program as part of daily homework. More targeted instruction during MTSS Math.	True
Hispanic, English Learners, and Students with Disabilities did not meet the ELA standard demonstrating growth in the 2024-2025 PSSA tests.	More targeted interventions based on data meetings. New reading program beginning in the 2026-2027 school year.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
English Language Arts Growth Score for all student group is 74 in 2024-25 which was close to the state average of 75.4., and above the Meeting Statewide Growth Standard of 70.	Review student data throughout the school year to differentiate instruction so students' instructional needs are addressed.
100 Academic Growth Score in Mathematics in 2024-2025 for ALL student groups	Review student data throughout the school year to differentiate instruction so students' instructional needs are addressed. Continue using IXL for practice.
Professional development opportunities are provided for teachers and administrators. There is a focus on effective reading instruction, developing learning targets, reading curriculum lesson developments, student engagement strategies, trauma informed care strategies, and restorative practices.	Continue to provide professional development for teachers. Use all available resources provided by the program. Continue to develop and utilize learning targets to assist students to take ownership of their learning.
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, IXL Flex Diagnostics, PSSA, and NWEA MAP .	Teacher led data meetings.
MTSS reading targeted instructional groups. Foundations is used for all 1st grade tier 1 and tier 2. In 2nd - 5th Foundations is used for all tier 2. PALS, Word Study Studio,	Review student data throughout the school year to differentiate instruction so students instructional needs are addressed. Utilize

Comprehension Intervention, Read Naturally and HMH Structured Literacy Pathways are also used for various groups.	resources available in new program (Arts & Letters & Really Great Reading).
The Upper Darby School District continued with the mathematics program, Envision. This program focuses on problem-based learning. It incorporates intervention activities and resources for all learning levels. The district also is implementing an additional resource, IXL Math, which is personalized learning that provides teachers with real-time analytics.	Review MTSS math interventions. Review student data throughout the school year to differentiate instruction so students' instructional needs are addressed. Continue using IXL for practice.
IXL Math, which is personalized online learning that provides teachers with real-time analytics, was used daily by all students.	Continue with the IXL expectations for homework.
Student data is reviewed and analyzed throughout the school year. Reviewed data includes data from the following sources: Benchmark Testing, IXL Diagnostics, PSSA, and NWEA MAP .	Continue with focused data meetings.
All student groups exceeded the MATH standard demonstrating growth.	Continue with strategies in place and review more targeted interventions.
Highland Park scored 100% on the PA Future Ready Career Standards Benchmark in 2024-2025.	Counselor will continue with college and career readiness lessons for each grade.
ALL student groups exceeded the Math standard demonstrating growth in the 2024-2025 PSSA tests.	Continue with strategies in place and review more targeted interventions.
A culture of high expectations for success for all students, educators, families, and community members.	Consistent communication and encourage involvement with all our families. Use "Talking Points" consistently.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Continue to incorporate PBIS lessons & incentives, Trauma Informed Care strategies, and Restorative practices. PBIS Tier 2 is fully functioning and effective.
Implement an evidence-based system of schoolwide positive behavior interventions and supports, including trauma informed care and restorative practice strategies.	Continue to incorporate PBIS lessons & incentives, Trauma Informed Care strategies, and Restorative practices. PBIS Tier 2 is fully functioning and effective.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers will continue to use research based strategies to enhance lessons. Data will also be examined throughout the school year to drive instruction. Teacher led data meetings that include current strategies to help students increase their growth. New ELA programs Arts & Letters and Really Great Reading will be implemented beginning in the 2026-2027 school year.
	Teachers will continue to use research based strategies to enhance lessons. Data will also be examined throughout the school year to drive instruction. Utilize the Math Diagnosis

	and Intervention System built into the enVision Math program. Targeted small groups during Math MTSS
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Goal Setting

Priority: Teachers will continue to use research based strategies to enhance lessons. Data will also be examined throughout the school year to drive instruction. Teacher led data meetings that include current strategies to help students increase their growth. New ELA programs Arts & Letters and Really Great Reading will be implemented beginning in the 2026-2027 school year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
70% of students in each grade level will meet or exceed the 2025 ELA NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027.			
Measurable Goal Nickname (35 Character Max)			
Students meet or exceed NWEA ELA Grade Level Growth Norm Data			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline	Average growth projections Fall to Winter: 1st grade- 7 points; 2nd grade- 7 points; 3rd grade-5 points; 4th grade- 4 points; 5th grade- 3 points	Average growth projections Winter to Spring: 1st grade- 5 points; 2nd grade- 5 points; 3rd grade-4 points; 4th grade- 3 points; 5th grade- 2 points	Average growth projections Fall to Spring: 1st grade- 12 points; 2nd grade- 12 points; 3rd grade-9 points; 4th grade- 6 points; 5th grade- 5 points

Priority: Teachers will continue to use research based strategies to enhance lessons. Data will also be examined throughout the school year to drive instruction. Utilize the Math Diagnosis and Intervention System built into the enVision Math program. Targeted small groups during Math MTSS

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
70% of students in each grade level will meet or exceed the 2025 MATH NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027.			
Measurable Goal Nickname (35 Character Max)			
Students meet or exceed NWEA MATH Grade Level Growth Norm Data			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline	Average growth projections Fall to Winter: 1st grade- 9 points; 2nd grade- 8 points; 3rd grade-9 points; 4th grade- 7 points; 5th grade- 6 points	Average growth projections Winter to Spring: 1st grade- 7 points; 2nd grade- 6 points; 3rd grade-6 points; 4th grade- 6 points; 5th grade- 4 points	Average growth projections Fall to Spring: 1st grade- 16 points; 2nd grade- 15 points; 3rd grade-15 points; 4th grade- 13 points; 5th grade- 10 points

Action Plan

Measurable Goals

Students meet or exceed NWEA ELA Grade Level Growth Norm Data	Students meet or exceed NWEA MATH Grade Level Growth Norm Data
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Action Plan For: Reading Curriculum

Measurable Goals:
70% of students in each grade level will meet or exceed the 2025 ELA NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implement with fidelity the new reading programs, Arts & Letters and Really Great Reading. The programs are research based. Arts and Letters build comprehension, vocabulary & lasting knowledge through real books. Full books and fine art anchor instruction and deepen student understanding over time. Really Great Reading is also an evidence-based literacy curriculum grounded in the Science of Reading. It closes reading gaps through explicit, multisensory, and systematic instruction in phonics, decoding, and fluency.	2026-08-31	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
District Supervisors, Principal, Assistant Principal, Teachers, Librarians	Arts and Letters and Really Great Reading materials.	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student scores on module assessments will improve. Students' MAP scores will show sufficient student growth and increase in proficiency. PVAAS growth will meet or exceed expectations and PSSA achievement will improve.	Classroom assessments, benchmark assessments, progress monitoring. Data meetings to analyze students' strengths and weaknesses and develop lessons accordingly. Monitor during weekly learning walks by Principal, Assistant Principal, and Supervisors. Review student academic growth at quarterly data meetings with teachers.

Action Plan For: Mathematics Curriculum

Measurable Goals:
70% of students in each grade level will meet or exceed the 2025 MATH NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implement all facets of Savaas Envision Mathematics program. Program focuses on conceptual math understanding utilizing problem based learning and visual learning. The program provides extensive intervention lessons as well as enrichment lessons. Also assign daily IXL homework. Monitor during	2026-08-31	2027-06-15

weekly learning walks and review student academic growth at quarterly data meetings.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District Supervisors, Principal, Assistant Principal, Teachers,	Savaas Envision materials	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student scores on module assessments will improve. Students' MAP scores will show sufficient student growth and increase in proficiency. PVAAS growth will meet or exceed expectations.	Classroom assessments, topic quiz checks, benchmark assessments, progress monitoring. Data meetings to analyze students' strengths and weaknesses and develop lessons accordingly. Monitor during weekly learning walks by Principal, Assistant Principal, and Supervisors. Review student academic growth at quarterly data meetings with teachers.

Action Plan For: Trauma -Informed School Environment

Measurable Goals:
70% of students in each grade level will meet or exceed the 2025 ELA NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027. 70% of students in each grade level will meet or exceed the 2025 MATH NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027.

Action Step	Anticipated Start Date	Anticipated Completion Date
All teachers will utilize trauma informed strategies to keep students regulated so that they can remain engaged in their lessons. The Trauma Informed Leadership Team (TILT) will continue to provide coaching and consultation for teachers throughout the school year. Professional development opportunities regarding best practices to help students stay regulated and in the classroom for instruction will be offered throughout the school year	2026-08-31	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal, Assistant Principal, Trauma Informed Leadership Team, Counselor	Calming corner materials. Chat and Chew area to resolve conflicts . Strategies implemented consistently in all classrooms	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By implementing trauma-informed strategies to support student regulation, we anticipate increased student focus and engagement during instruction. Regulated students are better able to access and retain academic content, resulting in increased NWEA MAP growth in ELA and Math (meeting or exceeding growth norms) and improved PSSA achievement and growth scores.	Classroom assessments, topic quiz checks, benchmark assessments, progress monitoring. Data meetings to analyze students' strengths and weaknesses and develop lessons accordingly. Monitor during weekly learning walks by Principal, Assistant Principal, and Supervisors. Review student academic growth at quarterly data meetings with teachers.

Action Plan For: Schoolwide Positive Behavior Interventions and Supports

Measurable Goals:	
70% of students in each grade level will meet or exceed the 2025 ELA NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027. 70% of students in each grade level will meet or exceed the 2025 MATH NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027.	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers will provide PBIS lessons, and weekly SEL lessons. Monthly student of the month assemblies. Weekly golden ticket winners and monthly incentives for positive behavior. Monitor number of discipline referrals monthly and monitor student academic growth at quarterly data meetings. Tier 1 and Tier 2 meetings to provide extra support for students as needed.		2026-08-31	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Team Leaders. Assistant Principal, Counselor, Principal, Teachers, Librarian	PBIS meetings, golden tickets, celebrations, incentives.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Schoolwide positive behavior interventions and supports (PBIS) establish a consistent, predictable environment that promotes student regulation and focus. Regulated students engage more effectively with instruction, leading to increased NWEA MAP growth in ELA and Math (meeting or exceeding growth norms) and improved PSSA achievement and growth scores.	Behavior referrals reviewed monthly.

Action Plan For: Formative Assessment and Clarity of Learning Objectives

Measurable Goals:	
70% of students in each grade level will meet or exceed the 2025 ELA NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027. 70% of students in each grade level will meet or exceed the 2025 MATH NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027.	

Action Step		Anticipated Start Date	Anticipated Completion Date
All teachers will establish and communicate clear learning targets aligned to grade-level standards and provide students with co-created or explicitly taught success criteria for each lesson, enabling students to monitor their own progress and understand expectations.		2026-08-31	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Supervisors, and Coaches	Feedback provided after learning walks and observations.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Clear learning targets and success criteria increase instructional clarity and enable students to monitor their progress and stay focused on learning goals. When students understand expectations and can track their own progress, they engage more effectively with content, resulting in increased NWEA MAP growth in ELA and Math (meeting or exceeding growth norms) and improved PSSA achievement and growth scores.	Feedback after all Learning Walks and Observations.

Action Plan For: Multi-Tiered System of Support (MTSS)

Measurable Goals:
70% of students in each grade level will meet or exceed the 2025 ELA NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027. 70% of students in each grade level will meet or exceed the 2025 MATH NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implement a multi-tiered system of support (MTSS) that includes universal screening, progress monitoring, and evidence-based interventions at Tier 1 (core instruction), Tier 2 (targeted small-group support), and Tier 3 (intensive individualized support) to address student needs in ELA and Math.	2026-08-31	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
District supervisors, Principal, Assistant Principal, district coaches	Curriculum materials. Data meetings.	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Through a multi-tiered system of support with universal screening, progress monitoring, and tiered interventions, students receive instruction matched to their individual needs. Early identification and targeted support accelerate skill development, resulting in increased NWEA MAP growth in ELA and Math (meeting or exceeding growth norms) and improved PSSA achievement and growth scores.	Learning walks, observations, data meetings.

Action Plan For: Adaptive, Technology-Enhanced Practice and Personalized Learning

Measurable Goals:
70% of students in each grade level will meet or exceed the 2025 ELA NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027. 70% of students in each grade level will meet or exceed the 2025 MATH NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement IXL Math and IXL ELA as a supplemental resource to provide students with personalized, adaptive practice; immediate corrective feedback; and progress monitoring data to inform instruction in ELA and Math.		2026-08-31	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
District Supervisors, Principal, Assistant Principals	IXL Program.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Personalized adaptive practice with IXL Math and IXL ELA, combined with real-time feedback and progress monitoring, allows students to practice skills at their level and receive immediate corrective feedback. Teacher access to progress data enables targeted instruction, resulting in increased NWEA MAP growth in ELA and Math (meeting or exceeding growth norms) and improved PSSA achievement and growth scores.	Weekly reports and data.

Action Plan For: Chronic Absenteeism Reduction and Attendance Improvement

Measurable Goals:
70% of students in each grade level will meet or exceed the 2025 ELA NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027. 70% of students in each grade level will meet or exceed the 2025 MATH NWEA MAP Student Growth Projections from Fall 2026 to Spring 2027.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement schoolwide attendance monitoring and intervention protocols, including early warning systems to identify chronically absent or tardy students, family engagement strategies, and targeted support to improve student attendance and timeliness.		2026-08-31	2027-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Social Worker	Communication, Student Attendance Improvement Plans	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Chronic absenteeism and tardiness reduce instructional time and interrupt learning. Through attendance monitoring and early intervention protocols, we increase student attendance and on-time arrival, providing greater access to instruction. Increased instructional time and continuity result in improved student engagement and focus, leading to increased NWEA MAP	Daily attendance reports. Communicating with families.

growth in ELA and Math (meeting or exceeding growth norms) and improved PSSA achievement and growth scores.	
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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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Total Expenditures				0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Reading Curriculum	Implement with fidelity the new reading programs, Arts & Letters and Really Great Reading. The programs are research based. Arts and Letters build comprehension, vocabulary & lasting knowledge through real books. Full books and fine art anchor instruction and deepen student understanding over time. Really Great Reading is also an evidence-based literacy curriculum grounded in the Science of Reading. It closes reading gaps through explicit, multisensory, and systematic instruction in phonics, decoding, and fluency.
Mathematics Curriculum	Implement all facets of Savaas Envision Mathematics program. Program focuses on conceptual math understanding utilizing problem based learning and visual learning. The program provides extensive intervention lessons as well as enrichment lessons. Also assign daily IXL homework. Monitor during weekly learning walks and review student academic growth at quarterly data meetings.
Trauma -Informed School Environment	All teachers will utilize trauma informed strategies to keep students regulated so that they can remain engaged in their lessons. The Trauma Informed Leadership Team (TILT) will continue to provide coaching and consultation for teachers throughout the school year. Professional development opportunities regarding best practices to help students stay regulated and in the classroom for instruction will be offered throughout the school year
Schoolwide Positive Behavior Interventions and Supports	Teachers will provide PBIS lessons, and weekly SEL lessons. Monthly student of the month assemblies. Weekly golden ticket winners and monthly incentives for positive behavior. Monitor number of discipline referrals monthly and monitor student academic growth at quarterly data meetings. Tier 1 and Tier 2 meetings to provide extra support for students as needed.
Formative Assessment and Clarity of Learning Objectives	All teachers will establish and communicate clear learning targets aligned to grade-level standards and provide students with co-created or explicitly taught success criteria for each lesson, enabling students to monitor their own progress and understand expectations.
Multi-Tiered System of Support (MTSS)	Implement a multi-tiered system of support (MTSS) that includes universal screening, progress monitoring, and evidence-based interventions at Tier 1 (core instruction), Tier 2 (targeted small-group support), and Tier 3 (intensive individualized support) to address student needs in ELA and Math.
Adaptive, Technology-Enhanced Practice and Personalized Learning	Implement IXL Math and IXL ELA as a supplemental resource to provide students with personalized, adaptive practice; immediate corrective feedback; and progress monitoring data to inform instruction in ELA and Math.

Reading Curriculum (Arts & Letters and Really Great Reading) Implementation

Action Step
Implement with fidelity the new reading programs, Arts & Letters and Really Great Reading. The programs are research based. Arts and Letters build comprehension, vocabulary & lasting knowledge through real books. Full books and fine art anchor instruction and deepen student understanding over time. Really Great Reading is also an evidence-based literacy curriculum grounded in the

Science of Reading. It closes reading gaps through explicit, multisensory, and systematic instruction in phonics, decoding, and fluency.		
Audience		
All teachers		
Topics to be Included		
Best practices in ELA instruction. Utilization of all program resources including intervention resources.		
Evidence of Learning		
Increased student growth and proficiency.		
Lead Person/Position	Anticipated Start	Anticipated Completion
ELA district supervisor	2026-08-24	2027-06-15

Learning Format

Type of Activities	Frequency
Inservice day	Summer PD, PD days during school year.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Implementing/Reviewing Mathematics Curriculum

Action Step		
Implement all facets of Savaas Envision Mathematics program. Program focuses on conceptual math understanding utilizing problem based learning and visual learning. The program provides extensive intervention lessons as well as enrichment lessons. Also assign daily IXL homework. Monitor during weekly learning walks and review student academic growth at quarterly data meetings.		
Audience		
All teachers		
Topics to be Included		
Best practices in mathematics instruction. Utilization of all program resources including intervention resources.		
Evidence of Learning		
Increased student growth and proficiency.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mathematics Supervisor	2026-08-24	2027-06-15

Learning Format

Type of Activities	Frequency
Inservice day	Summer PD, In-Service Days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Trauma-Informed Strategies

Action Step	
All teachers will utilize trauma informed strategies to keep students regulated so that they can remain engaged in their lessons. The Trauma Informed Leadership Team (TILT) will continue to	

provide coaching and consultation for teachers throughout the school year. Professional development opportunities regarding best practices to help students stay regulated and in the classroom for instruction will be offered throughout the school year		
Audience		
All teachers		
Topics to be Included		
Trauma Informed strategies to help students stay regulated.		
Evidence of Learning		
Effective calming corners in every classroom, less students disregulated.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Trauma Informed Leadership Team members, Principal, Assistant Principal, Counselor	2026-08-24	2027-06-15

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

PBIS

Action Step		
Teachers will provide PBIS lessons, and weekly SEL lessons. Monthly student of the month assemblies. Weekly golden ticket winners and monthly incentives for positive behavior. Monitor number of discipline referrals monthly and monitor student academic growth at quarterly data meetings. Tier 1 and Tier 2 meetings to provide extra support for students as needed.		
Audience		
All teachers		
Topics to be Included		
PBIS Lessons, expectations, review of rubric (tier 1, tier 2, and tier 3).		
Evidence of Learning		
Positive school culture. Less discipline referrals		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Principal, Principal, PBIS team members	2026-08-24	2026-06-15

Learning Format

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

Learning Targets & Success Criteria

Action Step

All teachers will establish and communicate clear learning targets aligned to grade-level standards and provide students with co-created or explicitly taught success criteria for each lesson, enabling students to monitor their own progress and understand expectations.		
Audience		
All teachers		
Topics to be Included		
Developing Learning Targets and Success Criteria and implementing for each lesson.		
Evidence of Learning		
Students take ownership of their learning.		
Lead Person/Position	Anticipated Start	Anticipated Completion
District supervisors, Principal, Assistant Principal	2026-08-24	2027-06-15

Learning Format

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

MTSS Implementation

Action Step		
Implement a multi-tiered system of support (MTSS) that includes universal screening, progress monitoring, and evidence-based interventions at Tier 1 (core instruction), Tier 2 (targeted small-group support), and Tier 3 (intensive individualized support) to address student needs in ELA and Math.		
Audience		
All teachers		
Topics to be Included		
MTSS interventions for ELA and Math. Progress monitoring, reports, targeted interventions.		
Evidence of Learning		
Increased growth and proficiency.		
Lead Person/Position	Anticipated Start	Anticipated Completion
District supervisors, district coaches, Principal, Assistant Principal	2026-08-24	2027-06-15

Learning Format

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

IXL Reports

Action Step

Implement IXL Math and IXL ELA as a supplemental resource to provide students with personalized, adaptive practice; immediate corrective feedback; and progress monitoring data to inform instruction in ELA and Math.		
Audience		
All teachers		
Topics to be Included		
IXL expectations. Understanding reports and targeting instruction accordingly.		
Evidence of Learning		
Increased growth and proficiency.		
Lead Person/Position	Anticipated Start	Anticipated Completion
District supervisors, district coaches, Principal, Assistant Principal	2026-08-24	2027-06-15

Learning Format

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

Approvals & Signatures

Uploaded Files

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