

**Upper Darby Kdg Ctr**

Schoolwide Title 1 School Plan | 2026 - 2027

## Profile and Plan Essentials

|                                            |              |                                             |
|--------------------------------------------|--------------|---------------------------------------------|
| <b>School</b>                              |              | AUN/Branch                                  |
| Upper Darby Kdg Ctr                        |              | 125239452                                   |
| <b>Address 1</b>                           |              |                                             |
| 3200 State Rd                              |              |                                             |
| <b>Address 2</b>                           |              |                                             |
|                                            |              |                                             |
| <b>City</b>                                | <b>State</b> | <b>Zip Code</b>                             |
| Drexel Hill                                | PA           | 19026                                       |
| <b>Chief School Administrator</b>          |              | <b>Chief School Administrator Email</b>     |
| Dr Daniel P McGarry                        |              | dmcgarry@upperdarbysd.org                   |
| <b>Principal Name</b>                      |              |                                             |
| Anna Marie DiLossi                         |              |                                             |
| <b>Principal Email</b>                     |              |                                             |
| amdilossi@upperdarbysd.org                 |              |                                             |
| <b>Principal Phone Number</b>              |              | <b>Principal Extension</b>                  |
| 6102847992                                 |              |                                             |
| <b>School Improvement Facilitator Name</b> |              | <b>School Improvement Facilitator Email</b> |
|                                            |              |                                             |

## Steering Committee

| Name                   | Position/Role              | Building/Group/Organization | Email                        |
|------------------------|----------------------------|-----------------------------|------------------------------|
| Anna Marie DiLossi     | Principal                  | UDKC                        | amdilossi@upperdarbysd.org   |
| Matthew Downing        | Other                      | UDKC                        | mdowning@upperdarbysd.org    |
| Ashwina Mosakowski     | District Level Leaders     | UDSD                        | amosakowski@upperdarbysd.org |
| Kenisha Reid Wilkinson | Other                      | UDKC                        | kreid@upperdarbysd.org       |
| Jill Shaw              | Other                      | UDKC                        | jshaw@upperdarbysd.org       |
| Maddalana Ghanayem     | Teacher                    | UDKC                        | mghanayem@upperdarbysd.org   |
| Mary Stiles            | Other                      | UDKC                        | mstiles@upperdarbysd.org     |
| Eileen Hovey           | Teacher                    | UDKC                        | ehovey@upperdarbysd.org      |
| Kristin O'Neill        | District Level Leaders     | UDSD                        | koneill@upperdarbysd.org     |
| Adrian Baranick        | Community Member           | UDKC                        | adrianbaranick777@gmail.com  |
| Yennifer Chandler      | Parent                     | UDKC                        | yhandler0226@gmail.com       |
| Daniel McGarry         | Chief School Administrator | UDSD                        | dmcgarry@upperdarbysd.org    |
|                        |                            |                             |                              |
|                        |                            |                             |                              |
|                        |                            |                             |                              |
|                        |                            |                             |                              |
|                        |                            |                             |                              |
|                        |                            |                             |                              |

## Vision for Learning

### **Vision for Learning**

The Kindergarten Center's mission is to provide a nurturing, safe, and fun environment that will introduce children to the exciting world of learning. In fostering individuality, creativity, and imagination, students at the Kindergarten Center will develop life-long friends and a life-long love of learning. We are committed to establishing a strong foundation that opens the doors for continued academic success and endless possibilities.

## Future Ready PA Index

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

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

## Proficient or Advanced in English Language Arts/Literature

### Review of the School Level Performance

#### Strengths

| Indicator | Comments/Notable Observations |
|-----------|-------------------------------|
|           |                               |
|           |                               |
|           |                               |
|           |                               |

#### Challenges

| Indicator | Comments/Notable Observations |
|-----------|-------------------------------|
|           |                               |
|           |                               |
|           |                               |
|           |                               |

## Proficient or Advanced in Mathematics/Algebra

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

#### Strengths

| Indicator<br>ESSA Student Subgroups | Comments/Notable Observations |
|-------------------------------------|-------------------------------|
| Indicator<br>ESSA Student Subgroups | Comments/Notable Observations |
| Indicator<br>ESSA Student Subgroups | Comments/Notable Observations |
| Indicator<br>ESSA Student Subgroups | Comments/Notable Observations |

#### Challenges

| Indicator<br>ESSA Student Subgroups | Comments/Notable Observations |
|-------------------------------------|-------------------------------|
| Indicator<br>ESSA Student Subgroups | Comments/Notable Observations |
| Indicator<br>ESSA Student Subgroups | Comments/Notable Observations |
| Indicator<br>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.

|                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------|
| 2025-2026 Pennsylvania Department of Education PBIS awarded the UDKC for Fidelity of Implementation at the Universal Level. |
| MAP Benchmark data demonstrated substantial growth in foundational literacy skills                                          |

**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.

|                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| An increase in students entering as English Learners (many at Level 1), creating a need for increased language scaffolding, vocabulary development, and consistent academic language exposure across all classrooms. |
| Continued areas of need remain in oral language development, vocabulary acquisition, fluency, and comprehension.                                                                                                     |

## Local Assessment

### English Language Arts

| Data                                                                                                                                                                                                                                                     | Comments/Notable Observations                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| During the 2025-2026 School Year, Students performing in Level 0 for Phonological Awareness decreased from 53% (228 students) in the fall to 21% (90 students) in the spring, representing a 32 percentage-point reduction in the highest-risk category. | Overall cohort performance shifted from a majority of students performing significantly below benchmark in the fall toward a substantially larger concentration of students meeting or exceeding end-of-year phonological awareness expectations in the spring.                                                                                                                                                |
| During the 2025-2026 school year, Students performing at advanced phonics levels (Levels 4-5) increased from 5% (20 students) in the fall to 32% (135 students) in the spring.                                                                           | The phonics data reflects strong instructional impact and meaningful academic growth across the kindergarten population over the course of the school year. Student performance improved substantially despite increasingly rigorous end-of-year expectations, demonstrating successful movement across performance bands and a significant reduction in students identified within the highest-risk category. |

### English Language Arts Summary

#### Strengths

|                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| During the 2025-2026 School Year, Students performing in Level 0 for Phonological Awareness decreased from 53% (228 students) in the fall to 21% (90 students) in the spring, representing a 32 percentage-point reduction in the highest-risk category. |
| During the 2025-2026 school year, Students performing at advanced phonics levels (Levels 4-5) increased from 5% (20 students) in the fall to 32% (135 students) in the spring.                                                                           |

#### Challenges

|                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase in students entering kindergarten below benchmark in early reading and math readiness skills, including phonological awareness, letter recognition, number sense, and counting concepts. Strengthening these foundational skills is essential to building long-term academic success. |
| Chronic absenteeism and inconsistent attendance impacted instructional continuity and intervention consistency for students during the 2025–2026 school year.                                                                                                                                  |
| Benchmark data demonstrated substantial growth in foundational literacy skills; however, continued areas of need remain in oral language development, vocabulary acquisition, fluency, and comprehension.                                                                                      |

### Mathematics

| Data                                       | Comments/Notable Observations                                                                                                                                                            |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Envisions Math Topic Benchmark Assessments | Given 3 times a year - based upon standards. Students are assessed after 4 topics each time test is given and it is comprehensive each benchmark to what has been learned to that point. |

### Mathematics Summary

#### Strengths

|                                                                                                  |
|--------------------------------------------------------------------------------------------------|
| Students have full use of curriculum and materials                                               |
| Math Instructional Coach models lessons for classroom teachers, as well as mentors new teachers. |
| Ability to provide additional math support to neediest students one-on-one or small group.       |

#### Challenges

|                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase in students entering kindergarten without a strong understanding of numbers, including counting with one-to-one correspondence, recognizing numbers, and understanding quantity.                                           |
| An increase in students entering kindergarten with underdeveloped social-emotional and classroom readiness skills such as attention, following routines, and persistence, which directly impacts instructional time and engagement. |

### Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|------|-------------------------------|
| n/a  | n/a                           |

## Science, Technology, and Engineering Education Summary

### Strengths

|                                                                                                       |
|-------------------------------------------------------------------------------------------------------|
| Almost all students being in person for learning allows for full use of the curriculum and materials. |
|-------------------------------------------------------------------------------------------------------|

### Challenges

## Related Academics

### Career Readiness

| Data           | Comments/Notable Observations |
|----------------|-------------------------------|
| Not Applicable | Not Applicable                |

### 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.

|                |
|----------------|
| Not Applicable |
|----------------|

### 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.

|                |
|----------------|
| Not Applicable |
|----------------|

## Equity Considerations

### English Learners

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

| Data        | Comments/Notable Observations                                                                                                                                                                                                                                                                                                         |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MAP Fluency | Winter 2025 79% and 73% in Spring Benchmark MAP Fluency program has identified that a student's performance is significantly below expected benchmark levels in early literacy skills such as: Letter sound recognition Phonemic awareness (hearing and manipulating sounds in words) Early decoding skills Rapid naming/automaticity |
|             |                                                                                                                                                                                                                                                                                                                                       |
|             |                                                                                                                                                                                                                                                                                                                                       |

### 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

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

| Student Groups | Comments/Notable Observations |
|----------------|-------------------------------|
| Hispanic       |                               |

## 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.

|                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ability to provide additional reading support to the neediest students, one-on-one or in small groups.                                                                         |
| Data Meetings with the building Reading team, Director of ELA curriculum and ELA Coach, after assessments given to determine next steps - moving on or reteaching for mastery. |
|                                                                                                                                                                                |
|                                                                                                                                                                                |
|                                                                                                                                                                                |

### 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.

|                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| An increase in the number of students entering kindergarten below benchmark in early reading and math readiness skills, including phonological awareness, letter recognition, number sense, and counting concepts. Strengthening these foundational skills is essential to building long-term academic success. |
| An increase in students entering kindergarten with underdeveloped social-emotional and classroom readiness skills such as attention, following routines, and persistence, which directly impacts instructional time and engagement.                                                                             |
|                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                 |

## 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                                                             | Not Yet Evident |

### 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?

>

|                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foster a culture of high expectations for success for all students, educators, families, and community members                                                         |
| Monitor and Evaluate the impact of professional learning on staff practices and student learning                                                                       |
| 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                                                                          |

### 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?

>

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

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

| Strength                                                                                                                                                                                                                                                 | Check for Consideration in Plan |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 2025-2026 Pennsylvania Department of Education PBIS awarded the UDKC for Fidelity of Implementation at the Universal Level.                                                                                                                              | False                           |
| MAP Benchmark data demonstrated substantial growth in foundational literacy skills                                                                                                                                                                       | False                           |
| During the 2025-2026 School Year, Students performing in Level 0 for Phonological Awareness decreased from 53% (228 students) in the fall to 21% (90 students) in the spring, representing a 32 percentage-point reduction in the highest-risk category. | False                           |
| During the 2025-2026 school year, Students performing at advanced phonics levels (Levels 4-5) increased from 5% (20 students) in the fall to 32% (135 students) in the spring.                                                                           | False                           |
| Students have full use of curriculum and materials                                                                                                                                                                                                       | False                           |
| Almost all students being in person for learning allows for full use of the curriculum and materials.                                                                                                                                                    | False                           |
| Ability to provide additional reading support to the neediest students, one-on-one or in small groups.                                                                                                                                                   | False                           |
| Data Meetings with the building Reading team, Director of ELA curriculum and ELA Coach, after assessments given to determine next steps - moving on or reteaching for mastery.                                                                           | False                           |
| Foster a culture of high expectations for success for all students, educators, families, and community members                                                                                                                                           | False                           |
| Monitor and Evaluate the impact of professional learning on staff practices and student learning                                                                                                                                                         | True                            |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically                                                                                   | False                           |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports                                                                                                                                                            | False                           |
| Math Instructional Coach models lessons for classroom teachers, as well as mentors new teachers.                                                                                                                                                         | False                           |
| Ability to provide additional math support to neediest students one-on-one or small group.                                                                                                                                                               | False                           |
| Not Applicable                                                                                                                                                                                                                                           | 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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| An increase in students entering as English Learners (many at Level 1), creating a need for increased language scaffolding, vocabulary development, and consistent academic language exposure across all classrooms.                                                                           | True                            |
| Continued areas of need remain in oral language development, vocabulary acquisition, fluency, and comprehension.                                                                                                                                                                               | False                           |
| Increase in students entering kindergarten below benchmark in early reading and math readiness skills, including phonological awareness, letter recognition, number sense, and counting concepts. Strengthening these foundational skills is essential to building long-term academic success. | False                           |

|                                                                                                                                                                                                                                                                                                                 |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Chronic absenteeism and inconsistent attendance impacted instructional continuity and intervention consistency for students during the 2025–2026 school year.                                                                                                                                                   | True  |
| Benchmark data demonstrated substantial growth in foundational literacy skills; however, continued areas of need remain in oral language development, vocabulary acquisition, fluency, and comprehension.                                                                                                       | False |
| Not Applicable                                                                                                                                                                                                                                                                                                  | False |
| An increase in the number of students entering kindergarten below benchmark in early reading and math readiness skills, including phonological awareness, letter recognition, number sense, and counting concepts. Strengthening these foundational skills is essential to building long-term academic success. | False |
| An increase in students entering kindergarten with underdeveloped social-emotional and classroom readiness skills such as attention, following routines, and persistence, which directly impacts instructional time and engagement.                                                                             | False |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school                                                                                                                                                                                                      | False |
| Implement evidence-based strategies to engage families to support learning                                                                                                                                                                                                                                      | False |
| Increase in students entering kindergarten without a strong understanding of numbers, including counting with one-to-one correspondence, recognizing numbers, and understanding quantity.                                                                                                                       | False |
| An increase in students entering kindergarten with underdeveloped social-emotional and classroom readiness skills such as attention, following routines, and persistence, which directly impacts instructional time and engagement.                                                                             | 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.

The kindergarten program serves a highly diverse student population, including approximately one-third multilingual learners (EL students). Chronic absenteeism and inconsistent attendance impacted instructional continuity and intervention consistency for students during the 2025–2026 school year. Benchmark data demonstrated substantial growth in foundational literacy skills; however, continued areas of need remain in oral language development, vocabulary acquisition, fluency, and comprehension. Beginning in the 2026–2027 school year, the school will implement Really Great Reading to strengthen systematic foundational literacy instruction, phonemic awareness, phonics, decoding automaticity, and connected-text reading.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges                                                                                                                                                                                                 | Discussion Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Check for Priority |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Chronic absenteeism and inconsistent attendance impacted instructional continuity and intervention consistency for students during the 2025–2026 school year.                                                        | Chronic absenteeism and inconsistent attendance among students during the 2025–2026 school year negatively impacted instructional continuity, student engagement, and the consistency of academic and behavioral interventions. The challenges associated with the half-day kindergarten program, including transportation difficulties, childcare needs, family work schedules, and limited time in school, contributed to inconsistent attendance patterns for some students. These attendance concerns reduced opportunities for sustained instruction, intervention implementation, and relationship-building, ultimately impacting student progress and school readiness outcomes.                   | True               |
| An increase in students entering as English Learners (many at Level 1), creating a need for increased language scaffolding, vocabulary development, and consistent academic language exposure across all classrooms. | The school has experienced a significant increase in the number of students qualifying for ELL services, creating a need for increased language scaffolding, vocabulary development, and consistent academic language exposure across all classrooms. Current staffing, instructional supports, intervention systems, and professional learning opportunities have not expanded at the same pace as the increasing needs of the ELL population. As a result, teachers require additional training, resources, and collaborative support to effectively implement language acquisition strategies and differentiated instruction to meet the academic and social-emotional needs of multilingual learners. | True               |

### Analyzing Strengths

| Analyzing Strengths                                                                              | Discussion Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitor and Evaluate the impact of professional learning on staff practices and student learning | The school will leverage its commitment to ongoing professional learning and staff collaboration to address prioritized challenges related to increasing ELL enrollment and student achievement. Professional development opportunities focused on language acquisition strategies, differentiated instruction, and culturally responsive practices will be monitored and evaluated to determine their impact on instructional practices and student learning outcomes. Data collected through classroom observations, benchmark assessments, coaching cycles, and collaborative team discussions will be used to adjust supports and ensure professional learning is effectively improving educator capacity and student success. |

### Priority Challenges

| Analyzing Priority Challenges | Priority Statements                                                                                                 |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------|
|                               | Chronic absenteeism and inconsistent attendance among students during the 2025–2026 school year negatively impacted |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | instructional continuity, student engagement, and the consistency of academic and behavioral interventions. The challenges associated with the half-day kindergarten program, including transportation difficulties, childcare needs, family work schedules, and limited time in school, contributed to inconsistent attendance patterns for some students. These attendance concerns reduced opportunities for sustained instruction, intervention implementation, and relationship-building, ultimately impacting student progress and school readiness outcomes. |
|  | The school must strengthen instructional practices, intervention systems, and family support structures to effectively meet the needs of the increasing number of students qualifying for English Language Learner (ELL) services.                                                                                                                                                                                                                                                                                                                                  |

## Goal Setting

**Priority: Chronic absenteeism and inconsistent attendance among students during the 2025–2026 school year negatively impacted instructional continuity, student engagement, and the consistency of academic and behavioral interventions. The challenges associated with the half-day kindergarten program, including transportation difficulties, childcare needs, family work schedules, and limited time in school, contributed to inconsistent attendance patterns for some students. These attendance concerns reduced opportunities for sustained instruction, intervention implementation, and relationship-building, ultimately impacting student progress and school readiness outcomes.**

|                                                                                                                                                                                                                                                                                                                                                                                                                             |                           |                           |                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| <b>Outcome Category</b>                                                                                                                                                                                                                                                                                                                                                                                                     |                           |                           |                           |
| Regular Attendance                                                                                                                                                                                                                                                                                                                                                                                                          |                           |                           |                           |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                                                                                                                                                                                                                                               |                           |                           |                           |
| By June 2027, the school will reduce chronic absenteeism among students enrolled in the half-day kindergarten program by strengthening family communication, attendance monitoring procedures, and intervention supports, resulting in a 10% decrease in chronic absenteeism and improved consistency in student attendance as measured by daily attendance records, intervention tracking, and student participation data. |                           |                           |                           |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                                                                                                                                                                                                                                                          |                           |                           |                           |
| Attendance                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |                           |                           |
| <b>Target 1st Quarter</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Target 2nd Quarter</b> | <b>Target 3rd Quarter</b> | <b>Target 4th Quarter</b> |
| 5%                                                                                                                                                                                                                                                                                                                                                                                                                          | 5%                        | 10%                       | 10%                       |

**Priority: The school must strengthen instructional practices, intervention systems, and family support structures to effectively meet the needs of the increasing number of students qualifying for English Language Learner (ELL) services.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |                           |                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|---------------------------|
| <b>Outcome Category</b>                                                                                                                                                                                                                                                                                                                                                                                                            |                           |                           |                           |
| Early Literacy                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |                           |                           |
| <b>Measurable Goal Statement (Smart Goal)</b>                                                                                                                                                                                                                                                                                                                                                                                      |                           |                           |                           |
| By June 2027, the school will increase phonics support for English Language Learners by implementing targeted instructional strategies, professional development, and intervention supports, resulting in at least 65% of ELL students demonstrating growth in language acquisition and benchmark assessment performance as measured by district benchmark assessments, classroom performance data, and progress-monitoring tools. |                           |                           |                           |
| <b>Measurable Goal Nickname (35 Character Max)</b>                                                                                                                                                                                                                                                                                                                                                                                 |                           |                           |                           |
| MAP FLUENCY                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |                           |                           |
| <b>Target 1st Quarter</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Target 2nd Quarter</b> | <b>Target 3rd Quarter</b> | <b>Target 4th Quarter</b> |
| 25%                                                                                                                                                                                                                                                                                                                                                                                                                                | 40%                       | 50%                       | 65%                       |

## Action Plan

### Measurable Goals

|            |             |
|------------|-------------|
| Attendance | MAP FLUENCY |
|------------|-------------|

### Action Plan For: Structured Literacy

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <ul style="list-style-type: none"> <li>By June 2027, the school will increase phonics support for English Language Learners by implementing targeted instructional strategies, professional development, and intervention supports, resulting in at least 65% of ELL students demonstrating growth in language acquisition and benchmark assessment performance as measured by district benchmark assessments, classroom performance data, and progress-monitoring tools.</li> </ul> |  |

| Action Step              |                                                               | Anticipated Start Date | Anticipated Completion Date |
|--------------------------|---------------------------------------------------------------|------------------------|-----------------------------|
| Professional Development |                                                               | 2026-09-01             | 2027-06-10                  |
| Lead Person/Position     | Material/Resources/Supports Needed                            | PD Step?               |                             |
| Anna Marie DiLossi       | Reading Resources - Title 1 teachers, Counseling, MTSS Tutors | Yes                    |                             |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--------------------|-------------------------------------------------------|
| 60% MAP Fluency    | 3 times a year                                        |

## 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  |      |
|----------------------------------------------|---------------------------------------------------------------------|-------------------------|---------|------|
| Instruction                                  | <ul style="list-style-type: none"><li>Structured Literacy</li></ul> | MTSS Supplies           | 3000.00 |      |
|                                              |                                                                     |                         |         |      |
|                                              |                                                                     |                         |         |      |
|                                              |                                                                     |                         |         |      |
| Total Expenditures                           |                                                                     |                         |         | 3000 |

## Professional Development

### Professional Development Action Steps

|                                |                          |
|--------------------------------|--------------------------|
| <b>Evidence-based Strategy</b> | Action Steps             |
| Structured Literacy            | Professional Development |

### Arts and Letters/Really Great Reading

|                                                          |                          |                               |
|----------------------------------------------------------|--------------------------|-------------------------------|
| <b>Action Step</b>                                       |                          |                               |
| • Professional Development                               |                          |                               |
| <b>Audience</b>                                          |                          |                               |
| Teachers                                                 |                          |                               |
| <b>Topics to be Included</b>                             |                          |                               |
| Arts and Letters/Really Great Reading Structured Reading |                          |                               |
| <b>Evidence of Learning</b>                              |                          |                               |
| Teacher Efficiency                                       |                          |                               |
| <b>Lead Person/Position</b>                              | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| A. DiLossi                                               | 2026-09-01               | 2027-06-12                    |

### Learning Format

|                                                                     |                  |
|---------------------------------------------------------------------|------------------|
| <b>Type of Activities</b>                                           | <b>Frequency</b> |
| Workshop(s)                                                         | Monthly          |
| <b>Observation and Practice Framework Met in this Plan</b>          |                  |
|                                                                     |                  |
| <b>This Step Meets the Requirements of State Required Trainings</b> |                  |
| Structured Literacy                                                 |                  |

## Approvals & Signatures

|                       |
|-----------------------|
| <b>Uploaded Files</b> |
|                       |

|                                                 |             |
|-------------------------------------------------|-------------|
| <b>Chief School Administrator</b>               | <b>Date</b> |
|                                                 |             |
| <b>Building Principal Signature</b>             | <b>Date</b> |
| Anna Marie DiLossi                              | 2026-05-18  |
| <b>School Improvement Facilitator Signature</b> | <b>Date</b> |
|                                                 |             |